

INSPECTION REPORT

Redcar and Cleveland Borough Council

09 July 2004



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

Redcar and Cleveland Borough Council

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Redcar e2e is part of Redcar and Cleveland Borough Council's Education for Other Than At School (EOTAS) Service. The provider has two sites, the main one is in the Youth Centre in Redcar and the other one is in a rural location at Liverton Mines. Training is managed by a programme manager who reports to the manager of EOTAS. The programme manager is also the quality assurance manager. She is supported by six key workers who train and support the learners. Four of the key workers are employed full time. One has responsibility for co-ordinating training; one is the employer placement officer who also takes responsibility for equality of opportunity; a third takes the lead on health and safety issues. The team is supported by a full-time administrative worker.

2. Redcar e2e receives most of its funding through Tees Valley Learning and Skills Council (LSC). Some core funding is provided by the council itself. Redcar and Cleveland is a unitary authority in the northeast of England. The area consists of the town of Redcar, where employment has until recently been concentrated in the steel and chemical industries, a coastal strip supporting a number of small towns and villages, and a considerable rural hinterland in which the market town of Guisborough is the largest conurbation. At just over 1 per cent, the proportion of people from minority ethnic backgrounds is considerably less than the national average. A number of wards in the borough are identified nationally as demonstrating high indices of deprivation, in particular Grangetown, where the unemployment rate is 6.9 per cent, compared with 4.3 per cent in the borough as a whole, and 2.7 per cent nationally.

SCOPE OF PROVISION

Foundation programmes

3. Redcar e2e provides the Entry to Employment programme to 37 learners. Of these, six have joined the programme very recently, and five have transferred from the previous Life Skills programme. It is expected that most current learners will remain on the programme for 10 months or longer. Some stay for almost two years. Although most learners are referred by the Connexions service, some apply directly to the programme. Most of the learners are based at the centre in Redcar and nine are based at the Liverton site. Three learners are working towards national vocational qualifications (NVQs) at level 1 in horse management, construction or hairdressing. Thirteen learners are in work placements.

ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learner interviews	20
Number of staff interviews	25
Number of employer interviews	6
Number of subcontractor interviews	2
Number of locations/sites/learning centres visited	9
Number of partner/external agency interviews	2

OVERALL JUDGEMENT

4. The quality of the provision is adequate to meet the reasonable needs of those receiving it. Entry to Employment training is satisfactory. Leadership and management are satisfactory as are the arrangements for equality of opportunity. Quality assurance is unsatisfactory.

GRADES

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality assurance		4

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Employability/employment training</i> - Entry to Employment	37	3

KEY FINDINGS

Achievement and standards

5. Redcar e2e makes effective use of short courses to provide learners with opportunities for early success and to raise their motivation. **Most learners gain several qualifications on the programme, including first aid and health and safety certificates.**

6. **Learners improve their knowledge of the world of work and gain skills in applying for jobs.** Almost 50 per cent of current learners are on work placements in a variety of vocational areas. Progression into employment with training, or into further education, is good. Over 50 per cent of those who have left the programme so far have entered work, training or education.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Foundation programmes	0	0	2	2	2	0	0	6
Total	0	0	2	2	2	0	0	6

7. **Redcar e2e offers particularly good personal support for learners.** Staff provide a safe learning environment where learners feel safe and respected. Learners receive effective practical assistance with transport, housing, furniture and food. They are referred appropriately for specialist support where needed.

8. **Learners take part in a good range of relevant activities** aimed at broadening their experiences, involving them in the community and preparing them for independent living. Some activities are particularly well designed to encourage learners to take on new challenges. Staff are particularly responsive in arranging activities in which learners express an interest.

9. **Initial assessments do not give sufficient relevant information about learners' current skills and attitudes, or their starting points for the three different strands of training.** The results of initial assessments do not establish a reliable information base for measuring achievements, and are not used adequately to plan individual learning programmes and taught sessions.

