

# Devon County Council

## Inspection report

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**Unique reference number:** 51540

**Name of lead inspector:** Charles Clark HMI

**Last day of inspection:** 20 May 2011

**Type of provider:** Local authority

**Address:** Buckland House  
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## Information about the provider

1. Devon County Council is in the South West of England. It provides adult and community learning through Devon Adult and Community Learning Service (DACL), which is part of the Adult and Community Services' Directorate. The service has been through a restructure with a significant reduction in the number of senior managers. The senior management team of four comprises the head of service, head of programmes, head of business resources and head of community relations. DACL has eight principal learning centres across the county and also uses many other venues.
2. DACL offers programmes in 13 subject areas. Learner numbers in some subject areas are very small. Provision in the subject areas with the largest number of learners was inspected and graded: information and communication technology (ICT); arts, media and publishing; and, preparation for life and work. All other provision, including Train to Gain, was included in the inspection judgements.
3. DACL holds contracts with the Skills Funding Agency for adult provision and with the Young People's Learning Agency for provision for 16- to 18-year-old learners. All the provision is government funded.
4. The provider provides training on behalf of the following organisations:
  - Branscombe Airfield
  - Women's Institute.
5. The following organisations provide training on behalf of the provider:
  - Amber
  - Ambios
  - Burton Art Gallery
  - Crediton Playscheme
  - Devon County Council
  - Equip
  - Exeter CVS
  - Exeter YMCA
  - Hele Hub CIC
  - Homestart Exeter
  - Homestart Teignmouth
  - MIND
  - Morehampstead Development Trust
  - Parent Partnership Service
  - PCT
  - Pluss

- Plymouth YMCA
- Shekinah
- Torridge Training services
- Xcentre.

<b>Type of provision</b>	<b>Number of learners in 2009/2010</b>
<b>Provision for young learners:</b> Further education (16-18)	118 part time learners
<b>Provision for adult learners:</b> Learning for qualifications  Learning for social and personal development	4,354 part time learners  6,089 part time learners
<b>Employer provision:</b> Train to Gain	470 part time learners

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
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<b>Capacity to improve</b>	<b>Grade 3</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3

<b>Learning for qualifications</b>	<b>Grade</b>
Preparation for life and work	3

<b>Learning for social and personal development</b>	<b>Grade</b>
Information and communication technology	3
Arts, media and publishing	3

## Overall effectiveness

6. DACL has satisfactory provision. Most learners on courses leading to qualifications are successful. Learners on social and personal development courses typically achieve their learning goals. Learners on Train to Gain courses succeed satisfactorily.
7. Learners enjoy their learning and many gain in confidence and self-esteem. However, not all learners have clear learning targets and some of the individual learning plans contain insufficient detail to monitor learners' progress. Learners on the Train to Gain provision develop appropriate skills and gain confidence in their job role.
8. Teaching and learning are satisfactory. DACL has been selective in completing observations of teaching and learning in an attempt to improve the teaching grade profile. It is too early to assess the impact of this. Inspectors found teaching to be mainly satisfactory with some good sessions. The better sessions

included a variety of teaching methods and resources to engage learners. Tutors were typically very enthusiastic and proficient in their subject areas.

9. DACL meets the needs of the community well in most areas. Partnership working is good and improving, with an increasing amount of work with local organisations engaging with disadvantaged client groups. Some subject areas offer a wide range of courses with sufficient opportunities for progression, but other subject areas are more limited.
10. DACL has undergone a substantial restructure recently resulting in a significant reduction in the number of senior staff. This restructure has been carefully planned to improve the provision and is still being implemented. It is too early to assess the longer-term impact of this work, although there has been some short-term disruption as a result. The senior management team has a clear vision for future improvement within the county council and for meeting the needs of the community.

