

Appendix 1.

SELF-ASSESSMENT REPORT 2024/25

Adult Skills, Education and Apprenticeship Service

The City of London Corporation, 5th Floor North Wing, Guildhall, PO BOX 270, London EC2P 2EJ



**Common Council of the City of
LondonAdult Skills and
Education Service**

SELF-ASSESSMENT REPORT 2024/2025

Prepared for: Director of Community and Children's Services Department of
Community and Children's Services

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Summary of Grades

Summary Judgements					
Judgement area	Urgent Improvement	Needs Attention	Expected Standard	Strong Standard	Exceptional
Leadership and governance				Strong	
Inclusion					Exceptional

Safeguarding	Met	
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Judgement area	Urgent Improvement	Needs Attention	Expected Standard	Strong Standard	Exceptional
Apprenticeships				Strong	
Curriculum, teaching and training				Strong	
Achievement				Strong	
Participation and development				Strong	
Adult learning				Strong	
Curriculum, teaching and training				Strong	
Achievement				Strong	
Participation and development				Strong	

Response to Ofsted Inspection Recommendations 2022 - Actions taken

Ofsted Improvement Recommendations	Actions So Far Taken	Outcome from action taken	Further Action If needed
<p>Leaders and managers should ensure that targets set by tutors for apprentices and learners challenge them to develop their skills beyond the minimum requirements of their qualification.</p>	<p>All targets which are set for learners and apprentices are linked with the awarding body requirements – most courses are accredited - linked to agreed teaching and learning targets.</p>	<p>Increased apprenticeship achievement levels from 65% distinction rate to 70% at level 3 (overall achievement rate for 2024/25 was 86.5% - the last published national average was 60.5%).</p> <p>In adult learning 95.2% learners achieve their agreed learning and qualification targets.</p>	<p>Maintaining achievement levels of 20% above the national average.</p> <p>Completion of full curriculum review in line with new Ofsted framework dated September 2025.</p> <p>Enhanced focus on inclusivity from initial assessment through to individualised stretch and challenge during teaching and learning (monitored through quality observations and auditing).</p>
<p>Tutors should provide feedback on learners' and apprentices' work that is clear, concise and helps learners and apprentices improve.</p>	<p>Additional training and support for tutors – linked with working with external awarding body verifiers and assessors.</p>	<p>Maintain strict guidance adherence to what is provided at the 6-12 weekly face to face reviews/feedback with learners and line managers (for apprentices).</p>	<p>Increased levels of one-to-one tutorials.</p> <p>Termly feedback-focused standardisation meetings and further input on CPD Days.</p>
<p>Leaders and managers should ensure that they have an accurate overview of the quality of provision offered by subcontractors.</p>	<p>There is increased selection of subcontractors – as part of the work with internal Procurement team.</p> <p>Extensive and rigorous/inspection review of subcontractors is now in place.</p>	<p>There has been a reduction in the number of subcontractors commissioned. Review of the Observation / Quality monitoring forms to ensure all terminology is consistent with the new requirements; all continuous improvement recommendations are SMART and in line with expectations.</p>	<p>Improve/increase the number of quality review opportunities.</p> <p>Continue to reduce the number of subcontractors.</p>

The Purpose of the Report

This annual self-assessment report evaluates the performance of the Adult Skills and Education Service (ASES) over the past academic year (Sept 2024 – Aug 2025).

Vision and Mission

In June 2025, the management and leadership team (including Steering Group members), delivery team and support staff worked together to revise ASES' vision and mission statements to best represent the Service into the 2025/26 Academic year and beyond. Below are the mutually agreed statements; the purpose of this was to ensure all staff felt included in the direction and goals of the Service.

*Our **vision** is to be the leading provider of inclusive and excellent lifelong learning, adult education and employment experiences.*

*Our **mission** is to equip adults —particularly Londoners— with the skills, confidence, and experience needed to thrive in their diverse communities and careers.*

The service aims to offer City of London residents, unemployed/unskilled people living in London, and employers an outstanding provision that offers learning opportunities for all.

Service Aims

We aim to:

- Develop relevant and inclusive provision that meets the needs of City of

London learners and businesses to include long- and short-term employment requirements.

- Develop effective strategies to obtain direct feedback from learners regarding their training and skills needs.
- Provide a responsive service that utilises learner and employer feedback to ensure continuous improvement.
- Enhance and promote a better quality of life for residents by improving their skills and employability.
- Stimulate effective collaborations, partnerships and subcontracting/framework arrangements.
- Fully support the lifelong learning agenda

Service priorities

- Contribute to the City of London Corporation's strategic priorities, particularly Diverse Engaged Communities, Dynamic Economic Growth and Providing Excellent Services.
- Develop effective strategies for delivering ESOL/Functional Skills to support hard-to-reach and disadvantaged learners.
- Improve strategies for supporting increasing numbers of disadvantaged, low skilled and unemployed learners to secure a minimum of a Level 2 qualification in vocational areas including Health and Social Care, Teaching and Learning, Customer Service, Bookkeeping, Fishmongery and Digital Skills.
- Tailor literacy, numeracy and functional skills provision to the specific challenges faced by groups of Londoners.
- Continue improving accessibility of the Apprenticeship, Digital Skills and Retrofit programmes for disadvantaged and low skilled learners.
- Promote a high-quality Internship programme to support SEND learners into employment.
- Continuously improve and develop our online teaching and learning offer.
- Invest in physical and digital learning spaces.
- Develop effective strategies to ensure the Apprenticeship programme extends to qualification levels beyond Level 3.
- Develop high quality marketing and promotional materials to raise awareness of the service.

THE CITY OF LONDON IN CONTEXT

Location and population

The City of London is colloquially known as the Square Mile. Located in the heart of London with St Paul's Cathedral at its centre, it is both a city and a separate county of England.

The City of London has 8,583 residents across 5,326 households. Of the residents, 55% are men and 5,800 are aged 16-64. There are 2,628 residents (30.6%) from global majority groups, 17% of which are aged 3 and over do not speak English as a first language.

The City of London Corporation (City) employs over 3,000 people. It pays around £1m per year to the Treasury through the Apprenticeship Levy.

