

Wandsworth Council
Lifelong Learning

Self-Assessment Report 2024/25

The Lifelong Learning team aims to improve the employment skills, career development, the quality of life and wellbeing of residents in the Borough, making Wandsworth a vibrant, prosperous learning community.

Wandsworth
Lifelong
Learning 





Contents

Lifelong Learning Mission Statement	3
Provider Profile	3
Wandsworth Council Priorities	4
Wandsworth Council Lifelong Learning Priorities	4
Overview of Wandsworth	5
Governance	6
Headline Numbers	7
Subcontractors and Intent of Provision	8
Direct Delivery and Apprenticeships	9
Key Developments and Activities during 2024/25	10
Self-Assessment Grades	12
Quality of Education	13
Personal Development	16
Behaviors and Attitudes	18
Leadership and Management	20
Apprenticeships	22
Safeguarding	23
Learner Course Evaluations	24

Lifelong Learning Mission Statement

“ All Wandsworth residents will have access to a wide range of high-quality learning opportunities in a safe learning environment. Provision will be responsive, flexible and held at times and in places designed to meet the needs of learners, employers and the local community. The Lifelong Learning team aims to improve the employment skills, career development, the quality of life and well-being of residents in the Borough, making Wandsworth a vibrant, prosperous learning community. ”

Provider Profile

The Wandsworth Council Lifelong Learning (WCLL) service is part of the council's Education Division in the Children's Services Department. Staff are accountable to council leaders, elected councillors, the Director of Education, funding agencies, the council's Procurement Board and the Lifelong Learning Monitoring and Advisory Group (LLMAG).

The main functions of the service are to deliver:

- An extensive programme of part-time Community Tailored Learning courses through direct and subcontracted delivery, face-to-face, online and blended learning.
- Apprenticeships to young people and adults including internal local authority (LA) apprentices and those externally employed.
- Accredited courses through a GLA Adult Skills budget aligned to local and London priorities, including provision in English, maths, ICT, ESOL, employability and vocational areas.
- Work experience and preparation for employment funded through direct income for services and other national initiatives (UKSPF, Get Britain Working).



Diana Salman, winner of the Learner of the Year Award 2025

Wandsworth Council Priorities



A fairer Wandsworth

To make Wandsworth fairer we will:

- Work towards ensuring all local people have a genuinely affordable place to call home
- Support residents who are impacted by the cost-of-living crisis and COVID-19.



A compassionate Wandsworth

To make Wandsworth more compassionate we will:

- Be a compassionate council that truly listens and is ambitious for all
- Create safer neighbourhoods where communities feel confident and protected and victims and survivors are supported.



A more sustainable Wandsworth

To make Wandsworth more sustainable we will:

- Tackle climate change by working together with our residents, businesses and communities and will be carbon neutral as a council by 2030.

Wandsworth Council Lifelong Learning Priorities

The Wandsworth Council Lifelong Learning team aims to improve the employment skills, career development, the quality of life and well-being of residents in the borough, making Wandsworth a vibrant, prosperous learning community.

Wandsworth Council Lifelong Learning priorities:

- To lead and manage high quality learning.
- To increase the number of learners achieving and gaining qualifications.
- To meet the needs of individuals, communities and employers in Wandsworth to support effective pathways to employment.
- To widen participation in learning.
- To link adult skills and community learning to other key strategies and initiatives.

Overview of Wandsworth

- Wandsworth is a borough in Southwest London with a **population of 327,655 residents**. It is the **8th largest borough in London**. Half of the Wandsworth population are aged 20-44 years.
- On the ONS's deprivation measures, Wandsworth is the **3rd least deprived borough in London**. That said, in some areas of the borough, almost a quarter of the households were deprived on 2 or more of the 4 measures of deprivation used.
- More than **1 in 3 residents were born outside the UK**. 42% of non-UK residents were from European countries. Top spoken languages spoken in Wandsworth (excluding English): Spanish, Italian, Urdu and Portuguese.
- **27,742 households** were on Universal Credit in August 2025.
- **4.3%** of people (**11,000**) in Wandsworth had either never used the internet or had last used it over three months ago (ONS, 2020).
- Almost **46%** of non-UK born Wandsworth residents had arrived in the UK in the last 10 years.
- Black, Asian and ethnic minority population is **30.1%** (2022).
- Wandsworth has the highest proportion of residents with level 4 or above qualifications (**62.6%**) in London.
- **10%** of Wandsworth residents have no qualifications.
- **11%** of Wandsworth residents are classed as Disabled under the Equality Act.

Reference source: [DataWand](#)



Governance

Lifelong Learning Monitoring and Advisory Group (LLMAG)

Role

The LLMAG has a strategic role in supporting and challenging the Lifelong Learning team to ensure they deliver the highest standards and quality of learner experience. This strategic group is chaired by the council's Cabinet Member for Children & Libraries and the other members of the group include: Head of Lifelong Learning; Assistant Director of Economy, Jobs & Skills; members of the business community; voluntary sector; student representative; and an education and skills quality champion. We have a nominated member for safeguarding.

