

Calderdale MBC

Inspection report

Unique reference number: 50958

Name of lead inspector: Bob Busby HMI

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Type of provider: Local Authority
Calderdale Adult Learning

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Information about the provider

1. Calderdale Metropolitan Borough Council (the council) in West Yorkshire is one of the smaller Metropolitan Boroughs. Adult learning is provided through Calderdale Local Education Authority and delivered through the adult and community learning service, Calderdale Adult Learning (CAL). It provides courses for adults in 11 of the 17 sector subject areas, particularly information and communication technology (ICT); leisure, travel and tourism; arts, media and publishing; languages, literature and culture; preparation for life and work including literacy and numeracy; English for speakers of other languages (ESOL), and provision for adults with learning difficulties and disabilities. CAL also offers family learning. Further enrichment provision is also available in hairdressing and beauty therapy, and health and care. In addition, CAL delivers Neighbourhood Learning in Deprived Communities (NLDC) to develop many new courses and capital projects in the community. Programmes are provided at three main centres in Halifax, Todmorden and Brighouse as well as at a wide range of community venues including schools. CAL's provision in health, public services and care; science and mathematics; agriculture, horticulture and animal care; retail and commercial enterprise; leisure, travel and tourism; arts media and publishing; languages, literature and culture; and in education and training was not directly inspected. However, evidence from these programmes contributed to the leadership and management judgements. Calderdale Adult Learning is wholly funded by the Skills Funding Agency.
2. The service is led by a head of service supported by a deputy responsible for curriculum and quality. The sector subject areas, and development in the community, are led by a team of five full- and part-time adult learning organisers who manage a team of full- and part-time teaching staff. The team is supported by a manager responsible for data and five administrative staff. Another manager is responsible for resources across the provision and is supported by an administrator and two caretakers.
3. The unemployment rate in Calderdale between October 2009 and September 2010 was 8.2% which is higher than the national rate of 7.7%. The proportion of the population aged 16-64 who hold no qualifications is 12.5%, slightly higher than the national rate of 12.3%. According to the 2001 census, the proportion of Calderdale's population from minority ethnic groups was 9.3%, compared with the national average of 9.1%. Asian/Asian British residents comprise the majority of Calderdale's BME residents.
4. Calderdale MBC does not provide training on behalf of any other providers.
5. The following organisations provide training on behalf of Calderdale MBC:
 - Acorn Centre (NLDC, specifically IT, unemployed, addressing poverty)
 - Calderdale Women's Centre (NLDC, learning provision for vulnerable women and the unemployed)
 - Halifax Opportunities Trust (NLDC, the unemployed, ESOL)

- HIMMAT (for learners who have alcohol and drug issues)
- Illingworth Moor Methodist Church (for unemployed adults with no qualifications)
- Incredible Edible (for the unemployed, low income families focussing on their health and well-being and the environment)
- Lower Valley Resources Base (informal learning for older people, unemployed, mobile technology, support for voluntary organisations)
- Mixenden Parents' Resources Centre (for lone parents, unemployed, people on low income)
- Smart Move (for the homeless, those with alcohol and drug issues, or those with a poor skills set).

Type of provision	Number of learners in 2009/10
Adult learner provision: Learning for qualifications	517 part-time learners
Learning for social and personal development	3,574 part-time learners

Summary report

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

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

Learning for social and personal development	
	Grade
Information and communication technology for users	2
Foundations for learning and life	2
Family learning	2
Community development	2

Overall effectiveness

6. Learners make good progress and achieve well in their qualifications. The numbers who are successful are rising and above the averages achieved nationally. Learners' improved skills and increased confidence and self-esteem help them at work and in their personal and social lives. On non-accredited courses, most learners complete their courses and almost all those who complete their courses achieve their qualifications. However, tutors do not always set learners sufficiently specific learning goals or record progress towards achieving learning outcomes. Many learners contribute well to their communities through paid or voluntary work and develop good awareness of the advantages of adopting healthy lifestyles.
7. CAL provides good quality education for its learners. Most lessons are well planned and effectively paced. Classrooms are well equipped with good access to information and learning technology (ILT) resources. Most tutors use interactive whiteboards well to enliven teaching and learning. Learners enjoy

their classes and value their skills development. The range of provision is good and is supported by very effective partnerships. CAL works well with partners and with other providers of adult and community learning to offer provision at convenient venues and times. Within teaching sessions there is effective support. Individual support is particularly good.

8. CAL leads and manages its provision well. Its arrangements for ensuring that learners are safe are thorough. The service's policy on equality and diversity and its intolerance of harassment and bullying are effective. The quality of accommodation and specialist resources to support teaching and learning are good. There is appropriate monitoring of achievement by particular groups. However, the promotion of equality and diversity through the curriculum is inconsistently developed.
9. CAL places a good focus on improvement. Observation of teaching and learning is well-established and effective. Course reviews are used well. The self-assessment process is inclusive and accurate.

