

Lancashire Adult Learning

Local authority

Inspection dates		03-07 November 2014
Overall effectiveness	This inspection:	Inadequate-4
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Inadequate-4

Summary of key findings for learners

This provider is inadequate because:

- outcomes for learners have declined over the last three years from very high levels to around national averages. Classroom-based learning and work-based learning success rates are now just below the national rate
- managers do not systematically monitor the impact of community development programmes or employability programmes in improving lives and developing stronger communities. The destination of too many learners remains unknown
- initial and ongoing assessment does not inform individual learning plans effectively to provide an accurate view of learners' progress and achievements, particularly on non-accredited programmes
- the quality of teaching, learning and assessment is too variable and observations do not provide an accurate view of the quality of provision or its strengths and areas for improvement
- quality managers have not maintained the good level of provision found at the previous inspection. The loss of senior management posts has not been managed efficiently
- quality improvement arrangements have not been effective in recognising and addressing the decline in standards. Insufficient use of data was a key area for improvement at the previous inspection and remains unresolved
- governance does not provide the necessary support and challenge to improve the service. It does not cover key aspects such as the quality of teaching, learning and assessment.

This provider has the following strengths:

- The provision is strongly focused on meeting the needs of those facing high levels of disadvantage and contributes well towards council priorities.
- Most learners develop good, relevant, vocational skills and expertise. Many gain in confidence and self-esteem. Many employed learners gain promotion. Learners following employability programmes gain good employability skills and personal and social skills, which they value.

Full report

What does the provider need to do to improve further?

- Ensure that the monitoring of progress of learners identifies any issues accurately and that action is identified and implemented rapidly. Ensure learners receive effective support to overcome any barriers to their progress towards achievement.
- Ensure that all initial assessment collects key information on learners' starting points and aspirations. Ensure that all tutors are skilled in the setting and use of clear, challenging and achievable targets for learners to drive rapid progress and provide measurable outcomes, particularly on non-accredited courses.
- Improve the quality of teaching, learning and assessment to ensure that all learners benefit from high standards of teaching and learning. In particular, improve the rigour and accuracy of the observation of teaching, learning and assessment so that good practice can be identified and shared widely across subjects and common aspects of weak practice can be improved. Better support the acquisition of English and mathematics within the occupational teaching by ensuring that learners understand their relevance and value within the tasks they are completing.
- Ensure the rapid improvement of the quality of provision through accurate self-assessment informed by strong evidence, and through thorough and frequent monitoring of challenging and measurable quality improvement plans which contain clear targets and milestones.
- Improve the governance of the provision by introducing frequent scheduled opportunities for governors to support and to hold managers to account for delivering high quality in all aspects of learners' experience and achievement. In particular ensure close scrutiny of the quality of teaching, learning and assessment and trends in learners' outcomes.
- Improve the use of data and feedback as an effective tool to manage and improve the provision and to provide frequent measures of learners' achievements and, in particular, the wider impact of community learning.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Lancashire Adult Learning provides mainly non-accredited programmes in community learning but also offers apprenticeships and short employability programmes to learners aged 16 and over from intermediate level to higher level. Non-accredited provision makes up around four fifths of provision. Apprenticeships are mainly in business administration and law, health, public services and care and in education and training. A large number of accredited and non-accredited employability programmes are provided for adult learners. ▪ Outcomes for learners require improvement. Success rates have declined over the last three years from very high levels and are now around national averages. Overall success rates on both classroom-based and workplace learning declined between 2011/12 and 2013/14 to below the national rate. Although success rates for apprentices declined between 2011/12 and 2012/13 they improved in 2013/14 to match the national rate. Managers have not identified declining success rates accurately, nor prioritised action to address the decline. ▪ Recently, the service has started to offer traineeships, in partnership with three subcontractors, to a small number of learners aged 16 to 18. Learners following traineeships enjoy their time in work placements and have started to recognise the value of functional skills in improving their employment chances. Although numbers are small, progression into employment or apprenticeships upon completing the traineeship is good. ▪ The large majority of learners achieve well and make good progress on work-based learning programmes. However, the proportion of learners completing workplace learning programmes 	

within planned timescales has declined over the last three years. Managers meet with assessors and subcontractors to monitor learners' individual progress closely as they approach their expected end date. Records of reasons for delayed achievement, subsequent support needs to accelerate learning and revised end dates are not recorded sufficiently. Although monitoring has led to a reduction in the proportion of apprentices who exceeded their planned end date, more than one quarter still do not complete on time.

