

Rutland County Council Adult Learning Service

Inspection report

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Type of provider: Local Authority

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Information about the provider

1. Rutland County Council Adult Learning Service (RALS, the service) is part of the Directorate of Services to People. It contracts with the Skills Funding Agency, East Midlands, and offers learning opportunities in a range of subjects including health and public services; science and mathematics; information and communication technology; arts, media and publishing; languages, literature and culture; education and training; preparation for life and work; business, administration and law and family learning. During 2009/10, the service had 1,511 part-time learners. Currently, 323 learners are enrolled on learning for qualifications provision, 151 on Train to Gain provision where the main aim is an employment qualification and 300 on learning for social and personal development provision. Approximately 3% of learners are from minority ethnic backgrounds and 74% are women. The majority of learners are aged 19 or over. Provision for young learners and learners at Rutland County College was not included in this inspection. RALS offers provision across Rutland in a range of venues.
2. Since the last full inspection, Rutland County Council and RALS have undertaken two major restructures. A key change has been to organise management of learning via the funding streams rather than by curriculum and to bring RALS into a new directorate.
3. Rutland is a rural county with 100% of the population living in rural towns. It is ranked 148 out of 149 County Councils in terms of deprivation. Although the county enjoys low rates of deprivation, there are pockets of relative deprivation. In 2007, 7% of the population were from minority ethnic groups. The rate of claimant unemployment in Rutland is 1.2% of working age people.
4. The following organisations provide training on behalf of RALS:
 - Lincolnshire Archive, Lincolnshire County Council
 - Rutland County College

Type of provision	Number of learners in 2009/10
Provision for young learners: Further education (16-18)	26 part-time learners
Provision for adult learners: Learning for qualifications Learning for social and personal development	539 part-time learners 720 part-time learners
Employer provision: Train to Gain	226 learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	3
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	3

Learning for qualifications in employment	Grade
Business, administration and law	2

Learning for qualifications	Grade
Foundations for learning and life	3

Learning for social and personal development	Grade
Family Learning	3

Overall effectiveness

5. The overall effectiveness of the provision is satisfactory. RALS has made significant improvements in key areas since the focused monitoring visit in May 2010 and more learners are now completing their courses successfully. However, there are still some courses where not all learners are successful. Learners enjoy their learning, develop in confidence and improve their employability skills. RALS provides a safe and welcoming environment.
6. The quality of teaching and learning is good. Tutors plan learning sessions well and use a variety of resources. However, tutors need more training in using new information technology. A broad range of courses is available at venues across Rutland and on partners' premises but there is insufficient family learning provision. The fees policy allows learners to join many courses at no cost and at a much reduced rate for other courses for learners with limited

means. RALS works very well with partners to develop the provision to meet the needs of learners and the community.

7. Managers carry out good strategic planning which develops and improves the learning programmes and services. The improved collection of data is analysed and used by managers to set targets and monitor provision. Communication at all levels is good. Rutland County Council effectively supports RALS and provides leadership, direction and challenge. The safeguarding arrangements are satisfactory, with clear policies and procedures complementing the Rutland County Council policies. Equality and diversity are satisfactory and work is taking place to improve this area. The self-assessment process is good with an effective, comprehensive quality improvement plan. Inspectors agree with the majority of findings in the self-assessment report. Where grades at inspection are higher, this shows the level of improvement since the report was written six months ago.

