

# Wakefield Metropolitan District Council

Local Authority – Community Learning and Skills

## Inspection dates

16–19 October 2018

| Overall effectiveness                        |      | Good                      |      |
|--|------|---------------------------|------|
| Effectiveness of leadership and management   | Good | Adult learning programmes | Good |
| Quality of teaching, learning and assessment | Good |                           |      |
| Personal development, behaviour and welfare  | Good |                           |      |
| Outcomes for learners                        | Good |                           |      |
| Overall effectiveness at previous inspection |      | Requires improvement      |      |

## Summary of key findings

### This is a good provider

- Good-quality teaching, learning and assessment help adult learners to develop their vocational and technical skills and their knowledge well; most adult learners make good progress.
- A high proportion of learners progress to higher levels of study, work-related activities or employment on completion of their programme.
- Teachers and support staff provide good pastoral, specialist and additional support that ensures that most learners achieve their personal goals.
- Learners make good progress in developing their social and employability skills, particularly English and mathematics. This helps them contribute more fully to family life and society.
- High-quality work experience and work-related activities support learners on vocational courses to develop good practical and technical skills. This prepares learners well for the world of work.
- Teachers ensure that learners develop a deeper understanding of a democratic society. Learners have a good understanding of equality and fundamental British values.
- Learners have a good understanding of how to make healthy lifestyle choices and improve their well-being and emotional resilience.
- Leaders and managers take effective action to address areas for improvement. The quality of education has improved swiftly and is now good.
- Governors, leaders and managers provide a curriculum that is well aligned to local economic regeneration needs and that helps vulnerable, socially isolated and disadvantaged local people to re-engage with learning.
- Council leaders, governors and senior leaders have successfully developed an ambitious and open culture, characterised by an ethos of tolerance and respect. Learners and staff thrive in this supportive environment.
- A high proportion of learners do not benefit from independent careers education. Learners are not aware of all options available to help them to make clear plans for their futures.
- Leaders do not collect and analyse the destinations and progression of learners sufficiently well to inform curriculum planning and design.

## Full report

### Information about the provider

- Wakefield Adult and Community Education Service is in the council's Regeneration and Economic Growth Directorate. The service delivers part-time adult learning programmes at three local authority education centres and 25 community partnership venues including schools, voluntary settings and the health service. The service has approximately 526 learners. Learners study from entry level to level 3 on employability programmes, courses in English for speakers of other languages (ESOL), English and mathematics, and vocational programmes. Approximately a third of adult learners are on family and community learning courses that do not lead directly to a qualification. The service ceased the delivery of apprenticeship provision in September 2018.
- The Wakefield district covers a mix of urban and rural communities and has a resident population of approximately 341,000. Around 14% of the population live in neighbourhoods that are among the top 10% most deprived in England. The number of residents who have gained qualifications at level 1 or above is below the regional and national averages.