- In community learning, the service has worked closely with partners to develop programmes for the most vulnerable learners. Programmes are offered at more than 400 centres, many in areas of high deprivation and disadvantage, to make education and training available to those in most need. For example, a good range of programmes have been made accessible to learners with visual impairment, women's groups, homeless people and for young people and adults with disabilities as well as increased targeting within specific communities. Learners grow in confidence and some make effective contributions within their community. However, managers do not monitor systematically the impact of these programmes in improving the lives of the most vulnerable learners and their families or in developing stronger communities.
- On non-accredited programmes the arrangements for the recognition and recording of progress and achievement are not sufficiently reliable to validate achievement rates. Learners experience too much variability in the quality of target-setting and progress-monitoring by tutors. Few learners progress from non-accredited programmes onto those leading to qualifications.
- There are no significant variations in the achievement of different groups of learners on classroom-based courses, including learners who declared a learning difficulty or disability. On apprenticeship programmes, women consistently succeed better and in a more timely fashion than men overall, and at intermediate level, but men outperform women at advanced level. Learners of minority ethnic heritage generally succeed well.
- Most learners develop good, relevant, vocational skills and expertise and gain in confidence and self-esteem. Many employed learners subsequently gain promotion or are given more responsible tasks in the workplace. Although many learners develop skills in English and mathematics, and can apply them in the workplace or in their personal lives, most areas need to develop the embedding and support for English, mathematics and functional skills further. Administration learners demonstrate good problem-solving skills and high levels of confidence when carrying out mathematical conversions. Learners studying GCSE English formulated extremely well-structured arguments to contribute to a discussion on aspects of a classic novella they were studying. Despite holding different views, the students displayed good mutual respect and active listening skills when debating controversial points with sensitivity within the classroom.
- Progression rates for learners on employability programmes are high. Lancashire Adult Learning works well with partners to ensure that learners gain good employability skills. Learners recognise that they are improving their employment opportunities and they value their improved personal and social skills. However, managers do not systematically analyse data on progression into work or into other positive destinations from employability programmes. The destination of too many learners on employability programmes, particularly in community learning, remains unknown.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is inconsistent across the service and requires improvement. Too little is good or better, which reflects the steady decline in success rates and the low proportion of learners who progress from non-accredited programmes to those with qualifications. Strategies to improve poor practice have not improved standards for all learners sufficiently. Most staff have high expectations for their learners and plan their teaching to capture learners' interest. However, too often the quality assurance of teaching and learning does not provide tutors with an accurate and comprehensive critique of how they can improve practice. The subject areas reported upon represent a sample of the most significant provision.

The development of independent learning skills is inconsistent across the service. Higher-level management learners display good independent learning and research skills but these are less evident in other areas.

