

City of York Council

Inspection report

Unique reference number: 55476

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Last day of inspection: 10 June 2011

Type of provider: Local Authority

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Information about the provider

1. City of York Council (CYC) provides adult and community learning programmes and work-based learning for young people and adults. Adult and community learning provision is located within CYC’s Communities and Neighbourhoods directorate; work-based learning programmes at York Training Centre sit within the council’s Economic Development and Partnerships Unit. In addition to adult and community learning and work-based learning, CYC has also delivered a Train to Gain contract. The scope of the inspection visit covered provision funded by the Skills Funding Agency and Young Peoples Learning Agency.
2. The unemployment rate in York is slightly lower than that for the United Kingdom at 6.3%. The percentage of the population holding qualifications equivalent to national vocational qualifications at levels 1 to 4 is higher than the United Kingdom as a whole. At Key Stage 4 York residents attain well above national levels. In the three years up to 2009/10, the percentage achieving five or more GCSEs at grades A* to C has increased steadily to 81%. In the same period the proportion achieving five or more GCSEs at grades A* to C including English and mathematics has been maintained at 59%. Attainment of learners at advanced level in A levels and vocational qualifications is high.
3. The provider provides no training on behalf of other providers.
4. No organisation provides training on behalf of the provider.

Type of provision	Number of learners in 2009/10
Young learner provision:	
Further education (16-18)	15 part-time learners
Foundation Learning, including Entry to Employment (E2E)	35 part-time learners
Adult learner provision:	
Further education (19+)	1,392 part-time learners
Employer provision:	
Train to Gain	230 learners
Apprenticeships	102 apprentices
Informal adult learning	2,597 learners

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	2
Learning for qualifications in employment	
	Grade
Health, public services and care	2
Learning for qualifications	
	Grade
Information and communication technology	2
Literacy, numeracy and ESOL	2
Learning for social and personal development	
	Grade
Arts, media and publishing	2

Overall effectiveness

5. CYC provides good training for both its adult and community and work-based learning learners. The leadership and management of both programmes are good, responding very well to local and national initiatives to target provision to those learners who most need it. The outcomes for learners are good with some exceptional results in early years and health and social care work-based learning. The quality of learners' work is also good with some outstanding results by individual learners in arts and crafts. Good arrangements are made by the service to celebrate learners' success and their achievements.
6. The service works exceptionally well with a range of partners to develop and enhance the range of learning programmes to meet the needs of the local

community and also to target key priority groups. The range of programmes is wide and includes both accredited and non-accredited learning. These are offered at a range of venues in the city to enable the maximum number of learners to take part. The service provides learners with good information, advice and guidance about their learning. They identify additional learning needs and then take good actions to provide the required support to meet them. The staff are well-qualified and undertake further training to develop their expertise.

Main findings

- Work-based learning apprenticeship and Train to Gain overall success rates and completions within the planned time are excellent and consistently exceed the national averages by significant amounts. Long foundation, intermediate and advanced level course success rates have improved over the last three years and are good. Adult safeguarded learning success rates are high at 94% in 2009/10.
- Learners on all programmes develop a good range of social, personal and vocational skills. Learner surveys record high levels of satisfaction and enjoyment. A significant number of learners progress from entry level to higher levels of programmes. Learners make good progress on their courses and a high proportion achieve their main learning goals.
- The skills, knowledge, confidence and self-esteem developed by their involvement in the service's programmes contribute significantly to improving both social and economic well-being. However, the service recognises further development is needed in tracking and recording the impact of learning and analysing destination data.
- Many learners go on to make a very positive contribution to their community. Outreach workers provide very good support to enable learners to develop partnerships and activities in their neighbourhoods. The service makes very good use of a growing number of volunteers who are former learners who wish to contribute to supporting others on their programmes.
- In the better teaching sessions the tutors use a range of very effective strategies to engage learners, check their understanding, knowledge and recall. Sessions are lively and include a range of interesting activities. In the less good sessions planning is weak, lacking sufficient detail to ensure that learning goals are achieved in the most effective way.
- The extensive range of provision provides learners with good opportunities to access a programme that is right for them to meet their individual needs. The range of levels meets the needs of all abilities as well as providing a good variety of courses across all subject areas. The service has effective strategies to ensure that learners progress and move onto new provision.
- Outstanding use of partnerships further develops and enhances the range and type of courses offered in order to meet local and national strategic priorities. The service takes a strong lead role in developing provision and strategies to

