

Rotherham MBC

Inspection date 25 May 2007

Inspection number 301603

Contents

Background information	3
Inspection judgements	3
Scope of the inspection.....	3
Description of the provider	4
Summary of grades awarded	5
Overall judgement	6
Effectiveness of provision.....	6
Capacity to improve	6
Key strengths	6
Key areas for improvement	6
Main findings.....	7
Achievement and standards	7
Quality of provision	7
Leadership and management	8
Equality of opportunity	8
What learners like.....	10
What learners think could improve	10
Sector subject areas	11
Community learning	11
Literacy, numeracy and English for speakers of other languages (ESOL)	14
Family learning.....	17
Learners' achievements	20

Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Community learning
- Literacy, numeracy and English for speakers of other languages (ESOL)
- Family learning

Description of the provider

1. Rotherham Metropolitan Borough Council's (RMBC's) adult and community learning (ACL) provision is the responsibility of the community learning service (the service). The service is part of the children and young people's directorate. A community learning manager is responsible for implementing the community learning strategy and is assisted by six team managers with responsibilities for out-of-hours learning, family learning, ACL, basic skills, learning network and learning communities. The service has expanded since the previous inspection, and now comprises more than 50 staff.
2. The borough of Rotherham is the 63rd most deprived community in England. There are some areas of significant deprivation. Rates of long term illness and disability are higher at 8% than the national average of 5%. The black and minority ethnic (BME) population is relatively low at 3.1%. There has been an increase in the number of people of Pakistani origin without a level 2 qualification, and an increase in the number of European Union migrants, especially from eastern Europe.
3. Since the previous inspection RMBC has reduced the amount of sub-contracted provision in literacy, numeracy and ESOL and family learning and now mostly use their own staff. RMBC contracts with over 37 providers in the community and in the voluntary sector, to deliver community learning in over 100 community venues. It is the policy of the service to widen participation and attract new learners by supporting non-vocational, non-accredited learning provision through its sub-contractors.
4. At the time of the inspection, RMBC had used South Yorkshire LSC funding to recruit 1,889 learners from August 2006 to May 2007. During the week of inspection, 621 learners were on LSC funded courses, of which 471 were on community learning courses, 85 on family learning courses and 65 on skills for life and ESOL courses. RMBC also funds community development courses. These courses are sub-contracted to the Northern College which was inspected in autumn 2006.
5. RMBC accesses a range of funding sources for the provision, of which the LSC funding is the largest. Other sources of funding include European Social Fund (ESF), single regeneration and objective 1, neighbourhood renewal funds and early years strategy monies. The ESF supports the learning network project.

Summary of grades awarded

Effectiveness of provision	Good: grade 2
Capacity to improve	Good: grade 2
Achievement and standards	Good: grade 2
Quality of provision	Good: grade 2
Leadership and management	Good: grade 2
Equality of opportunity	Contributory grade: Outstanding: grade 1

Sector subject area

Community learning	Good: grade 2
Literacy, numeracy and English for speakers of other languages	Satisfactory: grade 3
Family learning	Outstanding: grade 1

Overall judgement

Effectiveness of provision

Good: Grade 2

6. The overall effectiveness of the provision is good. The achievements and standards, the quality of provision and leadership and management are all good. Arrangements for equality of opportunity are outstanding. Provision in community learning is good, literacy, numeracy and ESOL is satisfactory and family learning is outstanding.

Capacity to improve

Good: Grade 2

7. RMBC demonstrates a good capacity to improve. The effectiveness of steps taken by RMBC to promote improvement since the previous inspection are very good. Quality improvement arrangements are good. The service monitors all aspects of its provision effectively and takes appropriate actions to make improvements. The monitoring of sub-contractors is particularly effective, with many examples of action being taken to address identified issues. Over recent months improvements to the data collection system have been made to address weaknesses in its use.
8. The self-assessment process is effective. The report is detailed and self-critical. It takes full account of the views of learners, staff and sub-contractors. The current self-assessment report gives an accurate assessment of RMBC's overall performance. It correctly identifies most of the strengths and areas for improvement in RMBC's provision. Inspection findings agreed with most of the self-assessment grades. However, the inspection awarded higher grades for community learning and equality of opportunity.