- In the better sessions, experienced and well-qualified tutors incorporate interesting topics that enhance learning; for example, in modern foreign languages, learners explore the cultural, culinary and social similarities and differences as they develop their language skills. Learners benefit from a diverse range of activities that initiate discussion, explore hypotheses and develop skills. Learning is generally well paced, providing appropriate challenge with sequenced changes of activity. However, for too many learners there is insufficient focus placed on the reflection and consolidation of new learning before moving on to other tasks. Too often resources and activities are planned for the whole group with limited additional resources to support the needs of individual learners.
- Most tutors provide good support. They quickly establish good peer support and team working as learners encourage their colleagues actively during presentations and discussions. Additional learning support staff work collaboratively with tutors as they adapt resources, and provide guidance that promotes learning actively. Support plans for learners with specific learning or physical needs provide extensive records, which include notes to the learning assistant and tutor on strategies that would help learning as well as improve movement around the building and during evacuation.
- Apprentices and workplace learners benefit from an effectively managed electronic portfolio system that allows effective communication between learners and tutors for submitting work, receiving feedback and reviewing their progress. Information and communication technology (ICT) learners have homework scheduled onto the college's electronic learning environment and a discussion board keeps information current. However, technology is not an integral part of all programmes. On arts and crafts programmes it is limited. Connectivity problems restrict job-search activities within some community settings and at one of the main campuses for learners on employability programmes.
- Too few learners are having meaningful work experience. The work placement coordinator is now working with learners to help them find and establish their own work placement. This has not yet fully resolved the issues on employability programmes where no direct employer involvement is restricting job opportunities. Learners on the subcontracted traineeships who are in placements value the experience and the occupational skill development they receive.
- Initial assessment records and processes are individual to the subject being taught but the quality of these varies between subjects. Initial assessment outcomes are not always used effectively to develop individual learning plans that identify the learners' personal goals together with the programme or awarding body requirements. The accurate assessment of learners' achievement of their primary goals, particularly on non-accredited programmes, is restricted by poorly defined learning aims and targets.
- Feedback on learners' work is generally good. It provides clear, evaluative comments on how to extend and improve. A small minority of tutors provide electronic work packages in response to emailed submissions as an aide-memoire to help learners understand the changes they need to make. However, a small minority of tutors change text too readily, rather than identifying problems for the learner to resolve.
- The development of English and mathematics is good on programmes where this is the primary learning aim. Learners understand the value of improving their skills and the extended opportunities it offers. However, the continuous development of English and mathematics within occupational teaching is not developed well. Learners enhance their skills within activities, for example, in sewing classes they measure and adapt patterns, but this is not used to develop mathematical skills. Learners often do not understand the relevance of the application of English and mathematics to their vocational studies.
- Arrangements to provide information advice and guidance to prospective learners are helping learners to choose a programme to match their short- and long-term goals effectively. However,

although the team is supporting tutors in encouraging learners to progress from non-accredited learning on to accredited provision the number of learners progressing remains low.

- The promotion of equality and diversity requires improvement. Although there is an intrinsic culture of respect and valuing of individuals, activities to widen learners' perceptions and celebrate differences are not given sufficient priority. The college's learner handbook provides a short section on equality and diversity. However, this is not extended and further promoted sufficiently within all curriculum areas.

Visual arts

19+ Learning programmes Community learning

Requires improvement

- The quality of teaching, learning and assessment requires improvement. Although learners successfully complete their courses and many achieve their learning goals, opportunities for progression are insufficient. Learners can only progress in their chosen subject from beginner to advanced sessions. Learners who have attended the same class for many years lack the confidence to complete more complex projects on their own. The result is insufficient development of personal and employability skills. Accredited courses are not available in visual arts.
- The majority of tutors plan their sessions well and use good teaching and learning methods that enable learners to acquire, practise and refine skills and extend their understanding of the arts. Good accommodation in the colleges and community venues and ample equipment promote active learning.
- Good specialist tutor knowledge enables most learners to realise their ambitions and develop competence in the use of specialist equipment and resources, resulting in detailed technical work. Those learners with previously limited skills are thrilled at the first piece of work they produce. For example, learners in a sewing class exceeded their own expectations. Never having used a sewing machine previously, they created a variety of garments and accessories. However, in other creative art sessions work lacks innovation and creativity and the basic principles, such as shape, form and perspective are not taught to new learners.
- Tutors provide good care and support, encouraging learners to focus and make progress on individual projects and create good functional and decorative artworks and garments. Sensitive and learner-centred approaches consolidate good learning for the more vulnerable learners.
- Tutors do not use information technology creatively to support and enhance learning. As a result tutors miss many opportunities to develop skills around technology-based research and discussion, many of which are crucial to the creative industries.
- Initial and ongoing assessment is good. New learners find initial assessment useful, informing them of their ability at the start of the course. Assessment is well documented. Learners and tutors complete individual learning plans on a regular basis. Many contain photographs of previous work and clearly show the distance travelled. Most tutors write comprehensive group profiles, which contain the learners' previous experience, the progress they are making and any difficulties they have encountered in the learning process. However, a minority of tutors do not understand the process and why it is important to complete initial assessments.
- Throughout the sessions, feedback is given informally and recorded formally in individual learning plans by the tutor and learners. Learners understand what is required to enhance their progress and many are suitably applied in the classroom to perform tasks, learning and practising mathematical calculations within pattern cutting, measuring and dressmaking and the use of perspective in art sessions. Learners use the technical language of their chosen subject well. Written work by learners in sketch books was of a satisfactory standard.