## Main findings

- Outcomes for learners are satisfactory. On courses leading to qualifications success rates improved until the year 2009/10 when they dropped below national rates. Currently there are indications that they are improving. Achievement on social and personal development courses is satisfactory.
- Learners enjoy their courses. They are well motivated and keen to progress to further courses. They develop good skills and improve their self-confidence.
- Learners feel safe and have a good awareness of health and safety issues. They demonstrate safe working practices including safe use of the internet.
- Teaching and learning are satisfactory overall. In the better classes tutors use a good variety of resources and techniques to stimulate and motivate learners. However, some sessions are less well planned and do not challenge learners sufficiently. Individual learning plans are used well in some subject areas but are poor in others.
- The use of information and learning technology (ILT) is satisfactory overall. However, in some subject areas it is not used sufficiently although the resources are available. Learners do not take full opportunities for research in arts, media and publishing and also for the electronic presentation of visual materials in class.
- The range of courses is satisfactory in meeting the needs and interests of learners overall. In most subject areas, the provision is offered across the county, but class sizes are often small with many cancelled courses. The range of courses in arts, media and publishing provides insufficient opportunity for learners to consolidate their learning and to progress.
- Partnership working is good and improving. It is most well developed in family learning. It is being increasingly used to develop subcontracting arrangements to improve the curriculum offer to priority groups.

- Care, guidance and support are satisfactory. Learning support assistants provide good support in preparation for life and work classes. All courses have pre-course information sheets. Initial assessment is satisfactory.
- Strategic management of the provision is good with well-developed plans focused on the needs of the community within the vision of Devon County Council. Strategic management is good within the preparation of life and work team, but less well developed in other areas.
- DACL has satisfactory safeguarding arrangements. The designated safeguarding officer is appropriately trained. DACL has excellent access to the safeguarding resources with the county council. Several safeguarding issues have been managed effectively over the last year. However, learners are insufficiently aware of safeguarding resources and how to use them.
- The promotion of equality and diversity is satisfactory. DACL is committed to engage learners from under-represented groups and to promote learning in the more remote areas of the county. The promotion of equality and diversity within the curriculum is insufficiently developed.
- The self-assessment process is satisfactory although quality improvement procedures are underdeveloped. As a result of the restructure the quality improvement, strategy and procedures are under review. Currently, quality procedures are insufficient to improve the provision effectively although plans to improve them are well developed.

### **What does Devon County Council need to do to improve further?**

- Effectively monitor learners' progress to raise and maintain success rates to a consistently high level.
- Use rigorous and systematic observations of teaching and learning to ensure that all sessions are well planned, and that tutors use a wider variety of teaching resources including ILT and use individual learning plans effectively to set specific learning goals that challenge learners.
- Provide consistently effective curriculum management across all provision; systematically review the curriculum offer to ensure it meets learners' needs, leads to increased class sizes and reduces the number of cancelled courses.
- Assure the consistency of strategic management across the provision by further development and full implementation of the new management structure.
- Ensure increased effectiveness in safeguarding arrangements by providing learners with more information about how to report any safeguarding concerns.
- Ensure that staff have a thorough understanding of equality and diversity themes and of how to raise learners' awareness of these by effective promotion of equality and diversity in the curriculum.
- Fully develop and implement a comprehensive quality improvement strategy and procedures to assure a consistently high quality across all provision.

## **Summary of the views of users as confirmed by inspectors**

### **What learners like:**

- excellent teaching
- friendly and helpful staff
- exemplary instruction and support
- good resources and venues
- courses that are fun and enjoyable
- increased confidence and self-esteem.

### **What learners would like to see improved:**

- the cost of courses
- progression opportunities
- the number of courses cancelled
- the availability of computers.

## **Summary of the views of partners as confirmed by inspectors**

### **What partners like:**

- good partnership working
- prompt responses to any queries
- robust and regular monitoring of provision
- prompt payment.

### **What partners would like to see improved:**

- contact with other partners.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

11. DACL made good progress in addressing the areas for improvement identified at the previous inspection as detailed in the monitoring visit report 2009. However, a significant restructure has changed the provision and the staffing profile sufficiently to necessitate substantial changes to the management of the provision. The number of staff in the senior management team has reduced from nine to four, with significant changes in the roles of the remaining senior managers. This has particularly adversely affected the procedures to improve quality. Plans are well developed to put into place new quality assurance procedures.
12. Since the previous inspection, success rates had been improving until 2009/10 when they were below national averages. DACL has implemented an action plan to improve success rates and there are now some initial signs of improvement.
13. The self-assessment process is satisfactory. It is thorough and sufficiently inclusive. The self-assessment report is detailed and judgemental. It links well with the quality improvement plan which is carefully monitored by the senior management team. The self-awarded grades in the self-assessment report broadly match those of inspectors.