Lifelong Learning Development Group (LLDG)

Role

The LLDG acts in an advisory and development capacity and has an essential role in influencing service plans. The LLDG ensures that local managers and practitioners have a structured opportunity to shape local provision. The work of the Lifelong Learning Development Group (LLDG) feeds into the LLMAG (above). The LLDG is chaired by the Head of Lifelong Learning.



Class at Deaf First, Oak Lodge School.

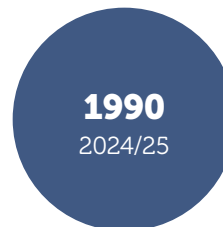
Headline Numbers

UNIQUE LEARNER NUMBERS	ENROLMENTS	RETENTION RATE	ACHIEVEMENT RATE
Accredited	1035	92.5%	85.8%
Tailored Learning	3813	94.0%	92.9%

Accredited Learning Unique Learner Numbers



Tailored Learning Unique Learner Numbers



Working in partnership with Agoe Empowerment Network.

Subcontractors and Intent of Provision

PROVIDER	INTENT OF PROVISION	ENROLMENT NUMBERS FOR 2024/25
AEET	Adult Education Employment and Training (AEET) helps and supports people into jobs across a wide variety of sectors. This curriculum includes construction and hospitality courses.	126
Deaf First	Deaf First provides life skills courses for people who are deaf or hard of hearing on behalf of WCLL. The curriculum includes English, maths, ICT and health and wellbeing courses. This provision is delivered at Deaf First's Balham site.	173
LIBS UK	LIBS UK offers courses at a range of levels with a focus on ESOL, English, preparation for employment and for jobs in the digital, green and health and social care sectors.	162
MI Comput Solutions	MI Comput Solutions' provision for WCLL is designed to meet the needs of priority groups. This includes learners with no or low-level qualifications, or lack of maths and English skills, including those whose first language is not English.	174
Ripe Learning	The provision is designed to support learners through the development of English Language, maths, digital and the essential workplace skills they need to progress into further education or employment.	119
Skills Room	The provision is aimed at upskilling and preparing people to meet the demands of today's job market while fostering personal and professional growth. This curriculum includes L2 and L3 personal training courses.	20
South Thames College (STC)	Courses cover non-accredited ESOL, life skills, wellbeing, arts and crafts and foreign languages aimed at supporting personal development and employability skills. STC deliver this provision at their Tooting and Wandsworth campuses and at various schools across the borough.	1380

Strive Training	Strive Training focuses on courses which strengthen basic skills to prepare learners for work. They have expertise in health and social care, hospitality and green sectors, linked to job opportunities.	181
Wandsworth City Learning Centre (CLC)	Wandsworth CLC offers courses to support the development of essential digital skills and provides specialist computing and creative media teaching for schools.	200

Direct Delivery and Apprenticeships

PROVIDER	INTENT OF PROVISION	NUMBERS FOR 2024/25
Wandsworth Council Lifelong Learning	Our direct delivery provision consists of employability courses, ESOL, Functional Skills English, maths and ICT, health and wellbeing courses and professional learning. We deliver at various locations across the borough including Tooting and Battersea.	2209
WCLL Direct Delivery	Standards offered: Adult Care; Lead Adult Care; Child Development and Wellbeing; Childcare; Team Leader; Operational Management; Teaching Assistant; Business Management; Business Administrator, and Customer Service.	21

Key Developments and Activities During 2024/25

- Underwent a full **Ofsted inspection in April 2025**, successfully maintaining a **'Good' rating** across all areas.
- Introduced an **extensive selection of new courses** aimed at increasing understanding and awareness of neurodiversity within the community.
- Launched the innovative **Trailblazer – Full Potential programme**, specifically designed to engage care-experienced individuals aged 17-25 and support their progression into education or employment.
- **Retained the full Matrix Accreditation** following a highly positive inspection in September 2025, demonstrating continued excellence in information, advice and guidance services.
- **Strengthened collaborative partnerships** with a variety of subcontractors to broaden provision, ensuring more learners receive tailored support to move into employment or further education.
- Expanded the offering of **Cost-of-Living support courses**, including practical sessions such as Introduction to Sewing and Mending, and Cooking on a Budget, to help adult learners manage everyday challenges.
- Achieved an impressive increase in the achievement rate for Tailored Learning programmes, reaching **92.9%**.
- Consistently exceeded the National Achievement Rate for Apprenticeships, attaining a notable **71.4%** compared to the national benchmark of **60.5%**.
- Recorded a significant improvement in attendance, with rates rising by **2%** to reach **89%**.
- Continued to **enhance the quality and diversity** of the curriculum, ensuring learners have access to relevant and impactful learning opportunities across employability, professional, and wellbeing courses.
- **National funding cuts** for adult learning prevent us from expanding, resulting in lower enrolment in some areas compared to previous years.



