



Hampshire Achieves

Participation & Lifelong Learning

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- **Hampshire Futures** - statutory responsibility for post 16 education and training participation, NEET support, and traded careers service for schools and colleges
- **Hampshire Outdoors** - providing outdoor education programmes to support progression, bikeability, study centres, and health, safety and risk management for school and college offsite activities
- **Secure & Specialist Education** - provision in residential care and hospital settings, and direct tutoring provision for children medically unwell and/or missing education
- **Hampshire Achieves** - regulated DfE curriculum programmes supporting strategic priorities for young people and adults, including Supported Internships, Adult & Community Learning, and Apprenticeships.

Hampshire Achieves - our provision

Responsible for the delivery of:

- Adult and community learning (ACL); includes family learning
- Adult numeracy training for adults (Multiply),
- Provision for young people aged 16-24 with SEN who have not made a positive progression;
- Delivery of some of the County Council's apprenticeship programme.

In the 2022/23 academic year, the **Service delivered courses and qualifications to:**

- 4248 Adult & Community Learning learners 19+yrs
- 1,166 Multiply(adult numeracy) learners
- 36 19+ Adult Skills learners
- 18 learners on Supported Internships 16-25yrs
- 20 learners on Pathways 16-25years
- 159 Apprentices; 10 x 16-18yrs, 26 x 19-24yrs, 123 x 25+yrs
- 64 Staff: tutors, skills coaches, coordinators, exams office staff, managers
- ESFA/Other funding £4.7m (includes £2m Multiply) for 2023/24.

Adult & Community Learning

- Internal delivery; Hampshire Achieves, HCC Library service
- External partners/sub contractors: Romsey Community School, Hampshire Cultural Trust, Hampshire Fire & Rescue Service, Itchen College, Community First Wessex.
- Annual Commissioning Plan, 5 Priorities aligned to HCC priorities, under 2 categories:

Hampshire Works

- Support career changers, unemployed and low skilled people to access or retain employment.
- Digital literacy and communication skills
- Maths and English, including ESOL
- Targeted learning to fill skills gaps

Hampshire Thrives

- Mental health and Wellbeing

ACL achievement 2021/22 91.5%, 94.5% 2022/23

Multiply

- 3 year project aimed at adults who have not previously achieved a level 2 in maths to improve their numeracy skills
- Working with sub contractors/partners to deliver; Fareham College, Romsey Community School, Itchen College.

Apprenticeships

- HCC pays into the Apprenticeship Levy – Treasury
- Hampshire Achieves is one of 85 providers that HCC works with.
- Support Corporate Departments and HCC Schools with delivery and assessment of appropriate Apprenticeship Standards
- Priorities: Prepare apprentices for successful employment/promotion, deliver high quality and inspiring provision, support apprentices and managers to deal with current challenges.
- Tutors are expert practitioners and work with managers to ensure appropriate sequencing of learning
- Apprentices develop appropriate knowledge, skills and behaviours to excel at work
- Apprenticeship achievement 2021/22 72.9%, 81.2% 2022/23, upward trend and above the national benchmark 51.4%
- Majority of apprentices pass their end point assessment first time and high grades achieved.

Young Peoples' Learning

- Gap provision for young people with SEN who are not ready for work/college
- Majority of young people have an Education and Health Care Plan(EHCP)
- Learners complete a work placement or work related learning
- Duke of Edinburgh Awards (Silver or Gold) Outdoor Education, Hampshire Music Service
- Tutor and Skills Coach support to develop individual needs including confidence, resilience and work skills (work closely with parents/carers)
- English, Maths and Essential Digital Skills
- All staff are Level 5 qualified and have previous experience of working with young people with SEN
- Work with Hampshire SEN Hubs and Development Manager to raise awareness and increase quality work placements
- Secured funding to pilot Supported Internship for learners with SEN and without an EHCP learners
- Achievement 2021/22 89.5%, 2022/23 100%
- 100% of Pathway parents/carers said the course was well managed. SIP parents/carer had improved trend of 89%
- The end of year learner surveys showed that 100% of the Supported Interns who completed the survey felt their employability skills had improved, compared to 80% in July 2022. 100% Pathways learners felt their social skills and self-awareness had improved.

Governance & Oversight

Childrens Services

- Monitor all targets and achievement in the PLL Service Plan
- ACL/Multiply Commissioning Plans approval
- Finance monitoring via Corporate Finance Officer
- Strategic oversight of SEN, outcomes for children and young people

Partnership Forum

- Started in August 2021
- Membership includes; Hampshire 2050, Public Health, DWP, School Improvement Team, ACL sub contractor, Residential Childcare, Hampshire Outdoors
- Review SG Policy & Annual Report, ACL Commissioning Plan, Self Assessment Report, CPD and SEN annual reports.

