



Hampshire
County Council

Hampshire Achieves

SELF ASSESSMENT REPORT 2024-2025

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Hampshire Achieves Context

Hampshire Achieves (HA) is an education provider and part of the Participation and Lifelong Learning Service in Hampshire County Council's Directorate of Children's Services. HA is responsible for the delivery of Adult Learning Programmes; Education Programmes for Young People aged 16-24 with special educational needs who may also have an Education Health and Care plan; and programmes for young people who are not in education and/or training.

The Participation and Lifelong Learning service ensures that young people and adults in Hampshire who face some of the greatest barriers to inclusion participate, succeed, and progress in education and employment. Hampshire Achieves educational goals are informed by Hampshire County Council's Strategic Plan, 'Serving Hampshire's Residents 2021 to 2025', which sets out four overarching aims:

- Hampshire maintains strong and resilient economic growth and prosperity
- People in Hampshire live safe, healthy, and independent lives
- People in Hampshire enjoy a rich and diverse environment
- People in Hampshire enjoy being part of strong, inclusive, resilient communities

In addition, our service is guided by the Hampshire Achieves Accountability Statement ([HA Accountability Statement](#)), and Local Skills Improvement Plan ([LSIP Hampshire](#)) which inform our work with key stakeholders such as local district and borough councils and employers. We also place a priority in collaborating with learners and stakeholders to create bespoke learning programmes and pathways that ensure that Hampshire residents facing disadvantage have the knowledge, skills, and behaviours to gain employment, improve their health and wellbeing, and enhance their quality of life. Our work with Young People is consistent with the principles of Preparing for Adulthood ([PFA Gov.](#)) and the SEND code of practice ([SEND code of practice - GOV.UK](#)) with its core aims of providing holistic approaches that support healthy living, developing skills, making decisions about future education and work, and planning for independence including active participation in communities. Hampshire Achieves is funded through its contract with the Department for Education.

As part of its commitment to meeting the educational and employability needs for young people with Special Educational Needs and Disabilities (SEND) across Hampshire, Hampshire Achieves also manage a dedicated team who coordinate a range of targeted projects and initiatives and work to raise awareness, strengthen engagement, and support successful transitions into work for high needs learners. Some of this work is funded by the Education and Training Foundation.

2024-2025 was the final year for Hampshire Achieves Apprenticeship delivery and our community maths contract, Multiply. The Multiply project in Hampshire County Council has demonstrated significant success in engaging adult learners with numeracy learning through innovative, community-based approaches. There was a particular focus on engaging learners from some of the most deprived areas in Hampshire (Havant, Gosport, and Rushmore). Learners from these areas represented 25% of all Multiply learners.

The project's strength lay in its collaborative partnerships, flexible delivery models, and the dedication of skilled tutors and support staff. Learner feedback consistently highlighted increased confidence, enjoyment of the content, and the supportive nature of the delivery teams as key factors in their positive experiences.

This self-assessment report reflects those aspects of Hampshire Achieves provision funded by the Department for Education (DFE). This includes the direct delivery of Young People's Learning (YPL) through Supported Internships and Pathways; and Adult Tailored Learning (ATL) through internal and sub-contracted provision.

Hampshire's socio-economic profile is characterised by an aging workforce, a higher proportion of older residents, and a significant urban/rural divide in deprivation levels. Deprivation in Hampshire is concentrated in specific districts and neighbourhoods. Even though the county overall is among the least deprived in England, around 66,300 people in Hampshire live in one of the 166 neighbourhoods in Hampshire that fall within the most deprived neighbourhoods in the country on the Barriers to Housing and Services Domain. Deprivation correlates with poorer health outcomes, higher smoking and obesity rates, and lower life expectancy.

Although Hart and Winchester are among the least deprived areas in England, districts like Gosport face significantly higher levels of deprivation—reflected in a life expectancy gap of up to 10 years compared to the least deprived areas in Hampshire. Other districts such as Rushmoor, Havant, Eastleigh, and the New Forest also contain pockets of deprivation, with Havant being the most deprived overall. Additionally, 9% of Hampshire residents aged sixty and over experience income-related deprivation.

Child poverty impacts health, education, and long-term life opportunities. Even in a relatively affluent county, deprivation is concentrated in specific districts and among certain groups (e.g., FSM-eligible learners, care leavers, families with disabilities). Around 1 in 10 dependent children under twenty in Hampshire live in relative poverty, and 1 in 10 under sixteen live in a low-income family. The Income Deprivation Affecting Children Index (IDACI) shows that Hampshire has pockets of significant deprivation, particularly in Havant, Gosport, Rushmoor, and Eastleigh, with smaller clusters in the New Forest. Havant saw the largest increase in areas ranked among the 20% most deprived nationally. [\[hants.gov.uk\]](https://hants.gov.uk) These areas overlap with higher rates of free school meal eligibility and lower educational attainment.