engage hard to reach groups including family learning, good use of children's centres and a successful approach for young people not in employment, education or training.

- The care, guidance and support for learners are good. The service makes use of a number of qualified staff to provide relevant information, advice and guidance. Curriculum specific inductions include appropriate initial assessment to identify needs for support. Diagnostic assessment is provided when needed. A good range of personnel and resources are available for tutors and learners to meet their individual needs.
- Leadership and management are good. Strategic planning is effective and reflects well the council's overarching priorities. York Training Centre and the Adult and Community divisions of the service work very effectively together across the two directorates. Communication is very good and curriculum management is highly effective. Safeguarding arrangements are satisfactory.
- The service has a strong commitment to equality and diversity. CYC promotes social inclusion very well through a range of provision targeted towards groups that face particular barriers to learning. Tutors promote equality and diversity well in some classes. However, opportunities are missed in others. The use and analysis of data relating to different groups are inconsistent across curriculum areas.
- Self-assessment is very inclusive and effective, driving improvement at organisational and curriculum level through well monitored quality-improvement plans. Although largely accurate, the quality of self-assessment reporting varies across curriculum areas, with some being more self-critical than others. Too little use is made of employers' and other partners' views.
- The arrangements for the observation of teaching and learning lead to detailed reports and to action for improvement. However, too little emphasis is placed on evidence of learning. Observation does not include all learning activities, such as reviews and induction.
- The service provides good value for money, making necessary budget reductions in ways that minimise the impact on the learner, and taking steps to reduce waste. Resources and accommodation support high quality learning. The use of volunteers and the highly effective partnership working promote sustainable living in the community.

What does City of York Council need to do to improve further?

- Continue to develop and implement strategies to improve the quality of teaching for all learners by improving planning to ensure that key issues are covered more effectively. Also ensure that schemes of work include clear short-, medium- and long-term targets and that session plans include explicit learning goals focusing on learners' activity.
- Improve the use of the lesson observation system by ensuring that the grades and judgements clearly draw on evidence of learning in the sessions observed and consistently lead to action for improvement.

- Increase the promotion of equality and diversity in classroom practice by making better use of opportunities to challenge views and reflect diversity through curriculum content, and by sharing good practice to support curriculum planning.
- Develop further the use of data to identify and address the recruitment and achievement of different groups across all areas of the curriculum.

Summary of the views of users as confirmed by inspectors

What learners like:

- the good organisation of the courses
- the availability of courses at a time and place that enables them to access them
- the supportive and encouraging tutors
- the clear and accurate communication from all staff
- the good quality of teaching and the good use of a more relaxed approach to learning
- the ability to progress at their own speed while having support from the course tutor available at all times
- the knowledge gained through the course that will be invaluable in their workplace
- the good value for money
- the small group sizes so that they can get help more quickly when needed.

What learners would like to see improved:

- better explanation and more detailed information about courses and additional requirements before starting the course
- more advanced warning of tests and examinations
- that tutors make sure that those progressing quickly are given extra work so that they can make best use of their time on the course
- the continued funding for provision of all courses across all areas
- plan schedules around public holidays more effectively.

Summary of the views of partners as confirmed by inspectors

What partners like:

- the flexible response to requests and training provision
- the way the service takes a lead on many projects
- the good communication so that all parties involved know what is happening
- the way the service works with them to develop and maintain specialist provision.