Status and governance

The Adult Skills and Education Service (ASES) is supported by the Strategic Director of Skill and Education, who offers internal guidance and organisational support.

The Education Board, a grand committee of the City of London Corporation provide strategic direction and governance for ASES. Our own steering group meets once per term to challenge and evaluate the service and its operational activities.

Within the City's Department for Community and Children's Services (DCCS), ASES' Head of Service is accountable to the Director of Strategic Education and Skills. An advisory group of independent members oversees the curriculum strategy and monitors the performance of ASES. ASES' finance/data and operational reports are provided for leadership and Steering Group review, consideration and feedback.

Online flexibility

Since 2022, ASES has taken the benefits from the pandemic-led blanket move to online learning delivery and continues to offer either an online or blended delivery model for approximately 12% of adult community learning (ACL) courses, in response to learner preferences. With both ASES curriculum and learners now versed in the use of effective online platforms, this has provided more flexibility for those learners who otherwise may be less able to attend a training course due to locational, caring or mobility restrictions.

Many of the ACL courses returned to classroom delivery due to the practical nature of the subjects (craft-making, dance etc). Whilst the Service is open to more online delivery based on learner and community feedback than prior to 2020, it recognises the importance of face-to-face teaching, particularly in the delivery of training to learners with lower levels of initial attainment e.g. ESOL.

Some of the recent changes in the ASES course delivery are as follows:

- Approximately 12% of all courses partially delivered online using delivery platforms such as Moodle, Teams, Zoom and Google Classroom
- Intensive digital staff training offered to all ACL sessional tutors and delivery staff
- Continual digital training development for all ASES staff
- Additional delivery equipment and resources available to all staff
- Revised Adult Skills/ACL course profile (offer) and timetable
- Support offered to all learners to improve their online access.

The senior management team continue to review our curriculum offer, looking at opportunities to further invest in materials that best equip learners to continue to achieve high grades at End Point Assessment. This has included the use of awardingbody supportive materials and internal experts, and the adaptation of existing materials so they are appropriate to online examinations.

In December 2025 the Service sought feedback via a survey from all learners who had participated on an ASES training programme to gain feedback on the suitability and quality of its provision and to provide an opportunity for feedback on how the Service can improve its Adult Education provision further to meet local needs. Findings from the survey included:

- Additional English teaching sessions
- Additional online provision
- Continued flexibility over community learning session delivery times

Findings will be incorporated into the design of the 2026/27 course offer and curriculum.

The service has invested in a range of new online technology, equipment and resources which has supported our ability to deliver workable, accessible and inclusive online teaching; approximately 98% of the ASES course file now has a proven online delivery record (both apprenticeships and community learning). With this additional flexibility in mind, there is a practical requirement to deliver more kinaesthetic courses (e.g. ballroom dancing, sewing etc) on a face-to-face basis in fixed community centre locations. In recent years, the service invested in a revamped PC suite, fitted with 14 new static computers, and a further 38 new laptops for use by learners across ASES' contract delivery. The service has also worked collaboratively with Tower Hamlets Job Centre since the last academic year to utilise their fully equipped digital training room (over 20 capacity) to provide facilities for an additional course to be concurrently delivered.

Additional discussions with staff, tutors and learners indicate that a more blended approach of online, remote and face to face delivery would and has been most impactful for courses that do not rely on classroom delivery. Therefore, ASES continue towards improving our use of platforms and dedicated teaching and learning technologies and further invest in both hard and software technologies.

ASES has adapted the course file to increase focus on skills development areas such as Employment Skills, Confidence Building, ESOL, Functional Skills Maths and English, Digital Skills, Interview Preparation and Preparing CVs. We will also further invest in increased numbers of Learning Ambassadors to support skills, employment and learning on social housing estates.

Leadership and Governance

Our Leadership is **strong** because:

- ❖ Strategic leadership is very clear on when and where we deliver our provision to meet our community's diverse needs, including learners with SEND needs
- ❖ Procurement, due diligence, quality and performance management is robust to ensure a highly impactful subcontractor delivery
- ❖ Curriculum design and delivery is an effective collaboration between our partners and stakeholders
- ❖ The service has high quality outcomes across both apprenticeships and adult learning which has been sustained over a significant time period

The key priorities for 2025/26 are:

- ❖ Strengthening of the availability of key service data (quantitative and qualitative) to ensure uniformity of all further improvement opportunities

Our Governance is **strong** because:

- ❖ Frequent scrutiny from both a diverse Steering Group and Education Board of the City of London Corporation is challenging and impactful to ensure a high quality and diverse service is maintained
- ❖ Individual Steering group members champion different areas of the Service based on their associated strong knowledge and experience e.g. Safeguarding, Apprenticeships and Community Learning
- ❖ High level skills from different sectors and organisations. Links to

Education Board can be located [here](#).

The key priorities for 2025/26 are:

- ❖ Enhancement of KPI data and cross-service progress to streamline the opportunities to challenge and drive further improvement

Leadership and governance steering group members agree our strategic priorities, reflective of the [City of London Corporation Corporate Plan 2024-29](#) and the [City of London Education Strategy 2024-29](#). The curriculum framework for the intent and the implementation of the curriculum is discussed and agreed by the adult skills steering group. Key Performance Indicators (KPIs) are agreed with the departmental senior leadership team.

Leadership and governance steering group has senior leaders from a wide range of sector area and, in addition to formally meeting each quarter to review the Service and provide support and challenge, champion different aspects of the Service to drive improvement.

The self-assessment review process is strongly embedded within the service. Critical self-assessments and Quality Improvement Plans (QIPs) have helped the service continuously review and improve the learner experience and results over the past three years.

The service has a strong commitment to ongoing staff development and has continued to organise a number of developmental health and wellbeing workshops to support staff to continue improving their skills. Individual and small group training workshops also support tutors with their online delivery skills. A member of staff has been assigned the lead role to support tutors with topics such as British Values and Sexual Harassment.

Inclusion

Inclusion is **exceptional** because:

- ❖ Close collaboration with stakeholders to ensure accessibility of teaching, learning and employability opportunities for all groups, including those who are facing the greatest disadvantage.
- ❖ Multicultural, inclusive classrooms.
- ❖ Inclusive practices.
- ❖ Safe learning environment.
- ❖ Strong safeguarding and inclusion policies.
- ❖ SEND specialist and training for tutors
- ❖ Consistent positive outcomes for learners from all backgrounds.