“Today has helped me realise that I can do things and get a new job” (Confidence & communication skills class)



Summary of Learner Enrolments (2024–2025 Academic Year)

Adult Tailored Learning: 5,050 Hampshire residents enrolled, attending either in-person or online.

Multiply Programme: 4,084 residents participated.

Apprenticeships: 24 learners enrolled.

Young People’s Provision (based in Basingstoke and Fareham):

- Total learners: 77 (including those with high needs)
 - Supported Internship: 35 learners
 - Pathways 1: 31 learners
 - Pathways 2: 11 learners

“
Staff are very supportive and my child feels safe. Pathways has restored his confidence in himself

— Pathways parent feedback

”

Judgements

Overall Judgements against Ofsted Education Inspection Framework

Judgement Area	2024-2025
OVERALL EFFECTIVENESS	GOOD
QUALITY OF EDUCATION	GOOD
BEHAVIOUR & ATTITUDES	GOOD
PERSONAL DEVELOPMENT	OUTSTANDING
LEADERSHIP & MANAGEMENT	GOOD

Judgement Area	2023-2024	2022-2023
OVERALL EFFECTIVENESS	GOOD	GOOD
QUALITY OF EDUCATION	GOOD	GOOD
BEHAVIOUR & ATTITUDES	GOOD	GOOD
PERSONAL DEVELOPMENT	GOOD	GOOD
LEADERSHIP AND MANAGEMENT	GOOD	GOOD
EDUCATION PROGRAMMES FOR YOUNG PEOPLE & PROVISION FOR LEARNERS WITH HIGH NEEDS	GOOD	GOOD
ADULT LEARNING PROGRAMMES	GOOD	GOOD

‘Thank you for all you have done for me and my son, he is looking to go to college to better his future and himself something he wouldn’t have done before the course.’ ‘He has gained confidence in himself and is becoming more helpful. The staff understand his challenges and respect his idiosyncrasies.’
 ‘Hampshire Achieves are an outstanding resource for young adults, in particular those with autism...’

Departmental Judgements against Ofsted Education Inspection Framework

EDUCATION PROGRAMMES FOR YOUNG PEOPLE & PROVISION FOR LEARNERS WITH HIGH NEEDS			
Judgement Area	2024-2025	2023-2024	2022-2023
OVERALL	OUTSTANDING	GOOD	GOOD
QUALITY OF EDUCATION	OUTSTANDING	GOOD	GOOD
BEHAVIOUR & ATTITUDES	GOOD	GOOD	GOOD
PERSONAL DEVELOPMENT	OUTSTANDING	GOOD	GOOD
LEADERSHIP & MANAGEMENT	OUTSTANDING	GOOD	GOOD



ADULT LEARNING PROGRAMMES			
Judgement Area	2024-2025	2023-2024	2022-2023
OVERALL	GOOD	GOOD	GOOD
QUALITY OF EDUCATION	GOOD	GOOD	GOOD
BEHAVIOUR & ATTITUDES	GOOD	GOOD	GOOD
PERSONAL DEVELOPMENT	OUTSTANDING	GOOD	GOOD
LEADERSHIP & MANAGEMENT	GOOD	GOOD	GOOD



Quality of Education

GOOD

Summary Statement

The standard of teaching, learning, and assessment at Hampshire Achieves is good. Programmes are strategically aligned with Hampshire County Council's priorities and the DfE objectives delivering inclusive, innovative learning that empowers learners to progress into employment, further education, and improved wellbeing. During the academic year 2024-2025, the Hampshire County Council Learning in Libraries team came under Hampshire Achieves leadership which has strengthened further the targeting of community provision and supported a more cohesive approach to curriculum planning and delivery.

Most staff deliver well planned and sequenced inclusive learning which is tailored to the needs of individual learners. Staff are creative in their use of resources which they adapt very effectively to ensure that most learners make good progress against their starting points. Staff in Young People's provision (YPL) and Adult Tailored Learning (ATL) are particularly skilled at providing supportive learning environments that enable learners who have faced significant earlier disadvantages to feel valued and included. Staff support high expectations and aspirations for their learners who enjoy their learning and feel safe. Achievement is high and young people's functional skills maths and English results have made considerable improvements and are now significantly above national benchmarks. On some Adult ESOL programmes, however, learners do not achieve in line with expectations and efforts to close the gap with their peers on other community programmes have been unsuccessful due to the unique socio-economic demands of asylum seekers.