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

- Ensure that learners, particularly those studying programmes at outreach centres, receive helpful independent careers advice that supports them to understand all the options that are available and make clear plans for their futures.
- Take further action to collect and analyse the destinations and progression of learners by ensuring that:
  - leaders and managers have a good understanding of learners' next steps and sustained progression routes after they have completed their programme of study
  - leaders and managers have a clear understanding of how learning programmes impact on learners' futures
  - leaders use the information they collect effectively to further refine the curriculum and courses to meet learners' needs and employment opportunities.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders, managers and staff have improved the quality of provision since the previous inspection. They have tackled successfully most of the areas for improvement and have worked well with other council services and external partners to re-engage disadvantaged adults in learning. Employers and other partners value the work done by the service in developing learners' skills, confidence and ability to participate in community life. They have raised expectations and aspirations for learners, particularly in the communities that they target in the Wakefield South ward.
- Leaders and managers provide a curriculum that is well aligned to the council's strategic priorities and, local employment and skills needs. It also meets the needs of disadvantaged and isolated adult learners who are far from the labour market. Since the previous inspection, the Adult and Community Learning Service has moved to the Regeneration and Economic Growth Directorate. This move has supported an effective realignment of the service's strategic direction as a 'first steps, second chances provider'.
- Leaders provide well-designed community learning programmes that improve learners' confidence and social integration, re-engaging them with learning. For example, teachers on family and community learning courses reach isolated and vulnerable women who have experienced female genital mutilation. These learners would not attend a formal college setting and the service's craft and sewing classes increase their confidence, social integration and develop the skills that help them to lead successful adult lives.
- Leaders and managers have successfully brought about an ambitious and open culture where staff have high expectations of learners. Staff throughout the service understand and are supportive of the new culture and its strategic alignment with economic growth. Managers value staff's contributions at all levels and ensure that they have a good understanding of improvement initiatives and the role they play in improving learners' future lives.
- Leaders and managers have successfully strengthened performance management procedures. They have stabilised a service team that now has appropriate skills, qualifications and experience. Leaders effectively share good practice across the wider council. Staff have received effective support to improve or, in cases where improvements were not forthcoming, have left the service. The quality of teaching, learning and assessment has improved and now meets learners' needs.
- Leaders and managers undertake effective quality assurance actions that identify accurately the service's strengths and areas for improvement. Quality assurance actions lead to effective improvement plans that facilitate a swift pace of improvement. For example, the monitoring of learners' progress, evaluations of teaching, learning and assessment, and scrutiny of learners' work lead to appropriate support. This helps teachers to identify learners at risk of not achieving and to put in place swift and effective interventions.
- Leaders and managers skilfully managed the wind-down and closure of apprenticeship provision. Almost all apprentices transferred successfully to other appropriate providers or achieved their apprenticeship qualification.

- Leaders and managers do not analyse well enough where learners move on to at the end of their programme. They do not understand fully the impact that the service's provision has on learners' futures or on informing the development of the curriculum. This has been an area for improvement for some time and leaders have been too slow to address the issue. Leaders now have plans in place to improve the collection and analysis of this information.

## **The governance of the provider**

- Governors are experienced and use their skills and knowledge well to provide effective support and challenge to the service. Their actions have resulted in a successful restructure of the service and strengthened performance management procedures, leading to improved quality and stabilised finances. Governors have challenged leaders to incorporate more up-to-date benchmarking data in their reporting to improve the accuracy and review of the service's performance. They have good financial experience and acumen that have informed the service's plans for a sustainable future.
- Governors, who include elected members, have provided helpful strategic direction and support throughout the challenging period of realigning the service. They place a high strategic priority on adult and community education and have successfully steered the service towards a close fit with the needs of the local and regional economy, which they understand well.
- Governors use their accurate understanding of the service's strengths and weaknesses effectively to drive improvements. They are closely involved in the service. They learn about the quality of the service by undertaking learning walks, work scrutiny and discussions with learners, as well as through informative and accurate reports from senior managers.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and managers give safeguarding a high priority and have successfully instilled a culture of safeguarding within the service. For example, staff undertake frequent identity checks within the education centres and community venues to ensure that the environment is secure for learners. The chair of governors is the designated safeguarding lead.
- Safeguarding policies and procedures are inclusive and accurate and include a 'Prevent' risk assessment and action plan. Staff use them effectively to protect learners who are at risk from harm. Leaders, managers and staff follow safe recruitment procedures.
- Leaders and managers provide mandatory and regular staff training on safeguarding topics. This includes training in relation to the risks of radicalisation and extremism that helpfully highlights some of the key risks in the region. Volunteers also benefit from this training.

## **Quality of teaching, learning and assessment**

**Good**

- Learners benefit from good teaching, learning and assessment. Teachers are skilled in

planning and using high-quality and challenging learning activities. They include interesting everyday topics in activities that relate to learners' lives. Learners consolidate their knowledge and develop their skills to a higher level and most make good progress.

