

# Doncaster Metropolitan Borough Council

## Local authority

<b>Inspection dates</b>		16-19 October 2012
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

## Summary of key findings for learners

### This provider is good because:

- Most apprentices develop high levels of business administration and customer service skills and many secure permanent jobs. They successfully achieve their qualifications within the planned time.
- Almost all learners develop good levels of personal skills such as confidence, social and employability skills. They use this learning well to improve their long-term economic prospects and to raise aspirations for their children, families and communities.
- Teaching, learning and assessment are good. Apprentices benefit from highly valuable on and off-the-job learning and the learners on community learning programmes benefit from good teaching and learning.
- Doncaster Metropolitan Borough Council (DMBC) provides good leadership and management to provide very effective learning experiences for learners. Most staff are well-qualified and use their experience to maintain a good focus on the quality of learning.
- DMBC make very effective use of public and community venues including over 200 learning venues where learners feel safe. The range of provision is extensive and flexible to provide highly relevant learning to meet the needs of the learners and employers.
- All learners benefit from very good support for learning and personal issues. Staff provide good advice and guidance to learners to help them progress.

### This is not yet an outstanding provider because:

- Not enough teaching, learning and assessment is outstanding.
- Not all tutors are sufficiently confident in embedding information learning technology (ILT) in their lessons.
- The provider does not check the quality of teaching, learning and assessment of all subcontractors.
- Achievement of qualifications in English and mathematics is not yet outstanding for apprentices.
- In community learning the achievement of qualifications in literacy, numeracy and childcare are low and more able learners are not provided with sufficient challenge to achieve higher qualifications.
- Many tutors do not sufficiently promote equality and diversity in their lessons.

## Full report

### What does the provider need to do to improve further?

- Support and lead tutors and assessors to improve teaching, learning and assessment to consistently good or outstanding levels. Enable staff to share good practice from within the service through mentoring and peer-support. Provide sharply focussed staff development sessions on topics such as making better use of initial assessment in lesson planning, use of ILT to enhance learning, conducting progress reviews and effective use of questioning to check and extend learning. Monitor that all tutors routinely evaluate their practice to hone their skills.
- Enhance the teaching skills of all tutors within the subcontractors by providing essential teaching qualifications and supporting them to develop confidence in using ILT in lessons.
- Improve the capacity of all subcontractors to observe the quality of their teaching, learning and assessment. Monitor that all provide good or outstanding learning and assessment.
- Ensure that more work based assignments in the functional skills of English and mathematics are used to develop apprentices' skills to outstanding levels in these subjects.
- Provide targeted support and encouragement for those learners who wish to take external qualifications in literacy, numeracy and childcare. Further refine the process of setting learning objectives by ensuring that the more able learners are comprehensively supported to establish and achieve more challenging goals.
- Develop the confidence, knowledge and skills of all tutors and assessors to increase the promotion of equality and diversity in all lessons and progress reviews.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Most apprentices complete their qualifications in their planned time. Success rates have improved since 2009, having declined by 12 percentage points in the last year. For advanced customer service apprentices, fewer succeeded within the planned timescale. Apprentices are motivated and progress well to advanced level apprenticeships.
- Apprentices develop a high degree of confidence and acquire good levels of skill in business administration and customer service. Inspectors agree with employers' views that the standards of apprentices' work are high and they add considerable value to their businesses. Apprentices effectively increase their levels of flexibility and adaptability and are able to seek higher levels of employment in the private sector.
- Apprentices learn good skills in information and communication technology (ICT) and English in the context of their employment. However, their mathematics skills are not yet fully developed as they have insufficient opportunities to acquire these.
- Many learners on community learning programmes achieve their personal learning objectives and often progress to further training or courses at higher levels. No significant variations exist and most learners achieve equally well. Attendance rates for all learners and apprentices are high.
- Learners are rightly proud of their achievements. They record these in well-presented 'my story' books which outline the barriers they faced, their learning and how they have applied this learning to their lives.
- Community learning makes a very effective contribution to the lives of many of its beneficiaries by enabling them to develop a more caring and thoughtful approach to life. For example, male prisoners in the local prison develop excellent parenting skills with the hope and expectation of being reunited with their children.
- Learners on family learning courses and in local children's centres develop good skills that they use to support their children with the teaching of maths and English at home. Many of these learners

gain an accredited qualification or units of qualifications that enhances their career prospects in the long term. Learners from minority ethnic groups on English for Speakers of Other Languages (ESOL) courses develop strong listening, speaking and reading skills.

