

Agenda

Meeting: **Transport, Economy and Environment Overview & Scrutiny Committee**

Venue: **Brierley Room, County Hall,
Northallerton, DL7 8AD
(see location plan overleaf)**

Date: **Tuesday 10 April 2018 at 10.00am**

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Business

1. **Minutes of the meeting held on 23 January 2018**
(Pages 6 to 12)
2. **Any Declarations of Interest**
3. **Public Questions or Statements.**

Members of the public may ask questions or make statements at this meeting if they have given notice to Jonathan Spencer of Policy & Partnerships (*contact details below*) no later than midday on Thursday 5 April 2018, three working days before the day of the meeting. Each speaker should limit themselves to 3 minutes on any item. Members of the public who have given notice will be invited to speak:-

- at this point in the meeting if their questions/statements relate to matters which are not otherwise on the Agenda (subject to an overall time limit of 30 minutes);

- when the relevant Agenda item is being considered if they wish to speak on a matter which is on the Agenda for this meeting.

	<i>Suggested timings if no public questions or statements</i>
4. SEND Home to School Transport Consultation – Report of NYCC Corporate Director – Children and Young People’s Service.	10:00-11:00
REPORT TO FOLLOW	
5. Update report from Adult Learning and Skills Service and Post Implementation Action Plan – Report of NYCC Corporate Director – Children and Young People’s Service. (Pages 13 to 58)	11:00-11:30
6. Apprenticeships - Report of the Assistant Chief Executive (Business Support) (Pages 59 to 68)	11:30-12:00
7. Work Programme – Report of the Corporate Development Officer (Pages 69 to 73)	12:00-12:10
8. Such other business as in the opinion of the Chairman should by reason of special circumstances be considered as a matter of urgency.	12:10

Barry Khan
Assistant Chief Executive (Legal and Democratic Services)

County Hall
Northallerton

29 March 2018

NOTES:

- (a) Members are reminded of the need to consider whether they have any interests to declare on any of the items on this agenda and, if so, of the need to explain the reason(s) why they have any interest when making a declaration.

The relevant Corporate Development Officer or the Monitoring Officer will be pleased to advise on interest issues. Ideally their views should be sought as soon as possible and preferably prior to the day of the meeting, so that time is available to explore adequately any issues that might arise.

- (b) **Emergency Procedures For Meetings**

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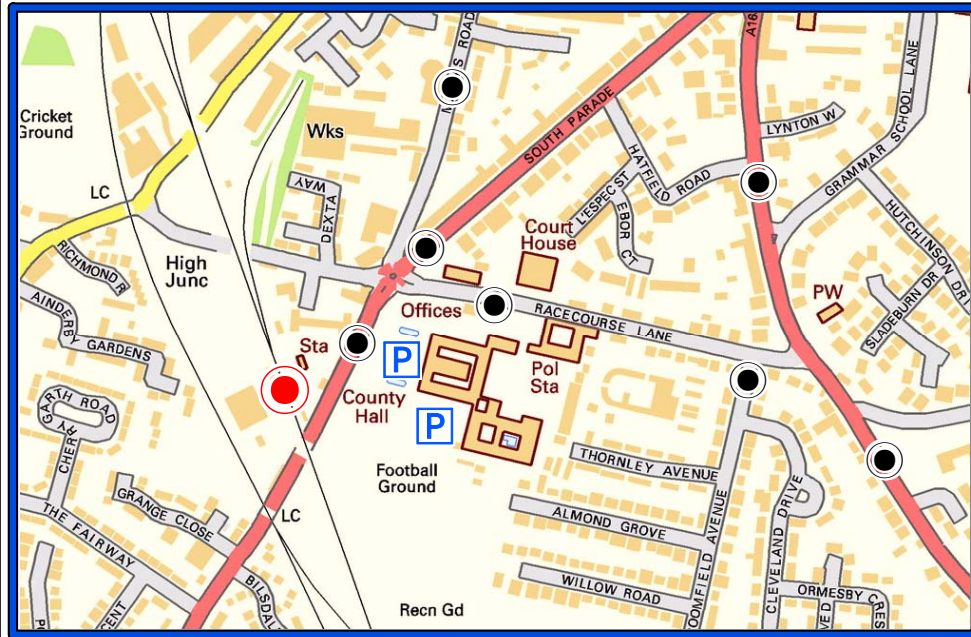
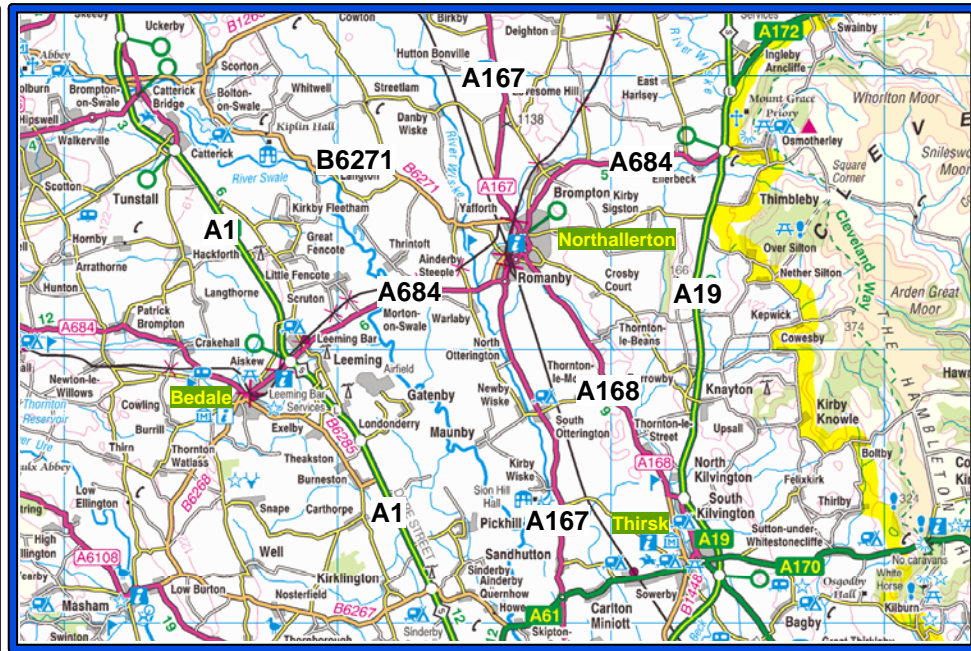
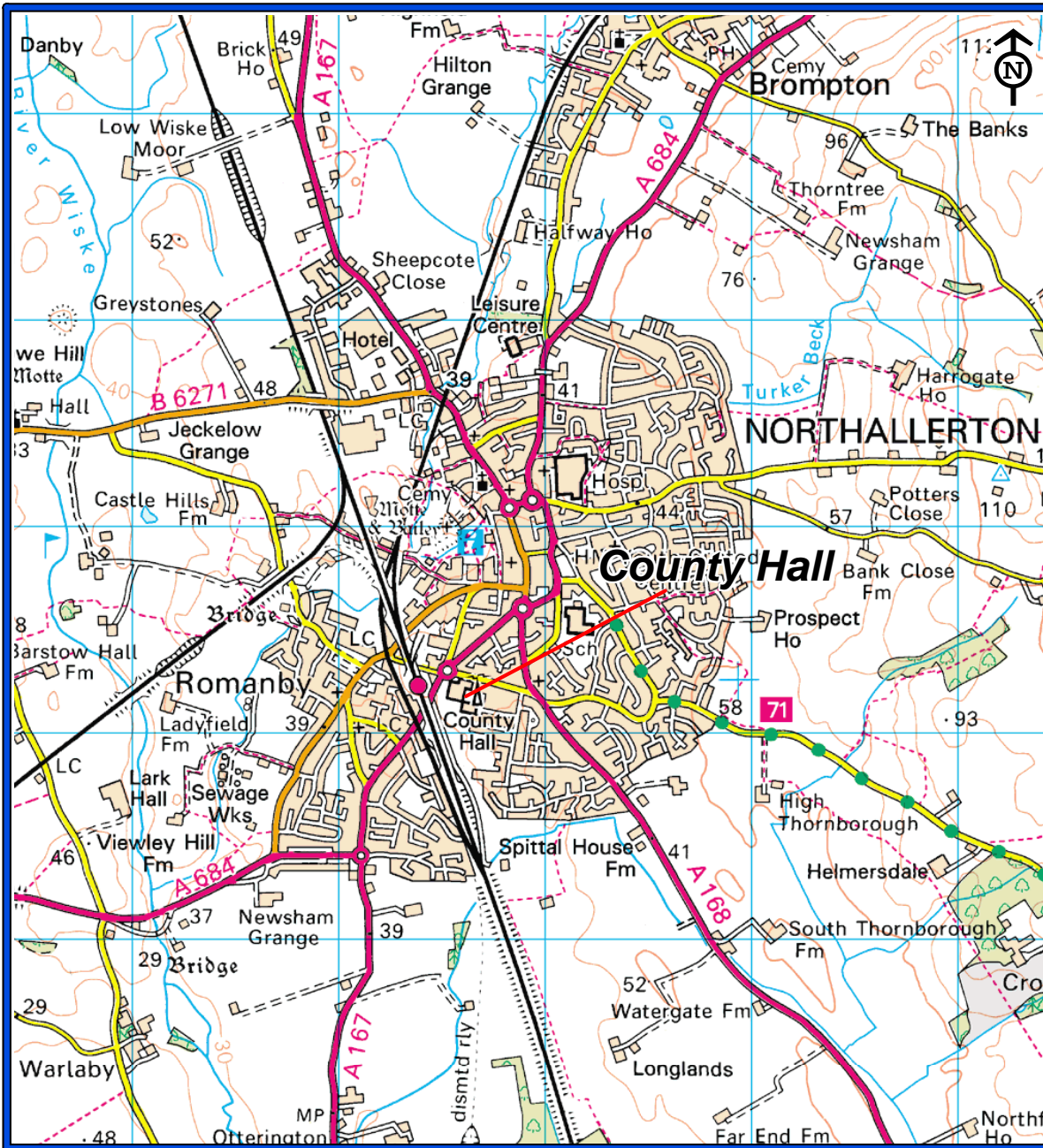
Transport, Economy and Environment Overview and Scrutiny Committee

1. Membership

County Councillors (13)						
	Councillors Name		Chairman/Vice Chairman	Political Group	Electoral Division	
1	ATKINSON, Margaret			Conservative	Masham and Fountains	
2	HASLAM, Paul			Conservative	Harrogate Bilton and Nidd Gorge	
3	HESELTINE, Robert			Independent	Skipton East	
4	JEFFELS, David			Conservative	Seamer and Derwent	
5	JORDAN, Mike		Chairman	Conservative	South Selby	
6	LUMLEY, Stanley			Conservative	Pateley Bridge	
7	MACKAY, Don			NY Independents	Tadcaster	
8	MCCARTNEY, John		Vice-Chairman	NY Independents	Osgoldcross	
9	PARASKOS, Andy			Conservative	Ainsty	
10	PATMORE, Caroline			Conservative	Stillington	
11	PEARSON, Clive			Conservative	Esk Valley	
12	SWIERS, Roberta			Conservative	Hertford and Cayton	
13	WELCH, Richard			Conservative	Ribblesdale	
Total Membership – (13)				Quorum – (4)		
	Con	Lib Dem	NY Ind	Labour	Ind	Total
	10	0	2	0	1	13

2. Substitute Members

Conservative					
	Councillors Names				
1	BAKER, Robert				
2	GOODRICK, Caroline				
3	ENNIS, John				
4	TROTTER, Cliff				
5	PEARSON, Chris				
NY Independents					
	Councillors Names				
1					
2					



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County Hall

Northallerton
North Yorkshire
DL7 8AD

Tel : 0845 8 72 73 74



North
Yorkshire County Council

North Yorkshire County Council

Transport, Economy and Environment Overview and Scrutiny Committee

Minutes of the Meeting held at County Hall, Northallerton on 23 January 2018 at 10.00 am.

Present:-

County Councillor Mike Jordan in the Chair

County Councillors Margaret Atkinson, Robert Heseltine, David Jeffels, Stanley Lumley, Don Mackay, John McCartney, Andy Paraskos, Clive Pearson, Roberta Swiers, Angus Thompson (sub. Caroline Patmore) and Richard Welch

Other Members present were:

Executive County Councillor Andrew Lee

County Councillors Caroline Patmore and Cliff Trotter

NYCC Officers attending: David Bowe – Corporate Director (BES), James Farrar, NYCC Assistant Director – Economic Partnership Unit (BES), Lisa Cooper, Commercial Manager – Waste (BES), Ian Fielding, Assistant Director – Waste Management, Waste and Countryside Services (BES), Liz Small, Heritage Services Manager (BES), Matthew Millington, Local Nature Partnership Development Officer (BES) and Jonathan Spencer, Corporate Development Officer (Central Services).

Apologies were received from County Councillor Paul Haslam.

No members of the public were in attendance.

Copies of all documents considered are in the Minute Book

18. Minutes

Resolved -

That the Minutes of the meeting held on 31 October 2017 be confirmed and signed by the Chairman as a correct record.

19. Public Questions or Statements

There were no general public questions or statements from members of the public concerning issues not on the agenda.

20. Corporate Director's Update

Considered -

The oral update of the Corporate Director - Business and Environmental Services.

David Bowe provided the following update.