Main findings

- Success rates within the planned time scale (timely success rates) in Train to Gain provision and overall success rates in learning for qualifications are satisfactory. The former dipped in 2008/09 but had recovered to satisfactory in 2009/10 and were outstanding in the subcontracted provision. The latter also declined in 2008/09 to satisfactory from good in the previous year and recovered markedly in 2009/10 while remaining satisfactory.
- Success rates in learning for personal and social development are satisfactory and have remained so despite the service's relaunch of the recognising and recording progress and achievement (RARPA) record in 2010, which introduced more robust definitions of success and a greater emphasis on appropriate measurable course and personal outcomes.
- Learners in each part of the provision develop confidence and skills to enhance their employability and to improve their economic and social well-being. In Train to Gain programmes, learners have additional responsibility at work and contribute to improved performance. Many learners on learning for personal and social development courses progress to accredited provision or gain sufficient confidence to re-enter employment.
- Teaching and learning are good. Inspectors' observations of teaching and learning sessions and joint observations with RALS' staff largely agree with the service's own findings for the current year. Tutors plan sessions well to meet the needs of individual learners and make good use of a variety of resources. The service's virtual learning environment is not yet fully developed or exploited.
- The provision meets the needs of users well. The variety of locations, timing of sessions and the breadth of subjects in the curriculum offer are well suited to the needs of the learners. The fees policy allows access at no cost to many courses and at a much reduced rate for other courses for learners with limited means.

- RALS uses partnerships particularly effectively to develop the provision to meet the learners' needs. This includes development work through its active engagement in the East Midlands peer review development group; close collaborative working with other council departments and good engagement with employers and voluntary sector organisations.
- Information, advice and guidance for learners on National Vocational Qualification (NVQ) courses are good. Tutors elsewhere in the provision give valuable information, advice and guidance during sessions; however some learners are unaware of where to get information on possible subsequent progression into further education or employment.
- Leadership and management are good. The good strategic planning develops and improves learning programmes and services. Improved data collection and analysis enable target setting and monitoring. Communication at all levels is good. The effective and creative marketing strategy has improved awareness of RALS in the community and also targets priority groups.
- Rutland County Council effectively supports RALS and provides leadership, direction and challenge. Adult learning is fully embedded in the council's strategic development plan. The most recent restructure brings together a range of related services into the new Services to People directorate offering opportunities for extending networking and partnership working.
- Safeguarding is satisfactory. Both staff and sessional tutors attend a comprehensive one-day mandatory course as part of their Rutland County Council induction. The designated member of staff has completed more advanced training and is delivering this within RALS. The updated safeguarding policy and procedures are comprehensive and staff have more confidence to raise areas of concern.
- Equality and diversity are satisfactory. Both staff and sessional tutors have mandatory training as part of their induction. The equality and diversity group meets once a term, reviews any incidents and considers how to improve awareness for staff and learners. Currently, there is no formal analysis of data or information to compare the outcomes for different groups of learners.
- User engagement is satisfactory with improved processes for employers' and learners' feedback for the self-assessment process. The work with partners to ensure the needs of learners are met is good. The new user engagement strategy is in draft format. It is very comprehensive and addresses all areas of the service but it is too early to judge its effectiveness.
- The new, improved self-assessment process and quality calendar effectively monitor and quality assure the service. They contribute to the improved self-assessment report and comprehensive quality improvement plan. Inspectors agree with the majority of findings in the self-assessment report and where inspection grades are higher, this shows the level of improvement in this academic year.

What does RALS need to do to improve further?

- Improve success rates by continuing to implement the monitoring and intervention strategy to improve attendance and retention.
- Continue to develop the virtual learning environment into a valuable resource for tutors and learners and an accessible source of course information for potential learners.
- Implement a more formal analysis of data to compare the outcomes for different groups of learners by including specific reports in the monthly data information for managers.
- More proactively promote both safeguarding and equality and diversity by fully implementing the new developments in these areas.
- Further improve user engagement by fully implementing the new user engagement strategy.

Summary of the views of users as confirmed by inspectors

What learners like:

- the support from very helpful tutors
- making new friends and learning new subjects
- the friendly atmosphere at the centres
- the monthly meetings for NVQ learners
- finding out about different approaches to numeracy which are not the same as when they went to school
- enjoying literacy and numeracy lessons.

What learners would like to see improved:

- the publicity and marketing of the programmes so that people get to hear about everything the service has to offer
- better use of technology on NVQ programmes such as electronic portfolios
- the amount of paperwork they have to complete.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the overall service RALS delivers
- the flexibility of training and assessment provided by RALS which fits around their work commitments
- support provided by RALS to help learners succeed
- on Train to Gain programmes, learners have a lot more confidence, better product knowledge and improved awareness of procedures.