Main findings

- Outcomes for learners are good. Learners develop good skills and speak strongly of the impact of their gains in confidence and self-esteem. Overall retention rates are high; however, for minority ethnic groups retention is low. The arrangements for the recognition and recording of progress and achievement (RARPA) are not sufficiently reliable to evaluate achievement rates across all courses.
- Learners improve their economic well-being considerably through increased skills. They develop increased financial capability. Many learners make good contributions to their communities through paid or voluntary work and have good awareness of the advantages of adopting healthy lifestyles.
- Learners feel safe attending sessions. Most learners have a good awareness of how to protect themselves and understand the arrangements in place to keep them safe. However, learners' awareness of safe use of the Internet or digital communication devices needs improvement.
- Teaching and learning are good. Most lessons are well planned and effectively paced. Learners value how tutors assist in their development of vocational and employability skills. The use of RARPA varies between tutors. Individual learning plans for non-accredited learning are not completed consistently well. Most tutors use interactive whiteboards well to enliven and reinforce teaching and learning.
- The provision meets well the needs of the service's learners. CAL has increased accredited courses with a stronger focus on developing skills for employability. A significant number of courses are developed and offered to encourage and help learners who are at risk of social exclusion to improve their social and economic well-being.

- The service has developed particularly strong partnership working which has benefited many learners. CAL and partners, through very constructive communication and joint planning, have developed provision which is offered at convenient venues and times for learners. CAL works well with other providers of adult and community learning across the region.
- Care guidance and support are good. The service works closely with partners to ensure very effective support to help learners successfully complete their courses. Individual support is particularly good. Within teaching sessions effective peer and volunteer support complement the specialist support available. Information, advice and guidance are well structured. However, information on courses starting later in the year is less freely available.
- The service's strategic and operational priorities are well-informed by the main stakeholders' strategies and priorities. CAL's improvement action plan and its implementation have been very effective. Management and support of subcontractors and partners is very effective. The service collects and uses data appropriately, although the collection and use of learner progression data is not well-developed. The council's arrangements for monitoring the service's strategic direction, development and performance are satisfactory.
- The service's policy on equality and diversity and its intolerance of harassment and bullying are effective. There is appropriate monitoring of achievement by particular groups. However, minority groups' success rates are lower than those of all learners. The service assesses the impact of its policies and procedures on learners well. However, the promotion of equality and diversity through the curriculum is inconsistently developed.
- Users' views are used well to improve the provision. Learners' and employers' concerns are taken seriously and effective action is taken in response to both groups' views. Learners with learning difficulty and/or disability are engaged well to express their views. The service informs its learners well about the improvements made in response to their feedback.
- CAL takes very effective action to improve the quality of provision. Course reviews are used well to identify areas for improvements and promote a culture of self-evaluation and self-improvement. Observation of teaching and learning is well-established and effective. The recording and use of the RARPA process is not consistently effective for all learners. The self-assessment process is inclusive and accurate.
- The service offers good value for money. Resources and accommodation meet the needs of learners well. Learners achieve well, are making good progress and enhance their confidence, self-esteem and economic well-being.

What does Calderdale MBC need to do to improve further?

- Ensure all groups of learners achieve well by ensuring that they are recruited onto the correct course for their needs and advised appropriately to recognise the benefit of completing their course.

- Continue to improve the effectiveness of staff training so that learners' personal learning goals are accurately agreed and recognised. Ensure that progress towards attainment of these goals is suitably assessed and recorded in all programmes including within subcontracted provision.
- Continue to improve the promotion of equality and diversity in all learning processes by ensuring that learners' knowledge of equality and diversity is extended through relevant discussions in teaching and learning sessions.

Summary of the views of users as confirmed by inspectors

What learners like:

- learning with other people of similar age group and experience
- the enthusiasm, patience and support from tutors
- improving employability prospects through improved understanding of mathematics
- gaining new skills and developing more confidence
- the social interaction, meeting new friends at the centre
- help with personal problems such as finding accommodation
- learning through play and having fun
- the flexible delivery of courses in easily accessible locations.

What learners would like to see improved:

- the reliability of the printers
- reduce the pace and increase the variety of some sessions to aid learning
- more evening and Saturday courses
- some courses being discontinued
- some large classes and waiting lists
- more information about what is happening at other centres not just the local centre
- better initial assessment to ensure people are on the right course
- better communication of forthcoming courses throughout the year.

Summary of the views of employers/partners as confirmed by inspectors

What employers/partners like:

- the ongoing help and support
- the opportunity to access CAL's own staff training
- practical help in terms of designing marketing materials
- access to information, guidance and advice

- the excellent support for people who are often anxious about returning to learning.

What employers/partners would like to see improved:

- the burdensome paperwork.