	2022/23	2023/24	2024/25
COMMUNITY ACCREDITED			
Unique learner numbers	1858	2194	1991
Enrolments	4032	4745	3813
Completed	3857	4365	3574
Retention rate	95.7%	92.0%	94.0%
Achieved	3837	4351	3544
Achievement rate	95.2%	91.7%	92.9%
Pass rate	99.5%	99.7%	99.2%
CLASSROOM ACCREDITED			
Unique learner numbers	749	945	769
Enrolments	1357	1569	1035
Completed	1247	1480	951
Retention rate	93.6%	94.3%	92.5%
Achieved	1180	1404	882
Achievement rate	88.7%	90.8%	85.8%
Pass rate	94.6%	94.9%	92.7%
APPRENTICESHIPS			
Cohort	15	14	7
Achieved	10	11	5
Achievement Rate	66.8%	78.6%	71.4%



The service works with employers and other key stakeholders to provide opportunities for Wandsworth residents.

Self-Assessment Grades

Key Judgement Areas	Ofsted – Full Inspection 2025	Self – Assessment 2024/25
Quality of Education	2	2
Behaviour and Attitudes	2	2
Personal Development	2	2
Leadership and Management	2	2
Apprenticeships	2	2
Overall Effectiveness	2	2



Training and Employment event at Peabody Estate in Burridge Gardens SW11.

Quality of Education (Intent, Implementation, Impact)

Quality of Education: Self-Assessed Grade 2

Intent

Strengths:

- Custom learning programmes designed for distinct groups
- Collaborative partnerships for success
- Clear and simple pathways for advancement
- Inclusive methods to increase participation

Implementation

Strengths

- Concise introductory courses
- Clear focus on learning objectives
- Effective teaching
- Variety of innovative resources
- Experienced tutors

Impact

Strengths

- Many learners make solid progress toward further education.
- Learners' personal objectives are considered and discussed at the start of the programme to ensure this is the right programme for them.
- Good achievement rates for Tailored Learning

Commentary

We work closely with local stakeholders to align our curriculum with key priorities. By expanding our ESOL programme and collaborating with the DWP, we help unemployed or low-income learners strengthen their English skills to advance in the workplace.

The curriculum undergoes frequent updates informed by advisory group suggestions, data analysis, and input from learners. Strong collaboration enables leaders, tutors, and support staff to design a curriculum that responds effectively to local and regional economic demands.

Ofsted April 2025 Report:

“ Leaders and managers make sure that the courses they offer meet local and regional skills needs. They collaborate very effectively with stakeholders, such as Jobcentre Plus and other council services, to shape the curriculum. For example, leaders work with the council’s job brokerage service to provide a clear pathway for unemployed adults to gain the skills and knowledge they need to gain employment in sectors where there are local jobs, such as in construction. ”

We collaborate with local employers to facilitate career progression within their organisations. For instance, St George’s NHS Trust has promoted courses such as business administration to support employees considering a career change or seeking to upskill, in addition to offering accredited management programs to their learners.

Tutors maintain current knowledge through CPD activities and use their expertise to assist learners. For example, all tutors have

completed cyber security training and teach students how to stay safe when using online resources.

Short courses provide accessible entry points for beginners, easing them into further study. Clear initial guidance helps learners select appropriate courses, while tutors adapt activities to meet diverse needs. Inclusive teaching fosters engagement, particularly in ESOL and accredited programs. Many learners return after long educational breaks for reasons such as caregiving or low confidence. These brief sessions offer a less intimidating introduction compared to full-term courses.

Online delivery and resources have increased learner confidence and engagement. Breakout rooms are planned to promote peer interaction, while hybrid approaches support those with other commitments and help learners progress to advanced courses and improve job prospects. Enhanced online quality results from observations, training, and regular standardisation meetings that address challenges and share best practices. Learning walks confirm consistent good practice, and 99% of online learners in 24/25 rated teaching as Good or Excellent.

The achievement rate for tailored learning has increased, maintaining rates in the 90s with a current figure of 92.9%, representing a one percent rise compared to last year. We consistently provide comprehensive initial assessments across our provision to ensure each programme is suited to the learner. If not, individuals are signposted to alternative suitable opportunities. Attendance is closely monitored, and we proactively reach out to address any concerns, offer support sessions to facilitate learner achievement, and have adjusted lesson times, where possible, to conclude before school drop-off. This schedule change has contributed positively to achievement rates.