- ❖ Impactful learning and holistic support to refugees and asylum seekers to enhance their social integration and employment readiness.

The key priorities for 2025/26 are:

- ❖ Further termly CPD for the tutors on inclusion during all CPD days and through monthly newsletter
- ❖ Extension of SEND training for tutors, delivered by SEND specialist

Careers Education, Information, Advice and Guidance

The Service retained the Matrix standard in March 2025 (first attained and annually maintained since 2021) which has reinforced our commitment to providing impactful, inclusive CEIAG (Careers Education, Information, Advice and Guidance) support to the maximum number of apprentices, learners and clients seeking new employment opportunities based on individual circumstances and needs. The success of apprentices to secure employment for further/higher level apprenticeships, continues to increase.

Safeguarding

Safeguarding requirements of the Service are **met** effectively because:

- ❖ Proven Safeguarding and Prevent Policy and systems are in place and distributed effectively to ensure learners and staff feel safe and are confident of reporting any concerns
- ❖ Strong focus on safeguarding, mental health, and wellbeing through workshops, newsletters, and pastoral support
- ❖ Safeguarding Lead team are fully trained to level 3 or higher and inclusive of representative of the learners that we serve
- ❖ All staff have completed a level 2 Safeguarding qualification and two-yearly refresher training to ensure their knowledge remains strong
- ❖ All staff have completed the Education Training Foundation's Prevent for the FE and Skills Sector training modules
- ❖ Safeguarding is embedded into induction, curriculum and reviews
- ❖ Subcontracted provision is monitored to ensure Safeguarding of CoLC learners remains consistently effective across all provision

The key priorities for 2025/26 are:

- ❖ Roll out of a Safeguarding marketing campaign to further raise awareness of how to stay safe and how to monitor the safety of others, both in learning and in wider life

Safeguarding requirements are met with suitable systems and practices in place to ensure the safety of all learners and staff. Both management and governance monitor the ongoing effectiveness of safeguarding systems and systematically challenge the Safeguarding team to ensure it always remains robust. Key findings from a learner safeguarding survey that was completed in December 2025:

- 100% of learners confirmed the inclusion of safeguarding awareness as part of their training provision
- 100% of learners felt safe in their training environment and were confident ASES would address any issues that may arise efficiently

The introduction of a level 3 Safeguarding qualification for all tutors and staff has helped to upskill staff so they can better support their learners. Safeguarding/Prevent and E- Safety policies have been updated and circulated to staff, tutors and learners.

There are 2 Steering Group members who are responsible for monitoring the Service's Safeguarding awareness arrangements.

In recent years the Service had two internally commissioned investigations into the Safeguarding arrangements. The main findings on these audits were for the Service to ensure that the Service Level Agreement (SLA) contracted arrangements for external Providers were explicit in terms of their safeguarding responsibilities. All existing subcontractors have signed the new SLA.

In 2024/25, safeguarding has retained and enhanced a prominent role on all monthly progress meetings with subcontractors, and all Service Level agreements now have an extended section on safeguarding specifying the highest level of responsibility and dedication to keeping learners safe committed to by both parties.

A second area to be addressed was the arrangements for staff cover in the absence of the main Safeguarding Lead Officer. ASES now have 4 fully trained Safeguarding Officers, 2 males and 2 females, of varying ethnicities, to ensure there are no gender-based or ethnic-based barriers to a prospective sensitive safeguarding incident being confidentially reported and subsequently addressed.

The annual Safeguarding awareness and updating training workshop was delivered to provide policy update information for Steering Group members.

The second Safeguarding review raised issues of there being multiple Safeguarding Leads for the external providers. Clarity is needed for apprentices regarding DSL contact details. An action is now in place to support all areas for improvements and an ASES Safeguarding contact card is now distributed regularly to all learners.

ASES Provision types

Adult Learning (Strong)

Adult Skills/Free Courses for Jobs

Adult Skills/Free Courses for Jobs **curriculum**, teaching and training are **strong** because:

- ❖ High-quality digital courses
- ❖ Innovative and responsive provision
- ❖ Designed to maximise employment outcomes
- ❖ Effective sequencing
- ❖ High achievement and progression rates

The key priorities for 2025/26 are:

- ❖ Maintaining success rates significantly above national average for job outcomes on employability programmes for inclusion in the 2024/25 [ASES Impact Report](#).

Adult Skills/Free Courses for Jobs **achievement** is **strong** because:

- ❖ High qualification and success rates
- ❖ Positive learner progression and destinations
- ❖ Adult skills achievement rates above national benchmarks.
- ❖ Great success stories

The key priorities for 2025/26 are:

- ❖ Maintain and improve on current success rates and broader promotion of Service offer and success stories to reach wider learner group

Adult Skills/Free Courses for Jobs **participation & development** are **strong** because:

- ❖ Attendance on courses is very high
- ❖ Engaging, inclusive teaching

- ❖ Highly positive post-session learner feedback rates.
- ❖ Qualified, skilled and culturally sensitive and responsive tutors and staff.
- ❖ Strong support for learners with barriers.
- ❖ Embedding of core IAG topics (British Values, ED&I, Safeguarding/Prevent, functional skills) is consistently effective

The key priorities for 2025/26 are:

- ❖ Progression of collaborative work within the local community to ensure ASES meet the diverse needs of all communal groups

Adult Skills and Tailored Learning (including ACL provision)

Adult Skills and Tailored Learning **curriculum**, teaching and training are **strong** because:

- ❖ Relevant, socially connected content
- ❖ Well sequenced and inclusive of a wide and innovative range of delivery methodology; impactful for individuals of different initial proficiency levels
- ❖ Learner feedback is extremely positive
- ❖ Tutors have extensive expertise and achieve high outcomes during quality assurance cycle

The key priorities for 2025/26 are:

- ❖ Progress with collaborative work within the local community to ensure ASES' curriculum is appropriate, developmental and impactful to all communal groups

Adult Skills and Tailored Learning **achievement** is **strong** because:

- ❖ High attendance (91.9%), Continuously high success rates and retention of ACL learners for courses delivered (please see Appendix 2)
- ❖ Positive feedback from ACL learners on their programme of learning
- ❖ Craft courses leading to learner opportunities to achieve personal goals (an example being a learner designing and creating their daughter's wedding dress to required timescales)

The key priorities for 2025/26 are:

- ❖ Promotion and increased subscription to nationally recognised qualification opportunities (target 85%)

Adult Skills and Tailored Learning **participation & development** are **strong** because:

- ❖ Training delivery and drop in support venues within the heart of COL estates
- ❖ Close collaborative work within the local community to ensure local demands are met

The key priorities for 2025/26 are:

- ❖ Promotion of wider accredited learning opportunities to ACL learners to maximise learning and development opportunities in line with a diverse prospectus of courses

Through open communication with local community groups, ASES have developed a [Strategic Plan](#) for the next five years which aims to address the local education and skills needs. For example, our work with Guys and St. Thomas's Hospital, Standard Bank and a number of other London based local authorities has informed our delivery plans for Health and Social Care, Customer Service, Digital Skills, Book-keeping and Finance provision.

Our plan works to support learners' wide-ranging needs, from lifelong learning and professional development to personal satisfaction and improved quality of life. For example, ESOL may also improve general education and address issues like social isolation and loneliness. Community and family opportunities are delivered in partnership with local schools, children's centres and local libraries.

ASES offers adult education and community learning to adults aged 19 and over, and apprenticeships to those aged 16 and over. We target those who are seeking employment but unemployed, living in the deprived areas within the London Boroughs adjoining the City, particularly those from global majority backgrounds. For community learning, we specifically target those aged 50 and over, who are economically inactive in the City and its adjoining Boroughs.

Adult Community Learning (ACL) is funded solely through an annual grant from the Department of Education's Adult Education Budget devolved to the Greater London Authority.

In 2024/25, there were 1123 enrolments (up from 881 in 2023/24) by 569 individual learners - approximately 2 enrolments per learner - (up from 425) on government funded ACL programmes. Most programmes offer progression routes, which accounts for the high level of enrolments per learner¹. The overall success rate for ASES' direct provision for these programmes was 93.9% (the overall QAR - Quality Achievement Rate - was

92.9%). Our overall retention rate increased significantly to 96.2% while the attendance rate was 91.9%.

Also in 2024/25, ASES provided 811 non-regulated ACL courses (tailored learning) to 414 learners (approximately 2 enrolments per learner). 95.2% of the learners successfully completed the full course programmes.

ASES has four main delivery centres for ACL courses, each maintained to a high standard. Strongly reinforced by tutors, line managers and staff expectations, the participation and development of learners is very positive. While traditional, the learning and work environments are up to date and generate a sense of pride. High expectations are confirmed during induction and throughout the learning journey.

¹ Typically, across Adult Education and Community Learning (AECL) programmes in England the ratio of enrolments to learners is between 1.6 and 1.8.

ASES also delivers its City Guides training programme, accredited by the Institute of Tourism Guiding. 28 learners participated in 2024/25, achieving a 89.2% success rate. Learners on this programme are not eligible for government funding.

Our wide variety of optionally non-accredited programmes are aimed at older learners to stimulate physical activity and dexterity, maintain and develop mental activity and memory, and alleviate loneliness. They cover art, crafts, languages, history and include walks around the City. Physical courses include Pilates at all levels, Ballroom and Latin Dancing for beginners and improvers. A large proportion of learners live within the Golden Lane, Mansell and Middlesex Street Estates, which are owned and managed by the Guinness Partnership and the City of London Corporation, as well as the Barbican Estate.

Learners of all ages are actively encouraged to engage in discussion. We regularly invite speakers to facilitate discussions of contemporary topics and areas of interest. Examples include LGBTQI+, inclusion, Black Lives Matter and mental health issues.

English and ESOL

ASES internally delivered accredited Functional Skills in English from Entry 1 to Level 2. In 2024/25, 50 learners (with 56 qualifications in total) enrolled and achieved a success rate of 96.4%. Of the participants, 25% were males and 87.5% (a significant increase from 48% in 2023/24) were from global majority backgrounds. A further breakdown of achievement for ASES' Quality, Diversity and Inclusion analysis produced the following data, with males marginally less achieving than females and all learners declaring

additional learning needs achieving their qualification:

- ❖ Males – 25% (92.2% achieved)
- ❖ Female – 75% (97.6% achieved)
- ❖ Global Majority – 87.5% (95.9% achieved)
- ❖ Declared LLDD – 10.7% (4 learners) – all achieved their qualification

ASES also delivered accredited ESOL programmes, with 102 enrolments. 95.1% of these ESOL learners achieving a qualification (up from 80% in 2023/34).

The majority of the ESOL learners studied at Level 2 or below and also joined other Adult Education and Community Learning (AECL) courses to support them in confidently engaging within and beyond their communities. Some learners report that the ESOL programmes enabled them to access services such as doctors and leisure facilities, while others improved their English to support their children and/or to secure employment. 88% of ESOL learners progress to further learning in the following term.

Mathematics

In 2024/25 ASES delivered accredited Functional Skills in Mathematics from Entry 1 to Level 2. 29 learners enrolled on these programmes at Entry 1 to Level 2, of which 69% achieved their respective qualification. Of these learners 8% were males and 88% were from global majority backgrounds.

ASES also continued delivery of accredited Functional Skills in Mathematics from Entry 1 to Level 2. In 2023/24, 47 learners enrolled on these programmes at Entry 1 to Level 2, of which 86% achieved their respective qualification. Of these learners 27% were males and 64% were from global majority backgrounds. 100% of learners declaring additional learning support needs achieved their qualification.

Professional development and employability

There were 98 enrolments in the various Art, Craft and Digital accredited courses – most at Level 3. The overall success rate of these courses was again very positive (consistent with 2023/24 - 87.5%)

Of the 98 total:

- Males – 32.7%
- Female – 67.3%
- Global Majority – 63.3%
- Declared LLDD – 12.2% (12 learners)

A learner feedback questionnaire built into the OneFile e-portfolio system enabled apprentices to rate their training sessions; the average score in 2024/25 was 9.26 / 10 (fractionally up from 9.12 / 10 in 2023/24). Of the responses, all were asked if they had experienced and safeguarding, health & safety or equality & diversity concerns and 100% of learners confirmed they had not.