Curriculum Intent

Hampshire Achieves is an inclusive educational provider working with both young people and adults who face significant socio-economic and personal disadvantages. Learners on YPL programmes have a range of education, health and care needs reflected in their EHC plans, and many have fragmented earlier educational experiences and are at risk of not engaging with education, training, or employment. Whilst some young learners have been unable to maintain a place within more 'traditional' educational settings, others select Hampshire Achieves because of the smaller cohorts, a more personal approach and a varied curriculum offer tailored to their needs.

Similarly, many adults on Adult Tailored Learning programmes (ATL) face multiple barriers to accessing and maintaining education and work. Adult ESOL learners, most of whom are asylum seekers, face cultural challenges, economic hardship, and trauma. Native English speakers on other programmes are drawn from some of the most disadvantaged communities in the county and significant numbers are managing poor mental health, loneliness and under-employment or long-term unemployment.

Consequently, all ATL provision is planned according to the core funding aims that are detailed below alongside examples of courses developed by HA that support these outcomes for learners:

- **Engaging and/or building confidence** – courses include 'Building Personal Resilience and Wellbeing,' 'Create your own confidence' and 'Emotional Intelligence and Self Esteem.'

- **Preparation for Further Learning** – courses include ‘Academic Research, Referencing & Plagiarism,’ ‘Academic Writing Skills,’ ‘Critical Reading and Writing Skills’ and ‘Study Skills.’
- **Preparation for Employment** – courses include sector-based employability programmes in Childcare & School, the Public Sector, Construction and Hospitality, ‘Employability and Confidence Skills’ and ‘CV Writing.’
- **Improving Essential Skills** – courses include ‘Develop Your English Writing Skills,’ ‘Preparation for English Functional Skills,’ ‘Computers for Beginners,’ ‘Math’s skills for life’ and an ESOL offer which is delivered in all districts across the county and online.
- **Equipping parents/carers to Support Children’s Learning** – courses include ‘Caring for Babies and Children’s wellbeing,’ ‘Get Ready for School,’ ‘Introduction to Supporting Children & Young People’s Nutrition’ and ‘Makaton Signing with Babies and Families.’
- **Health and Well-being** – courses include ‘Food and Mood,’ ‘Emergency First Aid,’ ‘Healthier Lifestyles,’ ‘In Motion! - Dance for Fitness for Adults with Learning Difficulties’ and ‘Mental Health First Aid.’
- **Develop stronger communities** – courses include ‘Connecting Communities - Running Community Engagement Events’ and ‘Preparation for Citizenship’ for ESOL learners.

The curriculum has been designed to be flexible and inclusive with a focus on building core skills, confidence, and well-being. This is done through a varied range of programmes, each with a clear purpose and route for progression including work, apprenticeships, and further learning. All Hampshire Achieves learners are encouraged to exploit opportunities to develop their maths, English, and digital skills. Embedded and explicit Prevent and Safeguarding content support learner safety and empowerment.

Key Strengths

The curricula are inclusive, well planned, and carefully sequenced to build personal and professional skills and support knowledge retention. There are clear and progressive pathways for SEN learners and core skills development: math’s, English and digital literacy are embedded across all curriculum areas, including Family Learning to support lifelong learning and personal development. Programmes are ambitious, and learners, many of whom face multiple barriers, are well supported to engage and thrive in their education.

Learners and key stakeholders such as the Department for Work and Pensions (DWP), Mind, community support groups, parents and carers, and employers are consulted and co-create curricula to ensure that group and individual learning pathways are created that foster skills building, resilience, and independence. One placement provider noted, “We were very pleased with the joined-up approach of students, supportive staff, parents, and ourselves to ensure that we offer the most appropriate and beneficial experience. We have also found ourselves with a very competent seasonal member of the team.”

ESOL programmes are designed in partnership with resettlement teams and outdoor education providers support young people to undertake the Duke of Edinburgh award scheme that fosters key employability and personal skills and attributes such as teamwork, problem solving, environmental awareness and self-confidence. The YPL curriculum is underpinned with strong pastoral support and staff who are trained in trauma informed practice.

Employers who provide placements for learners on Supported Internships take part in regular three-way reviews with Hampshire Achieves staff and the learner which helps to shape individualised learning plans and approaches to learning and sustainable employment. There is a strong focus on employability

skills throughout the curriculum with an emphasis on work-based skills coaching and employment preparation activities such as mock interviews and independent travel training for learners with special educational needs.