Throughout 2024/25, we have continued to review and enhance our online onboarding process by refining application questions to more effectively capture learners' starting points, as well as their personal motivations and objectives for enrolling in the course. Additionally, we have revised our information, advice and guidance questions to better identify and document specific learner needs and potential

barriers. This data is now automatically integrated into group profiles and subsequently the Individual Learning Plan (ILP), providing tutors with timely and comprehensive information online prior to the commencement of learner programmes.

All tutors and skills coaches are regularly observed. The observations are developmental and ungraded, followed by a professional discussion to openly discuss how the session went and identify areas for good practice and development.



Working collaboratively with Krinkels UK to provide opportunities for residents.

Comments made by observers include:

- Good use of the Clevertouch screen
- Good support from learners with their partners during the activities
- Professional knowledge and experiences shared with the group
- Current topics, related to the learner's workplace
- Involving all learners in discussions, getting all their opinions/views/experiences
- Good structure, session activities were sequenced well and linked to previous topics
- Excellent summarising on all the objectives and activities
- Great relaxed productive learning environment

Learner achievements and course impacts are regularly acknowledged. Case studies highlight individual learner experiences, and an annual Learner of the Year award is given to shortlisted nominees.

One learner commented:

“ I enrolled in the Understanding Nutrition course because I wanted to deepen my knowledge about how food impacts health and well-being especially as I just recovered from cancer. The course has had a big impact on me personally by helping me make better food choices and understand how nutrition affects overall health. It's also made me more confident in sharing tips with friends and family about eating well and staying healthy. ”

However, accredited achievement rates have declined this year. Part of this decrease can be attributed to subcontractor performance, particularly in courses such as Functional Skills Maths Entry 3 and ESOL Speaking and Listening E3. We have discussed strategies for improvement with the provider, including modifications to their initial assessment process. These programmes will not be commissioned with this provider for 2025/26.

Additionally, there has been an internal decline in FS Maths Level 2 achievement. While results remain above the national average, it continues to be one of the lower achievement areas in our internal delivery. In response, we have introduced additional support sessions and preparatory courses for FS Maths L2 in 2025/26, and we anticipate this will lead to improved outcomes.

Areas for Improvement:

- Tutors use assessment to measure skills, spot knowledge gaps, and plan support, giving learners helpful feedback for growth.
- Tutors document mid programme progress against individual learner goals on ILPs.
- Boost achievement rates in accredited learning.

Personal Development

Personal Development: Self-Assessed Grade 2

Strengths:

- Empowering learners through diverse courses
- Clear guidance and support
- Focus on mental health and wellbeing
- Secure and accessible learning environments

Commentary

Our courses are designed to empower learners by enhancing their confidence and equipping them with a diverse range of valuable skills, supporting both personal development and career progression.

Whether individuals are seeking to advance in their current roles, explore new career pathways, or engage more actively within their communities, our programmes offer tailored support to help them achieve their goals. Introductory courses focus on building essential transferable skills, such as communication, problem-solving, and teamwork, which not only facilitate smoother transitions into new employment but also lay the groundwork for further academic study.

By fostering a supportive learning environment and providing expert guidance, we enable learners to unlock their potential, embrace new opportunities, and thrive in an increasingly competitive job market.

A learner who attended an **ILM Management course** stated:

“ The leadership and management course has significantly improved my ability to lead teams, manage resources, and navigate workplace challenges, leading to career advancement and increased confidence. ”

Learners benefit from ongoing, in-depth guidance at every stage of their educational journey, ensuring they are consistently matched with courses and qualification levels that best suit their existing skills, interests, and long-term career ambitions. From the outset, learners receive personalised support, enabling them to make informed decisions about their education and future pathways.

For apprentices, this process is further enhanced through dedicated one-to-one career planning sessions with a knowledgeable advisor. These sessions take place during their apprenticeship and are designed to help apprentices set clear, achievable goals, develop tailored action plans, and identify the steps necessary to ensure successful progression once their programme is complete.

Through this holistic approach, learners are empowered to maximise their potential, confidently navigate their chosen pathways, and achieve meaningful outcomes in both their personal and professional lives.

One apprentice who completed **Functional Skills Maths Level 2** as part of her apprenticeship commented:

“ Completing this course has enabled me to achieve L2 in Maths and English. This is something where I thought the door was closed on many years ago! ”

“ My confidence has improved and I can now identify some areas I can work on, such as articulating myself to highlight my skills and achievements. ”

Mental health and wellbeing are prioritised and seamlessly integrated into course discussions and evaluations. All staff participate in monthly one-to-one meetings, which include workload reviews and the identification of any necessary support. Termly team development days are organised, each featuring guest speakers such as members of the environmental team or the Prevent Borough Coordinator, who provides updates on relevant developments.