ASES generates a monthly 'Focus On..' newsletter which provides 5 articles on the key core IAG topics: Safeguarding & Prevent, British Values, Sustainability, Equality, Diversity and Inclusion and Health & Wellbeing. This two-page newsletter (often with additional topical content) is distributed to all staff and apprentices. Tutors utilise the newsletter topics to facilitate discussions with learners. Please see Appendix 3 of this report for an example of the newsletter.

Apprenticeships (Strong)

Apprenticeship **curriculum**, teaching and training are **strong** because:

- ❖ Teaching and Learning links directly to the apprentice's job role
- ❖ Employers are fully engaged in supporting the design and development of curriculum
- ❖ Tripartite formal reviews ensure each party knows and supports the next stage of the apprentices needs to support higher End Point Assessment (EPA) pass grades
- ❖ Curriculum is developed in new and innovative areas that align with local needs e.g. fishmongery

The key priorities for 2025/26 are:

- ❖ Continuing development of training curriculum including the introduction of a Cyber Security apprenticeship programme
- ❖ Full review of curriculum across the Service to ensure embedded emphasis on inclusion for all learners from their individual starting points

Apprenticeship **achievements** are **strong** because:

- ❖ 2024/25 achievement rate is 86.5% which is high and remains significantly above the national rate of 65.4%; Retention rate was 89.2%
- ❖ Internal End Point Assessment (EPA) pass rates is 97%
- ❖ Internal Distinction EPA grades formed 55% of pass grades (the

- national average is under 30%)
- ❖ 86% of apprentices progress into full time sustained employment
 - ❖ The Distinction/Merit Rate for Level 3 was 70%
 - ❖ Of all Female apprentices, 63% have achieved a Distinction/Merit grade and 37% Pass grade
 - ❖ Of all Male apprentices, 53% have achieved Distinction and 47% Pass grade.
 - ❖ Of the apprentices that have identified as Global Majority, 42% achieved Distinction, 8% achieved Merit and 50% achieved Pass
 - ❖ Of the apprentices that have declared LLDD, 29% achieved Distinction, 29% achieved Merit and 42% achieved Pass

The key priorities for 2025/26 are:

- ❖ Further Strengthening Apprenticeship Achievement Rates to 90% with a focus on business and customer service cohorts – and achieving excellent outcomes in new apprenticeship areas

Apprenticeship **participation and development** are **strong** because:

- ❖ Apprenticeship attendance across all programmes is high (96% average)
- ❖ Embedding of British Values, safeguarding and how to remain safe in modern Britain is effective
- ❖ Wider dissemination of core IAG topics is effective, including newsletters
- ❖ Careers CEIAG

The key priorities for 2025/26 are:

- ❖ Extension of trainer development and support activities – working with an existing expert to further support and enhance the quality of delivery
- ❖ Widen collaboration with industry partners to ensure that apprentices gain exposure to real-world challenges and opportunities and are prepared for the demands of the job market and world of work.

The City of London Corporation is a Main Provider on the Register of Apprenticeship Training Providers (RoATP). It delivers Levels 2, 3 and 4 apprenticeships for City of London Corporation employees funded through its apprenticeship levy, as well as apprenticeships for other levy paying employers.

Apprenticeships are delivered in-house and through subcontractors. Subcontractors are only used to deliver specialist apprenticeship standards to City employees where lower numbers of apprenticeships are available annually. Presently this is restricted to land-based apprenticeships (including Horticulture Levels 2 & 3, Arborist Level 3 and Animal Keeper & Aquarist Level 3) via Capel Manor College and Data Technician Level 3 via Just IT

(rebranded as Jeep Training from January 2026).

Where apprenticeship subcontracting is required, an External Programmes Manager conducts a robust initial due diligence check on the prospective provider and follows a performance and quality assurance framework throughout delivery (this includes an initial quality monitoring report, observations of teaching and learning, safeguarding and inclusion checks for assurance and monthly performance contact/reporting).

The number of ASES educated apprentices on programme during 2024/25 was 84 (averaging approximately 60 on programme per month), 82 of whom were City employees. Among the apprentices, 52.0% were Female (roughly consistent with 54.2% in 2023/24), 35% were from Global Majority backgrounds (up from 30%), with 21% aged 16-18 (up from 18.6%). 19% of learners declared a learning difficulty and/or disability.

The overall apprenticeship success rate for 2024/25 was 86.5% for apprentices (up from 69.2% in 2023/24) which is significantly above the 2024/45 national average success rate of 65.4%.

During the 2024/25 academic year, there were 31 successful apprenticeship completions, 11 achieved at Level 2, 19 at level 3 and 1 at level 4.

The success rate for apprentices from the Global Majority was 80.0%, Of those, 42% achieved Distinction, 8% achieved Merit and 50% achieved Pass.

During 2024/25, Female apprentice achievement was 4.7% higher than Male counterparts (Female apprentices was 88.9% and Males 84.2%). Of all female apprentices, 44% have achieved distinction, 19% achieved a merit and 38% a pass grade. Of all male apprentices, 53% have achieved distinction and 47% pass grade.

The ASES apprentices' learning journeys are managed online. ASES use OneFile's portfolio and learning software. Every learner has a progress dashboard so they can see exactly how they are progressing, and this provides motivation to complete tasks.

Learners can upload evidence, record learning reflections, access resources, send messages and submit assignments online.

Tutors and managers can then log in to OneFile to view their learner's portfolio, monitor progress, evaluate learning, send feedback and generate reports. Employers have their own OneFile logins so they can log into the system at any time to view their learner's portfolio.

Green Construction Training

As part of the commitment to employment support, ASES have launched a job brokerage team opportunity for their 23 alumni Energy Performance Certificate (EPC) assessors, who qualified in 2024. Through partnership with the CoLC Housing teams, the brokerage delivered a 2-week pilot EPC assessing programme in November 2025. The programme successfully delivered 27 EPC assessments in the Avondale Estate within the Corporation, giving 5 alumni assessors valuable 'first rung' experience of the Green Construction employment sector. ASES and the Housing teams are planning an expansion of this EPC project in 2026 with additional alumni EPC assessors joining the venture.