### Outcomes for learners

**Grade 3**

14. Success rates for courses leading to qualifications improved after the previous inspection. However, for the year 2009/10 the success rates generally fell below national averages. For the current year success rates for the Train to Gain provision indicate that they will be above the national average. Outcomes for courses on social and personal development are satisfactory overall and good for the short courses. The performance of different groups is broadly equivalent.
15. Learners are enthusiastic and highly motivated. They make good progress within their course and many learners progress from courses for social and personal development to courses leading to qualifications. The development of practical skills is good and in some areas enables learners to make effective contributions to the community. In ICT, learners have produced posters for their local churches, and learners on the preparation for life and work courses have contributed to charity work and acted as volunteers. The Train to Gain provision successfully enables learners to gain their qualifications and then to gain further qualifications or obtain promotion. Learners on family learning courses demonstrate improved parenting skills as well as enhancing their literacy and numeracy ability.
16. DACL promotes safe working practices which learners readily acquire. Learners feel safe and have a good awareness of health and safety issues. DACL places a



great emphasis on internet safety which is promoted to all learners at induction and particularly within the ICT provision.

## The quality of provision

## Grade 3

17. Teaching and learning are satisfactory overall. All sessions observed by inspectors are judged to be good or satisfactory. In the better sessions, tutors use a variety of teaching methods and resources to effectively meet the needs of learners with differing abilities. Learners engage enthusiastically and are keen to develop their skills. In weaker sessions, the planning is less thorough and does not meet the individual needs of all learners.
18. Most venues and classrooms are satisfactory except for some temporary accommodation being used while a learning centre is being refurbished. The quality of teaching materials, such as worksheets and course documents, is generally satisfactory. Some courses in family learning make very good use of resources such as in the animation classes. ILT equipment is available and used in many courses. However, it is not always used, particularly in those sessions where it could enhance learning such as in arts, media and publishing.
19. Initial assessment is sufficiently thorough and the assessment of learners' progress is generally constructive and completed regularly. Individual learning plans are used to good effect in some subject areas, but in others they are not sufficiently detailed and do not contain sufficient measurable targets to guide and monitor learners' progress. In the Train to Gain provision, assessment and the review of progress are frequent. The introduction of e-portfolios has improved the communication between learner and assessor, with a positive impact on progress and completion of the programme within the expected timescale.
20. The provision meets the needs and interests of learners satisfactorily overall. The provision within the Train to Gain contract meets the needs of learners and employers well. Family learning provision meets the needs of learners and their families effectively and is being developed to extend provision in local communities, particularly in rural areas. The recently expanded subcontracted provision meets the needs of targeted groups well and continues to be developed. Provision for social and personal development within arts, media and publishing is provides insufficient opportunity for the consolidation of learning and progression to meet the needs of learners.
21. Partnership working is good overall and is well developed in family learning. DACL has good links with schools, charities and other local organisations which promote the county council's agenda for social inclusion. This is being developed further as part of DACL's strategic plan. DACL has made new links with local organisations working with clients from various disadvantaged groups and has established work as equal partners or as subcontractors for DACL.
22. DACL provides satisfactory support and guidance for learners. Identified individual learners' needs are well met with good provision of academic and

pastoral support. DACL makes good use of learning assistants and adaptive technology to meet the needs of those learners with particular additional support needs. Initial information is produced for each course, although inspectors found that some learners had not received it. Guidance is available about the courses through the learning centres.