10. Learners are not involved sufficiently in the learning process. **Lessons are not planned in such a way as to meet the needs of all learners and involve them through out the lesson.** Learners do not have copies of their progress review documents and targets, or their programme of training and are unclear what stage they have reached in their programmes.

11. **Resources are not adequate to support learning.** Information and communications technology (ICT) resources are poor. The accommodation is inadequate and there is not enough basic equipment, suitable furniture or written information for the various lessons

and activities.

Leadership and management

12. **Redcar e2e's management focuses strongly on the needs of individual learners.** All staff take a close interest in the personal and social development of learners. Learners respect staff and value their help. Success of any kind is recognised and celebrated. **The team is small and communicates particularly well.** Regular meetings take place, both formally and informally. The management style is very open. Staff and learners feel able to offer suggestions at any time. Relationships with employers throughout the wide rural area are good. Links with other providers are very good. **Although the operational manager has a good overview of the provision, the strategic management of Redcar e2e by the education department is not clear enough.** There is no up-to-date strategic plan. Only slow progress has been made in establishing a clear strategic direction for the provision. Resourcing of the provision is insufficiently detailed. **Arrangements throughout the provision for the development of equality of opportunity are incomplete.** Redcar e2e uses the council's equal opportunities policy, but this has not been adequately updated to reflect the requirements of the Disability Discrimination Act 1995 or the Race Relations (Amendment) Act 2000. The provider does not have a strategy for the development of equality of opportunity.

13. **Redcar e2e has good links with specialist organisations to broaden learners' experiences.** A wide range of occupational options are available, as well as outdoor activities, football coaching opportunities and specialist courses offered by both the fire service and the police. Many organisations are used to provide specialist help with the specific barriers e2e learners may face: for example, drugs awareness sessions; counselling; sexual health information and advice; and homelessness. **Linked to this are good initiatives to widen participation.** For example, Redcar e2e is well aware that many young people in the area are isolated by being in small, rural villages. To combat this it opened another site in the heart of the countryside. In partnership with another organisation it offers transport to sites throughout the region by minibus. **Although managers have good local knowledge, they do not use management information on an informed and continuing basis to plan the provision.** They keep data for LSC purposes but do not adequately collate or use information for improvements to the quality of provision. Some basic data is available for equality of opportunity and some analysis of information about how well men achieve in relation to women learners is being developed.

14. **Literacy and numeracy programmes are not planned sufficiently to support individual learners' vocational needs,** especially when they begin work experience. Learners' objectives and progress review targets are poorly expressed. Insufficient emphasis is given to the importance of this strand of the programme by management.

15. **Staff in Redcar e2e are effectively involved in the development of quality assurance arrangements.** The provider has been reviewing quality assurance arrangements to ensure a more learner-focused approach. In each key process staff have been actively involved to design the systems and continuously improve them. All staff understand the

processes. **However, quality assurance procedures are insufficiently established.** Even the more established processes, such as the observation of teaching and learning, are still problematic since not all result in a developmental individual action plan for teaching staff. Grades awarded by Redcar e2e observers differ substantially from those given by inspectors.

16. The self-assessment process is satisfactory, staff are fully involved, although learners and employers are not consulted. Internal verification is also satisfactory. Standardisation activities have been instigated and detailed feedback is provided for assessors.