Key strengths

- Good internal and external strategic influence
- Good development of personal, educational and employment skills
- Outstanding widening of participation
- Excellent use of partnerships and funding to meet employer and community needs
- Highly effective use of partnerships and funding to raise and meet learners' aspirations

Key areas for improvement

- The extent to which good practice is shared
- The low proportion of teaching and learning which is good or better
- The planning, monitoring and assessment of learning

Main findings

Achievement and standards

Good: Grade 2

9. Achievements and standards of work are good. The self-assessment report correctly identified the strengths and areas for improvement for achievements and standards. Most of RMBC's courses are non-accredited, but the service is increasing accredited provision in many areas. The recognition and recording of prior achievement (recognising and recording progress and achievement) is well developed, with data for these courses available this year. However, the planning of learning by some teachers does not always effectively build on learners' prior achievements. For accredited courses the achievement rates are very good, exceeding national averages. Learners produce very good work, especially in practical courses. Most learners enjoy their courses, with many progressing to other courses at the same or higher levels. A significant number of learners enter employment or further education. Young parents are provided with good opportunities to improve their learning and skills to improve their prospects of employment. Parenting classes are effective, with a strong emphasis on parenting skills and dealing with difficult situations.

Quality of provision

Good: Grade 2

10. The quality of provision is good. Teaching and learning are satisfactory overall. The self-assessment report accurately identified the strengths and areas for improvement for the quality of provision. Arrangements for judging the quality of teaching and learning have improved. Joint observations between inspectors and the provider's observers indicate that lessons are graded accurately. The profile of teaching and learning has improved since the previous inspection, but there is still too much satisfactory or inadequate teaching, and too few good or outstanding lessons. All observers use a comprehensive grading guide that helps to ensure consistency in the observation process and provides teachers with detailed information about their performance and areas for improvement. Many teachers benefit from the comprehensive programme of staff development. All new teachers are provided with mentor support and most have an observation within the first few weeks of their appointment. However, these are not always formally recorded. A high proportion of teachers have appropriate teaching and vocational qualifications.
11. Most lessons are well planned but some do not always take account of individual learning needs. Most lessons include a wide range of activities to interest and motivate learners. Teachers have a good understanding of their learners' abilities and backgrounds. In the best lessons, resources are very well planned and used. However, in a small minority of lessons, resources are poorly produced and are not always in an accessible format.

12. RMBC is outstanding in meeting the needs and interest of learners. Many learners are engaged in learning as a result of the efforts of the service to engage non-traditional learners. A wide range of programmes, from story sacks to ecclesiastical architecture, offers stimulating and enjoyable opportunities. Significant work is undertaken with communities to identify and meet their learning needs. Many learners speak very highly of the impact the provision has on their lives. The service is also very effective in working with local employers to meet their needs and also to contribute towards national targets for literacy and numeracy. The provision of family learning, skills for life and community learning gives a range of young people and adults with learning difficulties and/or disabilities, opportunities to develop skills that will enhance employability.
13. Guidance and support for learners with diverse support needs are good. Braille machines, large roller balls and hearing loops are all available for use in the community. Teachers make good use of the translation service. Learners are supported well by teachers, support workers and volunteers. Personal and welfare support is very strong. Very close links with external agencies ensure that learners have access to a wide and responsive range of provision to enable them to continue with their studies. Free childcare facilities and transport enable isolated learners to attend classes.
14. Advice and guidance is good. Effective use is made of external agencies including the Department for Work and Pensions (DWP), guidance agencies and the Connexions service. A female guidance worker provides many women from minority ethnic groups with detailed progression advice and support.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Outstanding: Grade 1

15. Leadership and management are good. The self-assessment report accurately identified the strengths and areas for improvement. The service makes a significant contribution to the Rotherham Adult Learning Plan (RALP) and the local area learning agreement. The service's officers take a lead role in lobbying elected members and local authority officers and developing the provision to meet the local strategic partnership plan. The current action plan takes a broad approach to the adult learning agenda by creating and building sustainable learning by a range of providers in the communities. A detailed local area agreement and action plan identifies key actions needed along with performance measures and milestone targets. The strategic priorities reflect key national priorities. The plan also addresses regional and sub-regional priorities to create enthusiasm for learning and improve basic skills and skills for everyday work. Very good strategic links with a wide range of external partners promote adult learning and remove barriers to learning for many communities in areas of high social deprivation.