- The Stephenson's bus company had gone into liquidation on Friday 19 January 2018 with no notice given. The company operated both school and local bus services under contract to the County Council as well as providing a commercial bus network. The County Council's integrated passenger transport team worked throughout the weekend to put alternative bus services in place. The focus for the County Council was initially on the 27 school transport contracts that Stephenson's provided for 900 secondary and primary pupils entitled to free school transport in the Ryedale, Harrogate and Hambleton districts. Arrangements managed to be put in place to cover all of those school transport contracts on an emergency basis using other local operators. The County Council was not at the time able to secure replacement local bus services provided under contract to the council for 10 routes. Of those, six were subsidised bus routes and four were commercial bus routes. Of the four commercial bus routes, three had now been taken up by other bus operators. The six subsidised bus routes would be going out to tender with the deadline for bids being 17 February 2018.
- The Minerals and Waste Joint Plan examination would commence on 26 February 2018 and finish on 23 March 2018, with a week's break from 5 March 2018. Discussions were currently being held regarding the venue to be used in Northallerton. The Minerals and Waste Joint Plan was a very comprehensive document having involved substantial work over a number of years and it was anticipated that the Plan would be adopted. The hope was that the document would be able to be submitted to Full Council before summer 2018. However at present the timescale was in the hands of the inspector and it could be that further consultation was required.
- The Directorate's savings plans had been discussed in detail at the recent Members Seminar. David Bowe said that he was confident that the savings could be delivered without an adverse impact on the service. An issue was in relation to green credits. The County Council currently paid North Yorkshire district councils a credit for the green waste that they collected. Technically and legally, however, the County Council was not required to provide the district councils with a payment for disposing of green waste provided the County Council disposed of it. The directorate's savings plan would see a reduction in the payment provided to the district councils. There were no plans to phase out the contribution altogether because it was recognised that there was a need for green waste to be collected. The savings would see a £890,000 reduction in green credits paid to the district councils. This could result in the district councils increasing the charge to customers on the green bin collection.

Members made the following key comments:

- A Member said that he wished to formally record his thanks to staff in the County Council's integrated passenger transport team for working to resolve the issue of Stephenson's bus company going into liquidation. He suggested that an update on rural bus services be included on the Transport, Economy and Environment Overview and Scrutiny Committee's work programme.
- A Member commented that as a result of the reduction in green credits, Selby District Council was required to find £300,000 per annum savings next year. David Bowe queried the figure and noted that Selby District Council currently did not charge residents for green waste bin collection and so could recover the figure by doing so. He noted that Harrogate Borough Council's charge to

residents for green waste bin collection was now £39 per customer per annum.

- A number of Members reported various technical issues that parish councils were finding when using the County Council's parish portal. Members were receiving several complaints from parishes regarding the lack of feedback on the status of reports made by parishes. This was resulting in unnecessary correspondence to parishes to then confirm about the progress being made. The system also did not generate a unique number for each report. David Bowe said that he would look into the issues and explore the feasibility of the portal generating unique numbers for each report.
- A Member mentioned that there had been no gritting on the main roads in Pateley Bridge and the Nidderdale area more widely on 18 January 2018. He had received many complaints about this and the fact that the salt bins had not been replenished. Local contractors were available but they had not been called until after 7.30am which was too late. Schools were closed as a result. The snow had turned to slush and then froze which resulted in the pavements being slippery. Harrogate Borough Council had gritted the car parks. David Bowe said that he was aware of the issues and noted that the driver of the snow plough had struggled with the conditions but he said he would find out why from the Area Highways Office and report back to the Member concerned.

Resolved -

That the update be noted.

21. Update on the North Yorkshire and York Local Nature Partnership

Considered - The report of the Corporate Director - Business and Environmental Services updating on activities of the North Yorkshire and York Local Nature Partnership.

Liz Small presented the report.

Members made the following key comments:

- A Member queried the term 'catchment sensitive farming' listed in paragraph 6.3 of the report, noting that farm profitability was important now and in the future. Liz Small explained that catchment sensitive farming was about putting in place measures to promote soil health by stopping soil run-off. This included improving ploughing methods, such as ploughing a field horizontally to stop diffuse water pollution from agriculture running into river catchments and degrading the soil. Matt Millington added that it was a Natural England led-initiative intended to be a starting point of looking at how a farm business was run, address issues and reduce costs. It was not about penalizing farmers.
- In respect of the theme of promoting nature tourism cited in the report, a Member commented upon the preventative health opportunities of encouraging people to walk and cycle to create a healthier nation and thereby reduce the pressures on the NHS. He commented that the Local Access Forum was prioritising this as an area as well. There was considerable economic value so far as tourism was concerned in North Yorkshire due to the landscape. He mentioned about the launch on 23 January 2018 of the Catchment Management Plans of the Dales to Vales River Network, a project to enhance the River Ure by a partnership of local farmers and interested organisations. He went on to ask whether the Local Nature Partnership had a policy stance on

fracking. Liz Small mentioned that as fracking was a political issue the LNP did not take a stand as to whether it was a good or a bad idea; its role instead was to support environmental projects.

- A Member asked if the LNP worked closely with the Nidderdale AONB. Liz Small said that whilst the Nidderdale AONB was in a different LNP to the North Yorkshire and York LNP, some of the projects were included due to covering a wider geographical area. Nidderdale AONB led on a lot of biodiversity projects for instance. Some of the North Yorkshire and York LNP's projects in North Yorkshire included the Yorkshire Dales as well. There were close links between the LNPs including frequent regional meetings.
- A Member asked if the work of the LNP was dovetailing in with the government's recently launched 25 Year Environment Plan looking at ways to improve the environment. Liz Small confirmed that this was the case and noted that the Environment Plan saw LNPs as a key mechanism of delivery.
- A Member said that it was important to guard against drifting too far towards conservation and away from economic growth in rural areas. This was particularly so if it meant that agricultural productivity would suffer. Liz Small said that there was a move locally to balance the two aspects, for example establishing how farms could be better managed and at the same time looking at the environmental benefits for a farm by changing its working practices. A sound reason to prioritise nature tourism was to generate farm income especially in upland farming areas where it was more difficult to make a profit from farming alone.

Resolved -

That the update be noted.

22. YNYER Local Enterprise Partnership Annual Update

Considered -

The report of the Corporate Director - Business and Environmental Services updating on the performance of the York, North Yorkshire and East Riding LEP Partnership and providing Members with an opportunity to input priorities that they would like to see feature in a Local Industrial Strategy.

James Farrar presented the report.

Members made the following key comments:

- A Member commented that in respect of the challenge of the rurality of the county, Nidderdale Plus was a community hub with a focus on the business needs of the area. It was an excellent service but was challenged for funding. It was essential for the LEP to get the word out about the available funding and to make those local links. In Nidderdale one or two businesses had done well from the LEP but others were not aware of the funding and support available. He asked if the LEP could do more marketing to rural areas such as Nidderdale. Nidderdale Plus could join up with the LEP to assist. James Farrar mentioned that the LEP worked with Nidderdale Plus but acknowledged that the LEP could improve its marketing so that more businesses could benefit. There could be the possibility of co-branding with Nidderdale Plus in the future

but the LEP would not be able to provide Nidderdale Plus with funding to employ someone in this regard due to this being classed as revenue rather than capital.

- With reference to the EU funded programmes detailed in the report, a Member expressed concern about what would happen after the UK left the EU in terms of business uncertainty. James Farrar noted that the approach of government was through the Industrial Strategy, with LEPs being responsible for drawing up and implementing Local Industrial Strategies. Also the UK Shared Prosperity Fund was intended as the replacement to European Structural Investment Funds.
- A Member noted that although Selby district was in two LEPs it did not get much mention in the report. He went on to note about the range of sites in Selby district close to the M62 such as the former Kellingley Colliery and Eggborough Power Station which although prime sites for development had poor connectivity to the M62. As a consequence he feared that future development would be restricted to low paid warehouse jobs, leading to more HGVs adding to the congestion on already busy A roads. Another Member commented that the Highway Agency had not allowed for there to be a link off the A1M at Ferrybridge. The industrial estate at Sherburn-in-Elmet had been expanded but nothing had been done to improve the road infrastructure to it even though this had been raised as an issue of concern over five years ago. The LEP's focus in the district seemed to be only about improving the road system around Tadcaster only. James Farrar mentioned that there had been a number of investments made in Selby. In respect of Sherburn-in-Elmet, the LEP had invested in a bridge. He agreed that improvements to the M62 needed to be looked at as it was a key transport corridor. The amount of investment required would be in the region of £100m though which required investment at the national level. However the LEP was lobbying government about making such improvements.
- In respect of the governance reviews being undertaken in relation to LEPs, a Member commented about a recent newspaper article highlighting that the Leeds City Region LEP had not publicly disclosed the remuneration package of its Chair. He commented that the Mary Ney report was illuminating in respect of its recommendations for LEPs to improve their accountability and transparency, including governance processes. He noted that with regards to YNYER LEP, the County Council was the accountable body but beyond that what was required was wider scrutiny of the LEP. James Farrar explained that the LEP would be convening an annual scrutiny meeting involving all the local authorities in the LEP area. He advised that scrutiny and audit was also undertaken by Veritau.
- A Member queried why in respect of the YNYER LEP's revenue income, East Riding Council only contributed £60,750 p.a. towards the total budget of £948,000. James Farrar explained that the contribution amounts of each local authority in the LEP area were done on a pro-rata basis based on the size of the economy and population size.

Resolved -

That the report be noted.

23. Allerton Waste Recovery Park Update

Considered -

The report of the Corporate Director - Business and Environmental Services updating on current progress of the long term waste treatment project (Allerton Waste Recovery Park) prior to Planned Service Commencement (31 January 2018).

Lisa Cooper presented the report.

- A Member commented that the Allerton Waste Recovery Park (AWRP) was an initiative that the County Council should be rightly proud of; it had shown courage and foresight. He said that it would be beneficial to Members to be provided with a list of benefits with headline figures that they could provide to their parish councils especially; it was a good new story and so should be promoted.
- A Member asked if in the mechanical extraction glass would be taken out. Ian Fielding replied that a substantial amount would be but it would not be specifically targeted for extraction. When enough had been extracted there was the potential to recycle the glass.
- A Member asked how rubbish disposed of in black households bins would be disposed of. Ian Fielding confirmed that Harrogate Borough Council would be taking black bin waste direct to the plant whilst the other district councils would be taking the waste to transfer sites for it to then be transported to the AWRP.
- A Member noted that paper could be contaminated and so asked how the AWRP would deal with this. Ian Fielding explained that the plant could separate out contaminated paper manually for it to then be recycled. The majority of paper received by the AWRP would be contaminated.
- A Member said that he fully supported the facility; the County Council had taken a very difficult decision to build the plant and had been right to stick to its position in the face of public opposition. He noted that each district council in North Yorkshire continued to have a different approach in terms of what types of waste householders could dispose of in their black and green waste bins. He asked if it would be more economically advantageous if rather than newsprint being collected in kerbside recycling collections, it was sent direct to the AWRP for use in generating energy. Ian Fielding said that the AWRP was not about to replace kerbside recycling collections. As a likely rule of thumb it was better to take out materials that could be recycled at the kerbside than further down the line in order to reduce contamination.
- A Member noted that plastic waste had been in the news a lot recently, particularly in respect of the risk that discarded plastic waste posed to the sea. He asked what the approach would be locally and the wider policy agenda. Ian Fielding confirmed that plastic going to the AWRP would either be recycled or used to produce electricity. The government's direction of travel was to reduce the amount of single-use plastic available and as a consequence to reduce the amount of plastic in the waste chain. This could include extending the plastic bag tax to other plastics. The government was expected to publish its Resources and Waste Strategy later in 2018.

- A Member asked if with the introduction of the AWRP it would mean that there would be no more need for landfill. Ian Fielding replied that the need for landfill would not be eradicated by the AWRP but it would mean moving nearer to that goal.
- Executive County Councillor Andrew Lee confirmed that Members would be invited to visit the AWRP in March 2018. The earlier planned visit had had to be cancelled due to the Visitor Centre not being ready. He said that he wished to support the comments that Members had already made. The AWRP had been an ambitious undertaking for the County Council and it had now come to fruition.

Resolved -

That the report be noted.

24. Work Programme

Considered -

The report of the Corporate Development Officer asking the Committee to:

- a) Confirm, amend, or add to the areas of work listed in the work programme schedule (Appendix 1 to the report).
- b) Approve the draft scope of the Vehicle Activated Signs Review (Appendix 2 to the report).

Jonathan Spencer presented the report.

Resolved -

- a) That the following items be added to the work programme: an update report in 2019 on the North Yorkshire and York LNP; Rural Bus Services and Community Transport; and Winter Maintenance Policy for rural and urban areas.
- b) That the Committee approves the draft scope of the Vehicle Activated Signs Review as submitted in Appendix 2 of the work programme report.
- c) That County Councillors Robert Heseltine, David Jeffels, Mike Jordan, John McCartney and Caroline Patmore be appointed to the task group.

The meeting concluded at 12.13 pm

JS

North Yorkshire County Council

Transport, Economy & Environment Overview and Scrutiny Committee

10 April 2018

Update report from ALSS and Post Inspection Action Plan.

Summary

1. This report presents an update report for the Adult Learning and Skills Service, including an update on the Ofsted Post Inspection Action Plan and progress against the targets set in the plan.

Background

2. In June 2018, Ofsted Inspected the Adult Learning and Skills Service for North Yorkshire using the Common Inspection Framework. The service was found to “Require Improvement” across all five areas of the framework.
3. As a result of this the service developed an action plan to address these improvements, (post Ofsted Action Plan), which included a comprehensive list outcomes and improvement actions. In addition to this an Ofsted Inspector was assigned to the service to support service development and to challenge the service in addressing service improvements.

Significant changes and developments

4. There have been a number developments since the inspection and these are summarised in **Annex 1**. These include some actions included in the post Ofsted Action plan but also a number of other actions taken to improve the quality and effectiveness of the service. The most significant of these changes, which are worth highlighting and could be described as the building blocks for service improvement, are described below:
 - a. The introduction of Established Variable Hours Contracts, for teachers who were previously paid on a sessional claiming basis.
 - b. Change in line management, with Curriculum Managers taking over the direct line management of teachers, where they were previously line-managed by generalists.
 - c. Introduction of a Safeguarding Log, to record near misses and monitor concerns where incidents were not sufficient to warrant a full Safeguarding or Prevent referral but where over a period of time might lead to a referral. This also included the development of a local record of safeguarding and prevent training and DBS status for all staff in the service.
 - d. The implementation of annual 100% OTLA process for all teachers based on a risk assessment approach.
 - e. Significant changes in the use, reporting and accuracy of data to inform service performance and intelligence.

- f. Establishment of an Advisory Governing Body for the ALSS.