What employers would like to see improved:

- more information about the NVQ which the learners are working towards and about the NVQ process generally
- more feedback to the employer after assessment visits
- a better impact on the business as a result of the NVQ training.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. RALS has improved significantly since the focused monitoring visit in May 2010 where the five themes for the visit were all judged to have made insufficient progress and had deteriorated since the last full inspection. The themes included self-assessment and improvement planning; outcomes for learners; RARPA; data collection, analysis and use; and the promotion of equality of opportunity. Improvements have taken place in all these areas and self-assessment is now judged as good. The inspection grades match the grades at the last full inspection in May 2008 apart from overall effectiveness and there are significant improvements in timely success rates on Train to Gain, overall success rates across the provision, the RARPA process and data collection and analysis.
9. Following the focused monitoring visit, senior managers analysed the issues and are steadily implementing a solid foundation of policies and procedures to act as a framework for ongoing improvements. The good strategic planning now ensures that RALS has a clear vision and appropriate priorities. The new, improved self-assessment process and quality calendar effectively monitor and quality assure the service. The findings feed into the very comprehensive and targeted quality improvement plan. This is reviewed monthly, updated where necessary and the impact is monitored. For example, internal service level agreements with the support staff ensure the timely capture and input of data to enable managers to monitor performance. New strategies to improve attendance and retention are showing improvements in these areas. Success rates are improving from a low in 2008/09.
10. Good communication systems ensure that staff and sessional tutors are kept up to date with all the changes that are happening. The results of the monthly review of the quality improvement plan are shared and everyone is fully involved with sustaining the improvements. The active involvement by Rutland County Council provides leadership, direction and challenge. The self-assessment report is evaluative, self-critical and inspectors agree with the majority of judgements and grades. Users have good opportunities to suggest improvements to the provision.

Outcomes for learners

Grade 3

11. Outcomes for learners in all three strands of the provision are satisfactory overall. Timely success rates on Train to Gain at both level 2 and 3 are satisfactory overall and have improved since 2008/09. The most marked improvement is at level 3 where the timely success rate has improved from 40% to 78% in 2009/10. The timely success rate is outstanding in the subcontracted provision in Lincolnshire County Council. Across all Train to Gain

provision, retention is good and current learners are making good progress towards completing within the planned timescale.

12. The numbers enrolling on short courses in learning for qualifications reduced markedly from 1,038 in 2007/08 to 243 in 2009/10. The numbers on long courses remained steady at about 250. Overall success rates in this strand are satisfactory. They fell to 72% in 2008/09 but rose again to 79% in 2009/10. In 2010/11, retention and attendance on these courses has improved and is good so far.
13. Success rates in learning for personal and social development are satisfactory and have remained so despite the service's relaunch of RARPA in 2010. This introduced more robust definitions of success and a greater emphasis on appropriate measurable course and personal outcomes. Learners are now deemed to have achieved success if they have attained at least 80% of their course outcomes completely or 60% of all their outcomes completely and the remainder at least in part. Improved tracking of attendance and more rapid interventions by staff have improved in-year attendance on these courses.
14. Learners in each part of the provision enjoy learning and develop confidence and skills to enhance their employability and improve their economic and social well-being. In Train to Gain programmes, learners have additional responsibility at work and contribute to improved performance. Many learners on learning for personal and social development courses progress to accredited provision or gain sufficient confidence to re-enter employment. The provider does not systematically record progression from one strand of its provision to another or from its provision to further education or employment.
15. There is no identifiable significant difference in outcomes between different groups of learners. However, there is no formal analysis of data to monitor this.
16. Learners feel safe and adopt safe working practices in the classroom or at work. They satisfactorily make choices about their own health and well-being. One group, who had attended a healthy cooking on a budget course, now cook regularly for their colleagues in a befriending group run by a partner voluntary organisation.