Main inspection findings

Capacity to make and sustain improvement

Grade 2

10. The service has good capacity to improve. It considers and plans well the approach to respond to government, funding agency and council's strategies. It has responded well to the previous inspections findings and many aspects have improved ensuring good outcomes for learners, good quality of provision and good leadership and management. Learners significantly improve their confidence and develop useful skills both for work and for improving their life chances. The service supports and manages its subcontractors particularly well and works hard to build the subcontractors' capacity, enabling them to meet enrolment targets and improve the quality of provision. Strong partnership working is significantly benefiting the learners. There are strong indications that the recruitment of minority ethnic groups has improved and their performance gap is improving. The service has acknowledged that it needs to be more active in promoting equality and diversity in all aspects of teaching and learning processes.
11. The self-assessment process is effective and inclusive, identifying accurately most strengths and areas for improvement identified during the inspection. Use of learner feedback is particularly good and senior managers and staff are clear about the actions for improvement which are being implemented well. However, some aspects of the quality system need to be better implemented to ensure consistency of effective practice in all areas of learning within the service and subcontractors.

Outcomes for learners

Grade 2

12. Outcomes for learners are good. Learners develop good skills and speak strongly of the impact of their gains in confidence and self-esteem. Data provided by Calderdale MBC on learning outcomes indicate that overall success rates across all courses increased from 87.8% in 2008/09 to 92.5% in 2009/10. Almost all learners who were retained achieved their qualification. Up to February 2011, of the 2959 learners enrolled on courses 2854 (96.5%) had been retained and 2844 (96.1%) had achieved. The success rates on short courses at level 1 have increased from 89% to 95.2% with almost all retained learners achieving. At level 2, the data show that for long courses success rates increased from 71.6% to 87% between 2008/09 and 2009/10. On short courses at level 2 success rates increased from 89.7% to 92.5% over the same period.
13. Overall retention rates are high. However, for minority ethnic groups retention is low. The arrangements for the recognition and recording of progress and achievement (RARPA) are not sufficiently reliable to evaluate achievement rates across all courses.
14. Learners improve their economic well-being considerably through increased employability and vocational skills. Learners develop financial capability and the ability to deal with their circumstances more effectively. Many learners make

good contributions to their communities through paid or voluntary work. CAL has encouraged many learners to work as learning champions and health champions, working as volunteers promoting learning and health across the most deprived boroughs. Some learners also attain community development qualifications that enable them to support other volunteers to run community groups. Learners have produced community textile wall hangings and publicity materials to encourage cooperation between intergenerational groups of different faiths and cultures. Learners on foundations for learning and life programmes contributed to the making of a well used video and publicity materials on disability hate crime.

15. CAL does much to ensure that learners develop a good awareness of the advantages of adopting healthy lifestyles. Many learners benefit from courses focused on healthy living and eating. In family learning, learners report positive changes in children's eating habits and raised awareness of healthy options. In community development, learners attend sessions on healthy eating, cooking on a budget, growing and cooking their own fruit and vegetables, healthy minds sessions and exercise sessions for heart patients. CAL train health champions who work as volunteers in the community to promote health projects across the most deprived boroughs.
16. Learners feel safe attending sessions. CAL places a high priority on safeguarding learners and ensuring arrangements are in place to keep learners safe. Health and safety are given high priority throughout the service. Learners receive a thorough induction of safe working practices and staff carry out detailed risk assessments where necessary. Most learners have a good awareness of how to protect themselves and understand the arrangements to keep them safe. However, apart from on ICT courses, learners' awareness of safe use of the internet or digital communication devices needs improvement.

The quality of provision

Grade 2

17. Teaching and learning are good. Most lessons are well planned and effectively paced. Learners value how tutors assist in their development of vocational and employability skills. Classrooms are well equipped, particularly with information learning technologies. Most tutors use interactive whiteboards well to enliven and reinforce teaching and learning. Lesson plans include frequent changes of activity and often include detailed notes on each learner. However, the use of RARPA varies between tutors and areas of the service and is not sufficiently reliable to evaluate achievement rates across all courses. Individual learning plans for non-accredited learning are not completed consistently well. The recording of learners' progress and achievement is not always focused on learning and insufficient evaluative comments are recorded by tutors and learners on progress towards the attainment of learning goals.
18. The provision meets well the needs of its learners. It has developed its provision well to provide better opportunities for learners to improve their employment prospects through increasing the range of accredited courses. The planning of provision is very effective in providing courses for learners who are at risk of

social exclusion; older learners, learners with hearing impairment and vulnerable women. The service has developed a number of courses to reduce the number of young people in the not in employment, education or training category and to improve the aspiration of young people; these developments are too recent for their full impact to be evaluated. During the current year, the service has modified some of its courses to improve the recruitment and achievement of some groups of learners; although the full impact of these changes is too early to judge.