Progress on the implementation of a new software solution for ALSS

5. One of the key tasks that will lead to service transformation, over and above improvements identified from the Inspection, is the procurement and implementation of a new MIS solution. This has the potential to transform service delivery, enabling the service to improve and transform a number of key processes.
6. In addition to internal service transformation, the ambition is to improve the experience for customers allowing for a greater degree of self-service for many of the tasks that currently require face to face or telephone interaction. This is in line with the local authorities' ambition to transform customer interactions, part of the 2020 vision.
7. The implementation of a new software solution is now a pressing concern for the service as the current software provider will no longer support the current solution from the 31st March 2019. The timescales for the implementation of a new solution are very tight particularly as this is likely to need a full procurement.
8. However progress in procuring a new system over the last few weeks has been significant, with a very clear project and implementation plan established and identification of appropriate resources to deliver the project. Service managers are now much more confident that a solution will be in place within the timescales identified above, albeit this will require significant investment of time and commitment.

Post Inspection Action Plan

9. The full post inspection action plan is attached as **Annex 2**. This plan sets intentions and ambitions for service improvement and records actions taken to date. A RAG rating system is used to highlight progress. The column of the left represents progress towards the action and whether progress is on target. Where the final column on the right of the table is green, this confirms the action has been completed.
10. The action plan is updated regularly and also acts as the service Quality Improvement Plan in response to Self-Assessment. Self-assessment improvement areas have been matched to improvement areas in the plan so as to negate the need for two improvement plans.
11. Progress against planned outcomes and timescales demonstrate that for the most part actions are being taken in a timely manner and significant progress is being made in most of the actions identified. The intention is now to re-write the plan, archiving actions achieved and refreshing those outstanding actions to ensure that they are addressing the outcomes.

Ofsted Support and Challenge Visit

12. Following the Inspection there have been two support and challenge visits from our assigned Ofsted inspector. The most recent one involved us describing our progress against the plan and showing various processes and procedures which have changed. There was a significant focus on OTLA, progress of learners, data and Management Information.
13. The main conclusion across the board was that whilst there had clearly been much work in addressing the areas for improvement since the inspection, there was still too much of a focus on identifying and recording actions that had been taken and not enough evidence of impact on learners. This was a theme across all of the improvement areas and one that will be further tested in the final challenge visit in June.

Conclusion

14. There has been significant development since the inspection and clear service improvement with the strengthening of some processes and the introduction of a number of others. Of the two largest risk areas, Safeguarding and Prevent and the use and accuracy of data, progress has been good in the first and less so in the second. There is still a significant challenge in the understanding of the complexities of data management and the interdependencies of data across a number of processes and systems.
15. There have been a number of quite significant changes in process and approach in key areas particularly in better aligning reporting arrangements and support for teachers. This has led to much better support, identification of key training and a better understanding of broader service issues such as the importance of accurate and robust initial and diagnostic assessment.
16. It is very difficult for the author to judge whether the improvements are very significant, partly due to the lack of knowledge about the service prior to the inspection. However, there is a clear feeling articulated by senior managers, that whilst there is still much work to be done to bring the service up to the required standard, that the developments identified in this report represent the first "green shoots" of improvement and that the service is now on a clear journey toward significant improvement. The challenge is going to be whether the progress made will be enough to move from an Ofsted "Requires Improvement" grade to one of "Good" at the next inspection.

17 Recommendations

The Transport, Economy and Environment Overview and Scrutiny Committee is asked to:

- a) Comment on the progress of actions in the plan
- b) Make any further suggestions for service improvement

Contact Details

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Chief Officer Responsible for the report:

Paul Brennan
Assistant Director (Education and Skills)

For further information please contact the author of the report

Annex 1 – Summary of Progress

Annex 2 – Post Ofsted Action Plan

Summary of Progress against Post Inspection Action Plan.

ALSS Post Ofsted Action Plan update.

The post inspection action plan is one of the main tools for demonstrating how the ALSS is responding to the recent Inspection. The plan identifies a number of key improvement outcomes.

Following a meeting with the support inspector a number of recommendations were made by the Inspector which have now been implemented in the action plan. These consisted mainly of re-focussing the action plan on outcomes and how these impact on learners.

Progress on the action plan is a standing item at ALSS monthly management team meeting and the head of service has assumed responsibility for the implementation of the action plan.

The service is very aware of the need to keep a continuous focus on the action plan. However many of the issues that need “fixing” are not straightforward. It is clear that one of the key improvement areas is teaching and learning and these are not quick fixes. Therefore a number of key actions have been implemented. These are:

Teaching and Learning

- Introduction of contracts for teachers based on hours of teaching which are fixed and permanent. This is in contrast to the previously situation where all teaching staff were sessional.
- The implementation of a curriculum focussed model of management, with teachers reporting to curriculum specialists.
- A focus on professional support for teachers, including regular KIT meeting, training and professional development and PDRs
- A revised schedule of OTLA (Observations of Teaching and Learning) so that all teachers are observed at least once a year with a clear improvement plan attached.
- A process of continuous training and development for curriculum managers so that they are clear on the support that they need to offer.

Management Information

The second major area of improvement is to do with data and the fact that managers were not aware of the services performance. It is very clear that the current system to provide MI is not fit for purpose and that this needs to be replaced. However this is only part of the issue. The more important aspects are to do with understanding and using data. We are now in a much better position with the data and are slowly developing a much better understanding. The following are some key actions:

- Monthly management reports are provided to SLT using ILR data from the system. This was not previously the case
- All data returns to date have been returned in a timely manner

- Reports to managers on enrolments and class numbers are drawn from the same sources as above. Previously local data was used
- All checking of data is done against the ILR record. This ensures data accuracy and that managers are using a consistent approach
- The system used for providing management information, Proachieve is now being used consistently as the main reporting tool
- A number of new data and exams officer posts have been implemented at each of the three areas across the county

Self-Assessment

Self-Assessment was also identified as requiring improvement. The Self-Assessment process used was too process driven and concentrated too heavily on the production of an annual self-assessment report, which ran to some 100 pages or so. Too little time was spent on self-assessment and therefore on identifying improvement action. As a result the SAR process has been overhauled and a new streamlined process which focusses on identifying key improvement areas is now in place.

- Introduction of new self-assessment process and focus on identifying improvement actions
- Production of Self-Assessment Report which is much more evaluative
- Introducing SA at a curriculum level rather than a service level. This ensures improvement action are identified and implemented more effectively and actions to improve are more detailed
- Making SA a continuous process rather than one that happens at the end of the year

Governance

Governance of the service was identified as a key improvement area. As a result of this an advisory governance board was formed and this has now met three times. It would be fair to reflect that the governance arrangements are still very much in their early stages and the level of understanding and challenge is limited. However this will improve over time as governors begin to get a broader understanding of the service. In summary the actions to date include:

- Governance group has now had the meetings and the understanding of governors is developing
- A number of sub-groups have been set up with a number of governors working with managers to understand and challenge particular areas.
- Some governors have now visited classes
- Governors are now receiving regular reports from managers
- ALSS continues to take regular update reports to CYPLT on general progress of the service and particular progress against the post Ofsted Action Plan.

Safeguarding and Prevent

Whilst Ofsted concluded that Safeguarding and Prevent were effective they identified a number of improvement areas including a more robust response to the Prevent strategy and the recording of near miss incidents. As a result a number of actions have been taken:

- Safeguarding and Prevent log has been established
- Central staff training log for Prevent and Safeguarding established
- All staff have completed safeguarding and prevent training
- New teaching materials introduced to support learners in understanding how to keep themselves safe.

A full list of actions is contained in the service Post Ofsted Action Plan.



Adult Learning and Skills Service

POST OFSTED PRIORITIES/ACTION PLAN/ incorporating SAR judgements.

Adult Learning and Skills Service

Version Control

Version	Created by	Date
0.1	Ann Featherstone	July 2017
0.2	Ann Featherstone	September 2017
0.3	Ann Featherstone	October 2017
0.4	Alistair Gourlay	November 2017
0.5	Alistair Gourlay	January 2018
0.6	Alistair Gourlay	February 2018
0.7	Alistair Gourlay	March 2018

Key Priorities

The following 13 key priorities and outcomes address the areas for improvement identified at North Yorkshire County Council, Adult Learning and Skills recent skills and learning Ofsted inspection. The actions set out how the key priorities will be addressed and the outcomes delivered.

		Key Priority	Outcome
Effectiveness of Leadership and Management	1	Leaders and managers do not have access to timely data to identify areas for improvement and take swift action to tackle them. Directors and elected members should ensure that they provide effective oversight of the service's performance by equipping managers with the management information systems, and relevant training in their use, to produce timely and accurate data.	<i>Managers are using timely data to take actions that improve outcomes for learners and identifying longer term improvements that are embedded within practice.</i> <i>Data systems provide managers with timely data which they use to manage and develop provision and make interventions in a timely manner</i>
	2	Managers do not manage the performance of many part-time teachers rigorously enough, with the result that the pace of improvement in the quality of teaching, learning and assessment is too slow.	<i>Following the implementation of improved performance management arrangements the quality of teaching, learning and assessment is improved and these improvements are embedded in practice.</i>
	3	Elected members and managers have too optimistic a view of the quality of the provision; they have not recognised and tackled the decline in the proportion of adults achieving their qualifications.	<i>Governors' interventions and challenge are rigorous and evidence based and based on sound knowledge of the service using relevant data and improvement measures. This is resulting in improved outcomes for learners.</i>
	4	Managers do not set teachers and assessors clear and specific actions to improve their practice following observations of teaching, learning and assessment. Managers should set and monitor the implementation of specific, timed and measurable improvement actions following observations of teaching, learning and assessment.	<i>All teachers carry out improvement actions as a result of clear measurable and timed targets which are regularly reviewed and refreshed.</i>
	5	Leaders and managers should be more critical and evaluative	<i>Self-assessment judgements are critical and evaluative and self-</i>

		through their self-assessment processes so that they can identify and act on all areas for improvement.	<i>assessment processes produce clear improvement actions that are focussed on outcomes for learners. Improvement actions are implemented through clear management processes.</i>
Quality of Teaching, Learning and Assessment	6	Teachers and assessors set insufficiently specific and challenging targets to enable learners and apprentices to make good progress.	<i>Learners on apprenticeship programmes make good progress with timely completion and improved outcomes</i>
	7	Assess learners' starting points accurately and set work that ensures that each learner achieves their goals and fulfils their potential. Staff should place adult learners on courses at the right level and provide them with sufficient additional support to ensure that they complete their qualifications.	<i>Learner are on courses appropriate to there assessed level. They get appropriate support to achieve their agreed outcome</i>
Outcomes for Learners	8	Too many adult learners leave their courses early and do not complete their qualification	<i>Achievement rates are improved by at least 5% for 17/18 and in cases where achievement is below minimum standards by 10%</i>
	9	The attendance of adult learners on courses that lead to qualifications is poor with the result that they do not make good progress.	<i>Retention and attendance is improved by 5% in 17/18 and then by 2% each year for 2 years.</i>
	10	Managers and assessors need to improve the monitoring of apprentices' progress so they can identify more quickly those apprentices who are not making the expected progress, and put in place the appropriate support to enable them to achieve within their planned timescales.	<i>Managers understand the progress that learners are making and take intervention action quickly to ensure learners achieve within the agreed and planned timescales.</i>
Personal Development, behaviour and welfare	11	Provide learners with impartial, constructive and informed advice and guidance about their future options for learning, training and employment throughout the course.	<i>Learners receive good information about their future options for learning, training and employment at appropriate points throughout the course.</i>
	12	Teachers and assessors do not raise learner's and apprentices' awareness of the risk of radicalisation and extremism sufficiently. Embed prevent within all teaching and learning so that learners have a full understanding of British values and society.	<i>Learners understand the risks of radicalisation and extremism and understand the strategies they need to take to keep themselves safe. They are able to articulate British values in a positive manner and understand how this enhances their experience and that of their community</i>
	13	Teachers do not track learners progress on accredited courses sufficiently to enable them to identify those learners who might need additional learner support to prevent them from falling behind.	<i>The progress of individual learners is understood by teachers and they take action to support learners where they might be falling behind</i>

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Key priority 1:

Leaders and managers do not have access to timely data to identify areas for improvement and take swift action to tackle them.

Directors and elected members should ensure that they provide effective oversight of the service's performance by equipping managers with the management information systems, and relevant training in their use, to produce timely and accurate data.

Outcome:

Managers are using timely data to take actions that improve outcomes for learners and identifying longer term improvements that are embedded within practice.

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
G	Undertake evaluation of MIS to ensure it is fit for purpose and fully meets the needs of the service	Head of Service	October 2017	<ul style="list-style-type: none"> Check when the current MIS Aqua contact ends and the 'get out' time Evaluation report on the current MIS to be produced by the NYCC governance group. 	<ul style="list-style-type: none"> MIS supports all delivery across all funding streams to capture in year progress linked to learner's individual learning plans 	<ul style="list-style-type: none"> Data is being use to inform decision making and to driving changes within the service. Reports available as and when required New MIS purchased and available to all management and business support staff 	<ul style="list-style-type: none"> 3 visits have taken place to East Riding Adult Learning and Skills Service. York Learning have also visited. Colleagues in Technology and Change are reopening the original MIS project to enable a systematic assessment of our options and the procurement of a MIS either just for NYCC ALSS or a MIS developed and use by the 3 Services. Project managers from each of the service areas have met to discuss the best approach and to consider governance arrangements.