The quality of provision

Grade 2

17. Teaching and learning, including individual coaching by assessor/tutors, are good. Inspectors' observations of teaching and learning sessions and joint observations with provider staff largely agree with the provider's own findings for the current year. Tutors plan learning sessions well to meet the needs of individual learners and make good use of a variety of teaching resources. They consider carefully how each session addresses equality and diversity and safeguarding issues and how it can include every learner matters themes. Rooms are well equipped with interactive whiteboards and information and communication technology equipment. The new community hub, which opened

the week before the inspection, is a purpose-built learning facility well suited to the needs of adult learners. Tutors are eagerly awaiting training in the use of the equipment there. In-class learning support for learners is good. Tutors generally make good use of support workers and volunteers. The service has a virtual learning environment but it is still being developed and is not yet fully exploited to provide material for tutors and learners. Assessors in the Train to Gain programme are particularly flexible in the timing of their visits to suit the working patterns of the learners and business needs of their employers.

18. The provision meets the needs of users well. The service uses a number of accessible training venues around Rutland and, in partnership working, across the border in neighbouring counties. Sessions are timed to suit the needs of different groups of learners with morning, afternoon and evening sessions; a good example being the provision of English for speakers of other languages ESOL on a Friday evening in response to requests from learners whose employers would not release them to attend courses during the week. The breadth of subjects and levels available in the curriculum offer are well suited to the needs of the learners. The fees policy allows access at no cost to many courses and at a much reduced rate for other courses for learners with limited means. The service responds well to demands from existing learners and others in the county to extend the range of provision and maintains a pool of sessional tutors enabling it to do so flexibly and rapidly.
19. The provider uses partnerships particularly effectively to develop the provision to meet the learners' needs. This includes development work and mutual critical review through its active engagement in the East Midlands peer review development group, where it is represented on the steering committee; close collaborative working with other council departments such as the library service and good engagement with employers and voluntary sector organisations. RALS is further developing its partnerships with schools where it is involved with school staff development, use of school premises as training venues and in the delivery of family learning.
20. Information, advice and guidance for learners on NVQ courses are good and satisfactory overall for the service. Tutors elsewhere in the provision give valuable informal advice and guidance during sessions. Information in course brochures for potential learners is not always sufficiently detailed although more specific information on each course is currently available on request. Some learners are unaware of where to get information on possible subsequent progression into further education or employment. Pastoral support for learners and links to other agencies for specialist support are satisfactory.

Leadership and management

Grade 2

21. Since the last full inspection, Rutland County Council and RALS have undertaken two major restructures. A key change has been to organise management of learning via the funding streams rather than by curriculum and to bring RALS into a new directorate. This has enabled managers to develop

expert knowledge of their particular funding requirements and has led to more effective planning and development of provision. Managers work together to plan progression routes across the funding streams to meet learners' needs. The good strategic planning develops and improves learning programmes and services. A three-year strategic plan is replacing the current strategic consultation paper. A key target is to enhance employability support and further develop literacy, numeracy and ESOL. This is linked to the closure of major establishments in the area.