- Teachers are well qualified. They use their expertise well to develop learners' practical and vocational skills and knowledge. For example, learners in beauty therapy lessons correctly select and apply the products they need to complete a range of nail manicure treatments. They confidently suggest appropriate facial treatments and adaptations to meet their client's skin type and condition. Learners in fashion lessons use commercial cutting techniques and produce clothing of a high standard.
- Teachers use the results of early assessment well and ensure that learners study on challenging programmes that meet their personal goals. They set high expectations and provide interesting activities that enable learners to overcome personal barriers and to participate fully during lessons. In 'supporting teaching and learning' lessons, learners share a range of policies and practice from their school and identify good practice to adopt within the education sector. Learners develop in confidence, improve their communication skills and most make good progress in achieving their personal goals.
- Teachers and staff provide high-quality support that helps learners to participate fully in lessons and practical working environments. Support staff encourage learners to become more independent in their note-taking and when collecting practical equipment and material to make 3-dimensional Halloween models. Teachers in practical salons produce client record cards on blue paper; this helps learners with dyslexia to maintain accurate treatment and consultation records. As a result of good support, most learners achieve their planned qualifications.
- Teachers promote equality of opportunity well and effectively raise learners' awareness of diversity through the use of a broad range of resources. For example, learners on an ESOL course discuss topics and share opinions around the difference between male and female salaries. Learners produce work that shows consideration of the views held by a range of activist groups and the potential impact within the community.
- Most teachers use assessment information to track learners' progress effectively and capture small successes well. They break down personal targets into smaller steps and provide helpful feedback that enables learners to understand what they need to do to improve. Learners appreciate this feedback and use it well to develop their skills and knowledge to a higher level.
- A very small minority of learners do not make the progress of which they are capable. Teachers do not set aspirational targets or challenging work for the most able learners to extend their learning and produce work of a higher standard. These learners do not achieve their full potential in lessons or make the progress they are capable of over time.

## Personal development, behaviour and welfare

**Good**

- Learners have a positive attitude to their learning. They take pride in their work and are respectful of others' ideas and views. Learners develop their self-esteem and confidence well through supportive relationships between staff and peers. Learners manage their behaviour effectively and contribute well to their local communities, which supports the promotion of fundamental British values.

- Learners following vocational courses benefit from high-quality work experience. This prepares them well for the world of work and enables them to apply their learning effectively in a workplace setting. Learners benefit from the use of realistic workplace examples and contexts in the classroom to help them learn. For example, they use spreadsheets, numbers and formulae that are used in an information technology administrator role. This means that learners are well prepared for the demands and expectations of the workplace.
- Learners develop very good personal, social and organisational skills that prepare them well for the future. They develop practical skills that are useful to them at home and at work. For example, on sewing programmes, learners demonstrate progress from non-accredited learning to the achievement of qualifications. They develop their technical skills well and go on to design and produce items for their families or to sell locally.
- Learners are safe and work safely in lessons and on work experience. They have a good understanding of the risks of radicalisation and extremism and can explain how this relates to their personal safety and everyday lives.
- Staff work effectively in partnership with a wide range of external agencies and successfully engage many of the most vulnerable and disadvantaged adults in the district. Learners participate in a range of taster sessions within the community, such as practical crafts and everyday English and mathematics to encourage them to apply for learning courses or jobs. As a result, the large majority go on to re-engage with learning and improve their well-being and social inclusion.
- Learners benefit from a wide range of enrichment activities that enhance their learning and broaden their cultural awareness and appreciation. Learners participate in community and business enterprise activities that help them to exhibit their work and demonstrate their practical skills locally. For example, they display paintings at a local venue for new artists, sell soft furnishings at local craft markets and provide nail art and eyebrow-threading services to clients.
- Learners benefit from activities that help them to keep healthy and develop emotional resilience. Staff promote healthy lifestyles by exploring topics such as mental health and emotional well-being, healthy cooking for the family and acceptable behaviour within the community. Learners develop strategies to help them manage their lives more independently.
- Most learners make good progress in developing their skills in English and mathematics. Teachers integrate English and mathematics activities in lessons well to enable learners to practise the skills required in their everyday lives. For example, learners use commercial costings to calculate quantities for fashion garments. Learners on family learning programmes provide support for children to improve their reading during 'story time' in the community. Most learners make good progress in developing the skills they need to help them lead fulfilling and better family lives.
- A high proportion of learners do not consistently benefit from good independent careers guidance. As a result, these learners are not fully aware of all the options and opportunities to enable them to progress or make realistic plans for their future.
- Attendance in most subjects is high. However, in a few subjects, including ESOL, learners' attendance and punctuality is lower. Staff effectively use a range of initiatives to support learners and enable them to catch up.