## **Leadership and management**

## **Grade 3**

23. The senior management team at DACL provides good strategic management and is supported with good leadership from the county council. The county council sets clear strategic direction and DACL is well integrated into the directorate. After the previous inspection, the team recognised that significant changes needed to be made to the provision in order to make it viable financially. The team implemented a significant restructure, resulting in a significant reduction in managers. The provision has become more focused on engaging learners from under-represented and disadvantaged groups, particularly through the use of partnership working. This is still being implemented and has resulted in other significant changes being necessary in the provision, such as the modification of the quality improvement procedures.
24. Strategic management within the provision is good in some subject areas, such as preparation for life and work, and underdeveloped in other subject areas, such as arts, media and publishing. The restructuring of the preparation for life and work staff team is nearing completion and changes to other teams may be implemented subject to agreement and consultation.
25. The day-to-day management of the provision is satisfactory overall. Courses are well planned in advance in response to previous provision and learner feedback, although many courses are cancelled and many courses have small numbers. These courses are run so as not to disadvantage those interested learners and are offset by those courses attracting larger numbers of learners.
26. The arrangements for safeguarding learners are satisfactory. DACL has a designated safeguarding officer who is appropriately trained and has direct access the council's safeguarding team. All staff have received training in safeguarding and have been subjected to an enhanced Criminal Records Bureau check. DACL maintains a central database of these checks and monitors them for updating. DACL conducts risk assessments on all premises used and also for all activities. Particular emphasis is placed on internet safety. Learners have sufficient knowledge about safeguarding, but they are not sufficiently aware of the procedures to report an incident or of the support available to them.
27. The promotion of equality and diversity is satisfactory overall. DACL has good strategies to increase the engagement of learners from under-represented groups. It is developing this further through subcontracted provision and the extension of partnership links through the family learning provision. DACL monitors the performance of learners in order to identify and narrow differences in achievement between groups. DACL promotes equality and diversity well in its promotional material which contains appropriate wording and imagery. All

staff have received equality and diversity training, although their understanding of equality and diversity issues is limited. Equality and diversity are not promoted sufficiently within the curriculum.

28. DACL engages with learners appropriately and is responsive to specific feedback. It has identified the need to increase the amount of feedback from learners through a variety of mechanisms and is implementing a detailed action plan. DACL is responsive to feedback from partners and communicates very effectively with them.
29. The self-assessment process is satisfactory and the report is generally an accurate reflection of the provision. The quality improvement strategy and cycle are currently being reviewed as the existing model does not fit the staffing structure or fully meet the needs of the changing provision. DACL are currently reviewing their quality procedures including those for observing teaching and learning. Plans are well developed to put into place new quality procedures and a quality improvement calendar. Quality assurance of the Train to Gain provision and the subcontracted provision is good.
30. The management of resources is good. However, there are many classes with small numbers of learners. The learning centres are maintained well with two centres undergoing substantial refurbishment. ILT resources are fit for purpose and available for many classes. Adaptive technology is available for those learners with particular learning needs.

## Learning for qualifications

**Other learning for qualifications provision considered as part of the main findings but not separately graded : Health, public services and care; Science and mathematics; Construction, planning and the built environment; Retail and commercial enterprise; Languages, literature and culture; Education and training; Business, administration and law.**

## Preparation for life and work

**Grade 3**

### Context

31. Currently, 110 learners follow literacy courses and 107 follow numeracy courses ranging from entry level to level 2. Learners are initially enrolled on a five-week first steps course to complete their initial assessment. Seventy four learners with learning difficulties and disabilities attend accredited independent learning and living skills courses (ILLS). Courses run daytime and evening at the main centres across the county. The programme is managed by a foundation and skills programme coordinator and two lead tutors. Classes are taught by a team of 58 sessional tutors.

### Key findings

- Outcomes for learners are satisfactory. Overall success rates in literacy and numeracy are slightly below national averages. They are satisfactory on shorter courses, but are low on longer courses. Success rates for numeracy are improving. Success rates on ILLS courses are good. Retention rates are satisfactory on shorter courses, but low on longer courses.
- Learners enjoy their courses. They are well motivated and keen to progress on to further study or employment. They gain much confidence and make good progress in developing their literacy and numeracy skills. Learners with learning difficulties and/or disabilities successfully gain skills in team working and social interaction. The standard of learners' work is satisfactory.
- Learners feel safe and have awareness of health and safety when they engage in practical tasks. Learners with learning difficulties and disabilities are very confident in identifying possible dangers pedestrians encounter when crossing roads.
- Learners make a satisfactory contribution to their wider community. Learners in some literacy and numeracy classes are actively involved in fundraising for charities that work overseas. Other learners now have the confidence to volunteer in their local communities. Learners on ILLS courses gain a good understanding of how to eat healthily and from sustainable sources.
- Teaching and learning are satisfactory. Sessions are well planned and structured to help learners achieve the set learning outcomes. In the better sessions, tutors focus on meeting the individual needs and interests of learners and use a variety of activities and materials to keep them motivated and engaged. However, in some sessions tutors rely too heavily on paper-based learning materials. Overall, learning resources are satisfactory.