- Good personal support increases confidence, well-being and concentration. As a result learners' social isolation is reduced and they are motivated to work independently at home. Tutors integrate those learners with special needs seamlessly into the groups.
- Equality and diversity arise naturally in conversations. Although clearly evident and embedded in tutors' lesson plans, there is little planned focused promotion in lessons and inconsistent reflection on cultural differences and stimuli. The impact of this is that there is no evidence of enlightening equality and diversity in learners' work. Tutors adopt a sensitive approach and work together in a respectful environment. Learners feel safe and understand the arrangements to protect them.

Employability training

19+ Learning programmes Employability

Good

- The quality of teaching, learning and assessment is good and reflects the good outcomes for employability learners. Learner numbers have increased significantly due to a wider curriculum that meets learners' vocational and employability needs better. Additional learning support staff and learners establish respective and trusting relationships, reducing barriers to learning. This proves particularly beneficial for learners who do not attend courses voluntarily.
- Learners benefit from high expectations and are set challenging tasks with the expectation to carry out independent research between sessions to extend their knowledge further on accredited employability courses. Sensitive and skilled questioning enables learners to disclose barriers to employment easily and agree personal targets.
- Initial assessment is good and results in the setting of effective personal learning targets that help increase learners' employability skills. Initial assessment activities ensure that tutors know their learners well and plan activities to address their assessed areas for development sensitively. Personal targets influence training so that activities are adapted; for example, ensuring that one learner could develop communication skills to enable better performance at meetings in voluntary work. Learners develop effective self-analysis skills by regular reflection on their learning that improves their abilities to work independently.
- Tutors plan interesting and engaging activities that increase learners' enjoyment and contribution in sessions. Learners contribute to small group discussions, demonstrating their good knowledge of the influences of the family on children's development. Individual interview support in work clubs increases learners' interview confidence. Practical exercises in following instructions emphasise the importance associated with the correct completion of application forms. Learners are highly motivated to attend accredited courses and many arrive early and stay late on accredited courses.
- Employability courses do not involve employers sufficiently to increase employment opportunities for learners and provide guidance of expectations of working roles. Learners on vocationally related courses do not receive sufficient support to help them gain placements to further their skills and improve their employment prospects.
- Assessment of learning is particularly good on accredited programmes. Assessment feedback and recording is highly detailed, indicating learners' competency. Feedback provides good stretch and challenge, encouraging learners to extend their knowledge further through research. Individual learning plans are used well by learners to show their progress in learning and contain constructive tutor feedback. However, assessment of learning on non-accredited programmes is less robust. For example, the quality of learners' job-search activity is less frequently checked on individual learning plans.

- Tutors place good focus on the development of learners’ functional skills to help improve their employability. For example, learners understand better how to improve their communication skills through self-evaluation of personal presentations made to their peers during classroom activities. Staff provide good support and personalised learning to learners less confident in the use of ICT.
- Resources in ICT are good at main centres, although internet connectivity and access to ICT is restricted and unreliable in a minority of community venues and at one main site. Learners do not receive regular reinforcement of the potential risks in the use of the internet and of internet safe working practices.
- Advice and guidance is effective in helping learners progress to employment, continued training and volunteering opportunities. Internal specialist advice and guidance is good. Additional learning support staff provide effective progression advice on employment options, further training and opportunities to become involved in volunteering.
- Learners’ individual needs are met. Vocational introductory courses integrate equality and diversity topics particularly well. A good awareness of cultural diversity by staff leads to benefits for learners through the explanation of terminology used on application forms and at interviews, particularly for those who speak English as an additional language. Ground rules, agreed with learners, place good emphasis on the importance of mutual respect and appropriate behaviour.