							<ul style="list-style-type: none"> 07/03. A full procurement exercise is now in full swing, with significant resources being dedicated to the process. Managers are now confident that a new system will be implemented
A	<p>Systematically and analytically capture and monitor all MIS information, (including destination data) within a defined timescale: To include:</p> <ul style="list-style-type: none"> Success rates by SSA Retention Attendance <p>Learner attendance requires closer monitoring to increase retention and achievement</p>	Head of Service	October 2017	<ul style="list-style-type: none"> Processes to be fully implemented by Business Support Curriculum Managers to accurately track their SSAs on a weekly basis Coordinators to monitor individual Teachers and classes Managers to use ProActive to produce reports 	<ul style="list-style-type: none"> Data available on a daily basis Each manager has responsibility for managing and monitoring data 	<ul style="list-style-type: none"> Instant record of data Equipping managers to act on areas for decline immediately ESDAs have the information available to monitor functional skills 	<ul style="list-style-type: none"> SLT have undertaken an action plan with Performance and Intelligence to establish reports and data requirements. There is now a project team in place. A data governance team reports available A test of data has taken place by Patricia Grosvenor who has made recommendations to ALSS. A review of reports is taking place. Business process is being developed. Successful completion of data returns including RO4. Regular MI information is bring produced on a monthly basis and managers are beginning to analyse data to inform decision making. 07/03 – The service is now

							able to produce information from clean ILR data that matches the information on the hub. This is not yet systematically used by managers.
A	<p>Accurate data from MIS to show retention, achievement and success rates for classes is shared with curriculum managers</p> <p>Whilst there has been some increase in the accuracy and reporting of data, there is still insufficient rigour in the way data is used across the service to improve outcomes for learners.</p> <p>There continues to be some legacy issues in previous years data which are affecting a number of areas. Whilst these cannot be rectified for previous years they must be resolved for 17/18</p>	Data and Examinations Officers and Performance and Intelligence	October 2017	<ul style="list-style-type: none"> Teachers are monitored against their correct/current data Monthly accurate reports produced by the MIS team Curriculum managers report back on how they are using the data to improvements 	<ul style="list-style-type: none"> Reports produced on a monthly basis Monthly monitoring meetings arranged in each of the area Managers are now discussing data on current students and using the data to make interventions 	Accurate and timely data is produced and agreed with	<ul style="list-style-type: none"> Three new posts of data and examination officers have been created. Recruitment taking place this month. Links to reports produced by Tom Bryant in P&I. Head of service has met with data team across the local authority to outline key expectations for data quality and outputs. All new data posts are now in place End of year data has been produced and matches with expectations of managers. Data reports are now a standing item at SLT and form a key part of the meeting. Managers are already gaining a much better understanding of the key issues. This now requires more detailed understanding Specific tasks have now been allocated to new team members who are

							<p>taking responsibility for specific areas of data across the service.</p> <ul style="list-style-type: none"> • 23/02 – There has been some investigation into the legacy issues for some learners and a number of learners have been identified that are causing some issues for achievement and pass rate for 2016/17 even though they have now finished • 07-03 – Data is now being rolled out to CMs to ensure that they have up to the minute data. This is not yet being used systematically. • 20-03 - A regular monitoring report using real time data is now being produced for managers giving them the same data as Ofsted have when they inspect.
A	Improve the use of data by managers so that they can take action to improve programmes and make timely interventions	Head of Service and senior managers	Jan 2018	<ul style="list-style-type: none"> • SLT receive a monthly digest of data • Managers are receiving timely data about live classes • Action is being recorded in QIP plans about action being 	<ul style="list-style-type: none"> • Managers are making real time decisions about provision and making improvements and interventions immediately. 	<ul style="list-style-type: none"> • Evidence of actions in QIP 	<ul style="list-style-type: none"> • Managers are getting accurate data although this is not easy to process • Curriculum managers and area coordinators have access to data on a regular basis and are checking the accuracy • 06-02 Managers have identified some legacy issues with the data which

				<p>taken as a result of data</p>			<p>is continuing to cause some significant problems.</p> <ul style="list-style-type: none"> • 07/03 – There is now a good understanding of where there are problems with achievement and individual managers are taking action to improve both at a service wide level and then at an individual class level. • 20-3 – The service has engaged a data expert to look at some legacy issues within the service to sort out some historic problems with data going back to 2014/15. It is anticipating that this will significantly improve the services overall achievement position.
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Key priority 2:

Managers do not manage the performance of many part-time teachers rigorously enough, with the result that the pace of improvement in the quality of teaching, learning and assessment is too slow.

Outcome:

There is a clear process and actions for managing part-time teachers, that is resulting in improved outcomes for learners.

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
A	100% of delivery staff to have an annual appraisal using the data to manage performance	Curriculum Managers and Coordinators	April 2018	<ul style="list-style-type: none"> All staff to be appraised on an annual basis Staff performance managed and actions taken if required Look at the line management of staff to ensure capacity to carry out appraisals 	<ul style="list-style-type: none"> All staff appraised and key performance indicators used to measure performance Staff supported to improve their performance 	<ul style="list-style-type: none"> Records of appraisal All staff appraised Monitoring of appraisals 	<ul style="list-style-type: none"> An informal consultation with staff has taken place on line management before a more formal process is initiated. The proposal will ensure more senior managers are in regular contact with frontline staff and will be able to drive quality improvements directly. 12/12/17- Line management responsibilities have been assigned to individual managers and the process of handover has begun. 07/03. Managers are now meeting regularly with teachers using KIT process to record actions and give support. Curriculum managers have now taken formal line management

							responsibility for teachers.
A	Set specific improvement/development plans with clear timescales to support teachers and assessors to improve their practice	Curriculum Managers and Coordinators	December 17	<ul style="list-style-type: none"> Staff are set specific timescales Staff will have action plans with target dates for improvement. 	<ul style="list-style-type: none"> Staff routinely set improvement and development plans. 	<ul style="list-style-type: none"> Completed development plans. 	Links to above
G	Staff to have regular group KIT (one to one if required) meetings with teachers <p>Arrangements for managing the performance of staff are not sufficiently rigorous</p>	Curriculum Managers and Coordinators	November 2017	<ul style="list-style-type: none"> Managers to record KIT notes onto central records Regular meetings with staff to be undertaken Quality Circle meetings in the three areas for teachers for delivery staff. 	<ul style="list-style-type: none"> Staff have the regular kits and kept up to date with information 	<ul style="list-style-type: none"> Minutes of meetings Improvement in the communications 	Links to above Curriculum managers are now beginning the process of meeting with their teams. 12/12/17 – some delay in the implementation of line management responsibilities mean there is some slippage with this action. 23/02. CMs are now gradually moving over to managing staff and having regular catch up meetings. This is starting to have a positive effect in giving the manager a fuller picture. 07/03 – Decided that we no longer need Quality Circle meeting as this is covered in a variety of other meetings.

Key priority 3:

Elected members and managers have too optimistic a view of the quality of the provision; they have not recognised and tackled the decline in the proportion of adults achieving their qualifications.

Outcome:

Governors regularly support and challenge managers to improve outcomes across the service which results in improved outcomes for learners and improved management of the service.

	Action		Timescale	Milestones	Impact	Measure/evidence	Progress
R	Set up a Governance group to specifically support the ALSS	Team Leader – Quality	September 2017	<ul style="list-style-type: none"> New governance structure agreed New governors briefed and appointed Governors approved the strategy and improvement plan 	<ul style="list-style-type: none"> Managers held to account for the improvement of the service Funding spend and strategic decisions open to scrutiny 	<ul style="list-style-type: none"> Governing panel established Governance meetings to take place Minutes/notes of governance meetings 	<ul style="list-style-type: none"> Support from the Association of Colleges regarding setting up Governance has taken place. New governance model agreed and governors identified. Cllr Patrick Mulligan met with Marc Mason and Ann Featherstone on the 15th June 2017. First full meeting took place on the 25th September <p>Group made up from:</p> <ul style="list-style-type: none"> ✓ LEP ✓ Employer ✓ Teachers ✓ Voluntary sector ✓ ALSS Management team ✓ Elected Member <p>Scrutiny committee received a</p>

							<p>report from senior managers on the outcome of the inspection. Members have asked for a six monthly report on progress</p> <p>07-01 Small sub-groups from the governor larger group have been set up to deal with specific themes. This should help in the challenge and knowledge about specific data and information.</p>
A	<p>Managers too slow to address issues such as poor retention and attendance</p> <p>Whilst there continues to be improvements in timely completions, this still requires further development.</p>	Head of Service	December 2017	<ul style="list-style-type: none"> Teachers are monitored against their correct/current data Teachers to have regular KIT meetings and supervision. Learners absent followed up within 24 hours of the class The learners are tracked via their ILPs with regards to issues around barriers to learners 	<ul style="list-style-type: none"> Learners are tracked on a regular basis and issue followed up. The ILPs reflect any issues the learners may have and record action taken to support this. 	<ul style="list-style-type: none"> Retention and attendance improved and up to date records to support this. Regular monitoring of the ILPs 	<ul style="list-style-type: none"> Standardisation and moderation timetable in place. New ILPs implemented. Link to new line management arrangements to ensure line managers are closer to the front line staff where more robust line management can take place. 07/03 – This has now improved with the one to one meetings and other actions that are being taken at a CM level.

Key priority 4:

Managers do not set teachers and assessors clear and specific actions to improve their practice following observations of teaching, learning and assessment. Managers should set and monitor the implementation of specific, timed and measurable improvement actions following observations of teaching, learning and assessment.

Outcome:

All teachers carry out improvement actions as a result of clear measurable and timed targets which are regularly reviewed and refreshed.

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
A	Plan for 100 % of active teachers to be observed	Development Officer – Quality	December 2017	<ul style="list-style-type: none"> Plan of OTLA to be created to ensure 100% of staff are observed Increase the team of Observers Teaching learning and assessment is used to support delivery for learners Appraisal reviews 	<ul style="list-style-type: none"> Improved teaching learning and assessment for learners Learners receive a quality session and comment via their feedback 	<ul style="list-style-type: none"> Staff supported and record of CPD and action plans Action plans created with teaches and completed within a timely manner 	<ul style="list-style-type: none"> Plan developed for observations by all managers. Plan for peer observations by SLT. All managers will carry out 4 ‘walk through’ or peer observations per term. Need to define “active”. Ensure all 0 hour teachers who have not worked for some time have their references and clearances retaken. 2nd round of OTLs have happened and are on schedule for completion. 06-02 – SLT received the first report and a number of recommendations for further action have been

							<p>agreed and recorded in the SLT notes.</p> <ul style="list-style-type: none"> Individual action plans reflect improvement actions
A	Agree standards for delivery with staff using the RAG rating system	Coordinators Curriculum Managers	December 2017	<ul style="list-style-type: none"> Standards for delivery are implemented Staff understand their roles and responsibilities Peer review groups to challenge OTLA reports 	<ul style="list-style-type: none"> Staff understand their roles and requirements which enhances the learner experience Delivery is consistent and all learners receive a quality learning opportunity 	<ul style="list-style-type: none"> Team/curriculum meeting minutes 1:1 appraisal notes Observation of teaching learning and assessment IQA reports Awarding body reports RAS data Learner feedback 	<ul style="list-style-type: none"> Link to new line management arrangements to ensure line managers are closer to the front line staff where more robust line management can take place.
A	Agree clear performance indicators and targets with each teacher	Co-ordinators, Curriculum Managers	December 2017	<ul style="list-style-type: none"> Staff understand their targets and performance indicators Staff achieve targets and performance indicators 	<ul style="list-style-type: none"> Staff understand their responsibilities and responsibilities towards learners Improved learners' retention, achievement, success and progression, which enhances the learner experience and 	<ul style="list-style-type: none"> Targets and performance indicators are met Actions taken with staff who are not meeting their targets. 	<ul style="list-style-type: none"> Link to new line management arrangements to ensure line managers are closer to the front line staff where more robust line management can take place.

A	Enhanced staff performance monitoring on a regular basis	Curriculum Managers and Coordinators	December 17	<ul style="list-style-type: none"> • Termly group sessions with teachers • Areas for improvement reviewed with Teachers through supervision • Staff have individual improvement plans to help achieve better outcomes for learners • Annual appraisals completed 	<p>achievements</p> <ul style="list-style-type: none"> • Staff understand their roles and responsibilities • CPD requirements are identified quickly to enhance the learner experience 	<ul style="list-style-type: none"> • 1:1 and appraisal notes • Teacher audits that uses the data including retention, attendance, achievement and evaluation data to help inform areas of strengths and weakness • Improve teaching, learning and assessment grades • Share best practice • IQA reports • EQA reports 	<ul style="list-style-type: none"> • Link to new line management arrangements to ensure line managers are closer to the front line staff where more robust line management can take place.
A	Evaluate and amend the observation of teaching, learning and assessment practice.	Development Officer – Quality	October 2017	<ul style="list-style-type: none"> • Update the OTLA handbook • Observation monitoring meetings to take place termly • Ongoing external support in place 	<ul style="list-style-type: none"> • Learners achievement, attendance, progression and satisfaction rates improve 	<ul style="list-style-type: none"> • Awareness of observation processes for all staff • Observation practice • OTLA handbook 	<ul style="list-style-type: none"> • Completed for 2016/17 academic year • Review annually • Agreed a number of actions with York Learning to share good practice and carry out some joint observations

			via the Quality Peer Group.		<ul style="list-style-type: none"> • Moderation reports • Peer group reports 	
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Key priority 5:

Leaders and managers should be more critical and evaluative through their self-assessment processes so that they can identify and act on all areas for improvement.

Outcome:

Self-assessment judgements are critical and evaluative and self-assessment processes produce clear improvement actions that are focussed on outcomes for learners. Improvement actions are implemented through clear management processes.

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
	Redesign the SAR report to ensure it is fit for purpose	Quality Officer – Quality	December 17	<ul style="list-style-type: none"> • Establish a 'task and finish' group for the SAR • Curriculum manager to produce the SSA reports • Identify key link workers to write the outcomes for the 'Types of Provision' • Peer evaluation of the SAR from other local authorities • Challenge and moderation from stake holders and other 	<ul style="list-style-type: none"> • Managers – aware of the data and the strengths and weaknesses • Teachers – greater understanding of the support available and the success, achievements and challenges of the service. • Learners – the SAR outlines strengths and areas for development which is 	<ul style="list-style-type: none"> • New SAR produced • SAR is moderated by the peer group • Notes from the working group 	<ul style="list-style-type: none"> • Key link workers: Community – Team Leader Apprenticeships – Team Leader Safeguarding – Learning Support Manager Outcomes – Development Officer, Quality Study Programmes – Development Officer Study Programmes PLP – Learning Support Manager High Needs • SAR working group established and will meet Dec/January to review SAR. Group to include a selection of staff from the

			organisations around the SAR.	outlined and cascaded to improve the learning experience.		<p>service (Jo Shaw, Caroline Ferguson, Kate Carter, BEO, LSA). This is no-longer happening. SAR updated and new format introduced</p> <ul style="list-style-type: none"> • Adopted a shared format from York Learning Adult Service for self-assessment • Support by managers to improve SAR process and make judgements • SAR has been written in draft form and will be signed off by Head of Service in December. • New SAR process has been implemented and will be reviewed at the meeting on the 19th December. • 01-02 SAR challenge meeting has taken place with final amends to the SAR. This has given increased confidence to the judgements made.
Individual Curriculum manager reports are introduced using the new format to ensure critical judgements are made	Quality Officer	Feb 2018	<ul style="list-style-type: none"> • First phase of new 17/18 SAR is produced for each curriculum area 	•	•	Training for curriculum managers has taken place to further reinforce the new system and to ensure managers are able to make evaluative judgements. This is now reflected in Curriculum area SARs.