22. RALS effectively uses the improved data collection, analysis and monthly management reports to set targets and monitor provision. Communication at all levels is good. Staff training includes both staff and sessional tutors and is effective. All tutors either have, or are working towards, a training qualification. The observation of teaching and learning is thorough and clearly identifies areas for improvement. These are monitored to ensure they are effective. The effective and creative marketing strategy has improved awareness of RALS in the community and is targeting hard to reach groups and increasing participation.
23. Rutland County Council effectively supports RALS and provides leadership, direction and challenge. Adult learning is fully embedded in the council's strategic development plan. The most recent restructure brings together a range of related services into the new Services to People directorate offering opportunities for extending networking and partnership working. The County Council actively supports RALS in securing appropriate and new premises such as the new community hub on a new school site. It is also involving RALS in the post-16 developments within Rutland.
24. Safeguarding meets government requirements. Both staff and sessional tutors attend a comprehensive one-day mandatory course as part of their Rutland County Council induction. The designated member of staff has completed more advanced training and is delivering this within RALS. The updated safeguarding policy and procedures are comprehensive and staff have more confidence to raise areas of concern. RALS is working with the East Midlands peer review development group to develop an audit plan for safeguarding.
25. Staff and sessional tutors have mandatory equality and diversity training as part of their Rutland County Council induction. The equality and diversity group meets once a term, reviews any incidents and considers how to improve awareness for staff and learners. For example, the new lesson plans include sections on how equality and diversity and safeguarding are included in the lesson. The person responsible for equality and diversity has attended comprehensive and creative training and is using this to develop ideas for use with learners and to support staff in promoting equality and diversity. It is too early to judge the effectiveness of this work. The equality and diversity action plan is very thorough with well thought out actions and success measures but it does not have any target dates. The self-assessment report includes data to compare the success rates for different groups of learners but currently, there

is no formal analysis of the data or information to set targets to narrow the achievement gap.

26. User engagement is satisfactory with improved processes for employers' and learners' feedback for the self-assessment process. The work with partners to ensure the needs of learners are met is good. The new user engagement strategy is in draft format. It is very comprehensive and addresses all areas of the service with questions for review before it is finalised. It is too early to judge its effectiveness.
27. The new, improved self-assessment process and comprehensive quality calendar effectively monitor and quality assure the service. Target dates are set through the year and colour coded to identify the responsible person. The activities contribute to the improved self-assessment report and comprehensive quality improvement plan. Currently, the quality improvement plan focuses on priority areas and does not include good or satisfactory areas. Inspectors agree with the majority of findings in the self-assessment report and where inspection grades are higher, this shows the level of improvement in this academic year.
28. RALS satisfactorily uses its resources to provide value for money. Learners progress well and the majority achieve their learning goals and this is improving. However, some course enrolments are low but this takes account of the rural locations and poor accessibility by public transport. RALS provides a range of suitable venues across the county. The new community hub is in a building which meets the new environmental building standards.

Learning for qualifications in employment

Other learning for qualifications in employment provision considered as part of the main findings but not separately graded: *health, public services and care; information and communication technology; education and training.*

Business, administration and law

Grade 2

Context

29. Currently, there are 74 learners on Train to Gain programmes; 19 with RALS and 55 on the Lincolnshire County Council subcontract. Two learners are from minority ethnic groups, 65 are women and six have a declared disability. NVQs currently delivered are business and administration and customer service at levels 2 and 3 and Lincolnshire County Council also delivers team leading at level 2.

Key findings

- Success rates for learners on subcontracted provision were high in 2009/10. The success rate on the customer service NVQ at level 2 was 100%, with 87% of learners completing within their planned timescale. Learners have good opportunities to progress to customer service at level 3.
- Success rates for the low number of learners within RALS in 2009/10 were high at 100% in business and administration at level 3 and in business management at level 3, with timely success rates high at 100% and 75% respectively. Overall success rates at level 2 were low at 60%, with only 50% of learners completing within their planned timescale.
- Learners develop good personal and occupational skills. They become more self-confident, pro-active and self-assured. Their motivation increases significantly and they show greater effectiveness at work. Employers comment on learners' improved product knowledge, professional customer service and improved administrative efficiency, noting that they take a renewed interest in their work. The development of learners' economic and social well-being is good.
- Training, coaching and learning support are good. Assessors regularly visit learners in their workplaces. They provide a flexible service to accommodate varied work patterns. Learners on the subcontracted provision attend very helpful group meetings where they review evidence and progress, set targets and deal with any problems. These meetings contribute strongly to their progress and successful outcomes.
- Assessment of learners' work is timely, fair, consistent and reliable. Assessors use a good range of assessment methods that match the competencies being assessed. However, in some cases, assessors give insufficient importance to learners developing their theoretical knowledge. Some learners rely too heavily on the assessor matching their evidence to the occupational standards.