Business management	Good
Apprenticeships	

- Teaching, learning and assessment are good, which is supported by the high success rates and good progress that learners are making. Theory sessions are well planned with tutors setting out their high expectations of learners with challenging and stimulating activities and assignments. Session objectives are clear and tailored to the needs of the learners. Learners are extremely well motivated, enjoy their learning and engage well with all aspects of their programme. Learners are very good at applying management theories to their practice as senior managers and recognise how this benefits their teams. One-to-one coaching and support by assessors in the workplace ensures that learners progress well through their apprenticeship.
- Through an effective blend of self-study, workshops and one-to-one coaching and support, learners’ success is high for the higher apprentices but less so for the advanced management learners. Through effective use of the e-portfolio, learners are confident in driving forward their learning at a pace that is motivating for them. Learners are encouraged to change their choice of units to higher levels or to units that more closely align to their changing job roles. Several of the higher apprentices have secured substantial promotion as a result of this programme.
- Excellent communication exists between the learners, their tutors and assessors and line managers, which ensures that learners are challenged and that theory is linked to practice. Marking and feedback are detailed and constructive providing learners with good examples of how to improve the quality of their work. The internal quality assurance process is robust and provides excellent advice to assessors and to learners on not just how to improve work but how to improve their working relationship. Very often work produced for the apprenticeship is a real work project, for example, a restructure of the division with presentations to the directors. The expertise of the delivery and assessment staff working with the learners is excellent and they use their knowledge well to give learners a broader understanding of business concepts.
- Recruitment of higher apprentices is particularly thorough with learners’ aptitude and ability to operate at this level tested before they start their programme. Line managers are very involved in the advice and induction process and are consulted at all stages. Initial assessment results are used well to plan for the development of functional skills. However, where a learner has additional support or learning needs these are not well identified and hence support is informal

throughout the programme. The quality of the progress review process is poor with little use made of medium- to long-term target setting to encompass the workplace and programme of learning.

- Teaching and learning for English, mathematics and ICT is good. ALS schedule regular workshops which even the higher apprentices attend. However, functional skills are not embedded within the vocational delivery and are not referred to within assignments. Assignment marking does not focus sufficiently on the use of spelling, grammar and punctuation and in some cases the style of writing is too informal for the level of management qualification the learner is undertaking. In the majority of cases the standard of work is good with appropriate language and referencing techniques used.
- Equality and diversity and safeguarding are not promoted sufficiently within these programmes. There is very poor coverage at induction and in learners' information. The topics are not reinforced routinely during the programme or discussed or embedded sufficiently in appropriate subjects or assignments. For example, management learners are often themselves managers of other apprentices and young people, yet they do not have the opportunity to explore equality and diversity issues.

Family learning

19+ Learning programmes Community learning

Requires improvement

- The quality of teaching, learning and assessment requires improvement. Although the outcomes appear to have remained high, the measuring of achievement on non-accredited programmes is not robust. Learners are proud of their work and are highly motivated. They apply their learning to support for their children. The success rate remains high on accredited programmes.
- Where learners are challenged and stretched, they enjoy significant improvements in their self-confidence and self-esteem. Staff in schools and children's centres describe how learning by parents improves relationships, boosts children's numeracy and literacy and develops aspirations in education and work. But in a minority of programmes some new tutors are insufficiently prepared to keep learners engaged and on task. Learners are not challenged sufficiently within these sessions.
- Tutors are strongly committed to their learners, supporting and inspiring well-motivated, hard-working learners. They have a good understanding of learners' needs and, in the best courses, complete very effective group profiles, which detail individual learning approaches to ensure success.
- Planning for programmes is inconsistent. In the best sessions, stimulating teaching relates topics to learners' own experience, leading to their active participation. In one workshop session, parents gained the skills to build resources with their children to promote better understanding of phonics. Sessions are good humoured and learners work hard, mostly with a good pace, sustaining learners' enthusiasm and ensuring all contribute. However, insufficient checking or reinforcement of learning means that learners do not have sufficient opportunity to reflect on what they have learned. In one example there was insufficient planning of activity to hold and sustain children's attention and maintain good adult learning.
- Initial assessments and individual learning plans are not used well to identify and measure learners' progress; however, tutors make every effort to consult learners to meet their needs better. Too many learners do not access full diagnostic assessments before they join accredited courses, so they may not be guided towards the appropriate level of study. Some good group profiles, however, demonstrate that tutors can gain a fairly accurate picture of learners' needs, preferences and relevant issues and start to plan for individualised learning.