16. Good systems are used to manage performance. Weekly senior management meetings cover items such as review strategies, performance of management, business and quality improvement. Budget holders report monthly using management information and financial reports to monitor key performance indicators. Effective systems ensure managers follow up actions and additional one-to-one meetings take place as necessary. Regular performance development reviews of service staff take place and good support is provided for personal and professional development. The sharing of good practice within teams is satisfactory, but is not widespread across all aspects of the provision.
17. The service has good systems in place to manage and support the large number of sub-contracted providers from the voluntary and community sectors. A detailed flow chart identifies the key stages for providers to meet contractual requirements. A quality cycle clearly identifies the timetable for all key monitoring processes. Reviews of the provision take place every term and providers at risk of under-performing are highlighted for additional monitoring and support.
18. The service's arrangements for promoting and managing equality of opportunity and diversity are outstanding. The community learning manager reports community learning issues to the equalities group. The service targets the full range of hard-to-reach learners for re-engagement. Very innovative and imaginative engagement strategies by the service and its partners are successfully engaging a wider range of learners including an increasing number from black and minority ethnic groups, asylum seekers and refugees, lone and single parents, older learners and males.
19. The community learning service's policy statement clearly commits the service to removing barriers to learning for all members of the community and achievement of the local government equalities standard. Good, clear and concise guidelines promote and embed equality of opportunity within the service and with all its partner organisations. The service readily and easily provides extensive evidence to support achievement of the local government equalities standard portfolio under development.

What learners like:

- 'Fantastic support to help me succeed'
- 'Opportunity to find out what i could achieve'
- 'Ongoing praise and help to improve self-esteem'
- 'Meeting new people with the same interests'
- 'The mental stimulation and outside interest'
- 'Variety of classes available'
- 'The help and support to adjust to living in this country'
- 'My relationship with my child has improved'

What learners think could improve:

- 'Provide even more variety of classes!'
- 'The number of ESOL classes'
- 'The use of computers'

Sector subject areas

Community learning

Good: Grade 2

Context

20. There are more than 300 first step and community learning programmes, including craft, first aid for parents, salsa dancing, village history, and courses for learners with learning difficulties and disabilities. Courses are provided in 108 venues including church halls, schools, day centres and other community venues by 37 sub-contractors from the voluntary and community sector. Most courses last between eight and 12 weeks and the majority are non-accredited.
21. Programmes are designed to attract people from specific groups, such as asylum seekers and refugees, minority ethnic learners, lone parents and older learners. Since September 2006, 1,236 learners have enrolled on community learning programmes. Of these, 348 are men, 419 are aged between 19 and 34, 359 are aged between 35 and 55, and 203 are over 60. Learners from minority ethnic groups total 329 and learners 224 have a disability.

Strengths

- Very high retention rates
- Good development of learners' knowledge and skills
- Particularly effective widening of participation
- Good engagement, management and monitoring of sub-contractors

Areas for improvement

- Insufficient use made of initial assessment
- Insufficient planning and recording of individual learning

Achievement and standards

22. Achievements and standards are good. Retention rates are very high. In 2004/05 and 2005/06 they were 97% and 95% respectively and remain high for the current year at 92%. Recognising and recording progress and achievement is well developed with achievement data available for this year. Achievements against planned learners' outcomes are very good.
23. There is good development of learners' knowledge and skills. Learners develop good levels of personal confidence and skills including those specific to their courses. In information and communications technology (ICT), they acquire good basic text-processing, internet and emailing skills. Learners who are members of the Learning Disabilities Theatre Company develop spatial awareness, voice projection and self-advocacy that make a good contribution to their personal effectiveness. Some learners are now more involved in their communities and actively promote first steps courses.

