

Bradford Cathedral Centre

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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 Bradford Cathedral Centre's (The Centre) adult and community learning (ACL) and Department for Work and Pensions (DWP) provision in:

- Information and communication technology (ICT)
- Arts, media and publishing
- Preparation for life and work

The Centre's other funded provision in Neighbourhood Learning in Deprived Communities (NLDC) programmes, Entry to Employment (E2E), youth and environmental programmes, workforce development, preparation for employment programmes were also inspected but not graded. The findings from these areas were used to inform judgements for key questions and leadership and management.

Description of the provider

1. The Bradford Cathedral Centre is a voluntary and community sector provider, established 25 years ago. The Centre aims to provide learning activities for disadvantaged groups, many of whom face issues of poverty, ill health, disability, and exclusion from the world of work. The Centre runs learning programmes at its main centre, at outreach centres and through several partner providers. These include the NHS, Mind the Gap, Connexions, Countryside Service, Bradford Environmental Forum, Supported Employment Forum, homelessness projects, and Bradford's Alcohol and Substance Use Workforce Development Unit. The Centre works closely with the voluntary and community sector, provides courses for local council staff and is part of the local E2E partnership. The Centre manages several environmental projects that involve substantial work with volunteers.
2. The Centre offers further education (FE) and personal and community development (PCDL) courses in eight sector subject areas funded by the LSC. The Cathedral Centre delivers its PCDL programmes through sub-contracting arrangements with 13 local community and voluntary providers. The Centre has realigned its curriculum to meet skills needs and LSC funding priorities. A large part of provision is skills for life courses and provision below level 2. Approximately 41% of funding is through the DWP and 38% from the Local LSC. Other funding comes from sub-contracts for NLDC, E2E and European Social Fund (ESF) projects. In 2005-06, The Centre enrolled 629 learners on FE and 1038 learners on PCDL funded provision. Of the 819 learners in 2006-07, 61% are male and 28% have a disability. Specialist information, advice and guidance are provided by an external careers service. In many sector subject areas work experience is offered.
3. Bradford, the fourth most populous metropolitan district in England, has a young and growing population. Around 30% of enrolled learners are from minority ethnic backgrounds, mainly of Pakistani or Bangladeshi heritage, compared with 19% of the local population. The proportion of people in Bradford with no qualifications or low level qualifications is high. Unemployment in the Bradford district is around 1.5% above the national average and higher than the West Yorkshire average. The government's measures of multiple deprivation place 63% of the district's wards within the 20% most deprived wards in the country. In 2005-06, 50.2% of school leavers gained five or more A* to C grades at GCSE, substantially lower than the national average of 59.3%. The number of young people achieving five A*-C including Maths and English was very low at 34% in 2005-06 against a national average of 45.3%. Bradford has a high number of young people not in education, employment or training (NEET) with 9.3% in November 2006.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Adult and community learning	Contributory grade: Satisfactory: Grade 3
Department for Work and Pensions	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Adult and community learning	Satisfactory: Grade 3
Department for Work and Pensions	Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Adult and community learning	Contributory grade: Satisfactory: Grade 3
Department for Work and Pensions	Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Adult and community learning	Contributory grade: Satisfactory: Grade 3
Department for Work and Pensions	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Good: Grade 2

Sector subject areas

Information and communications technology	Satisfactory: Grade 3
Arts, media and publishing	Satisfactory: Grade 3
Preparation for life and work	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