Fishmongery (DEFRA)

ASES also recognised a skills gap in local City of London based markets, Billingsgate specifically, and mobilised a 2-year seafood awareness programme (part funded by DEFRA) with hands-on training for participants in May 2023 which concluded in May 2025. Over the course of the programme, over 1,200 school children, predominantly from Barking & Dagenham, completed the programme at the Billingsgate Food School which aligns with ASES' commitment to supporting family learning and formative skills development.

The contract saw the delivery of 184 food industry courses through which over 1,400 food industry professionals were able to upskill their fishmongery skills. 6 outreach sessions also took place in coastal locations (including Hastings and Aldeburgh) attracting an estimated 2,000 members of the public to learn about the fishmongery skills of filleting, portioning and quality attribution. Feedback from parties who attended the DEFRA outreach sessions was very positive (please see appendix 4 of this report for two examples of spontaneous written feedback). A post programme analysis took place which further confirmed the positive impact of the programme as detailed below:

PUPIL FEEDBACK

- ❖ 70% have had their minds changed about trying fish
- ❖ 96% of pupils surveyed said that it was a positive learning experience
- ❖ 80% of pupils valued taking part in the activity
- ❖ 67% of pupils said they developed new skills

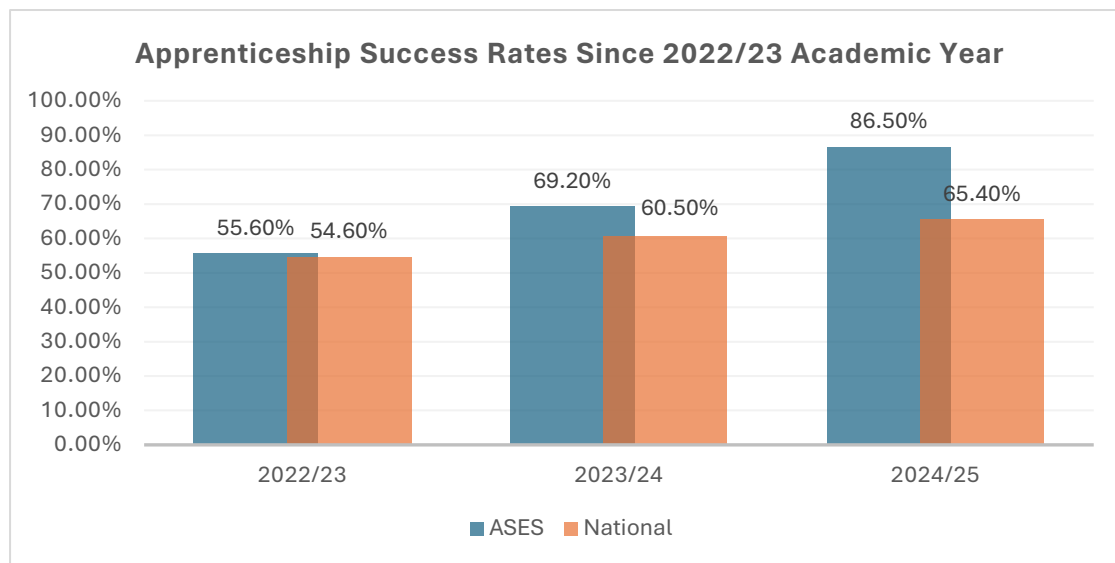
TEACHER FEEDBACK

- ❖ 86% said it exceeded their expectations
- ❖ 100% said students valued taking part in this activity (86% strongly agreed)

- ❖ 100% said the session was inclusive and allowed all students to contribute
- ❖ 100% said their students learned new skills
- ❖ 100 strongly agreed that this activity will impact positively on students' progress

Appendices

Appendix 1 – Apprenticeship Success Rates for last 3 academic years



Appendix 2 – Tailored and Community Learning success rates since 2022/23

Overall Education and Training Provision (including Tailored/Community learning)	Achievement			Retention			Pass		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
CoL rate	73.6%	91.5%	92.9%	77.1%	93.6%	94.7%	95.4%	97.8%	98.2%
National Total rate	88.8%	89.5%	89.7%	93.2%	93.8%	93.9%	95.2%	95.5%	95.5%