Quality of provision

24. The quality of provision is satisfactory. There is particularly effective widening of participation. RMBC is outstanding in achieving its core values to widen participation by prioritising provision for clearly identified groups, such as asylum seekers and refugees, learners from minority ethnic groups, lone parents and older learners. Communities are consulted to identify their learning needs and RMBC then seeks to meet those needs. A number of learners have been very successful in engaging in education and have later become tutors themselves or been very effective at engaging other learners. Targets for learners from minority ethnic groups, male learners, and those aged 19 to 35 and over 50 have been exceeded.
25. Most teaching and learning is satisfactory or better. Activities are varied and there is usually good emphasis on practical work. Tutors are adept at helping learners to acquire skills in practical subjects, such as ICT and salsa dancing. However, in some classes learning is not sufficiently matched to learners' abilities and prior learning.
26. Information, advice and guidance are satisfactory. For most learners RMBC provides their first positive experience of learning. A high proportion of learners' progress onto further courses with RMBC or other local providers. Learners receive satisfactory support to enable them to follow their courses.
27. Resources are satisfactory. Most centres are in community settings to meet local need. In most cases, sub-contractors and RMBC work hard to provide appropriate resources. However, in a small number of shared community venues there is a shortage of equipment. Some computing rooms are inadequately furnished and in many centres, there is inadequate use of information learning technology (ILT). Most tutors are well qualified and have or are working towards a teaching qualification. A small number of tutors' have poor literacy skills.
28. There is insufficient use made of the initial assessment of learners. Learners are given a suitable initial assessment to assess their knowledge and skills but the results are not always used effectively to identify their learning needs. For instance, although learners on the driving theory course are assessed using the driving theory test, the test results are not analysed to identify what they do and do not know. Insufficient attention is given to assessing learners' literacy and numeracy skills to indicate whether they are sufficient to allow them to progress on their chosen course. The self-assessment report identifies initial assessment as a weakness.
29. Individual learning is insufficiently planned and recorded. Most schemes of work and lesson plans are detailed and identify group needs, but many are not precise in identifying and addressing individual needs. Many individual learning plans do not identify clear targets and learners' progress and achievements are poorly recorded. This was identified as a weakness in the self-assessment report.

Leadership and management

30. Leadership and management of community learning is good. The engagement, monitoring and management of sub-contractors is good. RMBC has a clear aim to establish training provision in areas of high deprivation. The bidding process for sub-contractors is systematic and the contractual requirements are clear. Management and monitoring of sub-contractors is thorough, with good examples of effective management of underperforming providers. Management information is now collected efficiently and used effectively to monitor community learning. Teaching and learning sessions are observed and tutors are given detailed feedback. However, not all part-time tutors have been observed and in some lessons, areas for development are not fully identified. The self-assessment report provides an accurate and critical analysis of community learning. Insufficient attention is given to health and safety in a small number of classes in community settings. For example, in one class, an electricity cable trailed from a laptop computer to an electric socket and in some classes insufficient attention is given to ensuring that registers are accurately marked.
31. Sub-contractors' equality and diversity measures are effectively audited every year. A small number of sub-contractors' premises are not easily accessible to learners with impaired mobility. The self-assessment report identified that 10% of premises do not comply with the requirements of the Disability Discrimination Act.

Literacy, numeracy and English for speakers of other languages (ESOL)

Satisfactory: Grade 3

Context

32. RMBC is currently providing direct and sub-contracted skills for life courses for 65 learners using LSC funding. This rises to 192 when taking all funding sources into account. Since September 2006, there have been 746 enrolments by 573 learners using a range of funding. Currently 153 learners are taking ESOL courses. There are 58 learners on literacy or numeracy provision leading to level 2 qualifications and 31 learners are on entry level literacy or numeracy programmes. All learners have the opportunity to work towards nationally recognised qualifications. Female learners total 158 and 79 learners are from minority ethnic backgrounds. Courses are provided in 18 voluntary and community venues in the daytime and in the evening. Courses are mostly of 10 to 15 week's duration. The skills for life manager is responsible for the provision, supported by three full-time development workers who also teach on some courses. Nine part-time tutors teach on the programmes.

Strengths

- High success rates on literacy and numeracy level 2 courses
- Good development of learners' confidence
- Good programme development to meet local needs and national priorities
- Good recruitment of new learners

Areas for improvement

- Insufficient planning of learning to meet individual needs
- Insufficient use of ICT in teaching and learning
- Insufficient use of formal observations to improve teaching and learning

Achievement and standards

33. Achievements and standards are good. There are high success rates on literacy and numeracy courses at level 2. Since the introduction of the qualification programmes in January 2006, 72% of learners on level 2 numeracy courses and 77% of those on level 2 literacy courses have successfully achieved their qualification. Retention rates are high. Attendance is satisfactory.