- Feedback to learners is inconsistent, so that not all have written targets for improvement. On the better courses, learners are directed successfully towards ambitious goals, but some learners' written work has uncorrected errors and no tutor guidance when marked.
- Tutors plan activities which extend learners' use of English, mathematics and computer skills. Not all learners access computers during sessions, so are not accessing resources or projects in the same way that their children do. Tutors and learners do not use the virtual learning environment fully to reinforce or extend learning.
- Most sessions promote equality and diversity well. Learners describe how significantly their learning promoted respect. In an arts and crafts session, learners and the children researched and spoke about how different communities and countries use fireworks. A discussion of diet and exercise included health issues predominantly affecting communities of South Asian origin.
- Learners feel safe and have a good understanding of safeguarding. On one course learners discussed better use of contacts such as help lines and the police, promoting community cohesion.

The effectiveness of leadership and management

Inadequate

- The effectiveness of leadership and management is inadequate. Managers have not maintained the good level of provision found at the previous inspection. Key areas for improvement from the last inspection remain unresolved, for example, the insufficient use of data to measure impact. The most recent self-assessment report produced by the service does not recognise significant areas of concern, such as the declining trend in some success rates. Two subjects graded outstanding in that self-assessment report were judged to require improvement at the inspection.
- Lancashire County Council is currently going through a period of significant organisational restructuring. In the past four years, five senior managers, including the Principal, Deputy Principal and three Assistant Principals have left the service and not been replaced. The management function is currently divided between the remaining three Assistant Principals, acting as the senior management team. However, no single person has an overarching responsibility for the quality of all aspects of the service. Consequently, some key management processes are not working effectively.
- Council leaders do not support and challenge the senior managers sufficiently to ensure rapid improvement in the quality of learners' experience. Previously frequent support and challenge meetings have more recently lapsed. Senior local authority leaders do not have a clear focus on the quality of teaching, learning and assessment and do not consider the achievement of all groups of learners.
- The quality assurance of teaching and learning requires improvement. Too many judgements are insufficiently supported by their impact on learning and the progress learners make. They provide an overly optimistic view of the quality of teaching and learning. Actions to improve practice are insufficiently focused or detailed. The service has recently taken action to improve the effectiveness of the process but it is too early to judge the impact on improving individuals' performance and the overall quality of teaching, learning and assessment.
- The process for self-assessment is inclusive with good staff involvement. Subcontractors are also routinely required to produce a self-assessment of their provision. However, the most recent self-assessment report was overly optimistic in its judgements and did not give sufficient weighting to some key issues, such as declining success rates. A position statement provided immediately prior to the inspection continued to present an overly positive picture and also did not give sufficient weighting to the declining success rates.
- Learner feedback is collected in a variety of ways including through questionnaires and during assessor visits to work-based apprentices. Attempts to develop learner feedback further through learner forums have not been successful. Further improving the collection of learner feedback remains a recognised area for improvement.