19. Partnership working is well-established and very effective. The service has developed particularly strong partnerships with the public sector and voluntary organisations. There are good examples of the service and partners working very closely to increase learning opportunities for learners through sharing resources including staff. Communication with the partners is open, constructive and productive, prompting mutual trust and cooperation. The head of the service makes good contributions to partnership working in the region.
20. Care guidance and support are good. The service and its partners have very effective support structures to help learners successfully complete their courses. Learners have good access to free child care and help with transport where necessary. Translators help learners whose first language is not English. Individual support is particularly good in helping learners overcome a range of barriers to learning. Within teaching sessions there is effective peer and volunteer support to complement the specialist support workers present. Information, advice and guidance are well structured and progression routes are well advertised through course information sheets but the use of these is variable. Information on courses starting later in the year is less freely available. Initial assessment and induction are satisfactory.

Leadership and management

Grade 2

21. Leadership and management are good. The service's strategic and operational priorities are informed well by the council's social, economic and regeneration development strategies. The head of the service produces very comprehensive, well-informed and well-considered discussion papers so that the future development of the service can be considered, planned and implemented. The service works hard to attract funding from more diverse sources in response to anticipated reductions in public funding. Management actions focus well on improving learner outcomes and the quality of provision. Partnership working at local and regional level is particularly strong which enables the service to respond well to the needs of learners.
22. The operational management of the subject areas is good. Staff are suitably qualified and participate in a supportive professional development programme, which includes peer mentoring. Management and support of subcontractors is very effective; the service allocates individual staff to support and monitor the work of subcontractors. Internal and external communications are good; however the service's strategies, development plans and targets are not included in a single business plan for staff, partners and the council senior

- managers. The service collects and uses data appropriately to plan and monitor its provision. However, the collection and use of learner progression data needs to improve. The council scrutinises appropriately the work of the service and receives regular reports on its budget, its quality and how well targets are met.
23. CAL's arrangements for safeguarding learners are satisfactory. They meet government legislative requirements. Awareness amongst staff and learners of safeguarding is satisfactory. All staff are trained to the required levels and online training modules are available for refresher training and for training of new staff. The designated responsible officer has received further training and suitable links are in place with local safeguarding boards. CAL has appropriate arrangements to ensure that all checks have been carried out on all staff, including enhanced Criminal Records Bureau (CRB) checks which are renewed every three years. The central register is now maintained within the council human resources department who advise CAL when CRB clearance has been obtained for any new staff. CAL focuses well on providing a safe learning environment for its learners. Learners have a good awareness of safe working practices, the arrangements in place for their protection and how to protect themselves. Apart from on ICT courses, CAL does not sufficiently raise learners' awareness of safe use of the internet and digital communications devices. Learners are not consulted in the development of safeguarding policies.
24. The promotion of equality and diversity is satisfactory. The service's policy on equality and diversity and its intolerance of harassment and bullying are clearly stated. All staff have received recent training in equality and diversity. Most of the learners are from deprived communities, and the service has good links with many organisations to facilitate engaging these learners. There is appropriate monitoring of achievement by particular groups. The council's strategy documents acknowledges that a very significant number of the Asian population do not have qualifications, have the highest rate of unemployment, and suffer from long-term illness. Although the service's data shows significant improvements in recruitment of these; their recruitment has declined recently. CAL acknowledges some minority groups' success rates are lower than those of all learners. The staffing profile broadly reflects the local population. The service assesses the impact of its policies and procedures on learners well. There is a strong ethos of equality, respect and removing barriers to progress. However, the promotion of equality and diversity through the curriculum is inconsistently developed.
25. The engagement of users to promote improvement is good. Their concerns are taken seriously and learners and employers report high levels of satisfaction. The learner forum allows learners to make good contributions to suggestions for improvement. The service uses ILT particularly well to seek the views of learners with learning difficulty and/or disability. The information is analysed well and suggestions have led to improvements. The service informs learners about the changes well, for example through a very detailed learner newsletter identifying the individual staff that are responsible for bringing about the improvement. The engagement and use of employers' and partners' views are

satisfactory. The views of learners and employers are represented in the self-assessment report.

26. Very effective and mostly consistent action is taken to improve the quality of provision. Improvement actions plans are thorough, very detailed and monitored well. Retention rates have improved annually and they are now well above national rates. The RARPA process has improved and is effective for most learners. Improvements have been made to the quality of provision since the last inspection. Course reviews are very effective in identifying areas for improvement and encourage tutors to reflect on their own practices. There are good examples of tutors initiating improvements based on reflecting on the delivery of their courses. Observation of teaching and learning is systematic and effective. The observation records are sufficiently evaluative, and the findings of this process are used well to inform individual action plans. Processes for standardising assessment practices are satisfactory. Some aspects of the learners' programme are not systematically monitored and evaluated. Not all documents supporting the RARPA process are satisfactorily used or completed within the service and at its subcontractors.
27. The self-assessment process is thorough and inclusive. Subcontractors' self-assessments are very effectively used to inform the service's self-assessment process and the report. The report is largely accurate although inspectors identified some issues that were not sufficiently emphasised.
28. The service offers good value for money. Resources and accommodation meet the needs of learners well. Learners achieve well, are making good progress and enhance their confidence and self-esteem.