What partners would like to see improved:

- no suggested improvements.

Main inspection report

Capacity to make and sustain improvement

Grade 2

7. CYC has demonstrated that it has a good capacity to improve. Outcomes for learners are good and in nearly all areas have improved year-on-year for the last three years and since the last inspection. The service has improved success rates in Skills for Life, arts, media and publishing, and information and communication technology (ICT), and maintained the very high success rates in health, public services and care, which are outstanding. Learners develop a good range of skills that add to their quality of life. An increasing number of learners are returning as volunteers to support the provision.
8. The service plays a very active role in developing and maintaining access to learning programmes for communities in and around York. They are very successful at targeting and recruiting learners from key priority groups such as Travellers and young people not in employment, education or training. CYC is excellent in using partnerships to support the development of the learning programmes.
9. Leadership and management of the programmes are good. Systems for quality assurance work well and support improvements in the quality of the provision offered. Self-assessment is thorough, largely accurate and drives quality improvement very well.

Outcomes for learners

Grade 2

10. Overall outcomes for learners are good. Success rates on accredited courses have improved in nearly all areas over the last three years and are significantly above the national averages. In modern foreign languages learner numbers have increased significantly but high success rates have been maintained. Work-based learning apprenticeship and Train to Gain overall success rates and completions in the planned time are excellent and consistently exceed the national averages by significant amounts. Long foundation, intermediate and advanced level course success rates have improved over the last three years and are good. Adult safeguarded learning success rates have also improved to 94% in 2009/10.
11. Learners on all programmes develop a good range of social, personal and vocational skills. Learner surveys record high levels of satisfaction and enjoyment. A significant number of learners progress from entry level to higher levels of programmes. Learners make good progress on their courses and a high proportion achieve their main learning goals.
12. The skills, knowledge, confidence and self-esteem developed by their involvement in the service's programmes contribute significantly to improving both social and economic well-being for learners. However, the service recognises further development is needed in tracking and recording the impact

of learning and analysing destination data so that they can identify trends and highlight more effectively where changes and improvements are needed.

13. Many learners go on to make a very positive contribution to their community. Outreach workers provide very good support to enable learners to develop partnerships and activities in their neighbourhoods. The service makes very good use of a growing number of volunteers who are former learners who wish to contribute to supporting other learners on their programmes.

The quality of provision

Grade 2

14. Teaching and learning on both programmes are good. In the better teaching sessions the tutors use a wide range of very effective strategies to engage learners, check their understanding, knowledge and recall. These include well-managed group and individual activities as well as good use of questioning to explore knowledge and understanding. These sessions are lively and include a range of interesting and challenging activities. In the less good sessions planning is often weak and lacks sufficient detail to ensure that learning goals are achieved in the most effective way. Explicit learning aims for the session are not routinely shared with the learners, and the systems to capture, record and monitor learners' progress are less well established.
15. The service delivers an extensive range of provision that provides learners with good opportunities to access a programme that is right for them to meet their individual needs. The range of levels meets the needs of all abilities as well as providing a good range of courses across all subject areas. The service has effective strategies to ensure that learners progress and move onto new provision.
16. CYC makes outstanding use of partnerships to develop and enhance the range and type of courses offered to meet local and national strategic priorities. The service takes a strong lead role in a number of local groups aimed at developing provision and strategies to engage hard to reach groups including family learning, effective use of children's centres and a successful strategy for young people not in employment, education or training. The head of Adult and Community Education is very active on a number of groups designed to maintain adult safeguarded learning. The head of York Training Centre also plays a significant role in local work-based learning forums and partnerships.
17. The care, guidance and support for learners are good. The service makes use of a number of qualified staff to provide relevant information, advice and guidance. Curriculum specific inductions include relevant initial assessment to identify needs. Diagnostic assessment is provided when needed. A good range of specialist personnel and specific resources are available for tutors and learners to meet their individual needs. The service meets identified additional learning needs well and in a timely fashion.

