

# REINSPECTION REPORT

## **Derby LEA Reinspection**

**20 May 2005**



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.

# REINSPECTION REPORT

## Derby LEA Reinspection

### Contents

#### Summary

Description of the provider	1
Scope of provision	1
About the reinspection	4
Overall judgement	4
Grades	4
Key findings	6

#### Detailed reinspection findings

Leadership and management	15
Equality of opportunity	17
Quality assurance	18
Information & communications technology	20
Hospitality, sport, leisure & travel	23
Visual & performing arts & media	26
English, languages & communications	29
Foundation programmes	33
Family learning	37

## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Derby City Council Local Education Authority (the LEA) provides adult and community learning through the Derby Adult Learning Service (DALs) which is part of the LEA's lifelong learning and community division. All of the provision is directly delivered by DALs, and it is funded by the Derbyshire Learning and Skills Council. Courses are offered in 10 areas of learning. The largest single area covers foundation programmes, and the inspection covered this and other significant areas of information and communications technology (ICT), hospitality, sport, leisure and travel, visual and performing arts and media, English, languages and communications, and family learning. Since September 2004, there have been 6,200 enrolments on adult and community learning courses. For 2003-04, there were 10,694 enrolments.

2. The head of DALs is responsible for its strategic development. She reports to the assistant director of the lifelong learning and community division, who is one of three assistant directors in the education department. A deputy head of service has general responsibilities including management information. One full-time member of staff and two other staff who job share are senior managers and have specific responsibilities for leading teams of staff. The family learning manager is jointly managed by the head of adult learning and the head of early years and childcare. There are 28 other managers, 20 of whom work part time, or job share, and have either co-ordination or organisational responsibilities. Most staff with a co-ordinating role are full-time, whereas those with organisational responsibilities work part time. Each senior manager, including the head and deputy head of service, takes the lead in a curriculum area. There are over 220 part-time tutors who teach on accredited and non-accredited courses in over 70 locations across the city.

3. In February 2005, the unemployment rate in Derby was 2.9 per cent, compared with the national average of 2.3 per cent. The proportion of the local population from minority ethnic groups is 12.6 per cent, compared with the national average of 9.1 per cent.

### SCOPE OF PROVISION

#### Information & communications technology

4. There are currently 1,224 learners on 52 ICT courses. Courses are offered throughout the day at 17 venues, including six of DALs's own computer suites, and four secondary school computer suites. The range of courses includes an examination-based computer course, basic computer courses, desktop publishing, word processing, internet, web design, and digital photography. Many courses are for beginners, including a course for older learners. Three-quarters of the courses are at entry level or at level 1. Some courses are offered in partnership with other organisations, including the local radio station. Twenty-six per cent of learners are men, 18 per cent are from minority ethnic

## DERBY LEA REINSPECTION

groups and 18 per cent have a disability. Fifty-seven per cent are above 50 years of age. The curriculum area has 25 tutors, managed by a curriculum organiser. Learners are recruited by advertising in local newspapers, local learning centres and libraries, on the recommendations of other learners, or as a result of joint marketing initiatives with partners.

### **Hospitality, sport, leisure & travel**

5. In 2003-04, there were 857 learners taking part in hospitality, sport and leisure programmes. Since September 2004, there have been 410 enrolments. Eleven per cent of the learners are men, and a similar proportion of learners are from a minority ethnic group. Ten per cent of learners have a self-declared disability. Currently DALs provides 14 courses in keep fit, yoga, Pilates, tai chi and five courses in wine appreciation, sugar craft, Italian cookery and health and fitness. Courses are offered each term on weekdays during the day and in the evening. The provision is located at nine venues, including community centres, leisure centres, and schools. Many of the classes are for learners of mixed ability. Programme co-ordinators are responsible for planning all of the adult classes in their area. A curriculum organiser and a programme co-ordinator have specialist responsibility for the hospitality, sport and leisure curriculum. There are 14 part-time tutors.

### **Visual & performing arts & media**

6. The range of courses offered includes painting and drawing, creative crafts, patchwork and quilting, lace-making, flower arranging, pottery, furniture restoration and singing. Most of the courses are non-accredited, although recently accredited craft courses have been introduced through the Open College Network (OCN). Most courses are for two hours a week involving between 20 and 60 hours' attendance. They are offered on weekdays during the day and evening at eight venues. There are currently 17 teachers covering the range of subjects. Of the 439 learners, 30 per cent are new learners, 41 per cent are aged below 50, and 83 per cent are women. Twelve per cent of learners are from minority ethnic groups, and 23 per cent have declared disabilities or learning difficulties.