Adult and community learning
Department for Work and
Pensions

Contributory grade: Satisfactory: Grade 3

Satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Achievements and standards in ACL and DWP programmes are satisfactory. Success rates have fluctuated but are now improving considerably from a low point in 2005-06. The achievements of E2E learners and DWP clients are satisfactory. Literacy and numeracy learners gain good pass rates in external qualifications. English for speakers of other languages (ESOL) pass rates are low although many learners achieve citizenship qualifications. The standard of learners' work and their attendance is satisfactory. There are good personal achievements by learners with learning difficulties and community volunteers.
5. Teaching and learning are satisfactory overall. The coaching of individual learners is good but there is not enough productive group work. Teaching methods are not always sufficiently varied to engage all learners. Learning resources are particularly good in preparation for life and work. The findings of initial assessment are not used systematically to plan personal learning programmes and the monitoring of learner progress is poor for some learners. Measures to assure the quality of teaching and learning are satisfactory although some observers need more training.
6. The Centre's approach to educational and social inclusion is good. Its approach to meeting the needs and interests of learners, employers and the community is also good. Productive partnerships target successfully some of the hardest to reach learners including homeless people. The range of programmes is responsive to local needs and offers good progression opportunities. The Centre supports learners with learning difficulties and/or disabilities well and they make good progress.
7. Guidance and support are satisfactory overall. Learners have appropriate information about their courses and arrangements for initial advice and guidance are satisfactory. Learners receive good support from their teachers and other learners. Additional support workers contribute effectively to learning activities. Staff require more training in how to manage more challenging client groups.
8. Leadership and management are satisfactory overall. Senior managers and trustees have taken firm action to enable The Centre to recover from a period of considerable decline. Success rates are improving and learners make satisfactory progress. Equality of opportunity is good overall and collaborative partnerships effectively enhance participation by disadvantaged groups. There are high rates of participation by learners from minority ethnic backgrounds, by learners with a disability and men. Arrangements for quality assurance and improvement are weak. Insufficient use is made of data to drive quality improvement.

Capacity to improve

Satisfactory: Grade 3

9. Bradford Cathedral Centre demonstrates satisfactory capacity to improve. Through strong management action The Centre has been particularly successful in strengthening The Centre's leadership, strategic and development planning, staff and financial management. Weaknesses have been addressed in equality of opportunity which is now good. The quality of management information on learner success is more robust. Arrangements for quality assurance and the monitoring of all stages of learning are not sufficiently thorough. Learners' outcomes are starting to improve following a period of poor performance.
10. The self-assessment report is largely accurate and arrangements for self-assessment are satisfactory. An appropriate range of evidence including performance data is used. Staff and managers contribute well to the process although The Centre recognises the need to improve opportunities for learners, employers, and partners to express their views.

Key strengths

- Good coaching of and support for individual learners
- Good range of programmes and progression opportunities
- Extensive range of external projects and partnerships that enhance opportunities for learning and participation
- Particularly effective measures to attract men, learners with learning difficulties and or disabilities and black and minority ethnic groups
- Strong management action to improve the provision

Key areas for improvement

- The need to improve success rates in many areas
- The rigour of measures to assure the quality of teaching and learning
- Insufficient use and analysis of data at all levels to monitor performance trends
- Insufficiently rigorous arrangements to monitor learner progress at all stages of learning
- Incomplete implementation of quality improvement

Main findings

Achievement and standards

Satisfactory: Grade 3

Adult and community learning

Contributory grade: Satisfactory: Grade 3

Department for Work and Pensions

Contributory grade: Satisfactory: Grade 3

11. Achievements and standards in ACL and DWP programmes are satisfactory. Success rates were high in 2004-05, low in 2005-06 but are improving considerably in 2006-07. The achievements for E2E learners and DWP clients are satisfactory and improving in 2006-07. The in-year literacy and numeracy pass rates are good with 86% of current learners achieving external qualifications. ESOL pass rates remain low although many learners achieve citizenship qualifications. The standard of learners' work in ICT, literacy and numeracy is satisfactory. Arts and media learners acquire good craft skills but insufficient design and research skills. Community volunteers in environmental projects acquire useful practical skills. Many learners gain the necessary skills for further learning, employment or active roles in their local community. Attendance is satisfactory.