Leadership and management

Grade 2

18. Leadership and management are good. The service's very clear mission to provide a broad range of flexible learning opportunities, particularly focusing on widening participation, reflects well the council's overarching strategic priorities. York Training Centre and the Adult and Community divisions of the service work very effectively together across the two directorates. This joint working has led to more effective engagement with other areas of council work, and to each directorate's better understanding of learning and skills provision.
19. Communication across the service and within curriculum teams is very good, and supported well through regular well-focused meetings, and telephone and email contact. Curriculum management is very effective and makes good use of a range of up-to-date and accurate data to plan and monitor performance.
20. Safeguarding arrangements are satisfactory. The directorates have carried out risk assessments for all learning and skills provision. Designated officers have been appointed for work-based learning and for adult and community learning. Links with the local safeguarding board are satisfactory. In line with council policy, the service carries out full criminal record checks on all work-based learning assessors, volunteers, and tutors whose groups include young people or vulnerable adults. All staff have received a satisfactory level of initial training and understand what action to take if they have any concerns. Tutors familiarise learners with service policy at induction.
21. CYC has a strong commitment to equality and diversity. A whole-service plan identifies priorities for action. These include equality impact assessments on all policies and procedures. Equality and diversity is routinely addressed at senior management and team meetings. The service promotes social inclusion very well through a range of provision targeted towards groups that face particular barriers to learning, such as young learners not in employment, education or training, those with learning difficulties and/or disabilities, people with mental health issues, and the travelling community. Tutors promote equality and diversity well in some classes. However, this is inconsistent and opportunities are sometimes missed. Managers use data effectively to monitor the performance of different groups at whole-service level and in some curriculum areas. However, practice is inconsistent and the service has failed to identify and address a few differences in achievement.
22. CYC makes very good use of learners' views on the quality of provision. The service collects these in a wide variety of ways, including online surveys, one-to-one and group discussions, and end-of-course evaluations. It responds promptly to suggestions and concerns, and has improved many aspects of provision as a result.
23. Communication with partners and employers is very positive. However, the service makes insufficient use of these links to improve quality. For example, partners do not contribute in a productive way to self-assessment, and

employers are not always directly involved in reviewing the progress of work-based learners in health and social care.

24. Self-assessment is very effective, driving improvement at organisational and curriculum level through well monitored quality-improvement plans. The process is highly inclusive, involving all staff, including part-time tutors. Joint training for learning and skills staff has supported the process and helped the service produce a single cross-directorate report. It draws on a wide range of evidence to support the mostly accurate judgements and grades awarded. However, the quality of self-assessment reporting varies across curriculum areas, with some being more self-critical than others.
25. The arrangements for the observation of teaching and learning lead to detailed reports and to action for improvement. However, too little emphasis is placed in observation records on evidence of learning. As a result insufficient evidence is given to justify the grades awarded in many of the teaching observations. The grading system used for work-based learning does not lead to a clear overall judgement for the session. A moderation arrangement is in place but has failed to identify the lack of emphasis on learning. Observation does not include all learning activities, such as reviews and induction.
26. The service provides good value for money, making necessary budget reductions in ways that minimise the impact on the learner. Resources and accommodation support high quality learning. The service has taken steps to improve the sustainable use of resources, reducing paper waste for example. The use of volunteers and the highly effective partnership working promote sustainable living in the community.

Subject areas

Learning for qualifications in employment

Other learning for qualifications in employment provision considered as part of the main findings but not separately graded: business administration and management

Health, public services and care

Grade 2

Context

27. Currently 104 learners are taking part in work-based learning health and social care provision. Of these, 72 follow programmes in early years and 32 in health and social care. Thirteen learners are advanced apprentices, 13 apprentices and 69 learners are on Train to Gain programmes; the remaining nine learners follow the pre-apprenticeship Route to Success programme. Within Train to Gain 44 are in early years provision and 25 in health and social care.

