

REINSPECTION REPORT

London Borough of Tower Hamlets Council Reinspection

28 July 2004



ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The London Borough of Tower Hamlets (LBTH) Employment Training forms part of LBTH's dual strategy to create a workforce to reflect its community, and support local people into employment. The LBTH broader employment aim is reflected in Tower Hamlets council's (the council) corporate plans such as the equality plan, the strategic plan and the community plan plus the local strategic partnership. LBTH Employment Training delivers work-based learning for young people, partly funded by the London East Learning and Skills Council, with a significant contribution made by the council.
2. The Employment Training scheme is part of the LBTH training and development section. The interim head of human resources strategy is responsible for the overall management of the team. The employment training business manager is responsible for the day-to-day operation of the scheme. The Employment Training scheme works in close liaison with the council's Skillsmatch agency to support local people into employment as part of the council's community and strategic plan objectives. Skillsmatch is the council's job brokerage agency, and offers an employability service, screening and matching clients into jobs they have secured through negotiation with employers, particularly inward investors. In addition, advice and guidance is provided to clients and there are partnership links to training in interview techniques and personal development provided by a local college.
3. Between March 2001 and February 2002, the working-age employment rate in Tower Hamlets was 54 per cent, compared with 70 per cent in London and 74 per cent nationally. The under-25 population has an unemployment rate of 30 per cent. Thirty-six per cent of Tower Hamlets residents have no qualifications, and a further 12 per cent are educated to level 1. Twenty-four per cent have low literacy levels and 42 per cent have low numeracy levels.
4. Forty-four per cent of the population of Tower Hamlets are from minority ethnic groups, compared with 27 per cent for London and 9.1 per cent nationally. Sixty-four per cent of school pupils have English as an additional language and 38 per cent of pupils in primary schools are at the beginners stage of English fluency. Raising attainment in numeracy is a key priority for LBTH.

SCOPE OF PROVISION

Business administration, management & professional

5. There are six learners in business administration, of whom three are advanced modern apprentices, two are foundation modern apprentices and one is working towards a national vocational qualification (NVQ) at level 3. All modern apprentices work towards key skills as an integral part of their programme and three of the more recent learners are completing technical certificates. All learners are in work placements with, or are

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employed by, the LBTH. Learners are assessed for their literacy and numeracy skills, and support is subcontracted to a local college. For off-the-job training, learners attend the learning centre and the offices of the Employment Training service at the town hall. Learners meet with their assessor every month. There is one assessor and an internal verifier. Learners review their progress every six to eight weeks with their mentor and workplace supervisor.

ABOUT THE REINSPECTION

Number of inspectors	2
Number of inspection days	8
Number of learner interviews	11
Number of staff interviews	12
Number of employer interviews	4
Number of locations/sites/learning centres visited	2

OVERALL JUDGEMENT

6. The ALL inspection in July 2003 found that LBTH's leadership and management were unsatisfactory, as were its arrangements for quality assurance. Measures to ensure equality of opportunity were good. Foundation programmes were satisfactory. Provision of training in business administration, management and professional was very weak. At the end of the reinspection process, LBTH's leadership and management, and its arrangements to ensure equality of opportunity were found to be good. Quality assurance was satisfactory. Provision of training in business administration, management and professional was satisfactory. Foundation programmes are no longer offered.

GRADES

Grades awarded at previous inspection

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

Leadership and management	4
Contributory grades:	
Equality of opportunity	2
Quality assurance	4
Business administration, management & professional	5
Contributory grades:	
Work-based learning for young people	5

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Foundation programmes	3
Contributory grades:	
New Deal 18-24	3

Grades awarded at reinspection

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

Leadership and management	2
Contributory grades:	
Equality of opportunity	2
Quality assurance	3

Business administration, management & professional	3
Contributory grades:	
Work-based learning for young people	3

KEY FINDINGS

Achievement and standards

7. Learners develop good occupational skills through workplace training and activities, and through off-the-job training sessions. Their levels of confidence increase rapidly, working practices improve, and many learners have responsible job roles working with up-to-date information technology (IT) systems. Also, many learners progress into employment after their training. In 2003-04, 59 per cent of learners gained full-time employment with LBTH.