Quality of provision

Satisfactory: Grade 3

Adult and community learning
Department for Work and
Pensions

Contributory grade: Satisfactory: Grade 3
Contributory grade: Satisfactory: Grade 3

12. Teaching and learning is satisfactory. Arts and ICT teachers are particularly good at coaching learners individually but make insufficient use of opportunities for learning in groups. Teaching methods are not always sufficiently varied and many teachers make insufficient use of ICT. Some basic skills learners have insufficient opportunities to practise their speaking skills. There is a particularly imaginative range of learning resources in preparation for life and work programmes. The findings of initial assessment are not used systematically to determine learners' personal learning goals. There is insufficient focus on learning in reviews and the monitoring of learner progress. Measures to assure the quality of teaching and learning are satisfactory although some observers lack expertise in making evaluative judgements, giving feedback to teachers and effective observation techniques.
13. A wide range of programmes and subject levels effectively engage hard to reach learners and clients. The Centre's work with external agencies ensures that provision meets local needs. Better links with employers have resulted in more short courses for employees, including e-learning and distance learning programmes. Good links with the probation service and a local prison have produced training opportunities for young offenders just prior to their release. The Centre supports the training of staff working in community and voluntary organisations. Very good community and private sector links have helped establish successful horticultural projects, including the maintenance of old churchyards and the conservation of lowland heath habitats. The provision contributes well to learners' capacity to stay safe and healthy.
14. Guidance and support are satisfactory. Learners receive good support from their teachers. Other learners provide effective encouragement to learners with severe learning difficulties. Additional support workers contribute effectively to learning activities. Tutors on outdoor horticultural activities take special care for the welfare of vulnerable learners. Arrangements for initial advice and guidance are satisfactory. The Centre is working towards nationally recognised external accreditation for its information, advice and guidance services. Staff have identified the need for additional training in handling more challenging client groups.

Leadership and management

Satisfactory: Grade 3

Adult and community learning
Department for Work and
Pensions
Equality of opportunity

Contributory grade: Satisfactory: Grade 3
Contributory grade: Satisfactory: Grade 3
Contributory grade: Good: Grade 2

15. The Centre took robust action to improve its management following a period of decline and upheaval. Trustees managed to overcome operational and financial threats while safeguarding The Centre's mission. New managers were appointed and policies introduced to ensure consistent practice in staff recruitment, appraisal and human resources management. Communications, a weakness since the previous inspection, is now very effective throughout the organisation.
16. Arrangements for staff development, induction and supervision are satisfactory. Staff have good access to training. Priority is given to equality and diversity training but few staff have attended training in *Every Child Matters*. Not all staff have had a formal appraisal of their performance. All staff and learners are aware of their personal responsibilities for health and safety.
17. Financial management of the organisation is now satisfactory. Comprehensive financial information is presented to trustees and senior managers supported by contingency plans and risk assessments. Effective action has been taken to diversify funding to cope with changes in funding priorities. Value for money is satisfactory.
18. Arrangements for self-assessment are satisfactory. Involvement by staff is good but learners, employers, sub-contractors and partners are not sufficiently involved. The self-assessment report is analytical and largely accurate.
19. The provider recognises that measures to improve quality are insufficiently developed. Quality policies and procedures are too new to be fully implemented and applied consistently. Nearly all teaching is observed at The Centre but only few teachers are seen in sub-contracted provision. Good practice is not shared sufficiently. Systems to monitor learner progress and achievement are satisfactory on most accredited programmes but weak on non-accredited programmes. Arrangements to gather the views of learners have improved and are now satisfactory. Assessment practices are satisfactory. The Centre recognises in its self-assessment that the use of data by programme managers is under-developed and some use their own manual systems. Programme managers do not use sufficiently accurate and timely information to monitor performance and set improvement targets. There is insufficient analysis of the achievement by different groups of learners.
20. Arrangements to meet the literacy, numeracy and language needs of learners are satisfactory on basic skills and DWP programmes but support in other areas of the curriculum is not sufficiently thorough.