Areas for Improvement:

- Help learners engage with society by giving them chances to participate. For example, newcomers to the UK could benefit from activities like visiting the local library or leisure centre. Experiences like these would help them get to know the community and feel less isolated.
- Improve end-of-course information, advice, and guidance (IAG) so learners are more aware of the next steps available to them, including moving on from ESOL to other types of courses.



Tutor Yuki Solle leads a Preparing for Interview course.

Behaviours and Attitudes

Behaviours and Attitudes: Self-Assessed Grade 2

Strengths:

- Learners demonstrate positive values
- Attendance and retention rates are high
- The learning environment supports productivity for all
- Learners report feeling safe
- Personal support is strong

Commentary

Learners demonstrate excellent behaviour and attitudes, supported by a safe and respectful environment. Leaders and staff clearly communicate high expectations through assessments, inductions, and resources like the Learner Handbook. Staff consistently reinforce conduct and provide strong support.

Apprentices study British Values, Equality and Diversity, Safeguarding, and Prevent, with understanding checked by assignments. These values are revisited throughout courses and forums, encouraging exemplary conduct in lessons, online, and around the centre. This positive space enables learners to achieve their goals.

Ofsted April 2025:

“Learners and apprentices, many of whom return to education after a long time, learn in a highly nurturing environment. They value the genuine care staff have for their well-being, and desire for

them to succeed. Adult learners value the positive and inclusive atmosphere in classes, online and at the various centres they attend. Learners and apprentices feel safe and well supported.

Tutors teach learners and apprentices to appreciate and respect each other, regardless of the country they come from, their religion or background. Learners thrive in this environment. Learners and apprentices are enthusiastic about their studies.”

Learners consistently demonstrate respect towards staff and peers, fostering a supportive and encouraging environment. Tutors are equipped with classroom management training to address conflicts arising from cultural differences effectively. Diversity is acknowledged and valued; learners recognise and appreciate one another's differences, cultivating positive relationships. For example, at the end of each term, many learners bring dishes representative of their cultures to share with the class, enhancing awareness of diverse backgrounds.

Tutors and skills coaches promptly report concerns, and safeguarding support is well regarded. Learners actively comply with health and safety protocols, including the implementation of Personal Evacuation Emergency Plans where necessary. Despite external commitments, learners remain dedicated to their development, utilising self-study areas independently.

Additional support is provided to help learners achieve their personal objectives. For instance, in functional skills maths, supplementary evening revision sessions were organised for those experiencing exam-related anxiety.

Overall, attendance reached 89% and retention was 93%, reflecting a highly positive approach to learning. Learners report feeling supported by staff, secure in expressing themselves, and knowledgeable about online safety measures. They express appreciation for the inclusive atmosphere during learner forums.

One learner commented:

“ The courses have had a huge positive impact on both my personal and professional development. The Health and Social Care course deepened my understanding of person-centred care and safeguarding, which I now apply daily in my support roles. ”

Ofsted April 2025:

“ Apprentices adopt professional behaviours that help them become valued members of staff. They acquire up-to-date and relevant knowledge that they apply confidently in the workplace. Apprentices overcome any challenges they face with effective support from coaches that helps them achieve well in training and at work. ”

Areas for Improvement:

- Provide additional support to learners with inconsistent attendance or incomplete coursework who may be at risk of withdrawing from the programme.



The Mayor of Wandsworth, Councillor Jeremy Ambache, hosts employers who provide work experience placements.

Leadership and Management

Leadership and Management: Self-Assessed Grade 2

Strengths:

- Effective management of subcontractors
- Robust commissioning processes
- Clear vision for widening participation and strategic planning
- Well-developed quality improvement processes
- Prioritisation of continuing professional development across the provision
- Strong governance that effectively challenges the curriculum.

Commentary

We consistently engage with our subcontractors through regular communication and monthly meetings focused on performance review and support. Performance updates are systematically communicated to providers, with in-person visits arranged to observe and assess delivery. Subcontractors have expressed that they feel well supported.

Each year, a clear and transparent process determines how targeted funds are distributed, making sure they align with the London Mayor's priorities, the council's corporate objectives and needs identified by the Lifelong Learning service. This rigorous process incorporates input from the LLMAG and thorough evaluation by the council's Procurement Board. For 2024/25, particular emphasis was placed on broadening participation to reach underrepresented groups, including males.

Our leadership approach emphasises strong collaboration with stakeholders and providers to identify and address local needs. We actively develop new networks to ensure services align with organisational objectives and funding requirements. Regular collaboration with Work Match - a council department dedicated to facilitating employment and training opportunities for local residents - enables us to discuss borough priorities and tailor our course offerings accordingly. In addition, we partner with external specialists who provide challenge and support to enhance our quality assurance processes and teaching practices.

Membership in networks such as Horex and Central London Forward connects us with other local authority providers and stakeholders, providing access to additional resources to benefit our learners.