- Young people involved in the criminal justice system and those displaying anti-social behaviour in society, achieve outstanding outcomes as they gain qualifications in radio production and horticulture. Learners with learning disabilities and difficulties develop sustainable independent living and learning skills.
- Older learners gain confidence to engage in learning. In computer classes they develop essential skills in the use of internet and email supporting their understanding and use of up to date communications technology.
- For a minority of more able learners on community learning programmes, tutors do not provide sufficient challenge to enable them to meet their potential more fully. These learners are able to progress faster and are capable of achieving more challenging targets including achievement of accredited qualifications.

### The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good in apprenticeship and in community development provision and contribute to good outcomes for all learners. DMBC has maintained and improved the standards of teaching, learning and assessment as well as the outcomes for the learners since the previous inspection and the focussed monitoring visit.
- Apprentices benefit from high quality on- and off-the-job learning. Tutors plan off-the-job learning thoroughly with employers on a broad range of topics and link very closely to workplace training.
- DMBC has high expectations of their learners and apprentices. Tutors, employers, subcontractors and managers provide good care and support that helps learners achieve their learning objectives and qualifications.
- In the best sessions in community learning, learners are highly motivated and benefit from tutors' enthusiastic approach. Tutors have high expectations of their learners and match learning carefully to each learner's aptitude and ability. In a few sessions, teachers excessively dominate the lessons and restrict the learners' opportunities to challenge self and others.
- Most tutors plan their lessons well with a clear focus on the impact of teaching and learning on learners. However, in a few lessons in community learning, tutors do not plan sufficiently to provide greater challenge for more able learners. Many tutors do not use all the opportunities to develop learners' competence in literacy and numeracy.
- Initial assessment in community learning is effective and tutors review and refine it over an extended period of five weeks. Tutors use a range of assessment methods to determine learners' starting points and set specific and measurable personal objectives. In a few lessons, target setting is not yet effective in enabling all learners to make good progress in learning.
- On apprenticeship programmes, assessors use a good range of assessment methods, such as focused and well formulated oral questions, direct observation of on-the-job competence and witness testimonies, to test apprentices' knowledge and extend their skills. Assessors plan assessment well with the employers and apprentices to confirm their progress and plan next steps. Apprentices understand assessment well and make very efficient use of their electronic portfolio to demonstrate their competence. However, assessors do not encourage apprentices sufficiently to take control of evidence collection.
- Learning is conveniently located in over 200 venues that are managed by the partners in the community. DMBC has invested well in mobile computing resources for tutors. However, access to the internet in parts of the provision is poor and some tutors are not confident in using information technology.
- Most tutors give positive, encouraging and developmental feedback to learners on their marked work as well as providing clear verbal evaluation of their learning and progress. Learners understand what

they need to do to improve their work. In a few cases, written feedback lacks detail, such as the correction of spelling and grammar and feedback is not always recorded.

- English, mathematics and ICT are taught well in the apprenticeship provision. DMBC recognises the need to secure more work based assignments to consolidate apprentices' skills in all aspects, and particularly in mathematics and to develop this further in community learning.
- Most learners receive good information, advice and guidance before they enrol on a course and on completion to help them with their next steps in learning. This enables them to make informed decisions about which course to join, with many learners progressing to other courses. Initiatives such as guest speakers, visits to the local college and an adult residential college have raised aspirations of the learners to study further.
- The service has been particularly effective at attracting many new learners from deprived and hard-to-reach communities. Staff have a sound awareness of equality and diversity issues. Learners are treated fairly and their behaviour is conducive to learning. However, assessors do not routinely test and extend the apprentices' understanding and knowledge of equality, safeguarding and health and safety issues in progress reviews and assessments.

### **Business administration and law apprenticeships**

Good

- Teaching, learning and assessment including on-the-job learning for apprentices are good with examples of highly effective workplace learning. Apprentices develop very good administration and customer service skills. Many progress to higher levels of qualifications and/or permanent employment.
- Highly qualified, skilled and experienced staff enthuse, motivate and support apprentices to develop skills and complete their qualifications. They focus sharply on the individual needs of their apprentices through regular case conferences. Assessors conduct thorough reviews to check the progress of each apprentice, and providing them with greater challenge or filling any gaps in their learning.
- After assessing apprentices' starting points accurately and promptly, staff use this information well to plan their learning in functional skills and place them in the most appropriate work setting. Staff review the potential skills, aptitudes and interests of the apprentices as they experience different types of work experience within the DMBC settings.
- Apprentices benefit from a wide range of consistently good off-the-job training, planned well in conjunction with the employers and the changing trends in employment. Apprentices gain detailed knowledge of their field and develop wider employability skills such as first aid, awareness of their rights and responsibilities, e-safety, communication skills, cultural awareness and alcohol awareness.
- The planning of on- and off-the-job-training is thorough and very effective. Staff support apprentices and their employers very well to link the learning opportunities in the workplace to off-the-job training. Learners benefit from supported guidance on the safe use of computers. Apprentices understand the impact and risks of using social networking sites on their productivity at work, the possible breaches of employment contracts and an awareness of cyber-crime.
- Assessors provide very helpful feedback, coaching and advice to the apprentices in compiling evidence to demonstrate progress. Through careful questioning, assessors help apprentices to think independently, conduct thorough research and solve their work problems. Most apprentices take great pride in demonstrating their competence using a broad range of evidence in their e-Portfolio.
- DMBC provides very effective support for the managers of the apprentices that helps to prepare them well to support their employees in the workplace. This support includes a detailed induction to ensure that they understand their commitments and know how to prepare for and coach their apprentice.
- Teaching and learning of English, mathematics and ICT skills are good, where it is successfully embedded. Apprentices fully recognise the importance of these skills and work hard to develop their