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; science and mathematics; agriculture, horticulture and animal care; retail and commercial enterprise; leisure, travel and tourism; arts media and publishing; languages, literature and culture; education and training

Information and communication technology for users

Grade 2

Context

29. CAL provides ICT as short three to five week introductory and taster courses and longer ten week courses which provide opportunities to develop skills in specialist software. CAL also provides privately commissioned ICT training to Calderdale council. Training is provided across two centres, in Brighouse and Halifax. A third centre at Todmorden is to open for the summer term. Community provision is provided through partnership arrangements with NLDC in eight community venues. In the current year 306 learners are enrolled, of which 262 are retained. Five staff including the manager provide teaching.

Key findings

- Outcomes for learners are good. During 2009/10, retention and success rates were high, at 97%. Achievement rates are outstanding at 100%. In year data continue to be high. Attendance at sessions is good. Learners enjoy learning and their work is of a consistently high standard. Learners' attainment is high. All groups of learners succeed equally. However, too few learners gain qualifications.
- Learners make good progress and quickly develop a range of skills in ICT. Learners develop increased confidence and apply their learning effectively in sessions and in everyday life and work. However, outcomes such as increased confidence are not sufficiently recorded on learning plans. Many learners with limited experience in ICT progress to higher level courses.
- Health and safety are given high priority by CAL. Learners receive a thorough induction of safe working practices and staff carry out detailed risk assessments of work areas for each course. Learners follow safe working practices and are made particularly aware of safe internet practice including advice for parents on internet use by children.
- Teaching and learning are good. Tutors use good resources and learning strategies to challenge and engage learners. Sessions are lively and engaging. Tutors communicate their subject knowledge particularly effectively. Planning is good to meet a range of learners' needs but planning to meet specific learner needs is too general. Learners receive much one to one support in sessions.

- The recording and monitoring of learners' progress are good. A good range of initial and general assessments are routinely used, including learner self-assessment. Assessment methods are innovative and well documented. Reviews with learners are regular providing detailed feedback from both tutors and learners. Learners provide good accounts of their application of learning on individual learning plans.
- A satisfactory range of beginner and introductory courses are available through CAL and wider community venues. Courses are planned to provide suitable progression routes with opportunities to develop skills in specialist software. Accreditation opportunities are limited, optional to learners and take up of these is very low. The summer term includes further accreditation opportunities and level 2 is being considered for future courses.
- Partnerships with community groups are strong and effective at widening community provision to a diverse range of learner groups. Partnership working has extended provision to eight community venues. Partnerships are effective with other providers to promote adult learning through the production of an annual booklet promoting all local adult learning opportunities.
- Learners receive a good range of information both pre-course and following enrolment. Induction is thorough and learners settle into programmes quickly. Post-course advice is effective. A regular review system enables learners to feedback on their support needs to aid their achievement. Staff have access to a range of specialist equipment and staff to support learners.
- Management of ICT is good. The small team have strong communication, regular meetings and a good commitment to quality improvement. Effective use is made of data. Demanding targets are set and exceeded. Good use is made of resources, particularly interactive learning technologies and ICT equipment. Staff are well qualified and receive regular training by CAL.
- Measures to monitor the performance of different groups of learners are effective and no significant variances exist between groups. Partnerships with NLDC successfully reach minority ethnic groups and during 2009/10 participation rates from ethnic communities were 17.3%, which is more than the local population of 10%. Equality and diversity are promoted well to staff and learners. Safeguarding is satisfactory.
- Managers place a strong focus on improving quality. CAL has established learner feedback systems and use these particularly well to improve the provision. Tutors routinely evaluate individual sessions to inform changes to course contents. Course reviews, and moderation of recognising and recording progress and achievement by tutor and courses, are used particularly effectively by managers and staff to affect change. Observation of teaching is thorough and evaluative. Inspectors judged the self-assessment report to be accurate.

What does Calderdale MBC need to do to improve further?

- Improve qualification achievements by increasing the promotion of their benefit to relevant learners and extending the assessment opportunity to all learners on courses where accreditation is provided.
- Improve planning to better meet individual needs in lessons by referring to specific individuals where appropriate from group profiles.
- Improve the recording of the achievement of learners' softer skills by their inclusion on individual learning plans and reviews.