Leadership and management

Strengths

- strong management focus on individual learners' needs
- particularly effective communications
- good links with specialist organisations to broaden learners' experiences
- good initiatives to widen participation
- good involvement of staff in the development of quality assurance arrangements

Weaknesses

- insufficiently clear strategic direction
- inadequate management of the literacy, numeracy and language provision
- incomplete development of equality of opportunity arrangements
- insufficiently established quality assurance arrangements
- inadequate analysis of management information

Foundation programmes

Employability/employment training

Strengths

- good achievement of additional qualifications
- good participation in work experience and vocational training
- particularly good personal support for learners
- good programme of activities for independent living skills and personal development

Weaknesses

- inadequate resources to support learning
- unsatisfactory initial assessments
- inadequate planning and co-ordination of learning

WHAT LEARNERS LIKE ABOUT REDCAR AND CLEVELAND BOROUGH COUNCIL:

- the respect from staff
- the activities, especially the outdoor activities course and the trips
- the range of courses
- believing that its possible to get a job
- the qualifications
- the help and support from staff
- being treated fairly and being listened to
- the work placements
- having a second chance

WHAT LEARNERS THINK REDCAR AND CLEVELAND BOROUGH COUNCIL COULD IMPROVE:

- information about e2e
- the arrangements if you don't want to attend the Redcar site
- the furniture available for the activities
- the clarity of information at progress reviews
- the amount of writing at induction - there is too much
- the time taken to get a work placement - it takes too long

KEY CHALLENGES FOR REDCAR AND CLEVELAND BOROUGH COUNCIL:

- develop a clearer and more effective strategic approach to e2e with the education department of Redcar and Cleveland Borough Council
- improve the co-ordination and delivery of the three strands of e2e with particular emphasis on literacy and numeracy
- fully establish and continuously improve the quality assurance processes
- improve target-setting for staff and learners
- improve resources especially for ICT and teaching skills
- develop a management information system that is used practically and systematically to improve learners' experiences

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- strong management focus on individual learners' needs
- particularly effective communications
- good links with specialist organisations to broaden learners' experiences
- good initiatives to widen participation
- good involvement of staff in the development of quality assurance arrangements

Weaknesses

- insufficiently clear strategic direction
- inadequate management of the literacy, numeracy and language provision
- incomplete development of equality of opportunity arrangements
- insufficiently established quality assurance arrangements
- inadequate analysis of management information

17. The programme manager has high expectations of learners' behaviour, progress and achievement, a strength partially identified in the self-assessment report. All staff take a close interest in the personal and social development of learners. Success is celebrated through award evenings. Learners' attendance, progress and punctuality are monitored and supportive action is taken to resolve unsatisfactory performances or behaviour. Key workers have excellent working relationships with learners and are aware of, and sensitive to, individual needs. Learners appreciate the quality of this caring approach and many remain in close contact with Redcar e2e long after completion of their programmes.

18. Communications between management, staff, learners, employers and external organisations are particularly good, a strength identified in the self-assessment report. The programme manager has a very open management style and is available to meet staff at any time. Effective daily informal communications and weekly staff meetings ensure the smooth running of the training provision. Extended staff meetings are used for training and updating staff with information gathered from external training events. Away days successfully motivate staff and provide opportunities to review progress against the self-assessment development plan. Key workers have individual review meetings with the programme manager every two weeks to review each learner's progress and identify any emerging support needs. A weekly bulletin provides a good overview of the activities and meetings taking place each week. Staff are in daily contact with learners, which enables them to identify and respond to any issues quickly. Learners speak very well of the support they receive from staff.

19. Redcar e2e has established good working relationships with local employers. Key workers visit learners regularly to review their progress, often on a weekly basis. All employers receive a comprehensive employer pack which includes details of the e2e programme and well-written explanations of roles and responsibilities. Employers provide on-the-job training and support for learners which contributes positively to the development of their skills and confidence. The employer forum is well attended and actively encourages their involvement in the development of the e2e programme. Employers are very positive about the links with Redcar e2e, they feel well supported, are able to contact staff very easily and welcome their frequent visits.

20. The development of the college broker has added real value to the quality of e2e service in Redcar. All providers attend monthly meetings at the local college, which provide a valuable forum for sharing good practice and developing programmes of training. Visiting speakers from the Army, the kick-start programme, specialist organisations and educational consultants have provided helpful information and training for staff. The introduction of transition mentors from local schools has been particularly successful in helping learners progress to the e2e programme.