Key findings

- Outcomes for learners on apprenticeships and Train to Gain are excellent. Overall success rates and those completed within the planned time are consistently higher than national averages. Learners achieve particularly well and develop excellent skills and knowledge. Learners also develop and improve their wider skills such as confidence and self-esteem. These help them at work and in their personal and social lives.
- Learners make good progress in their learning. Small group sizes promote speedy development of knowledge and ready access to individual support. The successful programmes significantly enhance their social and economic well-being. As a result of their learning they become more employable. The progression from the child care foundation-level programme to apprenticeships and paid employment is good.
- Learners receive a thorough induction in safe working practices, health and safety and safeguarding within their working environments. Learners feel safe. They know who to contact if they have any concerns. Procedures for the safeguarding of learners are satisfactory. All staff have undergone training in safeguarding and been checked with the Criminal Records Bureau.
- Teaching and learning are good. Teachers use a wide range of resources and learning strategies to challenge and engage learners. Child care learners have good access to a wide variety of resources to link theory to practice. Health and social care learners have more limited resources in the centre. Assessors provide a flexible approach to develop the required knowledge.
- Session plans are used well and link clearly to a scheme of work. However, tutors do not always plan to meet specific learners' needs. The plans do not identify differentiated or extended activities or highlight where equality and diversity and health and safety might be embedded in the sessions.

- Assessment is mostly good although tutors place too much reliance on written questions to demonstrate knowledge and understanding for many learners. Individual learning plans are used effectively; however, the learning goals identified are not always specific and measurable. The recording and monitoring of learners' progress is satisfactory.
- The range of programmes to meet learners' needs is good. An excellent pre-apprenticeship course offered as part of the Routes to Success programme provides an excellent introduction to child care. The service actively engages with local high schools well to recruit for this programme.
- Care, guidance and support for learners are good. Small class sizes and individualised support enhance their opportunity to succeed. Learners receive particularly good one-to-one support in sessions. Relevant initial and diagnostic assessments are used to identify individual support needs and these are then well met.
- Leadership and management are good. The team values the effective communication within and between teams as many assessors are out in workplaces with learners. Staff are appropriately qualified and have regular training and up-dates on safeguarding. Annual appraisals identify and review individual targets. However, these are not sufficiently focused on individual improvements in performance.
- The promotion of equality and diversity is satisfactory. However, tutors miss some opportunities during feedback sessions to learners to further challenge, question and explore the implications of issues in professional practice.

What does CYC need to do to improve further?

- Provide guidance and support for tutors in planning to meet individual learners' needs and how to build into their lessons differentiated and extended activities to challenge all levels of learners.
- Provide guidance and support for assessors in the setting and monitoring of targets that are specific, measurable and challenging to ensure individual learners' needs are met.

Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: science and mathematics; business administration and law

Information and communication technology

Grade 2

Context

28. Currently, 210 learners follow ICT courses for learning for employment and for social and personal development. Of these 156 are enrolled on an accredited programme. The programmes range from first steps for adults who are new to using computers, to intermediate level. Courses include introduction to computing, web-design, digital photography and general ICT user courses. Some 64% of learners are women and 12% are of minority-ethnic heritage. The provision is delivered in libraries, schools and other community venues in the York area.