Foundations for learning and life

Grade 2

Context

30. A total of 349 learners have enrolled onto Skills for Life courses in literacy, numeracy and ESOL, ranging from entry level to level 2. Courses are delivered at the main centres in Halifax and Todmorden and range from fast track 10 week courses in numeracy and literacy, to 34 week programmes. Three quarters of learners are female. Approximately two-thirds of the courses are accredited. In addition 39 learners attend for non-accredited courses in lip reading. The service delivers 10-week programmes for adults with learning difficulties and/or disabilities which are non-accredited. Of the 134 learners who have enrolled onto these programmes 56% are male.

Key findings

- Outcomes for learners are good. Retention on the non-accredited courses is high and learners make very good progress. Overall success rates on the literacy, numeracy and ESOL accredited courses are improving and are satisfactory at 74%. However, in 2009/10 retention rates on accredited ESOL courses were poor.
- Learners enjoy learning and make good progress. They find the courses interesting and challenging, and are well motivated to succeed. Learners increase significantly their self-confidence and self-esteem. Learners with learning difficulties and/or disabilities are more confident in telling the time and improve their confidence in handling cash.
- Learners develop a wide range of good and useful skills that enable them to communicate more effectively and which contribute well to improving their employability prospects. They are much more confident in their mathematical skills. Learners value the social interaction with staff and their peers. They describe enthusiastically the difference the programmes are making to their lives.
- Learners make a strong contribution to community activities and develop a good sense of being valued. Learners with learning difficulties and/or disabilities have produced a wall hanging depicting Halifax which has been exhibited in Aachen, Germany. A recent project involved learners taking part in making a video and publicity materials on disability hate crime with the resulting images on the website of a national charity. Learners successfully prepare and sell food at the popular café at the Brighthouse site.
- Teaching and learning are good. The better lessons are lively and challenging, well-delivered by enthusiastic tutors, have a variety of well-considered engaging activities and good planning for individual learners. However, in the weaker sessions tutors do not plan sufficiently for individual learning, rely too much on worksheets and the lessons are too teacher-led.
- Resources are good overall, with some imaginative interactive activities such as matching cards and games. Accommodation is satisfactory. Tutors have access

to computer technology in most of the venues. However, they do not use this sufficiently.

- Procedures for RARPA are thorough and used constructively to accredit learners' progress and achievement. Learners benefit from a thorough initial assessment which is effective in informing their individual learning targets. Many learners benefit from good individual learning plans and learning records, and are clear about what they have achieved. However, tutors do not apply this consistently.
- The provision has been very well planned and developed to engage with a wide range of learners. The non-accredited short courses attract less confident learners who can progress onto accredited courses. The provision has increased significantly the number of learners on accredited courses. Learner satisfaction with their courses is high and provision has been developed in response to learner feedback.
- Partnership working to develop the provision is good. The service works effectively with a significant number of organisations, community groups and voluntary agencies which has clear benefits for learners. Staff have excellent networking arrangements with local community organisations such as adult care and independent living services to plan programmes and to recruit and help learners to progress.
- Learners benefit from good guidance and support. Learners with learning difficulties and/or disabilities have good in-class support although this support is not always clear on lesson plans, and many have support workers with them. Tutors provide particularly effective individual support in classes to help learners achieve to their potential. Skills for Life learners access good support for example, for dyslexia from a specialist tutor.
- Leadership and management are good. Staff are well-informed, attend productive team meetings regularly and communication is very good. The staff, including sessional tutors and learning support assistants, are well supported through the staff development programme and mentoring. The observation of teaching and learning supports staff well in developing and improving their practice.
- Equality and diversity are good with actions to target vulnerable groups and increase the number of Skills for Life learners. However, data are not used sufficiently to identify learner progression and to identify the under-representation of those learners from minority ethnic communities who have learning difficulties and/or disabilities. Learner feedback is systematically obtained and outcomes used well to inform the development of the provision.

What does Calderdale MBC need to do to improve further?

- Raise retention on ESOL accredited courses by rigorous and timely monitoring of learners.
- Ensure tutors give consistent guidance so that all learners are supported effectively in setting and reviewing their individual learning goals.

- Provide more outstanding lessons by better planning for different learner needs matched to their individual learning targets and by giving more guidance for in-class support workers.
- Provide more lessons that make better and consistent use of technology so that they are more visual, interesting and varied.
- Make better use of data to increase participation rates by learners from minority ethnic communities with learning difficulties and/or disabilities by continuing to develop and promote courses that meet their needs.

Family learning

Grade 2

Context

31. The Family Learning programme at Calderdale MBC currently includes Family Literacy, Language and Numeracy (FLLN), Family Learning Impact Fund (FLIF) and Wider Family Learning (WFL) courses delivered by nine tutors and managed by one curriculum organiser. In the current year 327 learners make 522 enrolments. Of these learners 85% are female, 94.5% are between ages 19 and 59. Eleven per cent declare a disability and 21% are from a minority ethnic background. Classes are delivered in 27 schools and Children's Centres across Calderdale.