8. Learners have individual schedules for their off-the-job training to ensure that they work at a steady pace. They have certificates for attending training courses and are clearly motivated by their achievements. Learners quickly develop their information and communications technology (ICT) skills and have the opportunity to work towards external qualifications and awards.

9. Achievement rates for modern apprentices are poor. Achievement in all qualifications was found to be weak at the previous inspection. Although there have been significant improvements in unit achievement since the previous inspection, there has not been sufficient progress in prioritising learners' framework completion over the achievement of NVQs. Of the advanced modern apprentices who started in 2001-02, none completed the modern apprenticeship framework. Since the previous inspection, learners are achieving units towards their NVQs at a much faster rate and are now making satisfactory progress towards completion of the framework.

Quality of education and training

10. **There is good support for learners from their supervisors.** They help the learners to succeed and achieve their potential, and provide a wide range of skills training in the workplace. Learners value the help and support they receive from staff. Mentors give appropriate support to meet learners' individual needs. Learners are well motivated and work hard to achieve their learning goals.

11. **There is an effective six- to eight-weekly review process,** which is planned in advance through individual learning plans. Learners, the Employment Training mentor and workplace supervisors are included in the process. Learners reflect on their progress and identify additional training or support that is needed. Further development is recorded in clear and challenging targets for learners.

12. **Assessment has improved since the previous inspection** and is now satisfactory. It is regular and well-planned. Learners are assessed during off-the-job training sessions, and when the assessor visits the workplace. Observation reports are detailed and clearly referenced to the NVQ standards. Learners have an assessment schedule and their assessment plans are clear and detailed.

13. Resources are satisfactory. Learners have appropriate facilities in their workplace and in the training centre. IT equipment is to industry standards. Resources to support the development of learners' knowledge are limited, but staff are aware of this and have plans to increase access to software and on-line resources. Staff are appropriately qualified, occupationally competent and experienced.

14. None of the current learners have been identified as needing additional support with literacy and numeracy. Almost all have good general certificates of secondary education (GCSE) results. However, the provider has an arrangement with a local college to deliver training in literacy and numeracy for learners who need such support.

15. **The on-the-job training is not well planned.** Learners are trained in the workplace when the need arises to enable them to carry out work tasks, but they do not have a long-term learning plan. Additional training needs are identified during the review process. Most learners have job descriptions for their work role, but their roles are not matched to the NVQ units and key skills.

16. **Key skills are not an integral part of the training programme.** All learners have an initial assessment of their key skills, but, until recently, training in key skills has been left until late in the programme. A new programme for the integrated delivery of key skills has been designed and very recently implemented. Learners are now beginning to make satisfactory progress towards the achievement of key skills, an improvement since the previous inspection. Supervisors still have little knowledge of key skills and are unable to support the learners in their development.

Leadership and management

17. Managers have created very effective strategies to respond to previous inspection weaknesses. Assessment, review, internal verification and progress recording procedures have been revised and significant improvements have been made since the previous inspection. A complete review of the management and staffing has taken place since the previous inspection. A new post of business manager has been created, with the post-holder taking overall control of training and reporting directly to senior council officers. Some staff have been redeployed and others will be trained to work more effectively.

18. The use of management information systems and the data derived from them is good. The management information system provides clear and accessible information on review and assessment dates, and automatically prompts mentors and the training manager when reviews become overdue. Information and data is reported on at different intervals, and are discussed between the business manager and staff individually or in groups. Minutes of meetings are used to set targets for quality improvement.

19. Internal communications are good. Minuted staff meetings are held each week, and there are also frequent informal discussions and smaller meetings between the training manager and staff. The staff make effective use of the council's intranet. During the considerable changes following the previous inspection, staff have been kept fully informed about plans for the restructuring of training. Senior council officers have good knowledge of training structures and a good understanding of the development plan.