Appendix 3 – 'Focus On.' Newsletter example

Safeguarding & Prevent	British Values	Sustainability	Equality, Diversity & Inclusion	Health & Well Being
<p>COUNTY LINES & CRIMINAL EXPLOITATION County lines refer to the practice where urban gangs and organised crime networks extend their illegal drug distribution operations into rural and suburban areas, utilising dedicated mobile phone lines to facilitate transactions.</p> <p>This model of drug trafficking has become increasingly prevalent across the UK, leading to significant concerns about the exploitation of children and vulnerable adults.</p>  <p>Mechanisms of Exploitation Gangs involved in county lines operations often target young people, typically aged between 14 and 17, but cases have been reported involving children as young as 11. These individuals are groomed and coerced into transporting and selling drugs, frequently travelling considerable distances from their homes. The methods of coercion can include threats, violence, and manipulation, creating a climate of fear that makes it difficult for victims to seek help.</p> <p>A common tactic employed by these gangs is known as "cuckooing," where they take over the homes of vulnerable individuals—such as those with mental health issues or substance dependencies—to use as bases for drug operations. This not only endangers the occupants but also destabilises local communities.</p> <p>Indicators of Exploitation Recognising the signs of county lines exploitation is crucial for early intervention. Indicators may include:</p> <ul style="list-style-type: none"> Unexplained absences from school or regular activities. Sudden possession of expensive items or large sums of money without a clear source. Frequent travel to unfamiliar locations, often far from home. Increased secrecy around communications and associations. Signs of physical assault or unexplained injuries. <p>These behavioural changes can be indicative of underlying exploitation and should prompt further investigation.</p>	<p>DEFINING 'BRITISHNESS' At its simplest, being British is a legal status of citizenship, acquired by birth, registration, or through meeting requirements such as residence and passing a test. However, Britishness extends beyond legal definition.</p> <p>It is a contested and evolving concept, often used to include or exclude, and even citizenship itself can appear conditional. This was illustrated by the 2019 decision to revoke Shamima Begum's citizenship. Politicians frequently invoke Britishness to promote unity or establish expectations, shaping how belonging is understood.</p> <p>This is reflected in policy, particularly in the requirement that "British values" are taught in schools. These values—democracy, the rule of law, individual liberty, and mutual respect and tolerance—are framed as safeguards against extremism and social division. Ofsted has emphasised their importance in supporting integration, warning that without them, divisive influences could prevail. Similarly, political figures have framed citizenship as a commitment to shared values and integration rather than separation.</p>  <p>Despite this, many people in the UK do not primarily identify as British. In England, most people identify as English, while Scottish and Welsh identities dominate in their respective nations. Interestingly, ethnic minority groups are more likely than the white majority to identify as British. However, experiences of discrimination complicate this picture. Research suggests that around 10% of minorities have experienced harassment, highlighting that barriers to belonging can come from society as well as individual choice. Integration, therefore, is not a one-way process.</p>	<p>CLIMATE CRISIS</p>  <p>The Climate Crisis is a term that we are all aware of by now, but are we doing all we can?</p> <p>As for many individuals the thought of what is happening to our planet can be overwhelming especially when we consider what the effects will have on our loved ones. Many people will be very anxious of the very thought of this.</p> <p>In 2023, the Intergovernmental Panel on Climate Change (IPCC) stated that there is very high confidence that rising global temperatures will lead to an increase in mental health hazards. With mental health problems holding back millions of people every day, it's crucial we understand how climate change might affect our mental health.</p> <p>Exposure to air pollution during childhood and adolescence has also been shown to be associated with the development of mental health problems as young people transition into adulthood. It is suggested that this is due to air pollution impairing the normal development of the central nervous system.</p> <p>So, it is fair to say that Climate Change can have an impact on mental health and overall wellbeing due to a variety of factors.</p> <p>Some of these factors include:</p> <p>Direct impact events Extreme weather events such as hurricanes, floods, wildfires, and heatwaves can lead to trauma, displacement, and loss of property and loved ones. These events can directly contribute to stress, anxiety, depression, and post-traumatic stress disorder (PTSD) among individuals affected.</p> <p>Environmental disruptions</p>	<p>AGE DISCRIMINATION Age discrimination is when you are treated differently because of your age in one of the situations that are covered by the Equality Act 2010.</p> <p>The Equality Act has some exceptions. For example, students are not protected from age discrimination at school. The treatment could be a one-off action or as a result of a rule or policy based on age. It doesn't have to be intentional to be unlawful.</p> <p>There are some circumstances when being treated differently due to age is lawful, explained below.</p> <p>Equality Act on age discrimination The Equality Act 2010 says that you must not be discriminated against because:</p> <ul style="list-style-type: none"> you are (or are not) a certain age or in a certain age group someone thinks you are (or are not) a specific age or age group, this is known as discrimination by perception you are connected to someone of a specific age or age group, this is known as discrimination by association <p>Age groups can be quite wide (e.g. 'people under 50' or 'under 18s'). They can also be quite specific (e.g. 'people in their mid-40s'). Terms such as 'young person' and 'youthful' or 'elderly' and</p>  <p>'pensioner' can also indicate an age group.</p> <p>Different types of age discrimination There are four main types of age discrimination.</p> <p>Direct discrimination Direct discrimination happens when someone treats you worse than another person in a similar situation because of your age.</p> <p>Example – Your employer refuses to allow you to do a training course because she thinks you are</p>	<p>ADULT ADHD Attention Deficit Hyperactivity Disorder, or ADHD, is a neurodevelopmental disorder. Neurodevelopment disorders are a group of conditions that affect how the brain develops. They range in their severity and impact on people's lives.</p> <p>They include ADHD, but also other conditions such as Autism Spectrum Disorder (ASD) and Tic Disorder and Tourette Syndrome. ADHD is assessed and diagnosed by a clinician with specialist training in ADHD.</p>  <p>ADHD develops in childhood. Sometimes it is not recognized in childhood and is diagnosed later, as an adult.</p> <p>ADHD is a condition that affects people's behaviour. It is estimated that 3-4% of in the UK, may have ADHD.</p> <p>Signs and symptoms of ADHD People with ADHD can seem restless, may have trouble concentrating and may act on impulse. Individuals may have symptoms that fall into one or all the categories:</p> <p>Inattention – difficulty concentrating, finishing a task or organising things, easily distracted, forgetful, have difficulty listening when people are talking and other things are going on.</p> <p>Hyperactivity – fidgety, find it difficult to sit still, talking excessively, always on the go as if 'powered by a motor'. Symptoms of hyperactivity can also lead to poor sleep and difficulty relaxing.</p> <p>Impulsivity – acting quickly without thinking about the consequences,</p>