							06-02 – new training to update SAR has now been scheduled for 14-02 07/03 - New SAR at curriculum level have been produced.
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QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Key priority 6:

Teachers and assessors set insufficiently specific and challenging targets to enable learners and apprentices to make good progress.

Outcome:

Learners on apprenticeship programmes make good progress with timely completion and improved outcomes

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
A	<p>Learners to be set specific and challenging targets to enable them to make good progress</p> <p>Need to set learners personal learning or development goals</p> <p>Learners need to have knowledge of the progress</p>	Coordinator Curriculum Manager ESDAs	December 2017	<ul style="list-style-type: none"> SMART target training for tutors Need to ask and record learners personal learning and / or development goals Record of progress recorded ILPs updated to record progress 	<ul style="list-style-type: none"> Learners will know their own progress and monitor their own achievements Learners are stretched and challenged on a regular basis and recorded in their ILPs 	<ul style="list-style-type: none"> ILPs completed on a weekly basis Regular progress review of the learning with the teacher 	<ul style="list-style-type: none"> ILPs have been updated to capture the learner journey. ILPs are in use. 02-06 – first ILP have been moderated and the results presented to SLT Review of use of BKSB is showing that there are some issues about the use of BKSB assessment and how they are being used. This is true in relation to level 1 English and maths

	<p>they are making.</p> <p>Improve the use of learner initial assessment data to accurately inform individual SMART targets for learners.</p>						
R	<p>Tracking of learners' progress on the smaller programme of courses leading to qualifications is not rigorous enough.</p>	<p>Curriculum Managers</p>	<p>April 2018</p>	<ul style="list-style-type: none"> • Learner tracking needs to increase • All learners to be monitored on their progress • develop monitoring of progression and destination using a new MIS 	<ul style="list-style-type: none"> • Learners offered appropriate learning progression and impartial advice of other courses on offer. 	<ul style="list-style-type: none"> • Moderation of course folders to take place and feedback give to all teachers. • Moderation dates to be arranged in each area, per term. 	<ul style="list-style-type: none"> • Short RARPA process. • Moderation to be planned • This action needs reviewing to see if this the correct action.

Key priority 7:

Assess learners' starting points accurately and set work that ensures that each learner achieves their goals and fulfils their potential. Staff should place adult learners on courses at the right level and provide them with sufficient additional support to ensure that they complete their qualifications.

Outcome:

Learner are on courses appropriate to their assessed level. They get appropriate additional support to achieve their agreed outcome

	Action	Lead	Timescale	Milestone	Impact	Measure/evidence	Progress
A	<p>Assessors to identify skills that apprentices already have when they start their programmes.</p> <p>Plan properly to ensure the development of the apprentices' skills further.</p>	<p>Team Leader - Engagement Officer</p> <p>IQAs Assessors</p>	October 2017	<ul style="list-style-type: none"> Skills assessment to be used on all qualifications to ensure skills are identified Clear planning of the apprentices further development IAG offered to all learners at key points during their learning programme 	<ul style="list-style-type: none"> Clear ILPS identifying skills and recorded information Learners are stretched and challenged after their accurate skills scan. Skills scan identifies any barriers to learner and interventions are put in place to support the learner. Learners accessing IAG on a 	<ul style="list-style-type: none"> Initial assessment Completed ILPs Minutes/notes from monitoring meetings 	<ul style="list-style-type: none"> Action plan through IAG agreed. Flow chart of roles and responsibilities required. Audit of Action Plans to be undertaken. Audit of ILP planned. Audit of reviews planned <p>14/2/18 From 1.3.18 – Teachers will be responsible and accountable for all elements of the apprentice journey, including IAG and Initial Assessment. Curriculum Managers and Team Leader to instigate 1:1 monthly caseload review meetings with teachers and audit ILPs as standard agenda item.</p>

A	Assessors to monitor rigorously the progress that apprentices make, ensuring that the apprentices are pushed to work towards more challenging goals.	Team Leader - Engagement Officer	November 2017	<ul style="list-style-type: none"> • Termly monitoring meetings with assessors to monitor ILPs and progress • Monitoring of targets to ensure they are challenging 	<p>regular basis</p> <ul style="list-style-type: none"> • Learners are supported towards more challenging goals • Progress measured on a regular basis so learners are aware of their development. 	<ul style="list-style-type: none"> • Learners know where they are in their learning journey and what they need to do next • Progression is monitored and recorded 	<ul style="list-style-type: none"> • ILPs in place for apprenticeships. <p>14.2.18</p> <ul style="list-style-type: none"> • As above – ILPs to be audited as part of 1:1 monthly meetings. • Teachers to ensure all apprentices have an e-portfolio account (Onefile).
R	<p>Teachers' and assessors' to improve on the written feedback on learners' and apprentices' and precise guidance about how they can improve their work further.</p> <p>Improve written feedback to learners which currently does not provide them with enough information about what they have done well and does not give precise guidance about how they can improve further.</p>	Curriculum Managers, ESDAs	October 2017	<ul style="list-style-type: none"> • Termly monitoring of ILPs and learners work to ensure work is being corrected • Training for teachers on written feedback and definitions of verbs • Teachers offered CPD opportunities to take the Maths or English qualification. 	<ul style="list-style-type: none"> • Learners are clear on how to improve their work • Learners confidence increased 	<ul style="list-style-type: none"> • Reduced number of errors • Monitoring reports • Staff CPD records • Feedback from learners and employers 	<ul style="list-style-type: none"> • As part of conference this was discussed. • Curriculum managers tasked with monitoring this action <p>14.2.18</p> <p>IQAs to also monitor and feedback to Curriculum Managers.</p>

R	<p>Teacher and Assessor to identify spelling and punctuation errors in learners work and ensure they are corrected to avoid repeating the same errors.</p> <p>Ensure that spelling and grammar in learners' work is corrected by teachers.</p>	Teachers	November 2017	<ul style="list-style-type: none"> • Consistent IAG / Assessment prior to learning to identify any literacy / numeracy needs. • Teachers to be unskilled on their own punctuation and spelling • Moderation by IQAs and Curriculum Managers to ensure work is being corrected and mistakes not repeated • Training for staff on correcting work 	<ul style="list-style-type: none"> • Learners are supported with their English and Maths • Learners better equipped for the workforce • Learners demonstrate improvements with the work 	<ul style="list-style-type: none"> • Learners work improves with little errors • Moderation reports and standardisation meetings 	<ul style="list-style-type: none"> • Training plan developed to address with teachers and curriculum managers on the 19th December
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OUTCOMES FOR LEARNERS

Key priority 8:

Too many adult learners leave their courses early and do not complete their qualification

Outcome:

Achievement rates are improved at least up to and beyond national benchmarks

	Action	Lead	Timescale	Milestone	Impact	Measure/evidence	Progress
A	Take prompt action to support learners who are at risk of not completing	Curriculum Managers ESDAs Teachers LSAs	December 2017	<ul style="list-style-type: none"> Learners contacted if they do not turn up for class within 24 hours by Business Support Support offered to learners Offer of support tracked and recorded Increase Teachers knowledge of support available for learners 	<ul style="list-style-type: none"> Learners continue on their programme of learning Record of support offered to learners Interventions put in place to support learners 	<ul style="list-style-type: none"> Improvement in data Learners continue on their programme of learning If learners do leave there is a clear record of why they have left. 	<ul style="list-style-type: none"> Review periods in place at 2, 4, 6 week intervals from start of programme.
R	ILPs to ask if they face any barriers which prevents them from progressing	Teachers ILPs Curriculum Managers	September 2017	<ul style="list-style-type: none"> ILPs record learner issues and support offered 	<ul style="list-style-type: none"> Learners supported to progress and achieve 	<ul style="list-style-type: none"> Improve retention, achievement and success 	<ul style="list-style-type: none"> ILPs updated.

		ESDAs				rates	
G	Outcomes to be recorded	Teachers Business Support DAEOs	February 2018	<ul style="list-style-type: none"> Learner outcomes to be recorded on the MIS system Teachers to be monitors regarding the submission of quality data and timeliness. 	<ul style="list-style-type: none"> Up to date records of learners so teachers can support the learners achievements. 	<ul style="list-style-type: none"> Teachers submit quality data in a timely manner Data and Examinations officers to accurately input data. 	<ul style="list-style-type: none"> Increased the number of Data and Examinations officers per area by 1 FTE to support data inputting. Recruitment taking place this month. All posts now filled. Clear protocol for tasks has been devised and agreed with data team
A	Managers need to receive more information on learners who are not attending	DAEOs Curriculum Managers ESDAs Teachers	November 2017	<ul style="list-style-type: none"> React quicker to learners absence Absent learners followed up within 24 hours Discussion with learners regarding absent and interventions to put into place Reports to monitor retention, achievement and success supplied to managers 	<ul style="list-style-type: none"> Improvement in retention Interventions and support put in place to address learners non attendance 	<ul style="list-style-type: none"> Increase attendance Detailed 	<ul style="list-style-type: none"> Business Support based at the learning centres will ring absent learners within 30 minutes of the class starting. Audit of responses planned. No progress report has been received on this to date. Managers to follow up.

Key priority 9: <i>The attendance of adult learners on courses that lead to qualifications is poor with the result that they do not make good progress.</i>							
Outcome: Attendance and retention is improved from XX to XX							
	Action	Lead	Timescale	Milestone	Impact	Measure/evidence	Progress
A	Investigate the main causes of poor retention on classes	Quality Manager	Jan 2018	<ul style="list-style-type: none"> Clear understanding of retention reported to MT 	<ul style="list-style-type: none"> Managers are aware of the action they need to take to improve retention 	<ul style="list-style-type: none"> Report is received 	<ul style="list-style-type: none"> No report to date
A	<p>Improve the attendance of learners and tracking of support offered.</p> <p>Learners need to be managed carefully to ensure that they sit exams at the end of their period of learning.</p>	Curriculum Managers	November 2017	<ul style="list-style-type: none"> Raise profile of wider range of qualification Closer monitoring of attendance via the ILPs Intervention and support for learners who are having issues attending sessions/classes 	<ul style="list-style-type: none"> Increase the attendance of learners attending courses Support for learners who leave early put in place Additional resources on line to support learners who can't attend class Extended initial assessment ensures the right learners on the right 	<ul style="list-style-type: none"> Overall retention of learners is improved Learners supported on a regular basis and interventions put in place to support learners. 	<ul style="list-style-type: none"> Linked to response above.

<p>A</p>	<p>Track learners destinations</p> <p>Improve the tracking of learner destinations to provide data with which to evaluate the impact of courses</p>	<p>DAEOs</p>	<p>November 2017</p>	<ul style="list-style-type: none"> • Learners destinations are recorded on the MIS system • Learner destination collected by teachers and recorded on the registers • MIS to produce a report of progression and destination 	<p>courses</p> <ul style="list-style-type: none"> • Record of progression recorded • Data reported available for the SAR and marketing 	<ul style="list-style-type: none"> • As a service we will know where are learners have progressed to and measure the impact of the learning journey. 	<ul style="list-style-type: none"> • Process for contacting learners 12 months after leaving ALSS being developed.
<p>A</p>	<p>Managers do not collect specific information on the progress of the some of their most vulnerable learners, such as children looked after and care leavers. However, there are no persistent gaps in attainment between the, main groups of learners</p>	<p>Development Officers (PLP) & 16 – 19 Study Prog</p>	<p>November 2017</p>	<ul style="list-style-type: none"> • Destination collected for each learner regarding PLP and 16-19 Study Programme • Information updated on the MIS system • Reports included in the SAR • Looked after children – to research information regarding looked after children and if they are our learners how do we record this. 	<ul style="list-style-type: none"> • Quality data to ensure we are aware of who our looked after children are and how to support them 	<ul style="list-style-type: none"> • Monitoring reports • Registers completed in more detail by the teachers 	<ul style="list-style-type: none"> • Making links with NYCC leaving care team.

Key Priority 10:

Managers and assessors need to improve the monitoring of apprentices' progress so they can identify more quickly those apprentices who are not making the expected progress, and put in place the appropriate support to enable them to achieve within their planned timescales.

Outcome:

Managers understand the progress that learners are making and take intervention action quickly to ensure learners achieve within the agreed and planned timescales.

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
A	<p>Increase the proportion of apprentices who achieve their qualification within their planned timescales</p> <p>Specifically addressing apprentices on child development and education and training apprenticeships</p> <p>Improve the monitoring of apprentice target setting and progress</p>	Curriculum Managers	November 2017	<ul style="list-style-type: none"> Focus on the time frames to ensure the apprenticeships are committed to the correct / most suitable timeframe Closer monitor of timeliness via Pro-achieve Data and Examinations Officers to produce timeliness reports monthly Closer monitoring of initial assessment to ensure learners are on the right programme of learning. 	<ul style="list-style-type: none"> The timeliness results increase Learners are aware of the commitment and deadline Closer monitoring by teachers to ensure learners are achieved within their time scale Progression monitored on a regular basis via the ILPs Learners achieve qualification which is linked to pay awards 	<ul style="list-style-type: none"> Measure apprentices at 4.6.8 weeks Timeliness is agreed with the Apprenticeship lead before the date is entered onto the system Assessor meetings 	<ul style="list-style-type: none"> ILPs updated to ensure the progression and mapping of the courses is measured on a regular basis. Realistic timescales are set for the apprenticeships following national guidelines. Review of apprenticeship delivery has taken place and a decision to no longer offer Health and Social care apprenticeships has been taken. No further apprentices will be taken on. 06/02 - Manager is currently going through the caseload with teachers and assessors and will report back in March. 14.2.18 – Teacher accountable for all elements of apprentice journey from 1.3.18. Curriculum Manager to instigate 1:1 monitoring

<p>Apprenticeship achievement of 40.0% in health, public services and care is inadequate and requires improvement</p> <p>Overall achievement of Apprenticeships is declining and requires improvement</p> <p>Functional Skills achievement within Apprenticeships is not timely and requires improvement</p>									<p>with teachers.</p>
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PERSONAL DEVELOPMENT. BEHAVIOUR AND WELFARE

Key priority 11:

Provide learners with impartial, constructive and informed advice and guidance about their future options for learning, training and employment throughout the course.