20. The links between on- and off-the-job training and between staff are weak. Supervisors do not always understand the learners' training needs, and some placements have been unsuitable for training. Some placement managers and supervisors are not sufficiently informed about the modern apprenticeship frameworks and requirements, and some have little knowledge of key skills as part of the frameworks.

21. LBTH has an equality and diversity policy which is linked to the borough's strategic plan. Equality and diversity statements are available in English, Bengali, Somali, Chinese and Vietnamese, and have won awards for their clarity of expression.

22. Learners have a good understanding of equality of opportunity, and feel that they are well supported in their training. Most were able to recall induction training in equality and diversity. During reviews there are a number of specific questions about how equality of opportunity is monitored in learners' workplaces.

23. The council has clear strategic targets to build and develop a workforce reflecting the community. Data about learners since 2000-01 has been analysed to identify patterns of application, achievement and retention, progression into employment and into higher learning. From this analysis LBTH has been able to target under-represented groups, including white men, and members of the Somali and Vietnamese communities.

24. LBTH has a recently introduced quality assurance system which is not yet fully established. There is a calendar of events for reviewing and enhancing the quality of

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training, but the cycle of activity has yet to run for a full year. Some activities have not been carried out according to the initial timetable. Staff are aware of the new system and are positive about its importance and its effects on the quality of training. A development plan has been produced since the previous inspection, and external support has been sought to better identify strengths and weaknesses.

25. Self-assessment is now an annual activity. A report has been produced and staff and learners' views were sought during the process. Some of the strengths and weaknesses identified by inspectors were also identified by the provider, but the report was insufficiently self-critical, and did not identify some weaknesses in provision.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Leadership and management

Strengths

- good use of management information systems
- very effective strategies to resolve previous inspection weaknesses
- good internal communications
- effective strategies to promote equality and diversity

Weaknesses

- no established quality assurance system
- weak links between on- and off-the-job training

Business administration, management & professional

Strengths

- good development of learners' occupational skills
- good support for learners
- effective review process

Weaknesses

- poor completion rates for modern apprenticeship frameworks
- inadequate planning of on-the-job training
- insufficient integration of key skills with vocational training

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good use of management information systems
- very effective strategies to resolve previous inspection weaknesses
- good internal communications
- effective strategies to promote equality and diversity

Weaknesses

- no established quality assurance system
- weak links between on- and off-the-job training

26. The management information systems and the data derived from them are used well, an improvement since the previous inspection. The management information system now provides clear and accessible information on review and assessment dates, and automatically prompts mentors and the training manager when reviews become overdue. Staff performance targets are also recorded on the system, and these are frequently reviewed by staff and managers alongside learner data. Information and data are reported on at different intervals, and these are discussed between the business manager and staff, individually or in groups. All data is discussed at monthly meetings, discussions are minuted and key points are used to direct management and staff activity towards quality improvement. Staff have a good understanding of learners' progress and of the ways that data is used to review achievement and to support quality improvements. Individual responsibility has been established for the running and maintenance of the system, and the individual has been trained and receives continuing good support from the training business manager. The performance of each intake is analysed by age, gender, disability and ethnicity, and progress of under-represented groups is monitored to identify additional needs. Learners' performance is recorded and analysed from the start of their programme, as well as achievement by unit, retention and progression to employment or higher learning.

27. Managers have produced very effective strategies to respond to previous inspection weaknesses. A complete review of the management and staff has taken place since the previous inspection. A new post of business manager has been created, with the post-holder taking overall control of training and reporting directly to senior council officers. Some staff have been redeployed and others are being trained to work more effectively. Procedures and practices for assessment, review, internal verification and progress recording have been revised and significant improvements have been made since the

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previous inspection. There has been a clear focus on the needs of the current learners, and managers have suspended enrolment for some time while improvements are made. A new three-year development plan has been produced and implemented, with good levels of support and input from senior officers. The council has made a significant budgetary commitment to training, and there is clear strategic planning taking place at senior council officer level to ensure improvements in the quality of training.