- Induction is satisfactory. Learners have a file that contains a comprehensive range of documents, including full details of the NVQ they have selected. There are clear explanations of the NVQ policies, processes and procedures.
- Assessment of literacy and numeracy at the start of the course is satisfactory. Learners with scores below level 2 receive good encouragement to enrol on literacy or numeracy courses. However, there is no subsequent follow-up and insufficient attention is given to improving all learners' literacy and numeracy skills while on NVQ courses.
- The provision meets the needs and interest of learners very effectively. RALS carefully matches NVQs to learners' job roles. This helps them to succeed within the planned timescale. However, at the subcontractor, all learners complete the same optional units. At present, the range of provision is too narrow and there is insufficient use of technology in the assessment process.
- Partnership working is very good. The strong partnership developed with Lincolnshire County Council has made an excellent contribution to improving the skills and qualifications of a significant number of council employees. The good partnership working with headteachers in Rutland has resulted in recruitment to NVQ courses. Good links with Jobcentre Plus and local employers have further strengthened the provision in this area.
- Care, guidance and support for learners are good throughout their programmes. Good personal, email and telephone availability of tutors/assessors helps learners to make good progress. Many employers are very supportive and some allow time during work for portfolio preparation. Subcontracted learners also receive good support from their employing departments and from the workforce development team.
- Leadership and management are good. The business development team meets regularly. It has made very good progress in implementing national priorities and has responded energetically to changes in requirements. There are clear roles and responsibilities and teamwork is good. Working relationships with the subcontractor are good. Recent networking with other local authority providers is also very helpful.
- Safeguarding and equality and diversity are both satisfactory. Induction covers both areas and health and safety satisfactorily and learners feel safe but their knowledge and understanding are not extended sufficiently during their training.
- The quality improvement system is incomplete. Quality monitoring visits do not include observation of tutoring, coaching, learning or assessment. However, management of internal verification is very good and the process is thorough. The self-assessment report is evaluative, self-critical and it correctly grades the provision. The self-assessment process is inclusive. Users have good opportunities to suggest improvements to the provision.

What does RALS need to do to improve further?

- Improve the success rates on level 2 programmes by better monitoring of learners' work and progress.

- Further improve the quality of training, learning, assessment and reviews by implementing a formal observation system during quality monitoring visits.
- Expand the range of provision so that it better meets the needs of employers and learners and increase the use of technology to streamline the assessment process.
- Improve all learners' literacy and numeracy skills by implementing strategies to improve the support available during training and coaching, and follow-up those who are encouraged to enrol on literacy and numeracy courses.

Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded : *sciences and mathematics; information and communication technology; arts, media and publishing; humanities; social sciences; languages, literature and culture; business, administration and law.*

Foundations for learning and life

Grade 3

Context

30. In 2010/11, 190 learners have enrolled on part-time literacy, numeracy and English for speakers of other languages (ESOL) courses from entry level to level 2. The majority of learners are adults and in 2009/10, 56% of learners were women. Courses take place in a range of settings throughout Rutland including two Ministry of Defence establishments. Classes take place during the day and in the evenings.

Key findings

- Overall, outcomes for learners are satisfactory but success rates for 2009/10 on some courses are still low, particularly for ESOL. Success rates on literacy and numeracy courses are better and have improved. Attendance at lessons is low for many courses and retention was low, especially for ESOL, but is now improving. The provider has recognised these problems and has implemented a strategy to address them.
- Learners make good progress and are developing a range of personal and social skills. The standard of learners work is high and learners are sufficiently challenged. The majority of learners significantly improve their economic and social well-being and many learners progress to employment and further education courses. ESOL learners are better able to integrate into their local community.
- The quality of provision is good as is the quality of teaching and learning. Staff plan lessons effectively with differentiated learning outcomes and use a range of resources to motivate and engage learners. Learners feel confident in seeking clarification by asking questions. ESOL lessons include good development of speaking and listening skills.
- Pre-enrolment interviews and initial assessments are satisfactory and ensure learners are on the correct course and at the correct level. However, initial assessment for language learners has been weaker and a revised initial assessment is currently being piloted.
- Individual learning plans are satisfactory. The course programme objectives and targets are clearly set out and are measurable. However, the individual learning plans do not sufficiently identify and record targets for individual learners' personal and social development.