Outcome:

*Learners receive good information about their future options for learning, training and employment at appropriate points throughout the course.
Destinations are monitored to ensure the service understands learner destinations*

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
G	Improve and encourage access to IAG and resources	Learning Support Manager	December 2017	<ul style="list-style-type: none"> Computers and laptops used for learners to access IAG Learners have a range of on-line IAG resources Teachers monitor learners access and progression 	<ul style="list-style-type: none"> By receiving improved IAG service learners are aware of their options available. Learners have the opportunity to discuss short and long term goals with a qualified member of staff 	<ul style="list-style-type: none"> ILPs Scheme of work Lesson plans Observation of Teaching learning and Assessment 	<ul style="list-style-type: none"> Learning and Skills Advisers linking to the Careers Service with local referrals. There is a section on our website that links to information about IAG to Matrix accreditation
R	Improve pre and post course information	Curriculum Managers Teachers	September 2017	<ul style="list-style-type: none"> Course info sheets created by the Curriculum Managers to support IAG 	<ul style="list-style-type: none"> Learners know about future options for learning, training and 	<ul style="list-style-type: none"> Course info sheets completed for each course 	<ul style="list-style-type: none"> Curriculum Support managers taking responsibility for their SSA.

				<ul style="list-style-type: none"> Learners receive good course information sheets 	<ul style="list-style-type: none"> employment Learners can build resistance into the ever changing economy 		
G	IAG Leaflet updated	Learning Support Manager	September 2017	<ul style="list-style-type: none"> New IAG leaflet produced and distributed to learners and potential learners 	<ul style="list-style-type: none"> Learners aware of the service on offer 	<ul style="list-style-type: none"> IAG leaflets and resources 	New IAG leaflet produced and distributed
G	Matrix re-accreditation	Team Leader – Quality	December 2017	<ul style="list-style-type: none"> Matrix inspection December 2017 	<ul style="list-style-type: none"> ALSS continues to hold Matrix standard Learners receive advice by a nationally recognised advice and guidance provider 	<ul style="list-style-type: none"> Successful Matrix re-accreditation. 	<ul style="list-style-type: none"> Information leaflet is being developed by Jo Shaw. Successful Matrix re-accreditation achieved in a timely manner with very positive report
A	IAG to be offered throughout the course and not just at the beginning or end	Learning Support Manager	November 2017	<ul style="list-style-type: none"> ILPs to include awareness and opportunities for IAG Learning and Skills Advisers to attend classes to speak to learners Learner focus groups set up to meet with learners 	<ul style="list-style-type: none"> Learners awareness of IAG availability increased Increase number of learners receiving IAG. 	<ul style="list-style-type: none"> Record the number of IAG sessions undertaken by the LSAs Learners' ILPs completed with IAG information. 	<ul style="list-style-type: none"> ILPs updated to offer IAG throughout the course.

<p>A</p>	<p>Apprentices do not receive sufficient guidance on the requirements of their qualifications, particularly the demands of English and mathematics qualifications.</p> <p>Improve guidance given to Apprentices on the requirements of their qualifications, particularly with regard to functional skills.</p>	<p>Learning Support Manager</p> <p>Learning and Skills Advisers</p>	<p>September 2017</p>	<ul style="list-style-type: none"> All apprentices have an IAG session prior to starting their programme 	<ul style="list-style-type: none"> Apprentices are aware of what is required of them and how they can develop their skills including those in English and maths 	<ul style="list-style-type: none"> Record of IAG meeting with Learning and Skills Adviser 	<ul style="list-style-type: none"> ILPs updated to record IAG given and support offered. 14.2.18 – Teachers to provide IAG to apprentices throughout their journey.
<p>A</p>	<p>Apprentices are not sufficiently aware of their potential next steps as they move towards the completion of their</p>	<p>Learning Support Manager, Learning and Skills Advisers</p>	<p>September 2017</p>	<ul style="list-style-type: none"> Apprentice to meet with Learning and Skills Advisor prior to registration on programme and then again 6-8 weeks prior to time of completion DAEOs to inform 	<ul style="list-style-type: none"> Continually inform apprentice of all progression routes 	<ul style="list-style-type: none"> Action plan from meetings Measure of apprentice progression 	<ul style="list-style-type: none"> Learning and Skills Advisers have identified training to be able to offer progression opportunities. 14.2.18 – As above, Teachers will be responsible for providing information about progression opportunities with the

qualifications. As a result, too few apprentices progress to a higher-level qualification.			LSAs of the end date of the programme and ensure IAG is arranged.			apprentice and employer.
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PERSONAL DEVELOPMENT. BEHAVIOUR AND WELFARE							
<p>Key priority 12: <i>Teachers and assessors do not raise learner’s and apprentices’ awareness of the risk of radicalisation and extremism sufficiently. Embed prevent within all teaching and learning so that learners have a full understanding of British values and society.</i></p>							
<p>Outcome: <i>Learners understand the risks of radicalisation and extremism and understand the strategies they need to take to keep themselves safe. They are able to articulate British values in a positive manner and understand how this enhances their experience and that of their community</i></p>							
	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
G	Manager to take responsibility for safeguarding at a strategic	Head of Service	Jan 2018	<ul style="list-style-type: none"> Managers are assigned areas of responsibility for safeguarding and make regular reports to SLT 	The understanding of safeguarding and the awareness of staff is increased.	<ul style="list-style-type: none"> Safeguarding all referrals - near miss log is updated with clear evidence of managers 	<ul style="list-style-type: none"> Managers have agreed which area of the service they will look after. Training has been identified that is appropriate to the roll Meeting to discuss

	level and have a much improved understanding of safeguarding issues and action taken			<ul style="list-style-type: none"> Managers undertake training at the appropriate level to ensure they can carry out their safeguarding duties effectively 		intervention and monitoring	safeguarding log has been agreed with head of service and this meeting has taken place
G	Ensure that the service Safeguarding log is updated in a timely manner and signed off by a senior manager. incidents	Designated safeguarding lead/ Head of Service		<ul style="list-style-type: none"> Safeguarding log is created and appropriate people have access. Clear evidence exists of incidents being logged and then followed through. 	Managers have a clear understanding of the incidents on the log and have signed them off and where appropriate discussed these with the relevant people	<ul style="list-style-type: none"> Log is checked by relevant managers and an update report is presented to Governors including details of any serious safeguarding concerns 	<ul style="list-style-type: none"> Log has been created and is up and running. 01/12 02/18 – First meeting and update of log has been reviewed Safeguarding is now a standing item on SMT
A	Raise awareness of prevent and British Values to all learners Improve the focus on the Prevent duty and the promotion of British values in lessons.	Learning Support Manager. Development Officer – Quality	September 2017	<ul style="list-style-type: none"> Add prevent information to all ILPs. Teachers to include prevent in their teaching and learning Review prevent awareness during the course Create a Prevent/Safeguarding mini leaflet for all learners Update the learner handbook Prevent recorded 	Learners understand prevent and know who to report any concerns to.	<ul style="list-style-type: none"> Observation of teaching, learning and assessment Schemes of work Lesson plans 	<ul style="list-style-type: none"> The ETF training programme has been identified as the most appropriate tool for Apprentices and Employers. The resources have been shared with teachers Two teachers will pilot and use wider

	Closely monitor learner attendance to increase retention.			on the lesson plans			
A	Update online safeguarding training for all staff	Development Officer – Quality	November 2017	<ul style="list-style-type: none"> All staff to complete the Foundation of Learning safeguard training 	<ul style="list-style-type: none"> All staff up to date and refreshed with guidance which supports the learners 	<ul style="list-style-type: none"> Staff certificate of completion to Kate Carter 	<ul style="list-style-type: none"> Staff requested to renew online training. Attendance being monitored with reminders being issued. A full staff list has now been developed which includes a record of training. With the exception of staff who are currently not teaching all but one or two teachers have now had up to date training.
A	Staff Training on Prevent, <i>Safeguarding and Equality & Diversity</i>	Development Officer – Quality	December 2017	<ul style="list-style-type: none"> All staff to attend the WRAP face to face training. 	<ul style="list-style-type: none"> All staff updated with knowledge and understanding which is cascades to learners 	<ul style="list-style-type: none"> Attendance monitored and logged on central record 	<ul style="list-style-type: none"> Five sessions delivered during 2016/17. Sessions planned for 2017/18. 100% cannot be achieved in the timescale. Need to action plan to address gaps. 05/01/18 – Still some teachers who have not completed Prevent or safeguarding training and these are being contacted individually. 07/03 – List is being updated on a regular basis and monitored by the Head of Service

A	Embed diversity into all classes	Teachers	December 2017	<ul style="list-style-type: none"> • Session plans and schemes of work all show embedded diversity 	<ul style="list-style-type: none"> • Learners understand British values and society • Learners understand and embrace diversity 	<ul style="list-style-type: none"> • Observation of teaching, learning and assessment • Schemes of work • Lesson plans 	<ul style="list-style-type: none"> • Examples of embedding provided to teachers at mandatory training sessions. • Materials are regularly being shared.
A	Check and evaluate whether learners and apprentices understand the information they receive on the risks of radicalisation and extremism at induction and in classes.	Learning Support Manager		<ul style="list-style-type: none"> • The Prevent agenda is incorporated into schemes of work and session plans • Teachers hold discussions with learners regarding radicalisation and extremism and how to recognise the signs of grooming • Ensure that learners are being asked about what they understand about radicalisation and extremism and how to keep themselves safe 	<ul style="list-style-type: none"> • Learners aware of the Prevent agenda and how to keep themselves safe 	<ul style="list-style-type: none"> • When questioned during OTLA learners can identify the Prevent agenda and discuss how to keep themselves safe 	<ul style="list-style-type: none"> • Prompts on schemes of work and session plans in place to remind teachers. • Observers instructed to question learners during observations. • Embedded into the Individual Learning Plan and discussed with learners.
A	Staff are not explicit enough in raising this issue with learners and apprentices regarding potential	Marketing and Teachers		<ul style="list-style-type: none"> • The Learner Handbook to mention the potential dangers of exposure to extremist websites in its section on how to stay safe 	<ul style="list-style-type: none"> • Learners are provided with information on Prevent, understand it and know how to keep themselves 	<ul style="list-style-type: none"> • When questioned learners can identify the Prevent agenda and discuss how to keep themselves safe 	<ul style="list-style-type: none"> • Prevent included in Learner Handbook. • Teachers receiving face to face training in addition to online – favourable feedback from this face to face training. • Side by side training developed.

	dangers			<p>online</p> <ul style="list-style-type: none"> Teachers to inform management how they are raising awareness 	safe		
A	Learners not aware of the relevance of British values to their work and their lives.	Learning Support Manager	November 2017	<ul style="list-style-type: none"> Employees need to be 'on board' with the national and local principles of promoting British Values To look on line for a tool kit to support Employers 	<ul style="list-style-type: none"> Learners understand British Values and how they apply to them in their personal and working lives 	<ul style="list-style-type: none"> Observation of teaching, learning and assessment including Walkthroughs 	<ul style="list-style-type: none"> 'Side by side' training developed. Information about the extent of prevent seen at observations is recorded at

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Key priority 13:

Although the procedures for identifying and allocating additional learning support to learners are thorough and effective, managers do not know what impact this has as they do not request or receive any data on the progress these learners make.

Outcome:

Managers receive data from a variety of soft and hard data sources to demonstrate that learners personal development and welfare has improved as a result of attending their programme of study.

Learners are able to articulate the benefits of the support they receive and how this has impacted positively on their learning

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
G	Managers to receive regular	Learning Support	January 2018	<ul style="list-style-type: none"> Record of learner support provided 	<ul style="list-style-type: none"> Records of accountability 	<ul style="list-style-type: none"> Evidence the additional support has been used 	<ul style="list-style-type: none"> Case studies being produced to show impact.

	information from curriculum managers	Manager		<ul style="list-style-type: none"> Tracking of each learner who has received the additional learner support 	for the funding spent of additional learner support	correctly	<ul style="list-style-type: none"> Learning support records evaluated. (links to areas for development).
A	Produce data on the progression of learners following additional learner support.	Learning Support Manager	December 2017	<ul style="list-style-type: none"> Destination data produced for learners who have claimed additional learning support Overall report produced on how the money has been spend 	<ul style="list-style-type: none"> Senior managers to be aware of how the funding is supporting learners who need additional needs 	<ul style="list-style-type: none"> Accountability for funding 	<ul style="list-style-type: none"> Awaiting data from P&I. Much progress has been made – clear understanding of who gets learner support including a flag on the database. Now need a report of the progress of learners.

Outcomes for learners

SAR 1

Improve achievement in level 1, Entry 3 and GCSE English, and Level 1 maths

Outcome:

Acheivment rates in the qualification areas identified above improve at least in line with national averages for 2017/18

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
A	Improve English GCSE achievement which currently stands at 64.6%	JF/C	March 2018	<p>Ensure learners enrolled to programmes have the appropriate support.</p> <p>Closely monitor attendance to ensure</p>	<p>Learners are on the correct level for the course</p> <p>Attendance and retention on the</p>	<p>Attendance data</p> <p>Retention data</p>	No attendance data to report at this stage.

				that where attendance is patchy learners are followed up	course improves		
A	Improve achievement rates for Level 1 and Entry 3 English which are currently inadequate at 48.1% and 57% respectively		March 2018	Investigate and follow up the learners who have left this year to find out why they left. Put in place a process to follow up learners on programmes who leave.	Learner achievement rates are improved up to national standards	Improvement achievement rates at least up to National averages	Review has taken place for BKSb and assessment methods We are experiencing issues to do with how learners are recorded as this is currently affecting achievement rates in the current year giving a false picture.
A	Improve achievement rates for Maths Level 1 which currently stands at 53.9%		March 2018	Investigate and follow up the learners who have left this year to find out why they left. Put in place a process to follow up learners on programmes who leave.	Learner achievement rates are improved up to national standards		Rates for Level 1 maths are showing poor achievement this is being investigated by the CM to understand why this pattern. It is clear that the initial assessment

SAR 1

Achievement rates for ICT and numbers of learners on ICT programmes

Outcome:

Acheivement rates in the qualification areas identified above improve at least in line with national averages for 2017/18

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
A	In ICT whilst Achievement rates have improved slightly		March 2018	Implement new assessment procedures for ICT to	Learner achievement rates are improved up to	Improvement achievement rates at least up to National average	Achievement rates to date appeared to have improved once again with achievement

	<p>on last year, they are still below the rates for 14/15 and below the sector average and require improvement</p>			<p>ensure that learners are on the appropriate programme of study</p>	<p>national standards</p>		<p>currently at 74.1. If this continues then there will be no issues for data in this area.</p>
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North Yorkshire County Council**Transport, Economy & Environment Overview and Scrutiny Committee****10 April 2018****Apprenticeships****1 Purpose of Report**

- 1.1 The purpose of this report is to provide an update on the County Council's activities on apprenticeships and other employment support initiatives, in the context of the Government's national reforms to apprenticeships and in order to inform the Transport, Economy and Environment Overview & Scrutiny Committee's 'Economic' theme, thereby updating the previous paper of 1st February 2017.