21. Links with a range of specialist organisations have been used effectively to broaden learners' experience, a strength not recognised in the self-assessment report. The local college provides NVQ training in horse management and hairdressing. Football coaching programmes are offered through the academy at the local professional football club. Outdoor recreation, teambuilding and personal development programmes are offered at local outdoor education centres. The local fire service offers vocational taster weeks. Specialist support from the dyslexia institute; counselling service; drug rehabilitation unit; and sexual health and alcohol management groups, provide specific support for the personal and social strand of the e2e programme.

22. Staff development and appraisal arrangements are satisfactory. All new staff have a general induction to the EOTAS service, together with a more specific e2e induction. All staff have attended practitioner workshops on anger management, teaching and learning, engaging with employers and progression. Staff have an annual appraisal. Observation of performance through quality assurance monitoring informs the appraisal meeting, development needs are identified and individual targets agreed. Targets, however, are not specific enough to allow progress to be monitored effectively. Staff are encouraged and supported to attend training activities, although these are not yet matched with the strategic priorities of the provider. There is no staff development policy or learning plan.

23. Arrangements for health and safety are satisfactory. A member of staff has recently been given responsibility for health and safety arrangements. Good progress has been made in developing a health and safety strategy and a clear policy which is specific to the requirements of e2e. A development plan covers learners' progress reviews, the learning environment, health and safety management, induction, and staff training. All employers' premises are risk-assessed before learners begin their work placements. Follow-up reviews are conducted annually. Health and safety training is included in the staff induction and regular updates ensure that staff are fully aware of health and safety issues. Risk assessments have been completed for most of the activities learners

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participate in, and health and safety is regularly reinforced during formal lessons. However, there is no individual risk assessment for practical activities involving learners with emotional/behavioural difficulties, or those with disabilities such as dyspraxia or epilepsy.

24. Financial management is satisfactory; budgets are carefully monitored. Accounts are reviewed on a monthly basis by the council's finance department and the e2e financial management team. Internal financial controls are effective in ensuring that expenditure is in line with the funding allocation. All claims are thoroughly reviewed by the council's finance department. Internal and external audits have been satisfactory. Where audit concerns have been raised the programme manager has responded quickly to resolve the issues. The e2e service has been successful in meeting its learner recruitment target for this year.

25. Staff are well informed about the operational management of e2e programmes, but the overall strategic direction of service is not clear, a weakness not identified in the self-assessment report. There is no up-to-date strategic plan and only limited references to the e2e provision at senior management meetings. There has been a limited amount of monitoring of performance at a senior level during the past 12 months. The strategic resourcing of e2e is unclear. The recent appointment of a new head of service has led to the introduction of a senior strategy group, which includes the e2e programme manager. Weekly meetings are now held between the programme manager and head of service to provide updates on starts, leavers and positive outcomes, but progress remains slow in establishing a clear strategic direction for the e2e service.

26. The management of the literacy and numeracy strand of the e2e programme is inadequate. Redcar e2e has no coherent strategy for its development throughout the provision. The three-year plan has objectives to resolve some aspects, but these are short-term and limited in range. They do not outline a staff training strategy to develop adequate knowledge of the issues and competence to deliver. No-one in the service has been trained in the national core curriculum. No staff member has a teaching qualification to teach literacy and numeracy at a higher level than an initial certificate. The levels of literacy or numeracy needed to successfully complete activities on the wider vocational or social programme have not been analysed. There is no joint planning between the literacy and numeracy staff and the other trainers. Although all learners are screened for literacy and numeracy problems, the results of initial assessment are not used adequately to plan learning. Redcar e2e uses a trainer from another organisation to give training in literacy and numeracy. Action plans do not outline any risk assessments to manage staffing of this key function in the event of this arrangement failing in any way.