Key findings

- Outcomes for learners are good. The majority of learners fully achieve their course and personal learning objectives, reaching good standards. Success rates are good and have increased steadily over the past three years. In 2009/10 the foundation level long course success rate at 94% was significantly above the national average and the rate for intermediate level long courses was 16% above the national figure.
- Learners make good progress. They enjoy their learning programmes and are well-motivated to succeed. They attend regularly and find the courses interesting and challenging. Learners increase significantly their self-confidence and self-esteem. They gain in confidence in using technology to communicate with family using email, internet shopping and in their work roles.
- Many learners progress well from introductory to higher level courses on the same topic or on to related topics. They improve their employment prospects. However, the service does not keep sufficient records of overall learners' progression.
- Learners feel safe and secure. Tutors effectively cover good practice in computer use and internet safety measures at induction and during the learning sessions. However, tutors do not always sufficiently ensure that learners apply good practice in all classes regarding good posture, screen position and seat height. Learners do not have suitable adjustable seating in one of the computer workshops.
- Teaching, learning and coaching are good overall. Many sessions are well-paced, tutors plan effectively to meet learners' individual needs and they use a good variety of interesting activities. Tutors have high levels of commitment and provide good individual guidance which learners appreciate and which helps

them to succeed. However, too many learners have periods of inactivity while they are waiting for support.

- Learners respond very positively in lessons. They make good links between learning and how to use their skills in everyday circumstances. Learners benefit from good skill appraisals and are clear about what they have achieved. However, some individual learning plans and progress records do not sufficiently set and monitor individual learning goals.
- The wide-ranging and responsive provision meets the needs of learners from first steps to intermediate level and successfully attracts learners from priority groups. Learners value the convenience and informality of the local venues. CYC is adept at securing funding to enhance the range of courses offered, enabling the service to engage with a wider range of learners.
- Partnership working to develop the provision is strong and highly effective. The service works effectively with a significant number of agencies, community groups and voluntary organisations, which has clear benefits for learners. The good relationships ensure that learners who are referred have their needs met quickly.
- The support and guidance for learners are good. Tutors provide very effective individual support to learners. Learners are carefully assessed to ensure their needs are known and they are placed on a suitable course. Additional support needs are assessed and well provided where needed. Learners access adaptive technology resources and benefit from additional in-class support.
- Leadership and management are good. The team ethos is good and tutors are well-supported. Communication is good, staff are well-informed and they regularly attend productive team meetings. They use data very well to monitor learners' performance and progress. The area provides good support for the development of the staff intranet and the use of technology across the service.
- Quality assurance and improvement are good. Staff respond well to course reviews and learners' feedback to promote improvements. The self-assessment report is broadly accurate and the quality-improvement plan is used well to bring about improvements. However, lesson observations do not always sufficiently identify improvements for teaching and learning.
- Social inclusion is good, with learners from a wide range of backgrounds engaging in ICT provision. Data are used well to monitor the progress of different groups of learners and to analyse local needs. The promotion of equality and diversity is good. However, tutors do not sufficiently take the opportunity to discuss the wider issues of equality and diversity.

What does CYC need to do to improve further?

- Provide more outstanding teaching and learning so that lessons are consistently interesting and provide sufficient challenge by planning learning effectively to meet the needs of individual learners.
- Ensure tutors give consistent guidance so that all learners are supported effectively in setting and monitoring their individual learning goals.

- Better understand the patterns and trends of learners' progression to higher levels, other associated courses or employment, by introducing a systematic recording scheme.

Literacy, numeracy and ESOL

Grade 2

Context

29. Eighty-two literacy and 97 numeracy learners are on foundation to intermediate level accredited courses. Most learners are women and 8% are of minority-ethnic heritage. A third of literacy learners identify themselves as having a learning difficulty or disability. Classes are taught by 14 part time or sessional tutors. Over the full year teaching is based at over 30 venues across York including schools, community venues, children's centres and libraries.