## English, languages & communications

7. There are 389 learners on 36 courses, ranging from entry level to level three. The curriculum includes modern foreign languages, British Sign Language (BSL), Makaton, lip reading skills, English and communications. At the time of the inspection, courses were running in Spanish, French, Italian, Arabic, English, an internationally recognised communication programme for people with communication and learning difficulties and lip reading skills. Courses in Punjabi, creative writing and study skills had finished before the inspection. BSL courses were running but were not included in the inspection. Half of the courses are accredited. The courses in BSL are accredited through OCN or a council for communication with deaf people. The provision takes place across 13 sites and is designed to meet the needs of local communities. Just over half of the courses are taught during the day, with the remainder operating in the evening. Most courses last between 11 and 31 weeks. Accredited courses are for at least 10 weeks. A small number of courses are offered as short taster courses. Sessions can vary in length but most last for two hours. There are 27 tutors, all of whom work part time. The provision is managed by a curriculum leader, a curriculum co-ordinator, two curriculum organisers and there are advisers for the internationally recognised communication programme for people with communication and learning difficulties and BSL. At the time of inspection, 29 per cent of learners are men, 8 per cent have a known disability or learning difficulty and 16 per cent are from minority ethnic groups. The age of the learners ranges from under 19 to over 70 years, with 57 per cent of the learners being 40 years of age or more and nearly 14 per cent of the learners being 60 years of age or more.

## Foundation programmes

8. In 2003-04, there were 5,441 enrolments on foundation programmes. These accounted for nearly half of DALs's overall adult and community learning provision. Since September 2004, there have been approximately 2,940 enrolments. At the time of the reinspection, English for speakers of other languages (ESOL) enrolments account for 56 per cent of the provision, and literacy or numeracy learners account for 29 per cent. DALs offers a mixture of accredited and non-accredited courses. The 33 literacy courses, and 17 numeracy courses, are offered from entry level to level 2 and include specific courses for deaf learners. There are 112 ESOL courses from entry level to level 1. There are a further 21 courses for learners with mental health conditions and for adults with moderate learning difficulties. Learners on these courses can work towards modules of a number of pre-entry level qualifications. Courses take place at 32 community venues throughout the city, such as adult education centres, community centres, schools, libraries, church halls, hostels and in probation service premises. Learners can join courses at any time of the year. They have an initial assessment before being placed on an appropriate course. Most of the 53 tutors work at more than one location. The courses are managed by three full-time programme co-ordinators and three part-time programme organisers. There are also two part-time curriculum organisers, one with responsibility for ESOL and literacy and numeracy, and one for other foundation provision.

## Family learning

9. DALs provides family literacy, language and numeracy courses to encourage parents to return to learning and to be involved in their child's learning. A large number of courses are run for parents of babies and children from one to five years of age. They help parents to progress to courses where they can improve their own literacy, numeracy and language skills. The courses take place mainly in schools in areas of disadvantage and involve a partnership with schools and voluntary organisations. There is also a small amount of wider family learning such as family art and gardening. At the time of the reinspection, 425 learners are enrolled on 36 courses. Most courses run for two hours a week over 15 weeks, but some courses are longer. Learners are encouraged to take a literacy or numeracy test and some learners gain certificates in other subjects such as computing, and helping their child with reading. Almost all the learners are women, and 20 per cent are from a minority ethnic group. DALs is managed by a full-time manager supported by a full-time development worker, two part-time staff and 18 tutors.

## ABOUT THE REINSPECTION

Number of inspectors	11
Number of inspection days	60
Number of learners interviewed	357
Number of staff interviewed	126
Number of locations/sites/learning centres visited	86
Number of partners/external agencies interviewed	10

## OVERALL JUDGEMENT

10. At the previous inspection, in January 2004, inspectors found that the adult and community learning provision in visual and performing arts and media, and in English, languages and communications was satisfactory. However, the quality of the provision in ICT, foundation programmes and family learning was unsatisfactory, and the provision in hospitality, sport, leisure and travel was very weak. Leadership and management were also very weak. More specifically, equality of opportunity was unsatisfactory and quality assurance was very weak. At the end of the reinspection process, aspects of the provision were found to be satisfactory or better.