34. The development of learners' confidence and self-esteem is good. Most learners have improved their confidence and self-esteem. Personal communication and life skills are greatly increased and learners are more confident in their everyday lives. Some gain employment or make a greater contribution to the community.

Quality of provision

35. The quality of provision is satisfactory. Programme development is good. Courses are highly responsive to local needs and national priorities. The service works hard to identify and use alternative sources of funding to enable the provision to be developed. The response to needs of particular groups of learners is good. Specific courses for entry level literacy and numeracy learners have recently been developed in response to an identified need, and citizenship courses to support ESOL learners have been established in community centres. Effective partnerships and inter-departmental working in the borough has enabled the development of progression routes for asylum seekers and immigrants. Programmes are flexibly provided in local venues at times to suit learners.
36. There is good recruitment of new learners. Some learners have been recruited to skills for life through close working with the family learning provision. Guidance talks by skills for life development workers and tutors are given towards the end of family learning programmes. Development workers liaise closely with the voluntary sector to recruit new learners and they ensure a strong presence at many local and community events such as the Rotherham show. The service is actively developing new relationships with other agencies such as DWP, to recruit learners with identified barriers to learning to entry level literacy or numeracy courses. Personal and learning support and information advice and guidance are satisfactory. Learners are well guided to other provision at the end of their short courses and the number of learners who progress is good. Personal support is satisfactory and learners value the crèche or childcare support that is provided.
37. Insufficient use is made of formal observation of part-time teachers to improve learning. The service has a clear observation process and tutors are given good individual support and induction into the learning process and procedures used by the service. Full-time and part-time tutors are supported to gain relevant external qualifications. However, there is no staff development plan for the curriculum area focused on improving the quality of teaching and learning. The curriculum manager provides support and informal lesson observation but too few of the part-time tutors have been observed under the formal observation scheme. The service does not have a formal record of the performance of all part-time tutors to support further improvements to the quality of teaching and learning. The service has recognised this as an area for improvement in its self-assessment report.
38. The planning of learning is insufficient to meet the individual needs of learners. Procedures for initial assessment and individual learning plans have been revised since the previous inspection. However, some tutors do not use initial and continuous assessment to plan teaching and learning to meet individual learners' needs. Targets within some individual learning plans are not sufficiently specific to identify progress or develop skills. In lesson plans there is insufficient attention paid to individual learning needs. Teaching and learning in the direct provision is mostly satisfactory but some is inadequate. These areas for improvement were recognised in the self-assessment report.

39. The use of ICT in teaching and learning is insufficient. This is recognised in the self-assessment report. Some voluntary sector and community venues do have ICT facilities. However, literacy, numeracy and language courses are not routinely timetabled to use them. The service has purchased a number of laptops for tutors to take to venues for teaching and to administer the online national tests in literacy and numeracy. However, the laptops are mostly used only once during the accredited courses to access practice tests at level 2. There is little mention of ICT in schemes of work and lesson plans.

Leadership and management

40. Leadership and management are satisfactory. A clear direction is set to engage hard-to-reach learners and to respond to national priorities and workforce development. Performance management of full-time staff is satisfactory, with regular one-to-one meetings, appraisal and team meetings. Communication, management and support for voluntary sector providers and part-time tutors are satisfactory. Voluntary sector partners and learners' views are sought as part of the self-assessment process. The self-assessment report accurately identifies areas for improvement.

41. Equality and diversity are good. The service is successful in targeting and recruiting learners who are educationally, socially and economically disadvantaged. Training in equality and diversity has been provided for all staff.

Family learning

Outstanding: Grade 1

Context

42. Family learning courses are offered for parents in literacy, numeracy, Key Stage 2, foundation and Bookstart. Wider family learning courses are offered in parenting, Bookstart and family learning with ESOL. Courses are offered during school hours for five to ten weeks and start with a taster session. All courses are free of charge and a free crèche is available as required. In many courses the children join their parents for part of the session.
43. At the time of inspection, 85 learners were attending LSC-funded provision, offered in a range of 18 primary schools and a children's centre. Four learners are male. The main target groups are parents and other family members with children at the school where the provision is based. Some courses are specifically linked to national test stages to assist parents in helping their children with their school work. On the longer courses, accreditation is offered at levels 1 and 2 through the Open College Network.