The organisation demonstrates a commitment to continuous improvement by evaluating and refining methods of operation. Over the last year, we enhanced the evidence base used to monitor provision quality, introducing more detailed quantification of success measures. Our structured quality plan, featuring monthly reviews and updates, enables effective feedback and targeted action planning. In 2024/25, joint OTLAs conducted with subcontractors further advanced standardisation and the sharing of best practices.

Our provision is closely aligned with Wandsworth council's corporate values: Embrace Difference; Think Bigger; Put People First; Lead by Example and Connect Better. We remain dedicated to maximising impact and promoting available learning opportunities to residents. We prioritise staff development through Continuous Professional Development (CPD) initiatives and Tutor Best Practice meetings designed to address areas for improvement.

The LLMAG supports and challenges the alignment of our curriculum with local needs by reviewing performance data and funding reports. Governors demonstrate active involvement by visiting classes, engaging with learners and staff, and advocating for our provision within the community to raise its profile.

Areas for Improvement:

- Increase learner awareness of local risks and available support.
- Strengthen connections with partners, employers, Children Services, other directorates, and the Chamber of Commerce to highlight employment opportunities in the borough.
- Promote staff and learner understanding of sustainability actions and raise awareness of the Green Agenda, including green jobs.



Young people gain practical experience of what it's like to work for the council.

Apprenticeships

Apprenticeships: Self-Assessed Grade 2

Strengths:

- High rates of achievement
- Well-organised planning for off-the-job training
- Opportunities for extracurricular activities

Commentary

Achievement rates for our apprenticeship programme consistently remain 10% above the national average, reflecting the commitment and hard work of both apprentices and staff. Although there has been a marginal decrease compared to the previous year, this dip can be attributed to the departure of one apprentice who left before completing their course.

In response, we have taken proactive measures to enhance support throughout the entire programme. This includes organising regular mock interviews to familiarise apprentices with assessment scenarios, providing structured project planning sessions to reinforce organisational skills, and facilitating confidence-building workshops to ensure apprentices feel prepared and self-assured for their end point assessments.

To ensure that off-the-job training is both relevant and impactful, we work closely with employers to align training activities with the developmental needs of their organisations. Apprentices are actively encouraged to take advantage of the broad selection of courses offered both within our organisation and through external

providers. For example, in preparation for project presentations at the End Point Assessment (EPA), apprentices are advised to enrol on public speaking courses, equipping them with essential communication skills that will benefit them during assessments and in their future careers.

Our bi-monthly apprenticeship network meetings offer a valuable opportunity for apprentices to connect, share experiences, and build a sense of community. All apprentices are invited to participate, and these gatherings often feature guest speakers, including former apprentices, who share their insights and discuss how the apprenticeship has influenced their professional journeys and current roles. Such interactions not only foster camaraderie but also provide motivation and real-world perspectives on career progression.

We remain committed to actively promoting apprenticeships within the local authority and to employers across the borough. Our ongoing efforts are designed to raise awareness of the benefits of apprenticeships, encourage participation, and strengthen relationships between training providers, employers, and apprentices for the continued success of the programme.

Areas for Improvement:

- Expand the intake of apprentices.
- Revise e-portfolio documentation to enhance navigability for learners.

Safeguarding

Safeguarding remains effective and a fundamental priority of WCLL with all staff demonstrating ongoing professional curiosity and vigilance. During our Ofsted visit in April 2025, Safeguarding was recorded as effective. Also, in our recent Matrix inspection it was noted that “Learner wellbeing is a key theme running through WCLL’s learner-centred practice.

Staff described how they discuss wellbeing with learners and provide support and referral as appropriate. All are clear, thanks to well established Safeguarding protocols, on how to deal with wellbeing issues and how to escalate. Learners described the accessibility and good quality of wellbeing support, including referral to external support on a range of issues including housing, domestic violence and money.

Ofsted April 2025 Report:

“ The legal requirements of Safeguarding are universally understood, and designated Safeguarding leads within WCLL are highly visible and proactive, with learners confirming they know how to raise issues. Staff are also fully aware of, and understand, other legislation relevant to their role. As well as Safeguarding, they described the importance of Health and Safety and Equality and Diversity, and how legal requirements such as Prevent and British Values are integrated into their practice. ”

Safeguarding concerns are promptly reported to the Safeguarding Team, ensuring a proactive approach to maintaining a safe environment for all. 100% of learners who completed their end of course evaluation said they feel safe at WCLL.