Adult Learning courses are tailored to support mental health, community cohesion, sustainable living, and career progression, with a focus on reaching learners in areas of deprivation and those with skills gaps. This includes tailored learning to support learners in employment who need upskilling to progress in their careers. For example, a bespoke course was written that enabled staff embarking on a Social Work apprenticeship to make the transition into higher education and master academic skills. Local employer needs intelligence was used to create specific Sector-based skills programmes.

Key Areas for Development

A progression mapping exercise has been completed to address a small number of ATL programmes that do not sufficiently incorporate progression routes. However, it is too early to show the impact of this intervention.

Further work needs to be undertaken to increase employer understanding and engagement with work placements for the Supported Internship programme to ensure that more learners successfully secure sustainable employment.

Implementation

Key Strengths

Staff use strong subject specialist knowledge to plan inclusive and engaging learning. Most staff are active in their own upskilling and professional development. In addition to their subject specialisms, staff in YPL have undertaken training in a range of SEND specific subjects including, 'Trauma Informed Practice' and Autism training to ensure that implementation of the curriculum is underpinned with individualised pedagogical approaches.

Tutors and Skills Coaches work closely to develop individualised plans in partnership with learners and stakeholders. Learners use their learning plans effectively to identify their strengths and areas for development which are supported with SMART targets that incorporate their starting points and aspirations, and which are regularly reviewed. A parent of a learner on a Supported Internship programme commented, "Your willingness to personalise your approach and adapt to his individual needs and complexities has made a truly meaningful difference in his life."

Most staff on adult programmes use the processes and principles of Recognising and Recording Progress and Achievement (RARPA) to support learners to identify the progress that they are making, including in their achievement of personal goals and transferable skills. Even learners on short courses are supported to identify goals and achievement, and plan progression. Learners who identify a learning need are well supported and achieve at least in line with learners who do not disclose a learning difficulty and / or disability. One adult learner said, "The tutor was very understanding of my hearing disability and made sure I was included in the group." Revised approaches to the use of initial assessments on adult ESOL programmes were reflected in a 3% improvement in achievement.

Individualised learning is scaffolded and repeated to promote knowledge retention and meet diverse learner needs. On Adult and YPL programmes staff skillfully contextualise learning and embed maths, English, and Digital skills.

YPL staff are adept at creating learning resources and using technology to support success. Staff have used 'Century Tech,' an online maths and English platform, highly effectively to set work and track progress which has supported significant improvements in functional skills outcomes for learners.

Key Areas for Development

Some staff in sub-contracted adult provision have not engaged in CPD, which has included sessions specifically delivered by Hampshire Achieves for its delivery partners. On some ATL courses, sessional staff do not fully exploit RARPA which results in insufficient tracking and monitoring of progress. This results in some learners missing opportunities to recognise the progress that they have made from their starting points.

More use of initial and diagnostic tools to track and monitor progress, especially for personal and social skills development, would help to formally highlight progress that could be shared with learners and stakeholders.

Impact (Young People’s Learning Programmes)

Table 1

YPL Achievement	Basingstoke	Fareham:	24/25	23-24	22-23
			Learners 79	Learners 52	Learners 38
(Pathways 1 & 2) NCFE Employability & Personal Development	95.7%	100%	97.6%	100%	100%
(Supported Internship) NCFE Employability & Personal Development	95.%	100%	97.2%	80%	100%

Table 2

YPL Functional Skills	Starts	Completed	Withdrawn	Ach.	Ret.	Pass Rate	24-25 Ach.	23-24 Ach.	22-23 Ach.	Benchmark Data
FS Maths	41	37	4	29	90.2%	78.4%	70.7%	45%	32.14%	66%
FS English	44	41	3	27	93.2%	65.9%	61.4%	50%	33.33%	61%
Total	85	78	7	56	91.8%	71.8%	65.9%	47.5%	32.73%	

YPL NCFE Employability & Personal Development qualification achievement is very high (Table 1). This is especially important when considering that most learners on YPL programmes have previous negative educational experiences and face considerable additional learning and emotional difficulties. In 2024-2025, 72% of learners progressed to a positive destination of either paid employment, further education or volunteer work placement compared with 61% in 2023-2024.

Paid employment outcomes for learners on the Supported Internship programme increased from 21% to 27%. Employment included roles with Stewarts Abbey Garden Centre, Tom Yendal’s art studio, Andover Car Service, Active me 360, Festival Place, the Navy and Little Ducklings Nursery. However, further improvements need to be made in the number of Supported Internship learners achieving an employment outcome.

In addition, attendance across YPL provision was 80% in comparison with 87% for 2023-2024. Whilst this reflects the complex lives of many YPLs learners, this needs to improve if most learners are to exploit their full potential.