Strengths

- Very high achievements
- Good development of personal skills
- Good teaching
- Highly effective partnerships with schools to meet local learners' needs
- Very effective leadership and management

Areas for improvement

- No key areas for improvement

Achievement and standards

44. Achievements and standards are outstanding. Achievements are very high. Over 80% of learners on long courses achieve an accredited qualification with most of the others gaining in-house certificates. The practical work by learners is of a high standard, and demonstrates a good range of skills. For example, story sacks show puppetry, story writing, illustrations, creative craft work and other skills. Learners' files contain good work. Learners are well motivated and enthusiastic about their learning. They are proud of their achievements, for example being able to help their child with homework, to understand what children learn in school and to know how children learn.
45. There is good development of personal skills. Learners gain good personal and social skills such as self-confidence. They support, help and learn from each other and interact well with other parents. Many parents who attend the courses are now more involved with their children's work and the school. Parents are learning how to interact more effectively with their child. A significant number of learners

progress onto other courses and into employment for example as a teaching assistant or tutoring on family learning courses.

Quality of provision

46. The quality of provision is outstanding. Teaching and learning are very good with most teaching being good or better. Lesson plans are well developed. Tutors create a positive and supportive atmosphere. Learners feel supported and comfortable when talking about their experiences and to share personal information. Courses start with highly effective taster or workshop sessions where tutors assess individual ability, any additional learning needs and introduce the main course programme. Questions are used well to challenge learners and learners' comments are used effectively to reinforce learning. Learners are engaged and active in the learning process. Tutors effectively encourage learners to consider how literacy and numeracy skills can be incorporated into everyday activities, for example reading shopping lists, maps, menus, counting and measuring at home.
47. Resources, including handouts and course materials, are of good quality and they are used effectively to reinforce learning. Tutors are innovative in the development of these resources. Appropriate illustrative materials are used creatively. On some courses the children join parents for part of the session. Parents and children work together, for example making a story or puppet. When tutors read a story to a group of children, the parents watch and later model the behaviour and story telling skills.
48. Tutors skilfully adapt the course to suit the needs of the learners, where applicable, for example by rearranging the course programme when dealing with issues within the parenting course. The Ready for Rotherham course is a five week roll-on roll-off programme for newly arrived immigrants and it incorporates appropriate family learning activities, ICT and ESOL skills. Learning programmes are well planned. Photographs are used to record learning activities.
49. Partnerships with schools are highly effective to meet local and learner needs. Development workers spend time analysing the family learning needs of schools, for example by visiting a cluster of schools and offering whole school awareness sessions. As a condition of programmes running in a school, a link worker is identified to work with the tutor. This could be a teacher or a teaching assistant. These link workers will be involved throughout the course and help ensure the continuation of the programmes. The worker also acts as a link with the parents on the courses between sessions. Partnerships with two special schools are being developed and suitable courses have been offered such as Makaton training for parents and support staff. Other development work is designed to attract more men onto family learning programmes.
50. Advice and guidance are very good. Advice and guidance workers attend the end of a course to give learners information and guidance about progression routes. Significant numbers of learners progress onto other courses either within family learning or elsewhere.

Leadership and management

51. Leadership and management are outstanding. The team is very effectively led by a full-time co-ordinator, with two full-time tutors and five part-time tutors or development workers. Tutors are very enthusiastic and committed to their work and this spreads to their learners. All staff are based in a new school community centre and this is used as the resource base for all learning materials.
52. Full-time and part-time staff meet informally on a weekly basis. There are also regular formal team meetings to consider course improvements and share good practice. The family learning team successfully searches for and uses a variety of funding sources. The self-assessment report is accurate and appropriately self-critical and recognises the strengths of the service and the areas for improvement.
53. Moderation processes are thorough and effective. The co-ordinator is a qualified internal moderator and the centre has assessment centre status. Recognising and recording progress and achievement is effectively established in programmes and used appropriately. Schemes of work and lesson plans are clear, sequential and detailed. Areas related to recognising and recording progress and achievement are highlighted and numbered on schemes of work. Tutors are well qualified or working towards teaching qualifications and take part in appropriate professional development.

Learners' achievements

RMBC has offered accredited provision only since August 2006. There are no data tables available.