- The use of ILT in classes is satisfactory. Learners in literacy classes make effective use of computers to access interactive resources. However, in some classes tutors do not ensure that the equipment is functional for showing video clips. Tutors effectively use the virtual learning environment to provide resources for learners to use during class and for home study.
- Initial assessment is thorough and effectively identifies learners' starting points. Additional support needs are accurately identified. However, the processes for measuring and recording the progress and achievement of learners are insufficiently rigorous in literacy and numeracy. Individual learning plans do not sufficiently monitor learners' progress against individual targets. However, individual learning plans are used well for learners on ILLS courses.
- The provision satisfactorily meets the needs and interests of learners. Many courses are offered in community venues which are local and accessible to learners. Classes effectively meet the needs of learners who require qualifications in literacy and numeracy to increase their employability. There is a satisfactory range of progression opportunities for learners.
- The care, guidance and support for learners are satisfactory. During sessions, learners receive good individual guidance and one-to-one tuition from tutors and also from learning support assistants. Tutors and learning support assistants work well together to meet the individual support needs of learners. Information and guidance about courses and progression opportunities are satisfactory.
- Leadership and management are satisfactory. The strategic direction is clear and the management of the change within the provision is satisfactory. Strategies are in place to improve the success, retention and achievement rates. Changes are also being made to the teaching team to ensure better management of provision and of tutors. However, there are insufficient opportunities for sharing good practice.
- Equality and diversity are satisfactory. Inclusion is strongly promoted, particularly to ensure learners with disabilities are not excluded from learning programmes. Equality and diversity practice is assessed during the observation of teaching sessions and it is satisfactorily promoted throughout provision. However, some tutors lack sufficient understanding of equality and diversity to inform their teaching.
- The self-assessment process is thorough and the self-assessment report evaluative and accurate. Managers know their service well and have identified actions to be taken to improve the quality of provision. The judgements regarding the observation of teaching and learning are accurate and result in constructive action plans for tutors.

### **What does Devon County Council need to do to improve further?**

- Enhance the focus on strategies to retain learners in order to raise success rates in literacy and numeracy and better prepare them to succeed on accredited programmes.

- Further develop the processes for monitoring the progress and achievement of learners in literacy and numeracy by exploring and sharing the existing good practice.
- Raise standards in teaching and learning by ensuring the use of a wider range of teaching and learning activities and resources in all sessions.

## 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 service and care; Agriculture, horticulture, and animal care; Engineering and manufacturing technologies; Construction, planning and the built environment; Retail and commercial enterprise; Languages, literature, and culture; Education and training; Preparation for life and work; Business, administration and law.**

### Information and communication technology

### Grade 3

#### Context

32. Currently, 97 adult learners follow courses for learning for social and personal development. Five hundred and seventy four learners have studied so far this academic year; last year there were 1,474. The introductory courses range from those who are new to using computers to those who are new to specific aspects of information technology (IT) use. Courses include an introduction to computing, researching the internet, making leaflets and posters, and using social media. Some 66% of learners are women and 2% are from a minority ethnic heritage. The provision is delivered by 23 part-time tutors at 19 centres.