Achievement for young people undertaking functional skills qualifications has improved significantly and is now above national benchmarks (Table 2). The reason for higher numbers of functional skills exams undertaken in comparison with the number of young people on programme reflects the aspirational aim that young people should be stretched and challenged to progress and achieve at their highest potential rather than ‘settle’ at an initial level of attainment. In addition, all retained learners achieved their NCFE Employability and Personal Development qualifications, which was also the case last year. The achievement of these qualifications provides learners with the skills they need for life and work and ensures that they have the best opportunities for successful progression.

A doubling in learner numbers on YPL programmes from thirty-eight learners in 2022-2023 to seventy-nine learners reflects the need and reputational demand for our quality individualised educational provision. HA is in the process of planning the opening of a further YPL centre for 2025-2026.

Impact (Adult Programmes)

Table 3

Adult Retention	22/23	23/24	24/25	23/24 KPI Benchmark
Adult Tailored Learning	96.7%	95%	96%	96%

Table 4

Adult Achievement	22/23	23/24	24/25	23/24 KPI Benchmark
Adult Tailored Learning (All)	94.5%	92.8%	92.3%	93%

Table 5

Adult Achievement	22/23	23/24	24/25
Adult Tailored Learning (ESOL)	91.7%	86.4%	89%

Table 6

Adult English Functional Skills Achievement	22/23		23/24		24/25		Benchmark
	Starts	Achievement	Starts	Achievement	Starts	Achievement	
Level 1 (Pearson)	1	100%	12	58.33%	13	53.85%	68%
Level 2 (Pearson)	13	30.77%	28	39.29%	29	93.10%	70%
Total	14	42.66%	40	45.45%	42	80.95%	

Equality, Diversity & Inclusion

Table 7

ATL Achievement	22/23	23/24	24/25
Learners declaring a learning difficulty/disability	91.68%	92.41%	91.91%
No learning difficulty/disability declared	95.04%	92.92%	92.24%

Table 8

ATL Achievement by Gender	22/23		23/24		24/25	
Female	94.87%		92.93%		92.30%	
Male	93.16%		92.36%		92.11%	
ATL Achievement by Ethnicity	22/23		23/24		24/25	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Any other Ethnic background	1,421	90.43%	1,916	88.31%	2,206	90.44%
White British	3,605	96.23%	3,543	95.20%	2,646	93.92%

Table 9

Multiply (Provider)	Enrolments	Retention	Achieved	Achievement
Gateway Central Services	981	98.7%	940	95.8%
Hampshire Achieves	2,130	97.7%	2,042	96.8%
Itchen College	702	99.6%	679	98.1%
Not Categorised	62	96.8%	59	95.2%
Park Community School	209	100%	209	100%
Total	4,084	98.4%	3,929	96.9%

Table 10

Apprenticeship (Type)	Starts	Retained	Completers	Withdrawn	Retention rate	Pass Rate	Achievement
Business Administrator	5	3	3	2	60%	100%	60%
Early Years Educator	2	0	0	2	0	0	0
Lead Adult Care Worker	4	4	4	0	100%	100%	100%
Lead Practitioner in Adult Care	1	1	1	0	100%	100%	100%
School Business Professional	5	5	5	0	100%	100%	100%
Teaching Assistant	2	2	2	0	100%	100%	100%
Team Leader or Supervisor	5	5	5	0	100%	100%	100%
Total	24	20	20	4	83.3%	100%	83.3%

Adult achievement across all programme types (Table 4), excluding Level 1 Functional skills English, is good and at least in line with national benchmarks (there is no national measure for ATL achievement benchmarks-achievement is defined by individual providers). However, HA ATL retention is high (Table 3), and the conversion from those retained to successful achievement is also high (Table 4).

Achievement for functional skills English level 2 at 93% is significantly above the 70% national benchmark although for level 1 it is 14% below (Table 6). Of the 4,084 learners enrolled on a 'Multiply' programme, 3,929 achieved (97%) (Table 9). This is especially notable when the profile of many learners is one of disadvantage. The achievement rate for learners on apprenticeship programmes is 83% (Table 10). This is considerably above the national benchmark target of 67%.

Equality, diversity, and inclusion data shows learners identified as 'nonwhite British' or declaring a learning disability or difficulty achieve at least in line with their peers (Table 7&8). There is a three-year reducing trend of the gap between achievement rates for minority ethnic learners and white British learners. This dropped from 7% last year to 3.5% this year. This, and the lower achievement rates for our adult ESOL learners in comparison to other programme types can be explained by the specific personal barriers that asylum seekers face in the UK.

The achievement rate differences between men and women and the achievement rates between those learners declaring a learning disability or difficulty and those who do not is statistically insignificant at 0.3%. This supports the assessment that ATL is particularly inclusive and meets the needs of all its learners (Table 8).