21. The Centre works particularly well with partners to encourage disadvantaged groups to participate in learning and to improve their employability. Strong links with Connexions and a local voluntary organisation have improved participation by young people not in education, training or employment. Other partnerships support work with homeless people, offenders, those who are dependent on drugs or alcohol, people with mental health problems, and adults with disabilities. Levels of participation by traditionally under-represented groups are high. The proportion of learners from minority ethnic backgrounds is much higher than the local average. The Centre attracts a high proportion of learners with a disability and men.
22. Access arrangements to support learners with a disability are satisfactory. Access is good for all areas in the main centre and work on improving access to student services is nearly complete. Specialist facilities include an adjustable desk. Promotion of equality and diversity to staff and learners is satisfactory. Display materials throughout The Centre celebrate diversity. Equality matters are not always well covered in reviews.

What learners like:

- 'I'm much more confident and I've learned lots of new skills on this course'
- 'I like being able to work at my own pace and I surprised myself with how well I learned'
- Workbooks are easy to understand but are not 'dumbed down'
- 'Tutors are very patient and tolerant and you never feel patronised when you ask a question'
- 'I have learned a lot – I never thought I would have any maths or English qualifications'
- 'The Centre is more relaxed than a college – the staff understand you better here'
- 'Being recognised as a volunteer has given me new skills and more confidence to apply for a job'

What learners think could improve:

- 'I sometimes have to wait for advice from the tutor but I usually get help from others in the group'
- 'Some of the rooms need decorating'
- 'Jobsearch is quite boring – we normally have two hours to look through papers and it only takes a half hour'
- 'I would like to be able to take learning materials home to practise on my own computer'
- 'Teachers should not just give out worksheets and walk away'

Sector subject areas

Information and communications technology

Satisfactory: Grade 3

Context

23. Currently 260 learners are enrolled on ICT courses held in the main or outreach learning centres. Nearly all courses are aimed at beginners and are held in the daytime. All main centre and most outreach centre programmes are accredited. During 2005-06, 465 learners enrolled. Courses are taught by four full-time staff and a part-time team leader, assisted by volunteers. ICT programmes are managed by a full time curriculum manager. Information is not available on the age, gender and ethnicity profile of learners in ICT. Learners can attend the main centre in flexible combinations of half-day sessions. Learners attending outreach centres and those referred by DWP usually enrol for a specified number of weeks. Others have target dates to finish programmes but are allowed to delay this if they need more time.

Strengths

- Good individual coaching in ICT skills
- Good range of programmes and opportunities for progression

Areas for improvement

- Insufficient variety of learning methods
- Insufficiently thorough tracking of learner progress
- Insufficient use of data for quality improvement

Achievement and standards

24. Success and retention rates for learners are satisfactory overall. They were particularly low in 2005-06 with 43% success and 60% retention, a considerable fall from high rates in 2004-05. In-year retention has recovered significantly and stands at 80% with most learners close to the end of their programme. The standard of learners' work and the progress they are making is satisfactory. Many learners acquire functional IT skills in text-processing and using standard office applications. Many learners become confident enough to try using additional functions independently. A few can use specialist programmes to develop computer art and create web pages. Learners' attendance is satisfactory on most courses but low in classes containing especially hard to reach groups.

Quality of provision

25. Learners receive good coaching in ICT skills. Tutors provide clearly written instructions on procedures for learners, including appropriate background information. They use varied questioning techniques effectively to assess how well learners understand tasks and procedures. Tutors try to avoid touching

learners' keyboards unless they need to demonstrate a procedure. After demonstrations they get learners to repeat the process to consolidate their learning.