Equality of opportunity

Contributory grade 3

27. Initiatives to widen participation in Redcar e2e are good. The geographical area served by Redcar e2e is rural, with poor transport links and isolated communities. The provider has responded well to this situation by opening a second training centre in the heart of the more isolated villages. Learners from the area attend this training centre, rather than travel to Redcar. A partnership with another organisation gives learners

access to minibuses to get to various sites. Learners are encouraged to widen their experience by attending other learning and development opportunities around the area. For instance, they visit organisations such as a steel manufacturing plant and a potash mine. The programme includes sessions about actively eliminating social barriers. For example, young learners are very aware of geographical areas they do not usually visit, as they are seen as too 'posh'. Trainers ensure that learners not only go to these areas on a reasonably regular basis, but also that they use social venues such as cafes, that they would not usually consider using.

28. The training programme includes a range of sessions specifically designed to enable learners with a range of social and financial barriers to cope in everyday life. These include drugs awareness sessions; specialist advice on sexual health issues; budgeting, specifically for young people moving into new flats; counselling; and debt management. Many referral networks are established to support learners with problems such as finding affordable housing.

29. Although initiatives to widen participation are good, these are based on practical knowledge of the local area, rather than active use of management information or strategic planning.

30. Learners show a satisfactory understanding of equality and diversity issues. One learner on a sports programme spontaneously described how he would be particularly respectful in the way he would approach attending any injuries sustained by women. Some learners have a good understanding and recall of equality of opportunity training while others have little memory of it. Most learners know who to go to if they have a complaint or grievance.

31. Overall, the reinforcement of equality of opportunity issues in Redcar e2e is adequate. Learners and staff are given handbooks at induction. These include the equality of opportunity statement and procedures to use against bullying and harassment. A training session about equality of opportunity is included in the induction. A specific section on equality of opportunity is included in the new progress review process. This process varies in quality with some reviews recording nothing and others showing good responses. When employers are recruited they are asked for a copy of their equality of opportunity policy. Where this is available it is kept on file by the provider. A new employer pack has been introduced recently. This includes a work-placement contract. Although equality of opportunity is mentioned in this contract it is not given the same level of importance as the similar section on health and safety.

32. Physical access to buildings, and resources for learners with disabilities are satisfactory overall. At the main Redcar site, although there is no lift to the second floor, no learners are disadvantaged, since all training is given on the ground floor. Wheelchair users can get into the building by a ramp. Suitable toilet facilities are available. The second site in Liverton is on the ground floor only. An access audit has been completed by a specialist organisation which outlines actions to improve facilities, but is only relevant to the Redcar site.

33. Equality of opportunity arrangements are not complete for the whole provision. Redcar e2e, as part of Redcar and Cleveland Borough Council, uses the council's equality of opportunity policy; there is no simplified or amended version specifically for e2e learners. The policy outlines the provider's approach to the Disability Discrimination Act 1995 and the staff training which supports this. Although it covers links with appropriate specialist organisations for racial equality, it does not specifically mention the Race Relations (Amendment) Act 2000. Despite this, an action plan detailing responses to the Race Relations (Amendment) Act 2000 is available for the EOTAS department. Although this plan details specific action for staff training, e2e staff have not yet been trained. There is no action plan or strategy for the development of equality and diversity throughout the service. The yearly development plan has no specific, detailed actions. The three-year plan has objectives which include some improvements to training and the better use of data, but these are very limited in scope and do not adequately reflect the wide development needs of the provision.

34. All staff are trained in dyslexia awareness, but Redcar e2e does not have a systematic, considered approach to staff development in equality and diversity particularly for more recent senior staff additions. Data is not used as a management tool to ensure equality of opportunity. It is not used to target under-represented learners; it is not used routinely to compare the performance of learners. For example, there has been no comparison of the achievements of learners from the Liverton site with those of the main site. Redcar e2e has started to analyse achievements according to gender, and plans to develop this measure.