Ofsted Inspection

Full inspection of **Hampshire Achieves** ESFA funded provision took place 7th – 10th November
In line with the Education Inspection Framework, inspectors made **provisional** judgements on the following areas:

- Overall effectiveness

and the 4 key judgements on

- The Quality of Education – Intent, Implementation, Impact
- Behaviour and Attitudes
- Personal Development
- Leadership and Management (incl. Safeguarding)

Provision in scope for inspection included:

- Adult Learning Programmes
- Education Programmes for Young People (EPYP)
- Provision for Learners with High Needs
- Apprenticeships

Team of 7 inspectors included 3 x HMI and 4 x OI all with a wealth of experience across the sector.

Quality of Education

Strengths

Intent

- Leaders and Managers thoughtfully considered programmes to benefit the community in Hampshire
- Leaders and Managers considered needs of HCC residents. Programmes link to strategic aims of HCC, skills shortages, needs of population, employability skills and health and wellbeing
- Leaders and Managers have high ambition for disadvantaged learners and learners with SEND

Implementation

- Strategic oversight good
- Tutor & support staff have a wealth of experience
- Learners & apprentices' benefit from support provided
- Delivery well planned, efficient & key concepts met. Learners & apprentices can apply knowledge, make links to what they know and can do
- Tutors use assessment effectively; responsive to need to help learners & apprentices improve

Impact

- Most learners & apprentices' study and achieve at the right level, are supported well, value learning, and prepared well for next steps
- Adult learners next steps are highlighted as good
- SEND learners transition / progress to employment or further learning
- High Needs achieve and progress well.

Behaviour and Attitudes

Strengths

- All learners and apprentices benefit from a calm and respectful learning environment that helps them to learn
- High expectations from tutors for their learners and apprentices throughout their course/programme
- Most learners and apprentices have a positive attitude to learning and are motivated to learn including online; respectful relationships seen
- Learners and apprentices develop their behaviours expected for learning and work in modern Britain

Personal Development-

Strengths

- Leaders and Managers ensure hard to reach learners have the opportunity to participate in learning
- Learners and apprentices develop character and confidence and learning progresses
- For most learners and apprentices there is effective careers education and guidance. As a result, they have a secure understanding of their next steps and how to achieve them.

Leadership & Management (including Safeguarding and Governance) – Strengths

- Leaders have high ambitions for learners and apprentices offering effective provision for SEND; High Needs support; Hampshire Learns Thrives/Works. Disadvantaged learners are progressing and are supported well
- Staffing: highly effective practices in place; Staff expertise and CPD and continued learning for staff is good;
- Staff feel valued, and their workloads are OK
- Engage well with our partners: parents, carers, DWP, governance.
- Employing managers value the training their apprentice/s receive
- Robust quality assurance and continuous improvement in place including highly effective QA processes with subcontractors
- Partnership forum and colleagues know and understand our strengths and weaknesses and they provide support and strengthen leadership, contribute to strategic direction and provide challenge

Safeguarding is effective. Prevent risk assessment has been completed; All staff complete mandated safeguarding training and safer recruitment practices followed. Across the provision types all learners and apprentices reported they felt safe and knew how to report concerns.

Adult Learning

Strengths:

- Leaders and managers provide wide range of considered, clear well-defined and thought out programmes
- Strong participation from those learners with mental health needs/social isolation/ESOL
- Effective use of subcontractors where need is greatest
- Teaching and learning overall is good; well planned
- Tutors use frequent assessment to enable learners to build and apply knowledge
- Work scrutiny demonstrated learners improve language and practical application over time

Recommendations:

- Nearly all learning Adult Learning is non-accredited and suggests accreditation may benefit higher level ESOL learners.

Apprenticeships

Strengths:

- Provision meets principles of apprenticeships
- Apprentices and tutors agree training plans and line manager included in training discussions
- Tutors are expert practitioners; flexible, with the programme meeting employer and apprentice needs
- A good sense of employer engagement, and employability - and sequencing of learning.
- Apprentices are developing their characters
- Careers and progression are unlocked and unbiased
- Majority of apprentices pass EPA first time and LACW & SBP High grades achieved
- Transferrable skills, job shadowing/placements – impact is powerful good examples

Recommendations:

- Timeliness of learners completing, e.g., too many Apprentices past end date (though recognised there are credible action plans in place).

Education Programmes for Young People

Strengths

- Leadership and Managers - High expectations for most learners promoted well
- Parents/carers are well informed of learner progress
- Learning & assessment is well planned
- SEND employment destinations are considered and learners are more confident to move to next steps e.g., to SI programme
- Learners' behaviours are good and most transition to employment or further learning.

High Needs

Strengths

- All leaders and managers ensure an ambitious curriculum is in place and that learners achieve to their best whilst building independent skills
- Curriculum design is very well planned; very well sequenced programmes of learning
- Managers, teachers and skill coaches support all high needs learners to make great strides in confidence, motivation, and learner achievement
- Functional skills taken at appropriate level as a core need
- Expert tutors all Level 5 qualified with SEND backgrounds. All have further qualifications to support SEND. Skills coaches are expertly trained to deliver ELSA and Speech and language interventions.
- Extensive detail drawn from EHCP (annual reviews) to support learning and assessment
- Learners engage well and the vast majority of learners had a positive progression

Recommendations

- Improve qualification outcomes in English and Mathematics for those with High Needs.