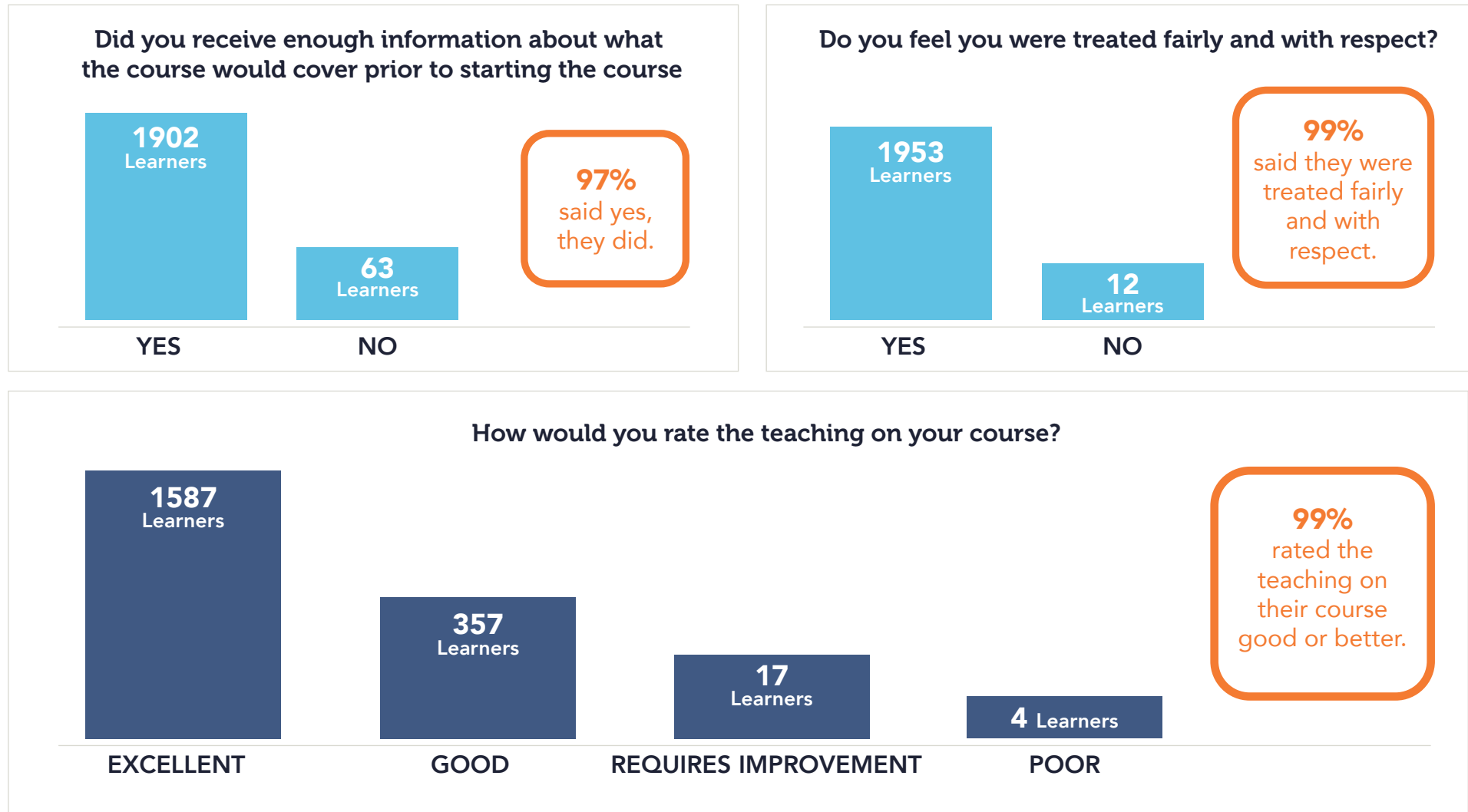
To maintain and enhance our safeguarding practices, all staff, Governors, and subcontractors complete mandatory training annually in Safeguarding, Prevent, Equality, Diversity, and Inclusion (EDI) and Health and Safety. Compliance is rigorously monitored, and the WCLL Central register is updated regularly to ensure accountability. Staff development in safeguarding is further supported through a series of external guest speakers and specialised sessions.



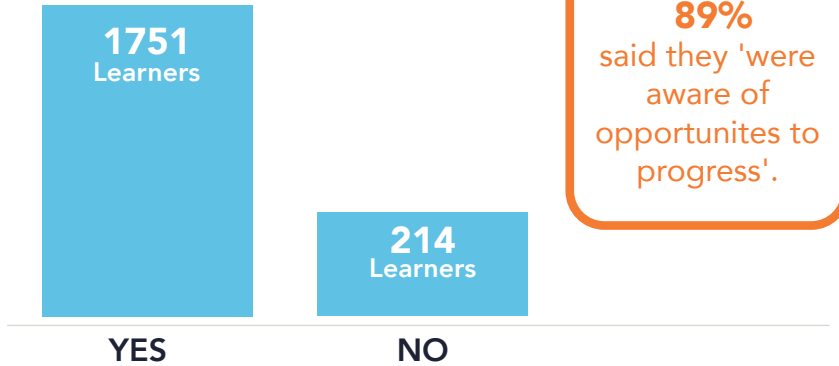
Carpentry class at Deaf First, Oak Lodge School.