26. Learners appreciate the workshop style of learning which allows them to work at their own pace on individual programmes and to attend flexibly. However, learning methods are insufficiently varied with too much reliance on workbooks. Tutors only intervene when there are problems or when learners' work needs to be marked. They usually allow learners to work on their own without interruption. There is little formal teaching and no group work. Specialist resources are satisfactory and computers are sufficiently up to date to deliver the curriculum. Software used is adequate and of industry standard. Workbooks are well written, printed in colour and contain appropriately annotated pictures from the computer screen. In some instances the context of activities is not relevant to learners' personal circumstances or backgrounds.
27. There is a good range of programmes and opportunities for progression. Programmes from entry level to level 3 are available in word and text processing and from entry level to level 2 in office software applications. This enables learners to progress between levels and to develop a good range of ICT skills.
28. Arrangements for learner guidance and support are satisfactory. Learners receive a thorough induction including health and safety procedures. Not all are aware of what their qualification covers and the options and progression opportunities available. A specialist learning support worker for learners with additional needs is available but not always effectively used.
29. Learners' initial assessment and the tracking of their progress is insufficiently thorough. Learners' ICT skills are not assessed effectively when they enrol. Many learners are put on entry level programmes, complete them quickly and move rapidly to a more appropriate level 1 programme. Learners are given a general target date for completing their programme but no short term targets. Their progress is measured by the exercises they complete rather than the ICT skills they acquire. Learners do not know what they expect to learn in any lesson.

Leadership and management

30. Programme leadership and management are satisfactory. Curriculum managers have identified areas for improvement and have plans to address them. Progress has been made in some areas but many are still awaiting implementation. There is good communication within the department and meetings produce action points and target dates for completion. Teaching and learning practice is recorded and some practice is shared. Teaching and learning observations are not conducted by subject specialists and some observed lessons are over-graded.
31. Provision for learners with learning disabilities is satisfactory. Some adaptive technology such as tracker balls, large keyboards and coloured screen filters are routinely available. However, there are no facilities for visually impaired learners nor is there an adjustable table for wheelchair users. There is a special chair for

a learner with back problems. The ICT room is accessible for learners with reduced mobility. Tutors deal well with learners from a wide variety of background. Teaching and learning materials are insufficiently diverse.

32. Insufficient use is made of data to improve the quality of the programme. The department's database of learners is too new to allow trends to be analysed and some data is different from that held centrally. Learner attendance is routinely analysed but there is no analysis of the performance of different groups of learners. Targets for retention and achievement are too general and refer for example, to all long or short courses, and there are no individual course targets.

Arts, media and publishing

Satisfactory: Grade 3

Context

33. Currently 191 learners attend classes in Arts, Media and Publishing, one of The Centre's largest subject areas. About two thirds of learners are women, 14% are from minority ethnic groups and half have learning difficulties and/or disabilities. Around 17% of learners are under the age of 25 and 37% are over 65. There are 33 daytime classes, covering a broad range of specialist subjects in art and design, media and photography and crafts and fashion. The majority of learners are on LSC-funded programmes with smaller numbers on E2E and DWP-funded programmes. Over half of classes take place in specialist rooms at Cathedral Hall or the Cathedral Centre. The remaining PCDL provision takes place in community venues. The majority of classes provide for mixed levels of ability ranging from entry level to level 3.

Strengths

- Good individual coaching
- Particularly good support for learners

Areas for improvement

- Insufficient opportunities for learning in groups
- Insufficient focus on learning in the monitoring of learners' progress

Achievement and standards

34. Achievement and standards are satisfactory. Success rates on accredited programmes were high in 2004-05 and satisfactory in 2005-06. Success rates improved in PCDL programmes from a very low base in 2004-05 and were high in 2005-06. Retention rates are consistently high on FE programmes and satisfactory in PCDL. Learners produce some good quality work which shows they have acquired sound craft skills. Younger learners make good progress and many older learners are willing to experiment with new techniques and approaches to art, craft and media. Many learners develop good personal and social skills and talk of increased confidence since starting their course. The Seedlings theatre group of

learners with learning difficulties devise their own programmes and perform both locally and regularly at the Edinburgh Fringe festival.

35. In some classes learners fail to develop necessary design and research skills. A few learners are unable to achieve the required standards of the course.