2 Summary

- 2.1 Since the previous paper to the Overview and Scrutiny Committee, the Apprenticeship Regulations have become law as part of the Enterprise Act, levy payments to HMRC have commenced, and North Yorkshire County Council as an employer has successfully established its new apprenticeship scheme and has started a number of apprentices.

3 Background

- 3.1 The National Productivity Plan published by the Government in July 2015 included an aim to improve the quality and quantity of apprenticeships in England, and confirmed an ambition for 3 million new apprenticeships by 2020. The key underpinning points of this aim have now been enacted as the apprenticeship levy and public sector target as part of the Enterprise Act 2016, and are effective from 1st April 2017.
- 3.2 North Yorkshire County Council has always had a good track record on apprenticeships. Over the past 10 years we have recruited 441 apprentices and in 2014 we won the Regional Macro Employer of the Year award, and were named as one of the prestigious Top 100 Apprenticeship Employers nationally. Unfortunately, from 2010 onwards austerity and CSR impacted on NYCC staffing, resulting in only small numbers of apprentices being recruited.
- 3.3 However, since then, service demand for apprentices has increased from 17 staff in 2016/17 to the point where will have 69 apprentices in the pipeline by the end of Q4 2017/18 with training paid for by the new apprenticeship levy. This includes apprenticeships for both younger and older people, as well as existing members of staff to help them develop.
- 3.4 Currently, NYCC's levy is £1.63m p.a. and its public sector target is 480 apprentices p.a. Both figures include schools.
- 3.5 NYCC set up a project to manage the introduction of the Regulations over the last 14 months, and even though they contain a heavy bureaucracy, we have

successfully moved the new arrangements onto a business as usual footing, and the project will be closed off on 31st March 2018.

4 New Arrangements

- 4.1 The regulations contain 28 compliance criteria, all subject to Education & Skills Funding Agency (ESFA) and Ofsted inspection, including the provision that the apprenticeship levy can only be spent on nationally approved suppliers delivering nationally approved apprenticeship schemes. Old apprenticeship frameworks are being phased out in favour of new employer led apprenticeship standards.
- 4.2 Significant work has been undertaken to put new internal and external arrangements in place, and a new apprenticeship commissioning process has been developed.
- 4.3 Agreement has been reached with Unison on a new pay and benefits statement for apprentices, and amendments to contracts of employment to align with apprenticeship training contracts to ensure compatibility with the regulations. In addition, software amendments have been made to payroll.
- 4.4 We also successfully bid for 'Main Provider' status from the DfE, meaning NYCC's Adult Learning & Skills (ALSS) and Training & Learning (T&L) services are a nationally approved apprenticeship provider and can deliver apprenticeships to our own staff, recycling the levy, and we are also able to trade in the wider market.
- 4.5 A service level protocol and appropriate governance structures have been developed with ALSS and T&L to comply with ESFA rules for a separation between internal commissioners and providers, with Workforce Development being the corporate commissioner.
- 4.6 Internal business processes and quality assurance regimes have been reviewed by ALSS and T&L to enable delivery to the service level protocol standards, and to ensure alignment to the Ofsted Inspection regime.
- 4.7 Where our internal provider does not have the expertise to deliver some of our apprenticeship demand, we then need to procure on the open market.
- 4.8 We have therefore set up a 'Dynamic Purchasing System' (DPS) managed by the London Procurement Partnership (LPP), enabling a shorter timescale for procuring external providers. Population of the framework with local providers against service demand is underway, also providing a lighter touch process for schools. The bid documentation has been refined and the Council is now in a position to go out to tender when needed, using this streamlined process
- 4.9 New commercial apprenticeship contracts and contract management arrangements for external providers have also been developed with the Procurement team.
- 4.10 These new arrangements have meant that we now have the infrastructure in place to build the new apprenticeship arrangements into the Council's workforce planning approach.

5 Workforce Planning Approach

- 5.1 NYCC's approach is to see apprenticeships as a progression route into jobs needed in the future rather than a short term training scheme. Opportunities have been identified across council services, including schools, from business admin to teaching assistants, ICT to paralegals, and from social care to engineering and management. For areas with workforce challenges such as adult social care it is being used to create career paths, hopefully attractive to young people which is necessary given the worrying workforce age profile which reflects national demographics.
- 5.2 The Council's targeted workforce and succession planning approach has supported services to determine the workforce implications of service priorities which include identifying the need for graduates, apprenticeships, and new and developing managers. This shows a workforce need for specific professional disciplines in workforce 'hotspot areas' and likely future skills shortages, notably front line adult social care. Both entry level and higher apprenticeships will be part of the answer to meeting this service need and therefore part meeting our apprenticeship target.

6 North Yorkshire Economy

- 6.1 Our ability to meet our external recruitment needs for these 'hotspot areas' is affected by the strength of the North Yorkshire economy. Latest available figures show that the unemployment rate in North Yorkshire as of September 2017 was 3.6% in comparison to the national average of 4.3%. According to the North Yorkshire Economic update as of December 2017, there were 301,700 North Yorkshire residents in employment, with 1,510 job seeker allowance claimants, of which 35.6% have been claiming JSA for over 12 months. Only 115 were aged 18-24 (7.6% of overall claimants). This has reduced significantly from 270 in September 2016. 42.1% of these JSA claimants are officially classified as 'long term unemployed', i.e. 6 months plus, and cannot easily be employed as apprentices in the short term.
- 6.2 1,510 job seeker claimants is insufficient to meet the aggregate of the target for all public sector employers in the County even without including the likely requirements of the private and voluntary sector, all fishing in the same labour pool across the local economy. A notional 2.3% quota of the North Yorkshire working age population of 301,700 would produce a notional apprenticeship target / requirement for the North Yorkshire economy of 6,939 over 4.5 times higher than the number of people available.
- 6.3 They key point to note from this data is that although unemployment has increased in North Yorkshire the number of 18-24 year olds claiming JSA has reduced significantly from 270 in September 2016 to 115 in December 2017 – a 42% decrease. This could perhaps be explained by the increase in apprenticeship opportunities across North Yorkshire providing employment opportunities for young people. However it strengthens the point that we are fishing in a very limited pool of candidates for recruitment.

7 NYCC Apprenticeship Achievements

- 7.1 Nevertheless, even in this very competitive labour market, a very successful summer recruitment campaign was run with 208 applications received across a range of professional disciplines, resulting in 40 new apprenticeships and graduates starting in October'17, with a combination of new and existing staff across Engineering, Public Rights of Way, Adult Care and Support, Technology and Change, Business Support, Finance and HR.
- 7.2 A welcome event for the new starts was run on 31st October hosted by the Leader, Deputy Leader and Chief Executive.
- 7.3 NYCC is working with Further and Higher Education partners which includes a collaboration agreement with Coventry University in Scarborough to deliver, degree level apprenticeships in Leadership and Management and ICT.
- 7.4 Under the collaboration agreement with CU Scarborough, 20 staff have commenced on two degree level apprenticeship courses: 9 on the Chartered Management degree and 11 on the ICT degree. NYCC acting as the 'anchor' employer makes the courses sustainable and has enabled other local employers to join the courses. This also supports our wider skills objectives for coastal communities. 1 person has started a cyber security degree at Leeds University.
- 7.5 In addition, 4 new apprenticeship schemes have been procured:
- HAS Registered Managers Level 5
 - Business Support Level 4
 - Schools ICT and Lab Technicians.
- 7.6 Guidance and FAQs for managers and schools about the apprenticeship schemes have been delivered both on line and through face to face briefings.
- 7.7 A range of apprenticeship workshops have been across the County to engage with managers and promote apprenticeships, notably at the Provider Forums in Health & Adult Services, and have received positive feedback.
- 7.8 The Council's CYPs.Info web pages have been improved to provide full information for schools on Apprenticeships. Five on-line editions of schools briefings have been issued to schools through CYPs.Info and the 'red bag'.
- 7.9 We have also engaged face to face with over 250 schools through attendance at the Primary and Secondary Finance and Admin Conferences, Secondary and Primary Networking events, Joint Development Planning meeting with Primary Representative Head teachers, and at Heads of Special Schools meetings. We have also engaged with Schools Clusters and School Alliances across the North Yorkshire geography.
- 7.10 An on line survey to forecast schools' service demand for apprenticeships was held with around 50 schools replying. This is considered a good return for the sector.
- 7.11 There has been good press coverage of our programmes over the year, notably in the Yorkshire Post.

7.12 Engagement with elected members has taken place through the Members' Workforce Planning Group, members' seminars, and the TEE Overview & Scrutiny Committee.

8 NYCC Apprenticeship Forecast & Public Sector Target

8.1 To support the volume objectives of the National Productivity Plan, the regulations include facility for an annual apprenticeship target for all public bodies. The target is currently set at 2.3% of headcount for public bodies with more than 250 employees.

8.2 NYCC's public sector target is 480 new apprentices every year (193 for the core council and 287 in schools).

8.3 The target is not compulsory, but nevertheless looks unachievable as there simply isn't sufficient service demand nor, as explained earlier, sufficient slack in the North Yorkshire labour market to sustain that level annually. In addition, the target has a disproportionate effect on services such as adult social care, cleaning, catering and schools with high numbers of staff on part time contracts with minimal hours.

8.4 The regulations require that each apprentice has 20% off the job training. In the above types of services, the 20% off job requirement makes taking an apprentice difficult to near impossible as it would require a 20% increase in employment costs and where traded, a 20% increase in prices to the market. For example, there is pressure on some SEND Teaching Assistants where salary funding is only for contact time with a child; or cleaning, catering and some care jobs where staff work part time and are effectively paid by the hour. This impedes our workforce and succession planning approach.

8.5 Each apprentice must also be able to undergo meaningful on the job training and this requires significant support requirements from the line manager as well as the appointment of a mentor. This has to be sustainable for line managers alongside doing their day job. Therefore the Council has to balance maximising levy spend with service demand and the ability to provide a high quality learning environment which will aid staff retention.

8.6 However, as mentioned earlier service demand for apprentices has increased significantly from 17 staff in 2016/17 to 69 apprenticeship starts for 2017/18 (financial year). With a further 23 in progress to start in Q1 2018/19.

8.7 Forecast service demand for the first six months of 2018/19 is currently a further 142 apprentices with an annualised figure of 284 based on a combination of firm predictions and staff turnover, with the majority in HAS. This is of course dependent on the actual turnover rate.

	Q1&2 2018/19	Annualised
	Nos.	Nos.
NYCC	106	212
Schools	36	72
TOTAL	142	284

- 8.8 The current annualised forecast is 284 apprentices including schools. This may increase with the advent of Social Work and Teaching professional apprenticeships in September 2018, but the national approval of the Teaching Assistant apprenticeship has been further delayed by disagreements between Ofqual and Ofsted.
- 8.9 The vast majority of currently projected need in NYCC is in Adult Social Care with some in Business Support, mostly at 'entry' or 'mid' level. However, feedback from schools indicates that their needs will increase when the professional Teaching standard is released for use in September 2018, and when the Teaching Assistant apprenticeship standard becomes available.
- 8.10 We have already identified the need for a total of 40 Social Work students each year in CYPS and HAS across the County. These currently cannot be apprentices but the new Social Work apprentice standard will be available in September 2018. Consideration will need to be given to how this integrates with the Government's new Teaching Partnership arrangements which are currently in some disarray.
- 8.11 From discussions with Headteachers and school managers there is an acceptance that some schools are simply too small to be able to employ an apprentice and a number cannot offer contracts with enough hours to fulfil an apprenticeship.

9 NYCC Levy Spend

- 9.1 All employers with a pay bill over £3m p.a. pay an annual levy to HMRC at the rate of 0.5 % of paybill, collected monthly through PAYE.
- 9.2 The Levy can only be spent on apprenticeship training and assessment provided by nationally approved training and assessment providers, who must meet the statutory criteria as required. Salary and other costs must be paid by employers.
- 9.3 The regulations make NYCC responsible for all Community and Voluntary Controlled schools where the local authority is the employer regardless of local management of schools (LMS) arrangements. We currently have 320 local authority maintained schools, of which 277 are primary schools. There are only 49 Academies in the County.
- 9.4 The projections for NYCC's annual levy contribution were £1.63m plus the Government top up of 10%, making total funds available just under £1.8m p.a. However, as the levy has only been in operation for 11 months of 2017/18 and headcount in the council and schools has continued to fall, the actual levy contribution for 2017/18 is likely to be lower. Finance are currently reconciling the figures as part of the year end procedures.
- 9.5 Full levy recovery of the levy by NYCC would mean taking on over 600 apprentices every year, well beyond both the public sector target and service demand. Given North Yorkshire's strong local economy, reasonable service demand, and the constraints of the Regulations, NYCC like many other councils, is forecasting it will not be able to fully spend its levy.