Key findings

- Learners' outcomes are good. Learners demonstrate particularly high levels of enjoyment in both adult only and joint sessions with their children. Learners' achievement of personal and group learning goals is good particularly in developing and applying new skills to support their own children's learning. They gain good knowledge of the school curriculum and of teaching and learning methods used.
- Learners find learning to be fun and that learning activities help them to socialise and learn together. Learners gain significantly in their self-confidence; for example they participate more fully in school and community activities and many gain paid and voluntary work. Learners feel safe and safe working practices are promoted throughout all sessions. Risk assessments are clearly explained to learners as are the expected areas of parental responsibility. Learners benefit from courses focused on healthy living and eating and report changes in children's eating habits.
- Learners contribute positively to their communities and their families through successfully applying their new skills and knowledge. One group produced a community textile wall hanging that had contributions from intergenerational groups of different faiths and cultures. Celebration of learners' achievement is highly successful and includes awards events organised centrally and in schools. FLIF courses show high levels of learner progression to work and further learning, including direct entry to further and higher education.
- Teaching and learning are good. Tutors plan sessions well to ensure a good range of challenging learner centred activities. A wide range of visiting speakers and group visits significantly extend learners' life experiences both in and beyond Calderdale. The variety of practical initial assessment activities are good and used effectively to ensure that learners can identify their starting points. However, the results of these are not always used sufficiently to inform fully the planning of individualised learning.
- Too often the recording of learners' progress and achievement is not focused on learning. Insufficient evaluative comments are recorded by tutors and learners on their progress towards agreed group and individual learning goals.

Summative assessment is often ineffective and fails to refer back to either group or individual goals.

- Planning of the Family Learning programme is good and includes a wide variety of taster events and courses to engage a diverse range of learners particularly in areas of high social deprivation across the borough. Successful initiatives have significantly increased the participation of male learners over a three-year period to 17.6% in 2009/10. However, retention for learners from minority ethnic communities is lower than that for white learners.
- The range of courses is good with courses that are often customised to meet the needs of learners. These include arts and crafts, science, ICT, gardening, literacy and numeracy. However, opportunities for learners to gain national accreditation are insufficient and there are very few courses that focus on developing the four skills in using the English language.
- Partnership working is excellent in extending the family learning programme. Extremely strong and productive partnerships enable an extensive consultative approach to the planning of courses throughout the borough. These include extended schools, Children's Centres and the library service who report that communication and responsiveness is outstanding and that the impact on relationships with parents is highly beneficial.
- Support for learners is good. All learners have good access to free childcare and transport and translators help learners whose first language is not English. Advice and guidance are appropriate and progression information is often included in sessions. However, this is not always a consistent approach.
- Curriculum leadership is good. Recent changes in management of family learning have refocused the strategy and vision for the future; however it is too early to see the full impact. Communication is clear and appropriate with a timely productive meeting structure for partners. All staff, learners and partners display high levels of commitment and passion.
- The promotion of social inclusion is highly effective. The learning programme is planned well to promote and celebrate diversity through targeting areas of high social deprivation. The management of safeguarding is effective. Appropriate safeguarding arrangements are in place in partner organisations; however the focus is on safeguarding of children and does not include safeguarding of vulnerable adults.
- The service does not sufficiently follow up the future destinations of learners. However, the tracking of progression is good on a small sample of learners who have attended FLIF courses. The self-assessment report is generally accurate and the inspectors agreed with most judgements, although the inconsistent recording of learners' progress was not identified. The high success rates claimed in the self-assessment report cannot be ratified as the measuring of learners' achievement is not sufficiently robust.

What does Calderdale MBC need to do to improve further?

- Further develop accreditation opportunities in Family Learning particularly in literacy and numeracy.

- Develop Family Learning language courses to develop the four skills in using the English language.
- Improve the recording of learners' progress and achievement by both tutors and learners ensuring that comments are evaluative and based on group and personal learning goals.
- Improve monitoring of destinations of all learners to ensure that Family Learning courses are meeting the aims of engagement and progression.

Community development

Grade 2

Context

32. There have been 441 learners on community development courses in the current year. Courses vary in length from three sessions to ten weeks. They are run in a variety of community settings across Calderdale. Seventy two per cent of learners are female, 24% are from minority groups and 20% have a learning difficulty and/or disability. The provision is managed by a team of six including four adult learning organisers who take joint responsibilities for NLDC provision and community development in response to local needs. Two part-time tutors also teach on courses.