Quality of provision

36. Tutors provide good individual coaching, using their detailed knowledge of the particular needs of individual learners. They stimulate learners with their specialist subject expertise and set professional standards for learners to work towards. Learners acquire good skills and knowledge. They are encouraged to develop personal lines of enquiry in their work and feel both challenged and supported. There are insufficient opportunities for learning in groups. In many classes there is an over-reliance on individual coaching and learners do not benefit from opportunities to work together on projects or to participate in peer group assessment of their work. Tutors fail to consider sufficiently the benefits of group learning opportunities and the importance of demonstrating techniques. Not enough use is made of effective questioning to check on learning. Some teachers fail to make the best use of the learning environment and resources that are available.
37. Learning resources are satisfactory. Action has been taken to improve the quality of accommodation. There is some particularly good equipment including computers and software used for digital imaging. Teaching and learning spaces are fit for purpose and adequate for the current number of learners. There are good displays of work in most studios. However some spaces are cramped and some areas, such as the darkroom, are drab and poorly maintained.
38. There is insufficient focus on learning in the monitoring of learner progress. None of the forms used to record learner progress enable teachers to accurately record learning objectives and learning outcomes. Insufficient use is made of notebooks and sketchbooks particularly in media. Opportunities to employ more flexible, visual and descriptive methods of recording learner progress are not taken. The monitoring forms and portfolios used, both from awarding bodies and those designed in-house are not always appropriate for the subject being studied. There are examples of good practice in art and craft but these are not shared across the department.
39. The range of programmes and specialist subjects is satisfactory. There is a good choice of funded programmes. Learners can study and progress between a wide range of levels, from entry to level 3. Initiatives to attract harder to reach learners are successful and some programmes, such as Asian fashion, are offered locally through community partners.
40. There is particularly good support for learners. Tutors provide well-differentiated support for all levels of learners in their classes. There is good use of support tutors and volunteers, which learners welcome. Specialist support for learners with additional learning needs is frequently provided and particularly well integrated into the core curriculum. Learners get additional help with practical

project coursework and with literacy and numeracy. They are also supported in developing their general communication and social skills. More accomplished learners also help others in classes. There are no formal arrangements for subject-based tutorials.

Leadership and management

41. Programme leadership and management are satisfactory. Subject leaders are effective. Staff collaborate well across disciplines, share ideas and are honest and self-critical. However, there is insufficient access to management information for planning the programme. The department has little involvement with outreach arts programmes held in the community.
42. Many teachers make good use of materials from different cultures to enliven their teaching and to broaden learners' experience of different art forms. Some learners are encouraged through research to explore imagery and ideas from other cultures. Some outreach courses are targeted specifically at local minority ethnic groups. Although participation by minority ethnic learners is lower in outreach provision than The Centre average, the participation levels of learners with a learning difficulty and or disability is very high.
43. Staff are appropriately involved in the production of the self-assessment report although not enough opportunities are available for learners to express their views. Teachers have benefited from lesson observations and are more willing to try different techniques. Observation reports focus too much on compliance with systems rather than teaching and learning strategies. There are good staff development opportunities, both in teaching and maintaining subject expertise and professional practice. There is well-documented monitoring of the quality of outreach work.

Preparation for life and work

Satisfactory: Grade 3

Context

44. There are 403 learners on preparation for life and work programmes. Of these 139 are ESOL learners and 204 are literacy and numeracy learners. Adult learners are on programmes funded by DWP, and ESF courses run in partnership with DWP and LSC funded programmes. Most literacy, numeracy and ESOL lessons are managed by the functional skills department and include learners from more than one funded group.
45. Programmes for young people are managed separately by the youth programmes department. There are 30 young people on LSC funded courses, 21 on E2E and nine on an ESF funded programme run in partnership with a small voluntary organisation. Most classes take place at The Centre except for a few in community venues. Community courses are managed separately by a special projects manager.

46. Some learners attend full-time, others for a few hours each week. All work towards nationally recognised literacy, language or ESOL qualifications at entry level, level 1 and level 2. All DWP clients and E2E learners attend jobsearch sessions.