- Managers and staff do not utilise centralised management information sufficiently to monitor the achievement of learners. Inspectors found it very difficult to obtain much of the achievement data until late into the inspection. Inspectors found some staff relying on locally held data that was not consistent with that held centrally. The insufficient use of data to measure impact was a key area for improvement at the previous inspection and remains so.
- The service works with 29 subcontractors who deliver a wide range of provision. In the previous self-assessment report managers recognised that aspects of subcontractor quality monitoring required improvement. Recently strengthened quality monitoring arrangements now provide a higher level of support and challenge, which is appreciated by the subcontractors.
- Well-structured provision strongly focused on meeting the needs of those facing high levels of disadvantage contributes well towards council priorities. Carefully chosen subcontractors provide a wide range of specialist expertise in meeting particular needs such as disability, health issues, unemployment and social disadvantage. Much provision is delivered from a wide range of community venues with many located in areas of the highest deprivation. However, while the anecdotal evidence and case studies available provide compelling evidence of significant impact for some learners, measures of the full impact of this provision for learners or their families are not recorded systematically.
- Tutors and subcontractors benefit from a good range of training to increase their understanding of equality and diversity, although this knowledge is not used consistently well in planning lessons. Learners understand how to report incidents of bullying and harassment with any reported incidents thoroughly investigated and resolved. Arrangements to manage complaints are appropriate and complaints are analysed to identify and respond to any emerging trends. Priority areas for further improvement of equality and diversity have been identified for 2014/15 but a detailed action plan has not yet been produced.
- Safeguarding requires improvement. The provider's strong focus on safeguarding and good use of risk assessment contributes well to managing the health and safety of the most vulnerable adult learners. Staff are trained well in recognising signs of abuse and are prepared well to use the processes where necessary. Learners feel safe and know how to report any concerns. Where safeguarding incidents are reported they are investigated thoroughly with the appropriate use of, and referral to, external agencies where necessary. However, some aspects of the information provided to learners require improvement. For example, the coverage of e-safety within learners' induction materials is insufficiently detailed. The provider has recently developed a detailed action plan to review its safeguarding policies to reflect the increased numbers of young people under the age of 18 on traineeships but this was still being implemented at the time of the inspection. Health and safety risk assessments were being updated at the time of the inspection following an internal audit.

Record of Main Findings (RMF)

Lancashire Adult Learning

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	4	N/A	N/A	N/A	4	4	4	4	4
Outcomes for learners	3	N/A	N/A	N/A	3	3	3	3	3
The quality of teaching, learning and assessment	3	N/A	N/A	N/A	3	3	3	3	3
The effectiveness of leadership and management	4	N/A	N/A	N/A	4	4	4	4	4

Subject areas graded for the quality of teaching, learning and assessment	Grade
Visual arts	3
Employability training	2
Business management	2
Family learning	3

Provider details

Type of provider	Local authority							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	25,548							
Principal/CEO	Mr Ian Watson							
Date of previous inspection	February 2009							
Website address	www.lancashire.gov.uk/acs/sites/adult-learning							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	N/A	276	N/A	444	N/A	63	N/A	40
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	2	47	11	154	N/A	87		
Number of traineeships	16-19		19+		Total			
	38		4		42			
Number of learners aged 14-16	101							
Full-time	N/A							
Part-time	101							
Number of community learners	5,306							
Number of employability learners	553							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Preston college ■ Blackpool and the Fylde college ■ Community solutions ■ Access ability ■ Intact ■ Lancashire women’s network ■ Disability equality North West ■ Lancashire women’s centres ■ Recycling lives ■ Pendle leisure trust ■ In total, Lancashire adult learning contracts with 29 subcontractors 							

Contextual information

Lancashire Adult Learning is the service within Lancashire County Council which receives funding from the Skills Funding Agency to provide learning for social and personal development, learning for qualifications and employer provision, which are mainly apprenticeships.

It provides learning at three main centres and over 400 community based venues throughout the county. It provides courses in 15 subject areas as well as family learning and community development.

The provider delivers training throughout Lancashire and recruits learners from a very diverse range of backgrounds including from areas of relatively high unemployment and socio-economic deprivation.

Information about this inspection

Lead inspector	Bob Busby HMI
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Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Assistant Principal as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' 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. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision 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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To find out more go to www.learnerview.ofsted.gov.uk



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