“I'm happy to inform you that I have just finished a job interview for a Domestic Assistant in a boarding school and applied some techniques that you taught us in lessons, e.g., STAR. Thank you so much!” (ESOL Job Seeking Course) – The learner was successful and was offered the job.

Behaviour & Attitudes

GOOD

Summary Statement

The Behaviour and Attitudes of learners within Hampshire Achieves provision are good. Most learners are very positive about their learning and frequently demonstrate respectful conduct, engagement, and support the maintenance of a safe learning environment. Learners demonstrate a commitment to their programmes, particularly within the Supported Internship (SI) cohort, where attendance is consistently above target. However, attendance among Pathways learners and adults on some ESOL programmes remains below expectation. Staff use interventions such as attendance contracts, personalised timetables, and morning check-ins, which have resulted in improvements in some individual cases, but further progress is required.

Classroom behaviour is well-managed through trauma-informed approaches, predictable routines, and restorative practices. Tutors model emotional regulation and maintain high expectations, fostering a calm and inclusive atmosphere. Learners respond positively to clear boundaries, and staff know their learners well and use positive relationships to challenge learners to attend and do well.

Adults are consistently positive about their learning experiences. Tutors confidently include and celebrate diversity, and learners contribute to inclusive learning environments. Tutors establish clear expectations from the outset, reinforcing British Values and mutual respect through group contracts and ongoing dialogue. These practices foster a culture of tolerance, safety, and engagement.

Safeguarding is robust and well-embedded. Learners feel safe and supported, with clear access to designated safeguarding leads and regular reinforcement of safeguarding procedures. Learner surveys confirm high awareness and confidence in accessing support when needed. One learner commented, "I feel safe and supported every day, 'My tutor helps me stay calm and focused,' and I've grown in confidence since starting my placement."

Key Strengths

Hampshire Achieves learners demonstrate resilience, commitment, and pride in their achievements, supported by a strong culture of high expectations and pastoral care. Tutors establish clear expectations from the outset, reinforcing British Values and mutual respect through group contracts and ongoing dialogue. These practices foster a culture of tolerance, safety, and engagement. Staff are also skilled in positively supporting and celebrating diversity within the classroom, which fosters a strong culture of inclusion. YPL Survey results show 100% of learners felt the programme encouraged them to treat others equally.

Safeguarding procedures are robust and well-embedded. Designated safeguarding leads are clearly identified, and learner feedback confirms that 99% felt safeguarding, Prevent, and British Values procedures were upheld, and 100% of adult learners who completed a course evaluation stated that they felt respected and valued. Punctuality across all adult providers is excellent, with an overall rate of 98%, while attendance stands at 89%. Learners on Supported Internship programmes have excellent attendance which is 90%.

Parents and carers on YPL programmes are included in approaches with their young person aimed at developing positive behaviours and they also support interventions which are reflected in retention and achievement outcomes.

Key Areas for Development

Attendance for Pathways learners and adults on some ESOL programmes is too low and is a key area for improvement. In YPL, while Supported Internship (SI) learners met the Key Performance Indicator (KPI) with 90% attendance, Pathways learners fell below target—recording 67% for Pathways 2 and 74% for Pathways 1.

A small number of learners need to be supported to take more ownership of their learning. These learners are overly reliant on staff, and approaches could be explored that would promote increased learner agency, resilience, and self-reliance.

“This course was helpful to gain confidence, socialise, learn new skills and support my mental health” (Beaded Christmas Decorations)

Personal Development

OUTSTANDING

Summary Statement

The personal development of learners on Hampshire Achieves programmes is outstanding. Learners benefit from an inclusive, holistic, and impactful approach. The curriculum is designed to nurture resilience, independence, confidence, and social awareness among learners, preparing them for life, learning, and employment. Young people benefit from programmes that include personal and social development qualifications, enrichment activities, and the Duke of Edinburgh Bronze Award. These experiences build teamwork, leadership, and life skills. Enrichment activities such as cooking, photography, Lego therapy, and cultural visits promote curiosity and social interaction. Learners are encouraged to lead sessions, boosting confidence and employability. One parent reflected, "This programme has helped him with his independence and given him an insight into different skills and teamwork." Such feedback illustrates the transformative impact of the curriculum on learners' confidence and readiness for adulthood.

Initial assessments and SMART target setting ensure that learners' personal goals are identified and tracked. Feedback mechanisms, including learner evaluations and tutor observations, confirm that learners experience significant personal growth. Many report increased confidence, reduced isolation, and readiness to pursue employment or further education. An adult learner reported, "This course has increased confidence, and I have found a volunteer job." Another noted: "The course has improved my physical and mental health and wellbeing... It was difficult to find any time for myself, but this course gave me that space."

