

Short inspection of Leicester City Council

Inspection dates: 14 and 15 May 2024

Outcome

Leicester City Council continues to be a good provider.

Information about this provider

Leaders currently have 3,784 learners across their adult and community learning provision. Around half of the courses are taught at the college and the rest across smaller venues in Leicester, including Bishopdale adult learning hub. There are 1,211 learners on accredited courses which range from pre-entry to level 4. Most learners study English for speakers of other languages (ESOL), English, mathematics, accounts, digital and working with children and adults.

There are 2,573 learners on non-accredited adult and community learning courses. These courses focus on areas such as arts, mental health and well-being, digital inclusion and family learning. Leaders have a clear focus on providing high-quality adult education and community learning for Leicester residents from some of the most economically disadvantaged areas of the city.

The provider was last inspected in 2018 and graded good.

What is it like to be a learner with this provider?

Leaders have high expectations for their learners. They provide a suitably broad range of courses to meet the needs of their local area.

Tutors are highly supportive and nurture their learners. Learners rightly appreciate this and feel included and safe in their learning environments. Learners enjoy their courses.

Tutors use effective strategies to help learners gain skills that enable them to grow in confidence. ESOL learners are now able to communicate housing issues to landlords. English learners develop their understanding of everyday concepts. They can read for pleasure and are better equipped to support their children's education.

Leaders have a strong focus on developing learners' sense of citizenship. Learners take part in a range of useful volunteering opportunities that help to integrate them into the community.

What does the provider do well and what does it need to do better?

Leaders understand well the challenges and complex barriers that many of their learners face. They support learners effectively to make their return to education a positive experience.

Leaders work closely with stakeholders to understand their needs and plan their course offer. They effectively scrutinise labour market information and know the current requirements of local employers. Leaders have good relationships with partners. This assists them to run courses in some of the hardest-to-reach areas of the city.

Learners with special educational needs and/or disabilities access a range of suitable support mechanisms such as in-class support staff, accessibility tools and individual learning resources. This additional support helps them to progress well.

Leaders and tutors organise the curriculum logically, so learners grasp basic principles well before they move on to more complex topics. Pottery learners start by making pinch pots, which helps them to develop a feel for the different types of clay. This then helps them with subsequent techniques used when working with coils, slabs, moulds and turning.

Tutors provide effective verbal feedback in classes that helps learners to improve what they know and can do. They monitor learners' work and encourage them to think carefully. Tutors give useful tips about how learners can improve their work, for example in functional skills English, how to underline or highlight key language features.

Tutors develop comprehensive learning plans for their learners with clear starting points and areas for development. Learners on 'Remit' courses have detailed and well-utilised personal learning plans that stay with them across their personalised course. However, on other courses, learners' starting points are not always used as well to inform teaching to help learners progress more swiftly.

Leaders have taken well-thought-out actions to address courses where achievement was too low in the previous year. For example, on digital courses, there is now an improved approach to initial assessment and more focus on ways to build ESOL learners' grasp of technical vocabulary.

Learners benefit from detailed careers information. Careers guidance is provided by well-qualified and highly experienced staff. They provide helpful advice and guidance to learners wanting to progress on to their next stage of education, training or employment.

Leaders have established a culture of continuous improvement. They take swift and appropriate action to raise standards. Leaders have recently implemented a 'grow

our own' approach to teachers to build resilience in their teaching staff base. This has been successful in mathematics and is now being used in other areas.

Leaders have a strong focus on improving attendance and rightly recognise that reporting mechanisms have not been effective enough. They have recently implemented a new data monitoring system. There is an improving picture as a result.

There are effective arrangements for governance and external scrutiny of provision. Board members have a good understanding of strengths and remaining areas for improvement. Leaders value the scrutiny and challenge from board members that drives standards such as ensuring a closer focus on performance data and impact.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Fully establish new data reporting mechanisms for attendance.
- Use learners' starting points effectively to plan teaching on all courses.

Provider details

Unique reference number	52994
Address	2 Wellington Street Leicester LE1 6HL
Contact number	0116 454 1900
Website	www.leicesteradulthood.ac.uk
Principal, CEO or equivalent	Kerry Gray
Provider type	Community Learning and Skills - Local Authority
Date of previous inspection	20 February 2018
Main subcontractors	None

Information about this inspection

The inspection was the second short inspection carried out since Leicester City Council was judged to be good in 2013.

The inspection team was assisted by the head of service, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Sarah Houghton, lead inspector	His Majesty's Inspector
Vicki Locke	His Majesty's Inspector
Nikki Brady	His Majesty's Inspector
Russ Henry	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024