- 9.6 The current annualised forecast of 284 apprentices, including schools, mentioned above, would represent £790k p.a. of levy spend, around 48% of total levy deductions of £1.63m by HMRC.
- 9.7 Spend against the levy in this its first year has been limited due to the slow start up of the new national arrangements, including serious delays in the issue of Government guidance (9 months in one case), the non-availability of the new nationally approved apprenticeship standards in the disciplines we need, and the low number of external nationally approved apprenticeship providers in the right localities for North Yorkshire.
- 9.8 In addition, levy spend in any one month will be lower than corresponding levy deductions due to stipulations in the regulations:
- levy funds cannot be drawn down from NYCC's account until 42 days after the apprenticeship has been registered and commenced their learning,
 - 20% of the cost of an apprenticeship is kept back to the end of the course for 'end point assessment'.
- 9.9 The LGA's national workforce update in October 2017 showed the following:
- a) No Councils will spend their full levy or hit their public sector target.
 - b) With the exception of Somerset which is half the size of NYCC, only 8 councils say they are managing well and all these are city authorities with high urban unemployment.
- 9.10 DfE year on year statistics on apprenticeships widely reported in the media before Christmas, show that although apprenticeship starts increased by 47% during February-April 2017, there was a decrease of 61% from 113,000 to 43,600 during May-July 2017 compared over the same period in the year before.
- A DfE spokesperson said:
- "We know that the last year has been a period of huge change for employers but it is right that they are taking their time to plan ahead and maximise the opportunities the apprenticeship levy can bring."*
- 9.11 However, we have a rolling 2 years to spend levy deductions. The first unspent funds will expire in May 2019 and will be returned to the Treasury.
- 9.12 Under a recent Government innovation based on feedback from employers, from April 2018 employers who pay the apprenticeship levy will be able to transfer apprenticeship funds to other organisations. NYCC can transfer a maximum of 10% of annual funds of the declared levy. We are currently researching the options available to NYCC to explore this avenue further.
- 9.13 Overall, while, there are a number of constraints which impact on our ability to both forecast accurately and spend the levy, NYCC is enthusiastic that apprenticeships will be a strong feature of our workforce planning arrangements going forward, and is pleased that we have made a strong start with our new recruits.

10 Wider working with Partners

- 10.1 Work on apprenticeships with NHS partners continues through the STP's / Local Workforce Action Board arrangements, notably with the Humber Coast & Vale board, which covers Selby, Craven, Scarborough and Ryedale Districts plus City of York, East Riding and Hull Councils. We have also responded to the consultation on the new NHS integrated workforce strategy which closed on 23rd March, and will respond to the forthcoming green paper on adult social care.
- 10.2 NYCC also continues its role as a strategic partner with the York, North Yorkshire and East Riding LEP supporting implementation of the LEP area Apprenticeship Strategy. The Strategy group encourages alignment of plans and coordination of resources on the Apprenticeship agenda. It provides a steer for investment and commissioning of activity to support growth and works to improve the quality of provision to support economic growth.
- 10.3 Activity from the Apprenticeship Strategy Group is focused on supporting employers to access much needed support on apprenticeships. Through How's Business, the LEP Growth Hub, a comprehensive introduction to apprenticeships has been developed in a digital [eBook](#). This provides information on recruitment of apprentices, what to do to turn existing staff into apprentices and the support and funding that is available. A series of video toolkits has also been developed to help large businesses approach spending their Apprenticeship Levy. These tools are for direct use by employers, or as referral tools for partners and apprenticeship providers when promoting the benefits of apprenticeships.
- 10.4 The LEP Apprenticeship Strategy group is working to align activity with the Higher Level Apprenticeship Group which was formed as part of the Post 16 Area Review outcome in 2017. The plan is to concentrate on supporting the development of a local offer of Higher and Degree Apprenticeships. Other initiatives include widening and promoting the Apprenticeship Ambassador Network and providing events for Apprenticeship delivery partners to share best practice. The LEP will also provide an annual round up of the Apprenticeship data and LMI to enable partners and stakeholders to assess whether current activities are contributing to the targets set out in the strategy.
- 10.5 The YNYER LEP has targeted its 2016-2018 European Skills Fund (ESF) skills provision on a £2m 'Apprenticeships Services' contract delivered by Grimsby Institute of Further and Higher Education. The service model offers one to one support to SME employers in the area to grow apprenticeships at all levels including new Higher Level and Degree Apprenticeships. The reforms to the apprenticeship agenda introduced in May 2017, such as changes to the funding methodology, introduction of the apprenticeship levy and the creation of new standard have proved a challenging landscape for achieving the aspirations of the project. A reduction of the original contract value has been sought. However the contract has supported 286 employers and 277 learners.
- 10.6 New ESF Calls launched for 2018 maintain a focus on the strategic vision for apprenticeships across the area. However the delivery model has been adapted to reflect feedback from employers and providers from the previous funding round. The project has a focus on facilitating employer to come

together in sector based clusters to develop new apprenticeship provision, and providing impartial advice and guidance on apprenticeship reforms and changes to funding. Applications to the call are currently being appraised and it is expected that successful projects will be awarded in the summer.

- 10.7 The YNYER LEP has led on a joint submission with the Humber LEP and secured £10k from the Education Skills Funding Agency to support local engagement on apprenticeship reforms. This support will increase the level of understanding and the take-up of apprenticeships. The fund will develop a comprehensive and strategic workforce planning tool, targeted specifically at chief executives or decision makers levy paying companies. Providers, colleges, HE institutions and those giving business growth advice to employers will also be given training on making best use of the workforce planning tool to support wider roll out.

11 Additional Support for Younger People

- 11.1 NYCC is a member of the YNYER LEP Careers Strategy Group which as a collective has committed to a Careers Offer or 'Entitlement Statement'. It outlines the activity the partnership want all schools to be delivering to ensure high quality careers, employability and enterprise education across the area. It links to national benchmarks and was praised by David Andrews OBE (leading national figure in CEIAG – Careers Education, Information, Advice & Guidance) as consolidating the national recommendations at a local level in order to support schools progress.
- 11.2 The Entitlement Statement is to be re launched to schools following the publication of the National Careers Strategy and statutory guidance published in December 2017 and January 2018 respectively. The statement will be updated to illustrate to school leaders the impact of engaging in the CEIAG agenda and demonstrate practical next steps. This will enable schools to easily understand what local support is available to them and how to access it.
- 11.3 NYCC and the LEP are developing a programme of Continuous Professional Development for Careers Leaders in North Yorkshire schools to help them implement the National Careers Strategy. This will be delivered in June 2018.
- 11.4 The LEP's ESF funded CEIAG project to improve careers guidance in North Yorkshire schools is seeking an extension to March 2019. The project is supporting schools in North Yorkshire to work towards a CEIAG quality award including; Skipton Girls High School, Scarborough Sixth Form College, Craven PRS, Springhead School, Rossett School, Breckenbrough School, Malton School, Scalby School, Nidderdale School, Manor Academy, Woodlands School, Eskdale School and Caedmon Community College, Askham Bryan College, Craven College. The project builds upon the success of the joint NYCC and LEP funded Progression to Success involving 20 schools.
- 11.5 The CEIAG project activity supports the aspiration that all young people in our schools are fully informed of apprenticeship opportunities and understand how to apply if it is an appropriate route for them. It provides personal Information, Advice and Guidance for students at risk of NEET and is also working with the

adult education service in Harrogate and the North Yorkshire Leaving Care Team for NEET referrals.

- 11.6 The LEP delivers a project in partnership with the Careers Enterprise Company which links Enterprise Advisors (volunteers from local businesses) with senior leaders in schools to enhance the careers guidance offer. It seeks to increase the number of meaningful encounters that young people experience of the world of work to eight as well as enhance employability skills, contextualise learning better and connect schools with up to date labour market information.
- 11.7 The project has continued to gain momentum especially since the recent publication of the National Careers Strategy which firmly places the CEC's work at the heart of mobilising careers guidance in schools. There is a marked change with schools that previously have been difficult to engage with, many are now proactively contacting the LEP asking to join the project. 55 North Yorkshire schools are engaged with the project.
- 11.8 NYCC and the LEP are working together on delivering the vision outlined in the North Yorkshire Coast Opportunity Area delivery plan through investment in CEIAG. CEC corner stone employers (Sirius Minerals, Dale Power Solutions, GCHQ and Askew Brooks and Burberry) are delivering positive messages about post 16 apprenticeship opportunities.

12 Recommendation

The Committee is asked to note and discuss the information in this report

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Date: 23rd March 2018

Background Documents:

Report to Transport, Economy & Environment Overview and Scrutiny Committee,
1 February 2017

<http://democracy.northyorks.gov.uk/committees.aspx?commid=30&meetid=3366>

North Yorkshire County Council

Transport, Economy and Environment Overview and Scrutiny Committee

10 April 2018

Work Programme

1 Purpose of Report

1.1 This report asks the Committee to:

- a. Note the information in this report.
- b. Confirm, amend or add to the areas of work shown in the work programme schedule (**Appendix 1**).

2 Background

2.1 The scope of this Committee is defined as:

- *Transport and communications infrastructure of all kinds, however owned or provided, and how the transport needs of the community are met.*
- *Supporting business, helping people develop their skills, including lifelong learning.*
- *Sustainable development, climate change strategy, countryside management, waste management, environmental conservation and enhancement flooding and cultural issues.*

3 Updates: Mid Cycle briefing/task group: 8 March 2018

Vehicle Activated Speed Signs review

3.1 The task group met on 8 March 2018 to review the findings from other shire counties and a number of Unitary Authorities (those in predominantly rural areas) regarding their policies on Vehicle Activated Signs (VAS) and/or Speed Indicator Devices (SIDs). The exercise focussed on the authorities' approaches to parish councils and other local groups purchasing and maintaining their own signs, and any feedback on the approach taken.

3.2 The information received from local authorities suggests that there are a multitude of different approaches taken, and no pattern has been discerned regarding different types of authority (small, large, rural or urban), and the approach they take to VAS. A proportion of the councils that have responded allow parish councils to purchase their own signs, subject to varying levels of oversight from the Local Highway Authority. However others do not for varying reasons. In most cases the authority requires the signs to be purchased from one supplier or from an approved list.

- 3.3 The task group also agreed the questions to include in a survey to parishes in North Yorkshire to find out the level of interest across the county for parishes to purchase and maintain VAS or SIDs. Indicative costings were provided for both types of devices together with background information. The survey, which is online, has been sent out with a deadline for responses of 21 May 2018.
- 3.4 The next steps for the task group will be to discuss the results of the parish survey and produce recommendations for inclusion in a draft report to be presented to the Transport, Economy and Environment Committee meeting on 12 July 2018.

4 Recommendations

- 4.1 That the Committee:
- a. Notes the information in this report.
 - b. Confirms, amends, or adds to the areas of work listed in the Work Programme schedule.

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26 March 2018

Appendix 1 – Work Programme Schedule 2018/19

Transport, Economy and Environment Overview and Scrutiny Committee – Work Programme Schedule 2018/19

Scope

‘Transport and communications infrastructure of all kinds, however owned or provided, and how the transport needs of the community are met.

Supporting business, helping people develop their skills, including lifelong learning.

Sustainable development, climate change strategy, countryside management, waste management, environmental conservation and enhancement flooding and cultural issues.’

Meeting dates

Scheduled Committee Meetings	10 April 2018 10am	12 July 2018 10am	25 Oct 2018 10am	24 Jan 2019 10am	17 April 2019 10am
Scheduled Mid Cycle Briefings Attended by Group Spokespersons only.	7 June 2018 10am	19 Sept 2018 10am	5 Dec 2018 1pm	7 March 2019 10am	

Overview Reports

Meeting	Subject	Aims/Terms of Reference
Consultation, progress and performance monitoring reports		
Each meeting as available	Corporate Director and / or Executive Member update	Regular update report as available each meeting
	Work Programme	Regular report where the Committee reviews its work programme

Transport, Economy and Environment Overview and Scrutiny Committee – Work Programme Schedule 2018/19

Meeting	Subject	Aims/Terms of Reference
10 April 2018	SEND Home to School Transport	Consultation responses to SEND Home to School Transport – Proposed policy changes
	Adult Learning and Skills Service	Update on the measures put in place in response to the Ofsted inspection held in June 2017
	Apprenticeships	To provide an update on the County Council's progress in supporting apprenticeships in North Yorkshire including responding to the new apprenticeship levy introduced in April 2017.
12 July 2018	Highways Maintenance Contract	To receive the annual report on actions being put in place by the highways maintenance & highways improvement contractor (Ringway) to improve performance and communications
	Highways England	Regular annual update
	Road casualties	To advise Members of the road casualty figures in 2017 and the work of the 95Alive Partnership
	20s Plenty For Us	Overview of the work of the campaign group for 20mph to become the default speed limit on residential and urban streets
25 October 2018	Civil Parking Enforcement	To provide a review of countywide Civil Parking Enforcement in 2016/17 and 2017/18
	Electric charge points for electric/hybrid vehicles	To be provided with an overview of the progress of installing electric charge points in the county for electric/hybrid vehicles and to discuss strategies to lever in investment to increase the number of charge points and to promote the use of electric/hybrid vehicles.

Transport, Economy and Environment Overview and Scrutiny Committee – Work Programme Schedule 2018/19

24 January 2019	North Yorkshire and York Local Nature Partnership	Update report
Items where dates have yet to be confirmed	20 mph speed limit policy	Response to the publication of the National Research project by the Department for Transport examining 20mph speed limits
	Promoting access to our heritage	To provide an overview of the heritage service and promote discussion
	Rural transport	An update on rural bus services and community transport
	Winter Highways Maintenance	An overview of the policy on Winter Highways Maintenance
Possible future overview reports and presentations from external partner organisations		
Meeting	Subject	Aims/Terms of Reference

In-depth Scrutiny Projects/Reviews

Subject	Aims/Terms of Reference	Timescales
The North Yorkshire economy post-Brexit	Steering group comprising of the Group Spokespersons set up to consider the measures required to support the local economy following the triggering of Article 50 of the Treaty of Lisbon by the UK government.	Ongoing (commenced March 2017)
Vehicle Activated Speed Signs	Task group to review the protocols on temporary vehicle activated speed signs with a view to allowing parish councils to purchase, install and maintain their own speed matrix signs on a permanent basis.	March 2018 onwards

Please note that this is a working document, therefore topics and timeframes might need to be amended over the course of the year.