skills further and apply them well in the workplace. The teaching of functional mathematics is not yet sufficiently incorporated in all apprenticeship provision.

- Assessors use a written 'timeline' well to set time-bound targets for apprentices for achievement of aspects of their qualification and for monitoring their progress. However, assessors do not set challenging long-term targets related to the future employment for some apprentices who possess the motivation and ability to aspire to higher levels posts in the private sector.
- Apprentices benefit from good advice and guidance about employment opportunities within the council and in the private sector. To consolidate their skills and enrich their experiences, DMBC has made robust plans to offer work placement opportunities to the apprentices beyond the council settings.
- Staff meet individual needs and promote good relations through teaching and assessment methods where equality and diversity are promoted effectively. However, assessors do not check apprentices' understanding sufficiently during progress reviews and fail to routinely reinforce the importance of equality and diversity, safeguarding and health and safety in the workplace.

### **Community development Learning programmes for 19+**

Good

- Good teaching, learning and assessment lead to good outcomes for learners. Tutors provide a safe and supportive learning environment for learners and encourage them to believe in their own abilities to succeed. As a result, learners are highly motivated to learn and make good progress towards their personal goals.
- Well qualified and experienced tutors plan sessions well to enable good outcomes for learners. All learners benefit from a range of effective teaching and learning experiences that reflect their individual needs and interests.
- Initial assessment is generally effective and proportionate. Tutors use this information to identify learners' starting points and to plan sessions. However, some tutors do not plan sufficiently for more able learners or use initial assessment sufficiently well to provide them with greater challenge.
- Most learners are clear about their learning objectives and use their individual learning plans well to record progress and achievements. Individual learning plans are good; however target setting for many learners is less effective.
- Learners receive helpful feedback from tutors about their learning. They learn to improve the standard of their written work to accelerate their learning and progress. However, learning is hampered for some, due to the poor quality of written feedback and the recording of feedback is sometimes too variable.
- Learners receive good information and guidance about progression opportunities at appropriate stages of their learning. Learners are encouraged to progress from short courses to longer courses or from non-accredited to accredited provision.
- Most tutors plan their lessons effectively to promote equality and diversity. They take account of the barriers to learning for many learners and provide timely and effective support and learning resources, for example, access to computers for older learners and those with learning disabilities and or difficulties. Classes are located in local venues. This enables learners able to attend classes close to their homes.

### **The effectiveness of leadership and management**

Good

- DMBC provides good leadership and management for the two teams who manage its community development and apprenticeship provision. Managers at operational levels are ambitious for the learners and have improved the outcomes to good levels. Teaching, learning and assessment have also improved with mostly good and some outstanding teaching.