Quality assurance

Contributory grade 4

35. The Redcar e2e service has a clear quality assurance strategy and a comprehensive range of procedures designed around the key training processes. These include: referral and recruitment; initial assessment and induction; the planning of training; observations of training; progress reviews and assessment. Staff have a clear understanding of the importance of quality assurance in securing continuous improvement and have been fully involved in the development and refinement of the new procedures. Thorough quality assurance monitoring arrangements have been planned to include the observation of all staff against each of the key training processes. Under the new procedures staff will be given written feedback against set criteria, which will be used to guide discussions in the annual appraisals. Good practice is being shared through staff meetings and away days.

36. The self-assessment process is satisfactory and fully involves staff, although learners and employers are not consulted. The report and development plan are often discussed and reviewed at staff meetings. The strengths and weaknesses highlighted in leadership and management were broadly the same as those identified by inspectors, although two of the strengths were not fully supported. There were, however, some significant differences between the strengths and weaknesses proposed for the e2e provision and those identified by inspectors. Despite these differences, staff are aware of the issues raised and corrective action has been planned. The development plan does link appropriately with the self-assessment report and progress is being made in resolving the weaknesses identified. The grades proposed in the self-assessment report were

consistent with those proposed by inspectors, although quality assurance was given a lower grade.

37. Internal verification arrangements are satisfactory. The internal verifier has established appropriate sampling plans and has provided four staff development sessions. Standardisation activities have taken place and staff are beginning to match portfolio evidence with the key skills standards. Feedback provided to assessors is detailed and refers to wider assessment issues such as the appropriateness of assessment methods. The strategy for internal verification is not fully developed, interim verification is not yet in place and internal verification has been limited to portfolio sampling.

38. Many of the quality assurance procedures are new and are not sufficiently established to be effective, a weakness identified in the self-assessment report. For example, the observation of teaching and learning has been introduced, and written feedback is given to staff, but there are no completed action plans to resolve any development issues. Observers are not using the standardised documentation and the quality of feedback is not consistent. Redcar e2e subcontracts some of its training and internal verification to other providers, but there are no service level agreements or adequate contracts with many of these external providers and no monitoring of the quality of the training or internal verification service provided.

39. One learner survey has been completed and the results analysed, but the analysis has not identified a number of negative issues and there is no process to ensure follow-up actions to bring about improvements. Redcar e2e has not conducted an employer survey. Most of the employers visited by inspectors are not involved in the progress review process. The targets set at progress reviews are often vague and unhelpful in monitoring learners' progress.

40. Despite there being quality assurance arrangements for initial assessments and the planning and co-ordination of training, both aspects were identified as weaknesses within the area of learning. The quality assurance monitoring system has not been fully implemented. Where monitoring has taken place it has so far failed to identify these issues.

41. Management information is not analysed adequately, a weakness identified in the self-assessment report. The management information system has been designed to record data to meet contract requirements. Data is collected for each learner and records English and mathematics levels, together with any progress made; workshops completed; details of certificates achieved; destination information; and ethnicity, gender and disability information. The system does not allow the analysis of learners' progress through the three strands of the e2e programme. It will not analyse the performance of specific individuals, or groups of learners within designated time periods, such as the first eight weeks of the programme. It will signal review dates, but insufficient information is available about learners' successes in achieving the targets in their individual passports. The systems will not monitor learners on NVQ programmes, or progress in acquiring key skills or literacy and numeracy skills. The data is not used to evaluate specific performance trends, or to set challenging targets. Despite basic equal opportunities data

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being recorded it is not analysed to evaluate trends in recruitment of specific groups, between different areas, or to set targets for recruitment.