<p>Recent Legislative Developments In response to the escalating issue of county lines exploitation, new legislation has been introduced in England and Wales aimed at safeguarding children and vulnerable adults. The laws make it a specific offence to use children for criminal activities, with perpetrators facing up to ten years in prison. Additionally, child criminal exploitation prevention orders have been established to restrict suspected groomers from engaging with children, contacting certain individuals, or entering specific areas. The legislation also addresses "cuckooing," with offenders facing up to five years in prison.</p>  <p>Support and Intervention Organisations such as Missing People and Crimestoppers play pivotal roles in supporting victims and raising awareness. Missing People's SafeCall service offers confidential support to young people exploited by gangs and their families, providing a safe space to discuss concerns and receive guidance. Crimestoppers' youth service, Fearless, educates young people on the dangers of county lines and provides an anonymous platform to report concerns.</p> <p>Challenges in Addressing the Issue One of the significant challenges in combating county lines exploitation is the difficulty in distinguishing victims from perpetrators. Victims often find themselves criminalised due to their involvement in illegal activities, despite being coerced. This misidentification can lead to a lack of appropriate support and further entrenchment in criminal networks. Efforts are going to train professionals to recognise signs of exploitation and respond with safeguarding measures rather than punitive actions.</p>	<p>What is... 'Britishness'?</p>  <p>Englishness, in particular, remains a more exclusive identity, although it is gradually becoming more diverse. At the same time, there is little consensus on what Britishness actually means. Some emphasise symbols and institutions—such as the monarchy, the NHS, or cultural traditions—while others refer to personal and emotional connections, such as family, food, or popular culture. These interpretations vary widely and often have little direct connection to legal citizenship or social cohesion.</p> <p>Scholars argue that attempts to define Britishness too narrowly are unhelpful. The concept can be better understood as a "flexible menu" of meanings rather than a fixed set of characteristics. Efforts to formally teach Britishness may overlook the reality that people—particularly children—develop their sense of identity through everyday experiences, especially in diverse settings like schools. Shared experiences, such as major national events like the 2012 Olympics, can foster a stronger and more inclusive sense of belonging than formal definitions.</p> <p>There is also a growing recognition that national identity must adapt to reflect an increasingly diverse population. Expanding ideas of Englishness and Britishness to include people of multiple backgrounds is seen as a key challenge for the future. Cultural arenas such as sport can play a role in this process by reflecting and normalising diversity in national representation. Ultimately, while citizenship defines legal rights and responsibilities, it does not fully capture what connects people. Attempts to define Britishness risk turning it into a set of rules or criteria that can exclude as much as include. Instead, greater attention may be needed on the everyday interactions and shared practices that shape how people live together. These lived experiences, rather than formal definitions, may offer a more meaningful understanding of belonging in contemporary Britain.</p>	<p>Changes in the environment can disrupt ecosystems and livelihoods, leading to economic instability, food insecurity, and forced migration. These disruptions can cause chronic stress, feelings of helplessness, and anxiety about the future.</p> <p>Health risks Climate change can exacerbate health problems such as respiratory issues, allergies, and infectious diseases due to increased air pollution, pollen levels, and the spread of vectorborne diseases. Concerns about personal and family health can lead to heightened anxiety and stress.</p> <p>Loss of biodiversity and natural spaces As ecosystems are altered or destroyed, individuals may experience a loss of connection to nature and biodiversity. This loss can lead to feelings of grief, despair, and disconnection, particularly for those who have a strong affinity for the natural world.</p> <p>Social disruption and conflict Climate change can exacerbate existing social inequalities and tensions, leading to conflicts over resources such as water and land. Displacement due to climate-related events can also strain social networks and community cohesion, contributing to feelings of isolation and vulnerability.</p>  <p>Existential concerns Climate change presents existential threats to humanity and the planet, raising concerns about the future of civilization and the wellbeing of future generations. Existential angst and a sense of powerlessness in the face of large-scale environmental challenges can contribute to feelings of anxiety, depression, and hopelessness.</p> <p>Addressing the mental health impacts of climate change requires a multi-faceted approach that includes building resilience in communities, providing mental health support services, promoting sustainable practices, and advocating for policies that mitigate the effects of climate change.</p>	<p>'too old' but allows younger colleagues to do the training.</p> <p>Indirect discrimination Indirect discrimination happens when an organisation has a particular policy or way of working that applies to everyone but which puts people of your age group at a disadvantage.</p> <p>Example – You are 22 and you find you are not eligible to be promoted because your employer has a policy that only workers with a post graduate qualification can be promoted. Although this applies to all, it disadvantages your age group because you're less likely to have the qualification.</p> <p>Like direct age discrimination, indirect age discrimination can be permitted if the organisation or employer is able to show that there is a good reason for the policy.</p> <p>Harassment Harassment occurs when someone makes you feel humiliated, offended or degraded.</p> <p>Example – During a training session at work, the trainer keeps commenting how slow an older employee is at learning how to use a new software package because of his age. The employee finds this distressing. This could be considered harassment related to age.</p> <p>Harassment can never be justified. However, if an organisation or employer can show it did everything it could to prevent people who work for it from behaving like that, you will not be able to make a claim for harassment against it, although you could make a claim against the harasser.</p> <p>Victimisation Victimisation is when you are treated badly because you have made a complaint of age discrimination under the Equality Act. It can also occur if you are supporting someone who has made a complaint of age discrimination.</p> <p>Example – Your colleague complains of being called 'wrinkly' at work. You help them complain to your manager. Your manager treats you badly as a result of getting involved.</p> <p>Direct age discrimination is permitted provided that the organisation or employer can show that there is a good reason for the discrimination.</p>	<p>impulsive spending, interrupting other people, difficulty waiting their turn.</p>  <p>Many of us can experience these symptoms from time-to-time but for people with ADHD, they are persistent over a prolonged period of time and can have an impact on daily functioning.</p> <p>People living with ADHD may struggle in education settings or employment due to symptoms. Impulsive spending may lead to financial difficulties.</p> <p>ADHD can co-occur with many other neurodevelopmental and mental health conditions. These can include (but aren't limited to) autism, anxiety, depression, bipolar disorder and substance misuse.</p> <p>Many people diagnosed later in life may have been diagnosed initially with one of these conditions. This is because many of the presentation can be similar and harder to identify.</p> <p>Whether or not you have received a diagnosis for, or think you have, ADHD, looking after your own physical and mental wellbeing is important. There are simple things we can all do to help look after our mental health:</p> <p>Self-care tips to use if you have or suspect you have ADHD can include:</p> <p>Setting alarms/timers on your phone/watch/computer for appointments, medication, regular breaks, eating and drinking and exercise. This may help with managing time-blindness.</p> <p>Doing regular exercise whether that's walking, running, going to the gym or taking the dog out, it all counts. When you have ADHD, you may forget to do the things that will help your brain regulate itself so getting out into the fresh air can help with improved concentration.</p> <p>Meal planning. Cooking can be an overwhelming experience for people with ADHD. One helpful tip shared by people with ADHD is to batch cook. Make more than you need in one go and store away the extra food for another meal.</p>

"I would like to pass on a massive thank you to all chefs involved, they were absolutely amazing and this has been agreed as the best trip the class has been on during their journey at Henry Green. One student asked if it was possible for all three to come and work in the school!

Massive thank you."

– Year 4 Teacher, Henry Green Primary School

"We have embedded these sessions to our scheme of learning for our KS4 year 10 students. The practical and industrial links are so necessary for our students to see and experience. It enriches their learning experience beyond the classroom and is invaluable."

– Food Technology Teacher, Eastbury Community Secondary School