28. Internal communications are good. Minuted staff meetings are held each week, and there are also frequent informal discussions and smaller meetings between the training manager and staff. E-mail communication is used effectively, and records are kept of decisions or agreements about targets or training development. During the period of considerable change following the previous inspection, staff have been kept fully informed about the review and restructuring of training. All staff and learners were well informed about the future of the training programme, and were positive about the ways that managers had kept them notified of changes to structures and processes. Senior council officers have good knowledge of training structures and a good understanding of the development plan.

29. The links between some on- and off-the-job training activities and staff are weak. Supervisors do not always understand the learners' training needs, and some placements have been unsuitable for training. Some placement managers and supervisors are not sufficiently informed about the structure of the modern apprenticeship framework and requirements, and some have little knowledge of the key skills as part of the framework. The communication between mentors and supervisors is satisfactory, but supervisors do not have a mechanism for communicating directly with assessors, and cannot gain information about tasks that may be useful in preparing learners for assessment. In surveys, supervisors commented on the need for better opportunities to share experience and good practice among themselves, but there is no process for this as yet.

Equality of opportunity

Contributory grade 2

30. LBTH has a policy for equality and diversity, which is directly linked to the borough's strategic plan. Equality and diversity statements summarise the council's policy and strategy for promoting equality and diversity. These statements are widely distributed, are available in English, Bengali, Somali, Chinese and Vietnamese, and have won awards for their clarity of expression. Policy documents and statements include recent relevant legislation and outline the borough's commitment to exceeding legislative requirements in most areas. Premises are well equipped to provide access for learners who use wheelchairs or who have restricted mobility.

31. Learners have a good understanding of equality of opportunity, and feel that they are well supported in their training. Most were able to recall induction training in equality and diversity. During reviews there are a number of specific questions about the ways that equality of opportunity is monitored in learners' workplaces. Mentors and supervisors deal fully with these questions, and review documents contain good records of discussions. The council has comprehensive policies relating to learners and employees' complaints and appeals. Anti-harassment, bullying and grievance procedures

are discussed with learners at induction and when a learner joins a new work-placement department. When complaints have been made, they have been dealt with quickly and the learners have been satisfied with the outcomes. Training staff have a good understanding of equality and diversity and are able to recall their induction on equality of opportunity.

32. The council has clear strategic targets to build and develop a workforce reflecting the community. Data about learners since 2000-01 has been analysed to identify patterns of application, achievement and retention and progression into employment and higher learning. The analysis has allowed LBTH to target under-represented groups, including white men, and members of the Somali and Vietnamese communities. Data on the numbers of pupils from under-represented groups in local schools has been gathered and analysed to direct leafleting and recruitment drives. In addition, retention and achievement rates of learners from a number of local schools have been analysed to provide information on groups of learners needing support with training and learning.

33. The council is vigorous in its public promotion of equality of opportunity. Learning resources, induction packs, publicity materials and leaflets all reflect the council's commitment to equality and diversity. In offices and public areas of the town hall and other buildings there are many posters and visual displays challenging racism and promoting inclusivity and diversity. A prayer room is available for staff and learners at the council's town hall, and LBTH celebrates many major religious and cultural festivals. The council frequently consults community and faith groups about training, employment and other opportunities, and such groups are well represented in most areas of council activity.

Quality assurance

Contributory grade 3

34. LBTH has recently introduced a quality assurance system but it is not fully established as yet. There is a calendar of events for reviewing and enhancing the quality of training, but the cycle of activity has yet to run for a full year and some activities have not been carried out according to the initial timetable. Staff are aware of the new system and are positive about its importance and its effects on the quality of training. A development plan has been produced since the previous inspection, and external support has been sought to better identify strengths and weaknesses in the provision.