#### Key findings

- Outcomes for learners are satisfactory. Most learners complete their short courses, but participation rates on taster courses are low. Learners gain confidence and competence in a variety of applications including researching the internet, writing emails, word processing, and accessing social network sites.
- Learners enjoy developing their skills and most make good progress in achieving their individual goals. Learners progress well from introductory courses to further courses, many of which lead to qualifications. Progression routes are well signposted but are not always available for all IT applications.
- Learners are able to make a positive contribution to the community and their own social and economic well-being through the development of their IT skills. Learners develop skills in creating posters to enhance the work of their local churches and create fliers to help promote their own businesses. Some gain skills to seek employment.
- Learners use safe working practices satisfactorily within information and communication technology (ICT). Encouragement is provided to use correct posture when working with computers and to take regular comfort breaks. Learners are guided to make safe use of the internet and are warned of the potential online dangers.
- Teaching and learning are good. Knowledgeable and encouraging tutors support their learners well and with enthusiasm. In the better sessions, tutors make good use of resources to support individual learning. However, in many sessions, questioning is underdeveloped with missed opportunities for asking

questions to check understanding, provide challenge and also to develop problem-solving skills.

- The needs and interests of learners are satisfactorily met by the range of courses on offer. Some innovative courses have been developed to engage under-represented groups. However, many courses do not run at advertised localities because of low recruitment.
- Learners receive good individual care and support from tutors which helps them realise their potential. Good pre-course information shows content and progression. However, some learners complain that information provided over the telephone is unclear.
- Learners' individual needs are not always assessed early enough in mixed-ability introductory courses. Faster learners sometimes have to wait while the slower ones struggle with basic mouse skills. The good practice of some tutors in assessing and meeting individual needs is not shared across the service.
- Leadership and management are satisfactory. However, the ambitious plans to develop the provision are not effectively communicated to the team and some tutors feel isolated. The self-assessment report and the judgements regarding the observation of teaching and learning are broadly accurate.
- Quality assurance processes are not fully embedded. During a period of change in quality systems, performance at course level is insufficiently monitored; staff lack understanding about systems and responsibilities. Course evaluations are not consistently undertaken. Many scheduled observations of teaching and learning have not taken place so far this year.
- Resources to support learning are satisfactory. Classrooms are spacious and often well equipped with interactive whiteboards. However, technical issues slowed the pace of learning in the Totnes centre and the equipment in Kingsbridge is out-of-date. Satisfactory electronic resources are available to support learning. Small groups do not provide good value for money.
- Arrangements for promoting equality and diversity are satisfactory. Good initiatives have been developed to reach and support older learners. However, some activities to promote equality and diversity are not sufficiently related to the local communities and are contrived.

### **What does Devon County Council need to do to improve further?**

- Review and develop courses and progression opportunities to enable more learners to access programmes.
- Provide opportunities for tutors to share the good practice in assessing and meeting the differing needs of learners on short programmes.
- Develop tutors' skills in questioning and fostering independent learning to enable learners to progress more rapidly and confidently in sessions and at home.



## Arts, media and publishing

## Grade 3

### Context

33. Currently, 162 learners follow arts, media, and publishing courses of whom 61 are new learners. DACL currently offers 24 adult safeguarded learning (ASL) courses across 7 sites in Devon. The range of provision includes drawing and painting, botanical illustration, printmaking, upholstery, patchwork and quilting, jewellery, mosaics, indigo dyeing and digital photography. Courses mostly last for either three to four hours if part of the taster programme or a maximum of sixteen hours. Women make up 86% of the learners and there are no learners from minority ethnic backgrounds.

### Key findings

- Outcomes for learners are satisfactory. Success rates have improved over a three-year period. Attendance and punctuality are good. However, learners' targets for success are not rigorous enough. Learners are assessed against goals that are too general to measure real progress. Learners progress on to accredited provision to develop their skills, but progression opportunities are limited for some learners.
- Learners are motivated and enthusiastic to learn. They gain confidence and most progress in developing their artistic skills. Some learners gain a range of practical skills in jewellery, pottery and mosaics. There are plans to exhibit selected learners' work at a national contemporary art fair.
- Teaching and learning are satisfactory. Well-planned sessions engage learners with a range of abilities who make good progress. Tutors are good at motivating learners and providing constructive feedback. However, in some sessions, challenging targets are not set resulting in learners making insufficient progress in the standard of their work.
- Initial assessment is satisfactory. Effective use of individual learning plans by some tutors set clear targets and record progress. Some learners keep weekly evaluative records which are reviewed regularly by the tutor. However individual learning plans contain no generic course goals, only general individual goals which are of little help in supporting improved performance. Some learners do not record and measure their progress.
- Tutors do not use ILT effectively. There is little use of the virtual learning environment (VLE) or of electronic whiteboards in art and crafts sessions. Although laptops are available, they are not used by tutors as a resource for teaching and learning. Too many opportunities are missed for internet access, research and electronic presentation of visual materials in class.
- The range of courses in adult safeguarded provision is insufficient to meet the needs and interests of learners. Managers work hard to put on extra courses to meet demand. However, many courses close through lack of viable numbers, but learners report needing more continuity from term to term and more provision aimed at improving and consolidating beginners' skills in art and craft subjects.