AREAS OF LEARNING

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Employability/employment training</i> - Entry to Employment	37	3

Employability/employment training

Strengths

- good achievement of additional qualifications
- good participation in work experience and vocational training
- particularly good personal support for learners
- good programme of activities for independent living skills and personal development

Weaknesses

- inadequate resources to support learning
- unsatisfactory initial assessments
- inadequate planning and co-ordination of learning

Achievement and standards

42. Redcar e2e makes effective use of short courses to provide learners with opportunities for early chances of success and to raise their motivation. Learners can gain several qualifications within the eight-week induction period. Seventy-five per cent of learners gain a first-aid certificate. Many learners successfully achieve qualifications in areas such as manual handling, health and safety, and basic food hygiene. Some gain introductory level certificates in life-guarding, football coaching, horse management and fire awareness. Almost 50 per cent of the learners work for basic qualifications in ICT. So far, three learners have gained qualifications in key skills. Some learners work towards all six key skills qualifications. Learners take pride in their creative and practical work and their work is generally of a good standard. There is a lot of anecdotal evidence of improvements in soft skills, confidence, behaviour, literacy and numeracy, but targets for such aspects are vague and achievements are not well recorded.

43. Learners become better prepared for gaining jobs. Almost 50 per cent of current learners, excluding those on induction, are on work placements in a variety of vocational areas such as retailing; customer services; sports and leisure; hairdressing; farming; forestry; construction; and childcare. Learners are well matched with their placements. Employers are supportive and have long-standing relationships with Redcar e2e. They

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help learners to become used to a work environment and to develop vocational skills. Before placement, learners gain a better understanding of the world of work, of employers' expectations, and about the range of occupations available. Learners develop skills in applying for work and communicating with employers. Progression into employment with training, or further education, is good for this stage of the programme. Over 50 per cent of those who have left the programme so far have entered work, training or education.

The following table shows the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
Entry to Employment	2003-04		2002-03														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	76		94													
Progression ¹	27		50	53													
Achieved objectives ²	27		50	53													
Still in learning	31		6	6													

1. Measured in terms of learners' movement to further training, education or employment, during or after their training

2. These being the key objectives identified for each learner while on E2E

Quality of education and training

44. Redcar e2e offers particularly good personal support for learners. Staff are very committed to their learners and to creating a learning environment where learners feel safe and respected. Staff provide pastoral support where needed, including effective intervention to help learners' overcome depression. Learners have members of staff's mobile telephone numbers and appreciate the fact that staff are approachable and available. Staff help learners to find furniture and other materials to help them establish their own homes. They arrange transport and meals for learners in rural areas. Learners are referred as appropriate for specialist support, such as in anger management and speech therapy. Moving-on plans are established and eight weeks' support is agreed with learners before they leave. The provider makes telephone contact with learners after they have moved on and former learners make frequent use of a drop-in facility for ongoing support and guidance.

45. Learners take part in a wide range of relevant activities aimed at broadening their experiences, involving them in the community and preparing them for independent living. As part of the personal and social strand of the e2e programme, learners attend workshops, sessions or certificated courses in subject areas such as cooking; sexual health; alcohol management; healthy eating; budgeting; personal hygiene; and managing stress. Learners are helped effectively to overcome their reluctance to travel outside the local area. They become more familiar with local culture, history and facilities. Some activities, such as crossing the Transporter Bridge at great height and then reflecting on

the experience through discussion and art work, are particularly well-designed to encourage learners to face their fears and take on new challenges. Visiting speakers provide sessions on topics such as disability, pottery, and careers in the Army. Most learners attend a residential training course at the beginning of the programme in order to build team-working skills through outdoor activities. Staff are particularly responsive in arranging those activities in which learners express an interest. Learners can take part in a very wide range of options offered through the local Open College Network (OCN), and have already started preparing for these certificates.

46. Teaching is satisfactory overall. Lessons progress at a good pace. Learners enjoy the sessions and work hard at practical activities. However, trainers do not create enough opportunities to develop cognitive skills such as decision-making, problem-solving and analysis, as part of lessons. Lessons are not always planned well enough to make best use of learners' expertise, to build on learners' strengths, and to support those with greater needs.