35. A comprehensive survey took place in January 2004 to gather feedback from work-placement supervisors and managers, and training managers were able to identify areas for improvement from the data. However, the activity has not been repeated to identify improvements needed or made, or areas of continuing weakness in on-the-job training. The views of approximately one-third of learners were gathered during a telephone survey late in 2003. Learners' views have also been gathered by means of exit and on-programme satisfaction surveys. Data from all these sources has been analysed by the business manager, but there is no established cycle for gathering and analysing such data. Neither are there clear processes for acting on feedback from learners, supervisors or managers.

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36. Observations of teaching and learning have taken place and records are kept of each observation. However, staff and managers have not been trained to develop their observation skills, and the range of comments and outcomes from the two observations so far vary considerably. No clear process has yet been established to deal with assessors' or trainers' needs which are identified during observations.

37. Internal verification was identified as a weakness at the previous inspection but it is now satisfactory. A clear timetable for verification has been drawn up and maintained, and staff are fully aware of the systems. A good range of work has been sampled and verifier comments are detailed and helpful in identifying areas for improvement in assessment.

38. The processes for setting targets for staff and learners are satisfactory. Staff have been set challenging, but achievable targets for performance, which have been reviewed frequently with the business manager. Staff are given clear guidance on aspects of performance which need improvement and there are also examples of good practice being recorded and discussed.

39. Self-assessment is now an annual activity. A report has been produced and staff and learners' views were sought during the process. Some of the strengths and weaknesses identified by inspectors were also identified by the provider, but the report was insufficiently self-critical and did not identify some weaknesses in provision.

AREAS OF LEARNING

Business administration, management & professional

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	6	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good development of learners' occupational skills
- good support for learners
- effective review process

Weaknesses

- poor completion rates for modern apprenticeship frameworks
- inadequate planning of on-the-job training
- insufficient integration of key skills with vocational training

Achievement and standards

40. Learners develop good occupational skills through workplace training and activities, and through off-the-job training sessions. Their levels of confidence quickly increase and their working practices improve. Many learners have responsible job roles and work with up-to-date IT systems. Many learners progress to employment after their training. In 2003-04, 59 per cent of learners gained full-time employment with LBTH, and a target of 65 per cent has been written into a detailed action plan for 2005-06. Off-the-job training opportunities are well planned and learners receive a monthly schedule of sessions which are relevant and work related, such as report writing and minute taking. Learners have individual schedules for their off-the-job training to ensure that they work at a steady pace. Learners have certificates for attending training courses and are clearly motivated by their achievements. They quickly develop ICT skills and have the opportunity to work towards external qualifications, such as an examination-based qualification in IT.

41. The standard of work in learners' portfolios is satisfactory. Portfolios are well structured, and effective use is made of cross-referencing. However, for some of the learners, there is an over-reliance on paper-based work documents and descriptive explanatory reports. Most learners have practised key skills test papers and appropriate feedback has been given. Learners have not produced a portfolio for key skills.

42. Achievement rates for modern apprentices are poor. Achievement in all

qualifications was found to be weak at the previous inspection. Although there have been significant improvements in unit achievement since the previous inspection, there has not been sufficient progress in prioritising the completion of the framework over the achievement of NVQs. Of the advanced modern apprentices who started in 2001-02, none of them completed the framework. Thirty per cent of foundation modern apprentices completed the framework in 2001-02 with a maximum possible achievement in 2002-03 of 26 per cent. In 2001-02, 50 per cent of advanced modern apprentices achieved the NVQ at level 3, with a maximum possible achievement of 60 per cent for 2002-03. Since the previous inspection, learners are achieving units towards their NVQs at a much faster rate and are now making satisfactory progress towards completion of the framework.

Quality of education and training

43. There is good support for learners. There is good interaction between supervisors and learners, which promotes their development. Supervisors provide good training in the workplace to ensure that learners develop and practise a wide range of skills. The off-the-job training is well planned and learners value the help and support they receive from staff. A mentor gives appropriate support to the learners and is responsive to learners' individual needs. Learners are well motivated and work hard to achieve their learning goals. Training staff encourage learners to take responsibility for their own learning and development.