- Learners receive good written and verbal feedback that ensures they are confident in their progress and know which areas they still have to develop. Target dates for assessment and the examination are now individualised.
- The provision effectively meets the needs of learners. The range of courses and venues includes tailor-made programmes offered at partners' venues, a programme for a group of learners with learning difficulties and/or disabilities, an ESOL class on a Friday night for learners who cannot attend during the day and the opportunity for distance learning.
- Partnership working is good. The service has strong links with employers and works with a range of long-term partners that include Ministry of Defence establishments, local employers and voluntary groups to identify potential learners and meet their needs.
- Care, guidance and support for learners are satisfactory. Additional learning support is satisfactorily delivered by tutors and volunteers in class and by tutors on an individual basis. Tutors deliver ongoing advice and pastoral care as part of the course programme and learners appreciate this. This makes a strong contribution to their progress and achievement.
- Leadership and management are satisfactory. The recent changes in management have been effective and have improved communication. There are clear roles and responsibilities and good team working. Managers use the monthly data reports to monitor provision.
- Safeguarding and equality and diversity are satisfactory. All staff undergo appropriate training and embed safeguarding in their classroom practice. Learners receive induction to the health and safety procedures. However, ongoing promotion of equality and diversity amongst learners is not sufficiently developed.
- The self-assessment report incorporates the views of staff and learners and is detailed and self-critical. Inspectors agreed with the judgements in the report. Since the self-assessment report, RALS has implemented a number of strategies to improve the success rates and these include close monitoring of attendance and retention.

What does RALS need to do to improve further?

- Improve success rates by continuing to implement the monitoring and intervention strategy to improve attendance and retention.
- Ensure that measurable personal and social targets are included on the individual learning plans and are reviewed regularly by tutors.
- More proactively promote equality and diversity by fully implementing the new developments in these areas.

Learning for social and personal development

Other social and personal development learning provision considered as part of the main findings but not separately graded: *health, public services and care; information and communication technology; arts, media and publishing; language, literature and culture; business, administration and law.*

Family learning

Grade 3

Context

31. In 2009/10, 144 learners attended family learning courses including wider family learning and family language, literacy and numeracy courses. To date in 2010/11, there have been 120 learners. The majority of the adult learners are women. Currently, programmes range in length from short half-day or one-day workshops to introductory programmes of twelve hours. All programmes are non-accredited.

Key findings

- Outcomes for learners are satisfactory. Adult learners on the introductory literacy and family numeracy programmes develop a good understanding of children's learning in school, as well as improving their own literacy and numeracy skills and increasing in self-confidence. Learners enjoy the sessions. However, learner enrolments onto these programmes are currently low.
- The development of skills by the children through intergenerational working with parents and grandparents is good. In particular, the children develop their speaking, listening, creative and social skills. Parents and grandparents develop new ideas and approaches, which they can use with the children at home. However, the skills development and progress of adult learners on some family learning programmes is insufficient.
- In 2009/10, the service did not measure the progression of learners. In 2010/11, progression routes are clearer and 27 learners have progressed from wider family learning and taster sessions onto family language, literacy and numeracy courses.
- Teaching and learning are satisfactory. In the majority of lessons, teachers plan interesting activities and provide good opportunities for adults and children to develop and extend their skills. These promote learning well and include practical exercises and interactive work, listening to stories and reading, as well as play activities. Tutors develop good relationships with the children and adults.
- Teaching and learning in family language, literacy and numeracy sessions do not always focus sufficiently on the learning needs of the adults. There is insufficient planning to meet their needs and insufficient involvement by adults in learning activities. The learning outcomes on several programmes relate entirely to learning needs in relation to the children.

