



# Hampshire Achieves

Participation & Lifelong Learning

# Participation & Lifelong Learning

- **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 7<sup>th</sup> – 10<sup>th</sup> 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.