## Outcomes for learners

**Good**

- Learners' achievements on adult programmes leading to qualifications are high and above that for similar providers. Achievement data provided by leaders indicates that learners' achievements have improved further in 2017/18 at all levels and remain high.
- Most learners on non-accredited learning programmes achieve their personal goals and make good progress, often from very low starting points.
- Most learners, at the end of their programme, successfully move on to their next steps. They are more independent and contribute well to their families' and communities' well-being. Around two thirds of learners on accredited programmes successfully move on to employment, work-related activities or higher levels of study.
- Since the last inspection, the proportion of learners achieving GCSE qualifications in English and mathematics at legacy grades A\* to C (reformed grades 4 to 9) has improved and is above that of similar providers.
- No noticeable gaps in achievement exist between the performance of different groups of learners. Leaders and managers have successfully addressed performance gaps that existed in 2016/17 for learners who required additional support.

## Provider details

|   |  |
|---|--|
| Unique reference number   | 55247  |
| Type of provider  | Local authority  |
| Age range of learners   | 19+  |
| Approximate number of all learners over the previous full contract year | 2,091  |
| Principal/CEO   | Christine Haines   |
| Telephone number  | 01924 303313   |
| Website   | <a href="http://www.wakefield.gov.uk">www.wakefield.gov.uk</a> |

## Provider information at the time of the inspection

| Main course or learning programme level   | Level 1 or below |     | Level 2  |     | Level 3 |     | Level 4 or above |     |
|---|------------------|-----|----------|-----|---------|-----|------------------|-----|
| Total number of learners (excluding apprenticeships)                                      | 16–18            | 19+ | 16–18    | 19+ | 16–18   | 19+ | 16–18            | 19+ |
|   | –                | 391 | 1        | 123 | –       | 10  | –                | –   |
| Number of apprentices by apprenticeship level and age                                     | Intermediate     |     | Advanced |     | Higher  |     |                  |     |
|   | 16–18            | 19+ | 16–18    | 19+ | 16–18   | 19+ |                  |     |
|   | –                | –   | –        | –   | –       | –   |                  |     |
| Number of traineeships  | 16–19            |     | 19+      |     | Total   |     |                  |     |
|   | –                |     | 1        |     | 1       |     |                  |     |
| Number of learners aged 14 to 16  | –                |     |          |     |         |     |                  |     |
| Number of learners for which the provider receives high-needs funding                     | –                |     |          |     |         |     |                  |     |
| At the time of inspection, the provider contracts with the following main subcontractors: | –                |     |          |     |         |     |                  |     |



## Information about this inspection

The inspection team was assisted by the service manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. They reviewed learners' progress by using a case-study approach. The inspection took into account all relevant provision at the provider.

## Inspection team

|                                    |                         |
|------------------------------------|-------------------------|
| Tracey Mace-Akroyd, lead inspector | Her Majesty's Inspector |
| Rebecca Clare                      | Her Majesty's Inspector |
| Sarah Stabler                      | Her Majesty's Inspector |
| Catharine Jackson                  | Ofsted Inspector        |
| Derek Williams                     | Ofsted Inspector        |

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