- The apprenticeship and the Community learning teams manage the provision well and report to their appropriate managers. However, the links between the two teams and their combined strategic impact on the planning of provision and management require further development. In recent months, both teams have shared good practice extensively to improve aspects such as data collection and improvements to the observations of teaching and learning. Operationally, there are inconsistencies in the effectiveness of management and the evaluation of aspects of the quality of learning.
- Many staff are experienced and knowledgeable and communicate their passion for their subject to learners. DMBC provides worthwhile training and support for most staff to improve their teaching and assessment skills; although some staff have not yet been able to enrol on teacher training or information technology courses.
- Performance management and appraisals are good and lead to improving tutors' professional practice. Most staff are supported well in developing their skills and set appropriate targets to improve achievement and success rates as well as the quality of teaching, learning and assessment. However, some tutors do not reflect sufficiently on their own performance to improve their practice.
- DMBC managers are thorough in their approach to evaluating the quality of its provision by using evidence from an appropriate range of sources. DMBC has made strong progress to deal with all the areas of improvement from the previous inspection and to improve its quality of teaching, learning and assessment and outcomes. Quality improvement plans are thorough leading to actions that have brought about improvement.
- Learners and apprentices are highly appreciative of the quality of care, guidance and support as well as teaching, learning and assessment. Learners' views are used to improve the provision; however managers do not have a sufficiently clear overview of learners' evaluation and course evaluations that can help DMBC plan for improvements. DMBC has improved the capacity of several voluntary sector providers of learning, who work with specific groups of learners. Arrangements to monitor the quality of teaching learning and assessment are not fully developed. In some cases, DMBC managers have not directly evaluated teaching, learning and assessment within subcontractors.
- Managers have invested well to improve the quality and quantity of learning resources including a portable resource kit that includes a range of information learning technology equipment. Most tutors make good use of these resources to make learning exciting and fun. A few tutors are not yet comfortable with using this equipment. The significant progress made to develop the virtual learning environment at the focussed monitoring visit has suffered from delays although DMBC has now taken action to reinstate it.
- Curriculum planning is good both for apprenticeship and community learning and meets the needs of the employers, learners and communities. The arrangements for the planning of progression opportunities are not sufficiently robust in community learning.
- Data management is good and performance data are easily accessible to tutors, assessors and partners such as the children's centres. Information is effectively used to monitor learners' attendance and progress, ensuring that they complete their qualifications well and within the planned time. Although the tracking of apprentices' destinations and performance are robust, the plans to track community learners' destinations are not yet fully effective.
- Managers have worked well with partners to promote adult and community learning. The provision successfully attracts learners from deprived neighbourhoods in the locality. Managers have successfully closed the achievement gap between male and female apprentices over the last three years.
- DMBC meets the government requirements for safeguarding arrangements satisfactorily. Learners feel safe and work in safe conditions in work places and premises that are thoroughly checked. Safeguarding for apprenticeships is insufficiently promoted or reinforced in reviews, however learners benefit from an effective e-safety programme.

## Record of Main Findings (RMF)

### Doncaster Metropolitan Borough Council

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	Apprenticeships	Community learning
<b>Overall effectiveness</b>	2	2	2
Outcomes for learners	2	2	2
The quality of teaching, learning and assessment	2	2	2
The effectiveness of leadership and management	2	2	2

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Administration</b>	2
<b>Community Development</b>	2

#### Provider details

<b>Doncaster Metropolitan Borough Council</b>	
<b>Type of provider</b>	Local authority
<b>Age range of learners</b>	19+
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 144 Part-time: 2646
<b>Principal/CEO</b>	Ruth Brook
<b>Date of previous inspection</b>	February 2009
<b>Website address</b>	<a href="http://www.doncaster.gov.uk/afcl">www.doncaster.gov.uk/afcl</a>

<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>								
<b>Part-time</b>		222		4				
<b>Number of apprentices by Apprenticeship level and age</b>								
	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	51	22	7	64	0	0		
<b>Number of learners aged 14-16</b>	N/A							
<b>Number of community learners</b>	226							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Holmescarr Ark &amp; Craft Limited</li> <li>■ M25 Housing &amp; Support Group</li> <li>■ Engage Together CIC</li> <li>■ Freedom KDC</li> <li>■ Doncaster West Development Trust</li> <li>■ East Doncaster Development Trust</li> <li>■ The Workers' Educational Association</li> <li>■ Doncaster Ethnic Minority Regeneration Partnership</li> <li>■ Doncaster CVS</li> <li>■ Mencap</li> <li>■ Tom Hill Club Toolbox</li> <li>■ Higher Rhythm</li> <li>■ Platform 51 Doncaster Women's Centre</li> <li>■ Wayne Stables Project</li> <li>■ DARTS (Doncaster Community Arts)</li> <li>■ Cantley Community Centre</li> <li>■ South Yorkshire Centre for Inclusive Living</li> <li>■ The Sobriety Project</li> <li>■ Edlington Community Organisation</li> <li>■ Thorne Moor Working Group</li> </ul>							



## Additional socio-economic information

Doncaster is the largest metropolitan district in the country by geographical area. It ranks as the 41<sup>st</sup> most deprived district in the 2007 indices of deprivation. The population of Doncaster is currently 290,400 and increasing. The number of pupils attaining five GCSE's at A\*-C including English and mathematics is now in line with the national average. The life expectancy for both men and women is below the national average. The qualification levels of working age people in Doncaster are also below the national and regional average. More people are out of work and claiming Job-Seekers Allowance in Doncaster compared to the national average. Some 5% of the population of Doncaster belongs to a minority ethnic group as compared to 10.9% in England.

## Information about this inspection

**Lead inspector**

Harmesh Manghra HMI

One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the Head of Adult, Family and Community Learning as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment reports both for the community learning and for work based learning, development plans, and the previous inspection as well as the focussed monitoring visit report. Inspectors also used data on apprentices' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. Inspectors also considered evidence from the partners through meetings and written submission. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision including the subcontractors and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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