44. Learners benefit from an effective review process. Progress reviews are carried out every six to eight weeks and are planned in advance through the individual learning plans. Learners, the mentor and workplace supervisors are included in the process and all are positive about the benefits of the reviews. Learners reflect on their progress and identify their additional training or support needs. Challenging but achievable targets are set to ensure that learners make steady progress. Learners clearly understand what they need to do to complete their frameworks and are fully aware of their progress.

45. Assessment has improved since the previous inspection and is now satisfactory. It is regular and well planned. Learners are assessed during off-the-job training sessions at the council's main office. The assessor visits the workplace to observe learners and reports are detailed and clearly referenced to the relevant NVQ standards. However, some of the learners did not have enough visits. Learners have an assessment schedule and their assessment plans are clear and detailed. They are given detailed feedback after assessment and there are clear action plans, which are used effectively to set targets and plan their work. Learners are clear about what they have achieved and what they need to do to progress. However, there is a limited range of assessment methods, for example insufficient use is made of professional discussion and oral questioning as a source of evidence. Internal verification is thorough. The assessor and internal verifier are conscientious and thorough, and comply with awarding body requirements. Recent external verifier reports are positive and indicate that all previous action points have been dealt with effectively. Internal verification is planned in advance and takes place regularly. Effective feedback is given to the assessor on the portfolios of assessed work.

Standardisation meetings ensure that good practice is shared between all staff.

46. Resources are satisfactory. Learners have appropriate facilities in their workplace and in the training centre. IT equipment is to industry standards. General learning resources to support the development of learners' knowledge are limited. Staff are aware of this and have planned to ensure that learners have access to further software and on-line resources. Staff are appropriately qualified, occupationally competent and experienced.

47. All learners are assessed for their language, literacy and numeracy needs, although none of the current learners have such needs. Almost all have good GCSE results. However, the provider has an arrangement with a local college to deliver training in literacy and numeracy.

48. The on-the-job training is not well planned. Learners are trained in the workplace when the need arises to enable them to carry out work tasks. They do not have a formal learning plan. Most learners have job descriptions for their work role, but their roles are not matched to the NVQ units and key skills. Additional training needs are identified during the review process. Supervisors respond to requests to cover specific topics and give the learners the opportunity to develop their skills and workplace competence. There is no systematic, long-term planning for workplace training.

49. Key skills are not an integral part of the training programme. All learners have an initial assessment of their key skills, and very recently, an integrated programme for key skills training has been designed and is being implemented. Learners are now making satisfactory progress towards the achievement of key skills and this has improved since the previous inspection. Training in key skills has been left until late in the learners' programme. Supervisors still have little knowledge of key skills and are unable to support the learners in their development.

Leadership and management

50. Managers have succeeded in resolving many of the weaknesses identified at the previous inspection. Communications between staff are good. Staff attend weekly meetings where they can share information, and minutes are circulated. The staff make effective use of the council's intranet. Much of the information is on an informal basis through the telephone and e-mail.

51. The development of the learning programmes is satisfactory. Staff have planned for the next intake of learners to ensure that the key skills are developed early in the programme and that background knowledge sessions prepare the learners for the technical certificate.

52. The monitoring of assessment activities is much improved and this has had a significant positive impact on learners' levels of motivation. Staff have been observed at least every other month and appropriate feedback has been given and action points

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agreed. Staff development needs are identified, such as for training staff to complete the key skills awards.

53. Equal opportunities training is part of the learners' induction and this is reinforced during progress reviews. Learners have a good recall of their induction and know their rights and responsibilities. Their understanding of equal opportunities and health and safety is reinforced during the review process. Learners are regularly asked for their views on the training received through an evaluation after each of the training sessions. However, learners have not been informed of the outcome of the evaluations and any changes that have been made as a result. Supervisors are asked for their feedback on the training programme through the review process, questionnaires and a six-monthly meeting. However, there is no formal system for giving feedback after evaluations and for ongoing support, for example on updates on the frameworks or for briefing new supervisors.