Learners benefit from a wide range of courses that promote self-awareness, resilience, and transferable skills. Programmes such as Confidence & Communication, ESOL for Work, and Wellbeing Art are tailored to individual needs and local priorities.

The careers curriculum is robust, offering CV writing, mock interviews, and employer encounters. Learners receive tailored guidance from qualified advisors and adults achieve positive outcomes. An adult reported, "I am glad to inform you that I will be starting a new position with the Office for National Statistics as of Monday 2nd December 2024, a total of 28 hours per week." (Learner: Skills & Confidence for Work course). Another learner's evaluation stated, "I enhanced my skills in customer service and gained valuable insights on tailoring my CV for specific roles and industries. The teacher's professionalism and enthusiasm created a welcoming atmosphere that encouraged us to actively participate and engage." (Working in the Public Sector & Business Administration)

Overall, learners are exceptionally well-prepared for life in modern Britain, further education, and employment. The provision's strength lies in its personal support, inclusive ethos, and commitment to developing the whole learner.

Key Strengths

Work-related learning is purposeful and well-integrated. All Supported Internship learners completed external placements, supported by health and safety assessments and employer feedback. Employer feedback highlights strong collaboration and support, with learners demonstrating punctuality, professionalism, and growth in confidence. This year's work experience placements included the

Holiday Inn, M Coghlan Funeral Directors, Bow Lake Equestrian centre, Rosemount Financial services, HCC, The Entertainer, The Waterloo School, Basingstoke Athletics Club, Waltham Chase pre-school, and New Forest district council. The YPL team work effectively with Hampshire Futures, and the Careers Hub and positive outcomes include paid employment from these work experience placements. This demonstrates our strong adherence to the Preparing for Adulthood (PFA) principles.

The range of YP careers activity, cultural events, outdoor challenges, and a core focus on personal development throughout the curriculum promote confidence and employability which are significantly enhanced through learner-led enrichment activities, and which empower learners to take ownership of their development and prepare them for future work environments.

Adult programmes target personal development for learners across all programmes. Learners set personal goals in addition to their main programme aims and include progression goals. Programmes have a transformative impact on learners who consistently report increased confidence, improved mental health, and enhanced wellbeing. Feedback shows that learners experience meaningful personal growth, often leading to volunteering, employment, or further education. Learners on work-related courses and sector specific training are supported to make job applications, prepare for interviews and access the National Careers Service.

Key Areas for Development

Career progression support could more systematically be embedded across all programmes to support learners' next steps on ATL programmes. For example, including guest speakers and employer engagement could enhance learners' readiness for employment or further study.

Enrichment activities are well-integrated and varied on YPL programmes but there is limited systematic tracking on YPL and ATL programmes of how these activities contribute to learners' long-term personal growth. Developing a framework to measure outcomes—such as improvements in resilience, teamwork, or confidence—would help quantify impact and inform future planning.

Leadership & Management

GOOD

Summary Statement

Leadership within Hampshire Achieves is good. Hampshire Achieves demonstrates a clear, inclusive, and ambitious vision for supporting learners, including those with Special Educational Needs and Disabilities (SEND). Leaders and managers have high ambitions for learners and have designed courses and chosen appropriate qualifications to support their progress.

Leaders have established close working relationships with key stakeholders such as resettlement and social work teams, CAMHS, and community venues. This results in individualised education and 'wrap-around' support plans that enable disadvantaged learners and those with SEND to grow in confidence and develop the skills they need to move on to further learning, employment and independent living. Parents, carers, and adult learners report a high level of satisfaction, noting the programme's impact on confidence, independence, and well-being. As a result, recently settled refugees improve their English, helping them to live in new communities and use the services they need and the majority of SEND learners progress into positive destinations.

Leaders have embedded robust quality assurance processes and use data to drive continuous improvement and ensure exacting standards across the provision. Monitoring and support for sub-contracted provision is highly effective, and this is reflected in outcomes for learners. Senior managers are responsive to the needs of the communities they serve and secure opportunities for their benefit. These have included piloting new SEND provision, succession planning for 'Multiply' and incorporating the Learning in Libraries into its core delivery team.

The SEND and Employability team enhance employer awareness and engagement in SEND employment pathways through professional visits, job fairs, and tailored training. Data on Supported Internships and progression routes, is effectively used to improve education delivery and outcomes, including initiatives like Employability and Independence Hubs and piloting internships for learners without EHC plans.