- Guidance and support are satisfactory. All courses have pre-course information sheets. Access to brief course outlines is available online. Centres offer comprehensive information on programmes. However, some students had not received a course outline and not all tutors give them out. There is no evidence of referrals having been made in arts and crafts for additional learning support.
- Overall, management of the curriculum is satisfactory. Communication with tutors across a wide geographical area is effective through the use of the VLE, visits, telephone and email. Teaching performance is closely monitored and well supported. Managers respond to learners' requests for additional courses. However, there is an insufficiently well-developed plan for arts and crafts to guide managers.
- Observation of sessions is good. The sampling strategy prioritises new tutors and those judged to be satisfactory in the previous round. The proportion of sessions judged to be good or better has improved. Reports evaluate teaching and learning effectively. Good practitioners share their practice with peers at the start of the year. However, reports for this year have not yet been moderated.
- Safeguarding is satisfactory. Tutors have completed online training for safeguarding and are aware of their duties and the procedures if they have a vulnerable adult they consider at risk. Promotion of safeguarding to learners is not evident in some classes and tutors are not involved in inducting learners in safeguarding.
- Equality and diversity are satisfactory. Some tutors make opportunities to broaden the cultural context of teaching their subjects. However, some tutors are insufficiently clear about equality and diversity to promote them effectively in their sessions. Learners from most priority groups are not well represented in this provision.
- There are good resources for teaching and learning in arts and crafts. Risk assessment is good. Students are well inducted in safe working practices and use protective equipment. Accommodation is often multi-purpose but well maintained and reviewed. There are good resources for specialist subjects. Jewellery is currently in temporary accommodation which is not of a good standard.

### **What does Devon County Council need to do to improve further?**

- Ensure that initial assessment is rigorously completed and group and individual targets are sufficiently detailed to monitor learners' achievements.
- Ensure tutors enrich and inform learning in arts and crafts through better use of ILT, including in-class use of computers and digital presentation of visual material.
- Ensure better progression opportunities in this provision are available for all learners to consolidate their skills and the quality of their work.
- Improve strategic management in order to develop and monitor provision in arts and crafts.

- Increase recruitment of learners from priority groups to arts and crafts.

## Information about the inspection

34. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Devon County Council's head of community relations, 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 local Skills Funding Agency or other funding bodies, 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.
35. 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, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

**Record of Main Findings (RMF)**  
**Devon County Council**  
**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive	Employer responsive	Social and personal development
<b>Approximate number of enrolled learners</b>					
Full-time learners					
Part-time learners	1,239	33	708	112	386
<b>Overall effectiveness</b>	<b>3</b>	<b>n/a</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	<b>3</b>				
<b>A. Outcomes for learners</b>	<b>3</b>	<b>n/a</b>	<b>3</b>	<b>3</b>	<b>3</b>
A1. How well do learners achieve and enjoy their learning?	3				
A1.a) How well do learners attain their learning goals?	3				
A1.b) How well do learners progress?	3				
A2. How well do learners improve their economic and social well-being through learning and development?	3				
A3. Do learners feel safe?	3				
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	n/a				
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a				
<b>B. Quality of provision</b>	<b>3</b>	<b>n/a</b>	<b>3</b>	<b>2</b>	<b>3</b>
B1. How effectively do teaching, training and assessment support learning and development?	3				
B2. How effectively does the provision meet the needs and interests of users?	3				
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?	3				
<b>C. Leadership and management</b>	<b>3</b>	<b>n/a</b>	<b>3</b>	<b>2</b>	<b>3</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3				
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2				
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?	3				
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
C7. 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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