Key findings

- Achievement on accredited courses is outstanding at 100% in 2009/10 and 99% for in-year learners. Data for achievement on non-accredited courses appear high but are difficult to validate due to uncertainties about the validation of the RARPA process in partners' provision. Learners who are retained achieve. Retention is high and has improved from 84% in 2008/09 to 92% in 2009/10.
- Learners develop good personal, social and employability skills. For example, IT skills to produce letters, CVs and personal profiles. Learners gain confidence, self-worth and self-esteem; in some cases gaining the courage to attend courses for the first time. Learners develop financial capability and abilities to deal with their circumstances more effectively. This is particularly significant taking into account the low starting point of many learners, who may be attending further learning for the first time.
- Partners report high numbers of progressions on to further learning, volunteering, higher education and jobs. However, data are not systematically gathered by CAL. Learners enjoy their learning and feel safe at learning centres, particularly the most vulnerable learners. There are good health and safety arrangements for signing in and out and secure entry systems at centres.
- Initiatives to promote health and well-being are good. Learners attend sessions on healthy eating, cooking on a budget, growing and cooking their own fruit and vegetables, healthy minds sessions and exercise sessions for heart patients. Learners at one partner produced a useful recipe book based on the produce they had grown. CAL trains health champions who work as volunteers in the community to promote health projects across the most deprived boroughs.
- Many learners become community volunteers and make a valuable contribution to their local communities. Many work as learning champions and health champions. Some also do community development qualifications that enable them to support other volunteers to run community groups. Learners at Smartmove collaborated to produce an information, advice and guidance booklet to signpost learners to courses across communities. Five thousand copies have been distributed to date.

- Teaching and learning are good. The records of lesson observations are robust and thorough. All observed sessions were good or better. Tutors are well qualified and experienced in their subjects. They use innovative ways to interest and motivate learners. Many outdoor activities promote exercise and health, such as walking, gardening and growing fruit and vegetables in the community. One partner has a 'learning bus' that travels to remote communities to promote health and learning.
- Initial assessment and formative assessments of learners work are satisfactory. Learners produce reflective learning logs. Most tutors use these to give appropriate feedback to learners. Some tutors use end of course reviews to establish overall achievement. However, there is insufficient summative assessment and recording of skills development and achievements on non-accredited courses by non-CAL tutors.
- The range of courses and modules available to learners is good. For example IT for the terrified, first aid, health and safety, food hygiene, digital photography, using mobile phones, cookery and craft. CAL develops many bespoke courses to engage learners and meet the needs of local communities and voluntary groups. Partners encourage enrichment activities responsive to local needs, for example visits for ESOL learners to museums, libraries and to London to meet their MP at the House of Commons.
- Partnerships are particularly effective and productive. Coordinators are dynamic. Meetings are collaborative with routine sharing of ideas and good practice. Partners make excellent use and promotion of communal resources, including premises, funding and teaching staff. One partner has a highly effective scheme to loan laptops, digital cameras and other equipment to volunteers.
- Support for learners is good. Learners are able to attend information, advice and guidance and counselling sessions. Partners also give good advice on finance, debt, housing and family issues. Most venues have crèche facilities and cafes. One partner arranged courses on Saturday mornings to accommodate men.
- Management of the programme is good. Performance monitoring of partners' targets is also good. CAL gives good support, advice and guidance to partners. Communication with partners is very good. All CAL training is also offered to partners' staff. However, not all partner staff have attended RARPA training leading to inconsistency in monitoring and recording progress and achievement.
- Learners' understanding of equality and diversity is good. CAL has increased the participation of under-represented groups significantly; for example, males, minority groups and people with learning difficulties and/or disabilities.
- Quality assurance arrangements are satisfactory. The self-assessment process is satisfactory. All staff were included. The report was broadly accurate however, it failed to recognise inconsistencies in the robustness of the RARPA process and therefore in validating learners' achievement on non-accredited courses.

What does Calderdale MBC need to do to improve further?

- Ensure all tutors attend training to include RARPA systems and procedures, to ensure achievement of all learners is consistently assessed and recorded.
- Implement RARPA moderations across all partners to ensure more consistently the effective validation of learners' skill development and achievement.

Information about the inspection

33. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Calderdale MBC's curriculum and quality manager as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the Skills Funding Agency or other funding bodies, Framework for Excellence indicators, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.
34. 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 Calderdale MBC. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)

Calderdale MBC

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	3118	401	103	2614
Overall effectiveness	2	2	2	2
Capacity to improve	2			
A. Outcomes for learners	2	2	2	2
A1. How well do learners achieve and enjoy their learning?	2			
A1.a) How well do learners attain their learning goals?	2			
A1.b) How well do learners progress?	2			
A2. How well do learners improve their economic and social well-being through learning and development?	2			
A3. Do learners feel safe?	2			
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2			
A5. <i>How well do learners make a positive contribution to the community?*</i>	2			
B. Quality of provision	2	2	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2			
B2. How effectively does the provision meet the needs and interests of users?	2			
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2			
C. Leadership and management	2	2	2	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3			
C3. How effectively does the provider promote the safeguarding of learners?	3			
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3			
C5. How effectively does the provider engage with users to support and promote improvement?	2			
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	2			

*where applicable to the type of provision

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