47. Staff design some good resources for activities within lessons. However, resources are not adequate to support learning. ICT resources are poor and cannot be used effectively to support learning across the curriculum. There is insufficient basic equipment such as scissors in some lessons. Some accommodation is poor and tables are not of an appropriate height for the learners' activities. Learners do not receive enough handouts to help them remember salient points after the lesson. In 50 per cent of the lessons where two staff were present, the time of the supporting staff member was not used effectively. Staff are experienced in working with young people, but have few relevant qualifications and none have training in the national curriculum for literacy and numeracy.

48. Initial assessments are unsatisfactory. Redcar e2e makes use of several assessment tools, including nationally recognised methods, and uses some of these well. Learners find the initial assessment process to be of value in learning about themselves. Initial screening for dyslexia and for language difficulties has been introduced recently and Redcar e2e intends to refer learners appropriately for specialist assessment with an educational psychologist. However, initial assessment does not yield sufficient relevant information about learners' current skills and attitudes, their aptitude for different vocations or their prior learning and starting points for the three strands of the programme.

49. Initial tests of literacy and numeracy are not followed up by diagnostic assessments. Initial assessment results are summarised on the passport, but the results are not analysed effectively. In some instances, the assessment tools indicate that learners have satisfactory levels of confidence, but their e2e passports record very low levels of confidence. During initial assessments, insufficient formal use is made of evidence from learners' work and observation reports by staff. The results of initial assessment do not establish a reliable baseline for measuring achievements, and are not used adequately for planning individual learning programmes and taught sessions. Several diagnostic tools are used to check for learning styles, but these are not used routinely as part of lesson planning and in developing relevant resources.

50. Although staff are caring and responsive to learners' expressed needs, learners are not involved sufficiently in the learning process. Many staff rely primarily on closed questions and on stating what has been learnt or done, rather than using strategies to elicit and develop responses from learners. Insufficient use is made of peer learning and of communication between learners. Lesson planning does not include differentiation to meet individual needs and to ensure that all learners are involved throughout the lesson. Following discussions with learners, staff write the learners' section of activity plans for them. Learners do not have copies of their progress review documents and targets, or their programme schedule. They do not have a clear perspective of where they are in their programmes or their progress towards set objectives.

Leadership and management

51. The planning and co-ordination of learning is inadequate. Although learners attend activities that are of value and interest to them, sessions are not planned sufficiently to support individual learners' objectives and to co-ordinate the three strands of the e2e programme. Literacy and numeracy are not planned well enough to support other areas of the curriculum. Many learners feel that they have made progress and gained confidence in these skills, but there are few effective strategies for providing literacy and numeracy skills training to learners who are reluctant to attend. Lessons, materials and activities are not planned sufficiently to support individual learners' objectives and vocational needs. Lesson plans are not differentiated. Schemes of work have not been devised. Targets and milestones are not used effectively with learners, and employers are not sufficiently involved in target-setting. Redcar e2e recognises that target-setting is a weakness and has recently provided relevant training for staff. Managers do not have adequate data about learners' starting points, review dates, targets, and expected completion dates for NVQ units, in order to monitor learners' progress.

52. Equal opportunities training is included in induction, the curriculum and progress reviews. Some learners have a very good understanding of equality of opportunity, but some have a poor knowledge of specific issues which affect them, such as minimum and maximum hours for the e2e programme and work experience. Responses to questions at progress review are not always recorded in a way that allows monitoring by management.

53. Staff work well as a team and share information about learners' needs. They are involved effectively in the self-assessment process and are committed to continuous improvement for the benefit of learners. The self-assessment report did not identify the weaknesses and strengths found by the inspection team. A training manager has recently been appointed and is developing schemes of work for learning modules and induction. Many aspects of the provision are new, including quality assurance arrangements, the introduction of key skills training, the range of OCN qualifications, and dyslexia screening. It is too soon to assess the effect of these changes.