- Adults and children benefit from using a wide range of learning resources including materials and items from everyday life. In family literacy and numeracy, learners use well-produced and helpful handouts that improve their understanding of children's learning in schools as well as supporting their own learning. However the use of technology is insufficient.
- The range of provision to meet the needs and interests of learners is insufficient. In 2009/10, the service failed to meet its contracted enrolment targets by a significant margin. In 2010/11, the range of provision has improved although the current course offer is still very small. There are still no accreditation opportunities or courses of longer than twelve hours.
- Partnership working to benefit learners is satisfactory. In 2010/11, managers have built more effective partnerships particularly with schools, local military bases and community groups. This is assisting better targeting of the family learning provision. However, the service recognises that this is still on a fairly small scale and requires further ongoing development.
- Guidance and support are satisfactory. Learners receive good individual support from tutors when enrolled on courses, although they are not always sufficiently well informed about course requirements before they start. The experience of learners in reviewing their individual progress varies considerably in quality and, for a few adult learners, the personal learning record is of insufficient benefit to them.
- Leadership and management are satisfactory. In 2010/11, effective management action is securing improvements in family learning provision with a clear rationale and strategy for the planning and development of programmes now in place. The service has improved partnership working and is offering a more coherent programme although staff recognise that this is still at a fairly early stage of development.
- Arrangements for safeguarding and the promotion of equality and diversity are satisfactory. Learners feel safe. Managers take appropriate account of equality and diversity in course planning and staff and learners' understanding is satisfactory. Learners know how to make a complaint or raise any issues of concern. There is insufficient active promotion of courses to men.
- The formal quality assurance of the family learning provision is insufficient. There have been no observations of teaching and learning in family learning since before September 2009. There is insufficient formal monitoring of the provision, particularly of the newly piloted programmes in family language, literacy and numeracy.
- The self-assessment process incorporates the views of staff and learners and the self-assessment report is detailed and accurately identifies many key areas for improvement. RALS has undertaken considerable development work and inspectors have graded family learning at a higher grade than in the self-assessment report.

What does RALS need to do to improve further?

- Ensure that all adult learners on family literacy, language and numeracy programmes have opportunities to develop their own skills through more effective planning to meet their learning needs and their more active engagement in sessions.
- Develop and expand learning opportunities in family learning at a faster pace in order to ensure that enrolment targets are met and that the provision more effectively meets the needs and interests of learners.
- Develop more effective quality assurance processes to include observations of the quality of teaching and learning in family learning and greater monitoring of all aspects of programme delivery.

Information about the inspection

32. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by RAL's informal learning manager as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the last full inspection.
33. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of the provider. They also visited learning sessions and assessments.

Record of Main Findings (RMF)
Rutland County Council Adult Learning Service
Learning types: 14-16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships. **Social and personal development:** all adult safeguarded provision

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive	Employer responsive	Social and personal development
Approximate number of enrolled learners				
Full-time learners	0	0	0	0
Part-time learners	774	314	151	300
Overall effectiveness	3	3	2	3
Capacity to improve	2			
Outcomes for learners	3	3	2	3
How well do learners achieve and enjoy their learning?	3			
How well do learners attain their learning goals?	3			
How well do learners progress?	3			
How well do learners improve their economic and social well-being through learning and development?	2			
Do learners feel safe?	3			
<i>Are learners able to make informed choices about their own health and well being?*</i>	3			
<i>How well do learners make a positive contribution to the community?*</i>	n/a			
Quality of provision	2	2	2	3
How effectively do teaching, training and assessment support learning and development?	2			
How effectively does the provision meet the needs and interests of users?	2			
How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
How effective are the care, guidance and support learners receive in helping them to achieve?	3			
Leadership and management	2	2	2	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2			
How effectively does the provider promote the safeguarding of learners?	3			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3			
How effectively does the provider engage with users to support and promote improvement?	3			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
How efficiently and effectively does the provider use its available resources to secure value for money?	3			

*where applicable to the type of provision

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