Management of staff workload and well-being is prioritised in regular team meetings, mental health first aid support, and well-being activities. Feedback from staff surveys indicates high levels of satisfaction, with 98% of staff surveyed reporting that they feel supported and respected.

Key Strengths

Leaders and managers have shaped a highly responsive educational service that uses networking, collaboration, and development opportunities highly effectively. Work with groups such as local Skills forums, Public Health, and resettlement teams results in targeted and bespoke provision with partners including, 'Stop Domestic Abuse,' Solent Mind' and Citizens Advice across the County.

Strategic planning and quality processes such as the use of quality improvement plans (QIPs) and contract and quality meetings have a direct impact on operational outcomes such as improvements in ESOL achievement rates (by 3% to 89%), learner evaluation responses (from 78% to 85%), and destination data returns (from 61% to 88%). Feedback from one ESOL evaluation form read, "This

course helped me to feel more confident in everyday life, now I'm ready to search for the job and also enroll to higher level courses" (ESOL Improvers)

A key success has been the strategic enhancement of YPL maths and English provision, resulting in significant improvements in achievement rates; maths achievement increased from 45% to 61%, and English from 55% to 71%, exceeding national benchmarks. These gains are attributed to targeted interventions, restructuring of sessions, and the effective use of Century Tech for diagnostics and consolidation of learning.

Staff development and welfare are key strengths. Tutors are supported through regular CPD (both internally and externally delivered), inset and service days, and communities of practice which are planned using feedback from learner voice, observations, and curriculum planning. CPD sessions covered topics such as mental health, resilience, safeguarding, and supporting neurodiverse learners. Tutors also benefit from monthly meetings with Century Tech account managers to enhance delivery of maths and English Functional Skills and this has had a demonstrable impact on positive learner outcomes.

Key Areas for Development

The incorporation of the Learning in Libraries team has provided opportunities to enhance adult provision. Further work to integrate the team, MIS systems and marketing more fully will ensure that economies of scale and staff skills and experience can be better harnessed for the benefit of the service and its learners.

Leaders and managers need to continue to work with partners to improve employment outcomes for YPL learners. Employer engagement is positive but could be developed further to shape the curriculum and secure sustainable outcomes. Improved links with community organisations and employer forums and networks would support the co-design of programme content and develop long-term partnerships for internships and bespoke adult learning programmes. While Supported Internship employment rates improved to 27%, this is still an area for growth which is reflected nationally..

Hampshire Achieves captures and analyses statutory reporting data well. However, more refined data such as deprivation and postcode profiling would support action planning to target Hampshire residents most in need. Additionally, understanding trends in attendance on YPL and 'non-starter' patterns on ATL would support more effective use of resources and improved outcomes for learners.

Many learners report increased confidence and wellbeing. However, reports rely heavily on anecdotal evidence. Developing more formalised tools to measure growth in resilience, independence, and confidence would offer clearer insights into learner progress and programme effectiveness. Additionally, more systematic methods for measuring distance travelled for learners would capture better quality data to inform strategy, shape delivery, and provide insights for learners.

Meeting Skills Needs

Limited	Reasonable	Strong
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Hampshire Achieves provision is intent on equipping Hampshire’s most disadvantaged learners with the knowledge, skills, and behaviours needed for independence, wellbeing, and progression into employment or further education. HA makes a ‘reasonable’ contribution to meeting skills needs locally and nationally. Although we work with many learners who are furthest from employment, all programmes aim to support positive movement towards independence and work. Our service reflects the priorities of the Hampshire Skills Improvement Plan to boost productivity and improve employability and progression for learners and address persistent personal and professional skills needs.

Accordingly, the curricula are responsive to local, regional, and national skills needs, shaped through effective engagement with stakeholders including employers, community organisations, and council departments. Bespoke programmes have been developed in collaboration with Public Health, DWP, MIND, and resettlement teams, ensuring relevance and impact. Work-related learning is a cornerstone of the YPL offer and courses in ATL have a specific employability focus including sector specific skills. All Supported Internship learners complete meaningful work placements tailored to their interests and career goals, supported by Skills Coaches and employers. Placements span diverse sectors, including hospitality, retail, education, and local government. Employer feedback confirms interns add value and demonstrate growth, with many employers offering seasonal or permanent roles.

Careers education is embedded throughout the curriculum. Learners benefit from 1:1 career guidance, mock interviews, CV workshops, and employer-led events supported by Hampshire Futures. Robust processes—such as early three-way review meetings and bespoke workplace mentoring—ensure learners develop practical skills and confidence.

Apprenticeship delivery targets the needs of Hampshire County Council employees, and the SEND/Employability team have a clear remit to promote employer engagement and improve employment and work-related outcomes for learners with high needs.