Learner Course Evaluations 2024-2025

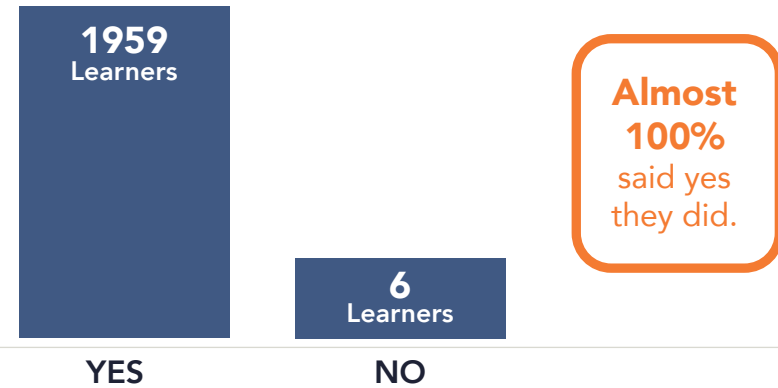
The Lifelong Learning service received 1965 fully completed course evaluations. Please see below for a summary of the feedback from their course evaluations.



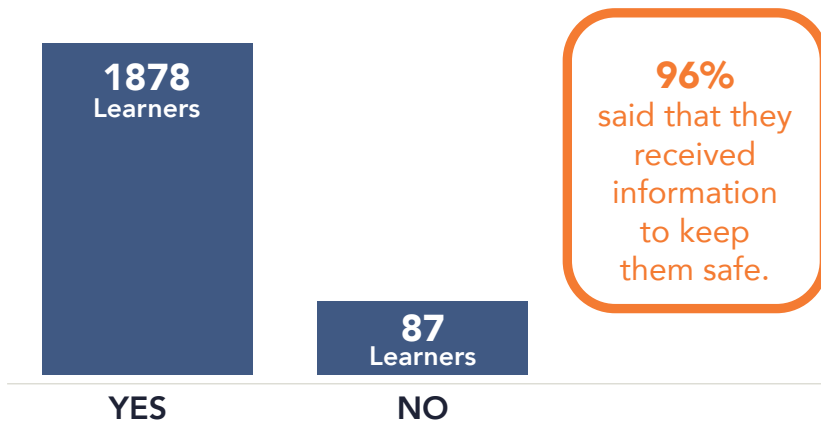
Are you aware of other courses you could progress to?



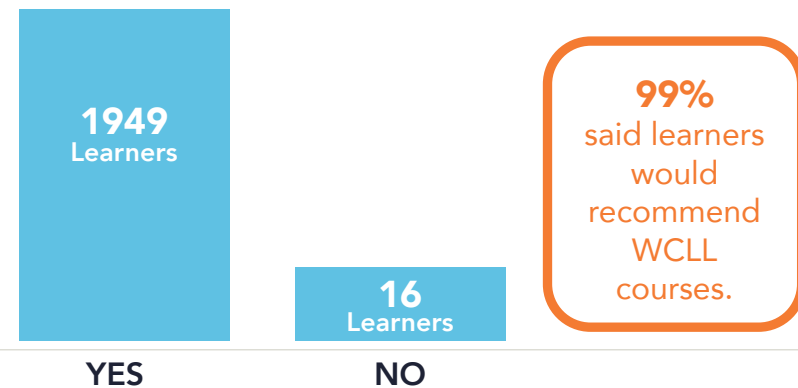
Did you feel safe whilst on your course?



Were you provided with information on safeguarding?



Would you recommend a Wandsworth Council Lifelong Learning course to a friend?



Did the course meet your expectations/personal objectives for enrolling on the course?



YES



NO

98% said the course met the learner's personal objectives and expectations.

Has the course helped you learn new skills to support you in employment or career progression?



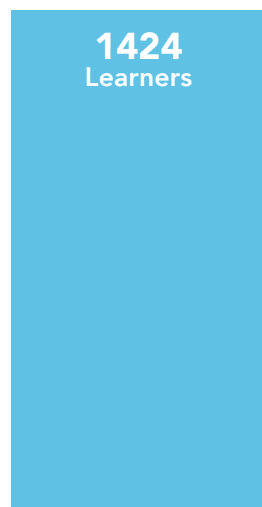
YES



NO

95% said yes, it did help them.

How would you rate your overall experience as a learner with Wandsworth Council Lifelong Learning?



EXCELLENT



GOOD



REQUIRES IMPROVEMENT



POOR

99% rated their overall experience as good or better.



Tutor Chris Anderson leads a digital class at the Lifelong Learning site - the Gwynneth Morgan Centre

Wandsworth
Lifelong Learning 