Strengths

- Particularly varied and imaginative learning resources
- Highly effective partnerships to engage disadvantaged learners

Areas for improvement

- Insufficient attention to the needs of some learners in group lessons
- Lack of focus on learning in most reviews
- Insufficiently well established management systems

Achievement and standards

47. Achievement and standards are satisfactory. There is considerable improvement in in-year retention rates on FE programmes in 2006-07 and they are now high after low rates in the previous two years. Retention rates on PCDL programmes have been high for the last two years. Success rates were satisfactory in FE programmes in 2004-05, very low in 2005-06, and show significant improvement in 2006-07. Positive outcomes for E2E learners have improved by over 40% during the last two years and are currently 49%. More than 50% of DWP leavers achieved their intended qualifications in 2006-07 and in the current year. Literacy and numeracy in-year pass rates are good, with 86% of learners gaining external qualifications. Pass rates for ESOL learners are below 50% but many learners leave the programme having achieved citizenship qualifications which entitles them to stay in the country. The standard of learners' oral and written work is satisfactory. Attendance rates are satisfactory at 77%.

Quality of provision

48. The overall quality of teaching and learning is satisfactory. A wide range of imaginative materials and resources are used to enhance learning. Paper-based resources are of a high standard, clearly presented and easy to read. Highly effective use is made of colour and illustrations. Handouts are adapted well to suit the needs of individual learners such as dyslexic learners who need handouts on coloured paper. Good resources help learners relate theoretical knowledge to practical tasks such as weighing real objects and reading real scales. Games are used to teach and reinforce the correct use of punctuation marks. For example, literacy learners punctuated a text hung on a washing line by pegging the correct punctuation mark into the correct place. Well-prepared, locally relevant material enables learners to understand how to complete a good application form in jobsearch sessions.

49. Insufficient attention is paid to the needs of some learners in group teaching sessions. Tutors do not ensure that learners have opportunities to answer questions in whole group activities. Quieter, less confident learners are not

involved sufficiently. In many numeracy lessons, there is insufficient checking of learner's understanding and too few opportunities for learners to find their own answers before being told the solution by the tutor. In some lessons, there is insufficient additional material to stimulate more able learners. Some ESOL learners do not have enough time to practise speaking.

50. The range of programmes is satisfactory. Individual timetables are planned to meet the needs of E2E and DWP learners. Learners choose from a wide range of options and there are good progression routes from E2E onto National Vocational Qualification programmes. However, E2E learners have insufficient opportunities for work tasters or placements, as identified in the improvement plan. There are very good opportunities for all learners to acquire the English and maths qualifications needed to progress onto further education, training or employment.
51. Guidance and support for learners is satisfactory. Good systems are in place to identify and provide support for dyslexic learners. Learning support staff work effectively with learners in mixed ability groups. ESOL parents in community based classes are well supported through accessible crèche provision.
52. There is insufficient focus on learning in progress reviews. Records focus too much on tasks and actions completed rather than the skills and knowledge acquired. When marking work teachers are not sufficiently evaluative in their comments which fail to guide learners on how to improve.

Leadership and management

53. There are highly effective partnerships to engage disadvantaged learners. Communications between partners are good and frequent. Good collaborative working has strengthened the support for young people on E2E programmes. Particularly disadvantaged young people are supported into literacy and numeracy learning through good partnerships with voluntary organisations. Adults with problems of substance and alcohol abuse are successfully enrolled on special projects.
54. Awareness and promotion of equality and diversity is satisfactory. Young learners have a good understanding about bullying and being treated fairly. Clients on jobsearch programmes have a good understanding of equal opportunities employment legislation.
55. The management systems are not sufficiently established. Management information and data are not readily available in formats that are easy to use. For example, managers are unclear whether E2E learners identified on the functional manager's database are the same as those on the youth services database. Not all staff understand fully the processes and procedures to be followed. Training for tutors is available but not all staff know who to go to for approval to attend. Procedures to observe teaching and learning are not fully implemented and their purpose is unclear. Recent management changes have resulted in some improvements and most areas for improvement are already identified in the sector quality improvement plan.

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