Key findings

- Success rates are good. Literacy rates are above the national average. Provider's data for 2010/11 indicate success rates have improved further. Numeracy success rates for 2009/10 are slightly below the national average but provider's data for 2010/11 show significant improvement to above the national average. Retention has improved and is now good. Standards of work are satisfactory.
- Progression is good for many learners from one level to another. Some learners produce creative pieces of work beyond what is required for the qualification such as computer-based presentations and very well written poetry. Learners enjoy their learning very much and make huge improvements in their confidence levels and communication skills.
- Learners make good progress in developing skills to improve their employability. Learners transfer their learning to the workplace and also in everyday life, for example, in calculating best buys or loan offers. Some learners progress to higher education level modules offered by one of CYC's partners. Many learners place great value on being able to help their children and learn with their families.
- Learners feel safe and able to express themselves freely in class. They contribute to creating a supportive and respectful environment. They are aware of appropriate health and safety practice but some learners are not familiar with recommendations for best ways to sit at and use computers without causing stress and strain.
- Teaching and learning are good in most lessons. Tutors are very skilled at facilitating discussion and learner-led activities ensure learners are interested and enjoy learning. They offer a good mix of activities, including practical tasks and visits. Tutors make insufficient use of information learning technology in their teaching in spite of the availability at many centres of up-to-date equipment.
- A few learners have been placed in classes at the wrong level but screening and initial assessment is now being introduced at the appropriate time to rectify this. The procedures for recognising and recording progress and achievement are sometimes ineffective mainly due to weak target-setting and making insufficient use of the learner's own self-assessment during and at the end of their course.

- The needs and interests of learners are met very well. Courses are offered at over 30 centres across York and many are designed to attract potential learners by embedding literacy and numeracy within topics such as fitness, food and health. Flexible learning courses are very popular with learners as it allows them to attend when it is convenient for them and to work at their own pace.
- CYC has developed excellent partnership arrangements with schools, children's centres, employers, various community groups and advice and guidance agencies. Outreach workers are based at children's centres and have a significant impact on maintaining the excellent working relationships between partners and tutors. It has resulted in helping to engage very hard to reach groups such as Travellers.
- Support for learners is good. Free childcare, extra paid support workers and volunteers have been used well in classes to give very effective individual support. Attendance monitoring and an 'early concerns' system identifies support needs very effectively. Outreach workers are very effective at giving individual support for more vulnerable learners. Information, advice and guidance are good.
- Leadership and management are good. Managers give clear direction and support staff well to improve their performance. The collection and use of data have improved. Full staff meetings encourage staff to reflect on what works well for learners and sharing good practice. Observations of staff are used to help plan further training and development of staff.
- Managers are very effective at targeting and recruiting learners who benefit most from the programmes. Local data on deprivation levels and unemployment are used well to identify potential groups. Data are examined to identify any achievement gaps but no significant differences between groups are evident although retention rates are better amongst those with learning disabilities.
- Feedback from learners and staff is used well to make improvements to courses. Recent developments in the collection of feedback have improved the quality and breadth of information for their self-assessment. Self-assessment is broadly accurate and action planning is effective. Formal feedback is not collected from partners and they do not feed directly into the self-assessment process.

What does CYC need to do to improve further?

- Make better use of information learning technology in sessions to offer learners a greater range of methods of learning and to involve them in using interactive technology.
- Improve the recognition and recording of learners' progress and achievement so that learning is monitored throughout their programme.

Learning for social and personal development

Other social and personal development learning provision considered as part of the main findings but not separately graded: retail and commercial enterprise; sport, leisure and recreation; languages, literature and culture

Art, media and publishing

Grade 2

Context

30. The arts, media and publishing programme has 30 part-time tutors managed by one part-time curriculum coordinator. In the year to date, 847 learners comprising 1,339 enrolments attend classes in pottery, dressmaking, photography, painting and drawing, watercolour, stained glass, textiles and other craft subjects. Of these learners 84% are female, 61% are aged between 19 and 54 and 39% are 55 or over. Six per cent declare a disability and three per cent are from a minority-ethnic background. Classes are delivered in 23 centres across the city.

Key findings

- Learners' levels of enjoyment, motivation and enthusiasm are high in all sessions. Retention rates for 2009/10 are very high at 96% and have been maintained in 2010/11. Attendance is good. Success rates are outstanding in arts for supported learning at 97%. Learners develop good practical skills and produce work of a good standard, especially in soft furnishing and photography.
- Learners feel safe in their learning environment and comfortable within their peer groups. They gain significantly increased confidence and self-esteem through exhibiting and performing publicly as groups or individuals. Many learners, particularly those with learning difficulties or mental health issues, gain immense social benefit from attending classes.
- Learners successfully develop individual approaches to their work. In the best sessions activities are led by learners, enabling them to build confidence in applying their new practical skills. However, a few sessions have insufficient variety of learning activities and little use is made of learning technologies to enhance learning.
- The structure of learning sessions is generally good enabling learners to develop new skills and knowledge in a lively and purposeful atmosphere. In the best sessions learners' progress and achievement are recorded well. A few learners use reflective learning logs well to record and support their progress.
- However, in the less good sessions, tutors make little use of questioning to review and test learners' knowledge. The records of progress and achievement are not used effectively to support learners and learning.
- The arts programme successfully meets the needs and interests of learners and is offered widely in a number of locations across the city. The planned increase

in one-day courses has been extremely successful in attracting new learners to arts courses this year. Successful courses include interesting specialist techniques such as gold work and photography night shoots that are often oversubscribed.

- Partnerships are strong and highly productive, particularly with libraries, museums, galleries and community specialist organisations such as the Feminist Activist Group. New and experienced learners benefit from the joint planning of courses often linking to museum collections and gallery exhibitions. Resources are shared to maximise value for money and to enrich and extend learners' experiences.
- Information, advice and guidance are satisfactory. Relevant pre-course advice is provided through the central library and course information sheets give useful information. Support for learners is appropriate and their individual needs are identified at various stages in the enrolment and induction process. Volunteers provide valuable support for learners in classes enabling them to gain confidence to become independent learners.
- Curriculum management is good. The vision for extending and enhancing the arts programme is clear and shared well with the 30 part-time tutors. Communication with tutors is regular and good; primarily through email and an informative newsletter. Teachers are well qualified and many are practising professional artists and craft workers who successfully enrich the learners' experience.
- Safeguarding arrangements are appropriate and all staff have undertaken relevant training. All teaching staff know what they need to do in the event of a disclosure. Safe working practices are promoted well and are a priority in all sessions particularly where specialist art and craft equipment is being used.
- The promotion of equality and celebration of diversity are satisfactory; learners know their rights and responsibilities. However, in a few sessions tutors miss opportunities to enhance learners' understanding of equality and diversity. Success rates for some minority-ethnic groups are significantly lower than those for White British learners. This type of analysis is not routinely carried out.
- Engagement with learners is good and effective in making improvements, for example, in accommodation and resources. The self-assessment report is accurate and self-critical. However, partner organisations are not always consulted sufficiently to contribute productively to the self-assessment process. Action plans from teaching and learning observations do not always identify the detail of improvements that need to be made.

What does provider need to do to improve further?

- Further develop systems to identify and record learning, ensuring that learning objectives identified by both tutors and learners are specific, measurable and realistic and that they focus on learning. Encourage tutors to share these with learners at the start of all sessions to enable them to be clear about what their individual learning goals for that session are.

- Ensure regular and systematic analysis of performance by different groups to identify differences in retention, progress and achievement in order to plan actions for improvement where necessary.

Information about the inspection

31. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the head of adult and community education 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.
32. 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)
City of York 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+ learner 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	16-18 Learner responsive	19+ Learner responsive	Employer responsive	Social and personal development
Approximate number of enrolled learners					
Full-time learners	0	0	0	0	0
Part-time learners	943	18	457	132	336
Overall effectiveness	2	2	2	2	2
Capacity to improve	2				
A. Outcomes for learners	2	2	2	1	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?	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>	2				
B. Quality of provision	2	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?	1				
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	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?	2				
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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