## GRADES

Grades awarded at previous inspection

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

<b>Leadership and management</b>	<b>5</b>
Contributory grades:	
Equality of opportunity	4
Quality assurance	5



<b>Information &amp; communications technology</b>	<b>4</b>
Contributory grades:	
Adult and community learning	4

<b>Hospitality, sport, leisure &amp; travel</b>	<b>5</b>
Contributory grades:	
Adult and community learning	5

<b>Visual &amp; performing arts &amp; media</b>	<b>3</b>
Contributory grades:	
Adult and community learning	3

<b>English, languages &amp; communications</b>	<b>3</b>
Contributory grades:	
Adult and community learning	3

<b>Foundation programmes</b>	<b>4</b>
Contributory grades:	
Adult and community learning	4

<b>Family learning</b>	<b>4</b>
Contributory grades:	
Adult and community learning	4

#### Grades awarded at reinspection

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

<b>Leadership and management</b>	<b>3</b>
Contributory grades:	
Equality of opportunity	3
Quality assurance	3

<b>Information &amp; communications technology</b>	<b>3</b>
Contributory grades:	
Adult and community learning	3

## DERBY LEA REINSPECTION

Hospitality, sport, leisure & travel	3
Contributory grades:	
Adult and community learning	3

Visual & performing arts & media	3
Contributory grades:	
Adult and community learning	3

English, languages & communications	3
Contributory grades:	
Adult and community learning	3

Foundation programmes	2
Contributory grades:	
Adult and community learning	2

Family learning	3
Contributory grades:	
Adult and community learning	3

## KEY FINDINGS

### Achievement and standards

11. **The overall standard of learners' work is good.** In visual and performing arts, and in hospitality, sport and leisure, learners develop good skills and the standard of work is good. In English and modern foreign languages, learners make good progress and reach a good level of attainment. Learners on foundation programmes also develop their skills well, particularly on ESOL courses. Adults with learning difficulties and/or disabilities make good progress in acquiring independent living skills. Learners in ICT make good progress on the examination-based computer courses.

12. **Family learning has a beneficial impact on the school community.** The behaviour and performance of children who participate with their parents, have improved significantly since starting the course.

**13. There are high rates of retention and achievement on foundation programmes.**

However, retention rates are low on many courses in hospitality, sport and leisure.

**Quality of education and training**

**14. Of the 78 lessons observed, 62 per cent were good or better.** Six per cent of the lessons were unsatisfactory. This is a significant improvement on the standard of teaching and learning observed at the previous inspection, when just 41 per cent of the lessons were good or better and over 25 per cent were unsatisfactory or worse.

**15. The better lessons have clear aims,** are well planned and teachers engage learners' interest by ensuring that a range of interesting activities take place. For example, in ESOL lessons, teachers make good use of games, role-play and information technology (IT) to encourage learning. In hospitality, sport, leisure and travel, initial assessment is used effectively to plan learning. In visual and performing arts, learners respond well to the teachers' demonstrations of skills and techniques. In modern foreign languages, the use of the target language, a weakness at the previous inspection, is now effective, and these learners also benefit from good enrichment activities which encourage learning.

**16. In some of the poorer lessons, it is insufficiently clear which skills are to be gained by individuals.** In family learning, target-setting is poor for individual learners. Targets in individual learning plans are too general. For the adults on literacy and numeracy courses, the use of targets to monitor progress at half-termly reviews is poor. By contrast, in visual and performing arts, teachers accurately record the learning and progress made by each learner following a very thorough assessment process.

**17. There is a wide range of foundation programmes in locally accessible venues,** often linked to effective partnerships. In some other areas of learning, the range of courses is quite narrow, for example in visual and performing arts and English and modern foreign languages. In family learning, there is insufficient emphasis on the adult curriculum on family literacy and numeracy courses.

**18. Support for learners is good.** Learners receive good advice and guidance about the range of courses available. Individual support needs are identified through initial assessment and appropriate arrangements are made. Good support is provided for adults with learning difficulties and/or disabilities and there are good crèche facilities.

**Leadership and management**

**19. Good strategic partnerships enable the service to meet its strategic objectives and priorities.** Since the previous inspection, DALs has strengthened its links with local community groups, voluntary organisations and businesses. It has responded well to the needs of the national skills agenda and of supporting access to lifelong learning.

**20. DALs has taken effective actions to engage groups of learners who are under-represented in adult and community learning.** For example, the use of many and diverse

## DERBY LEA REINSPECTION

community venues has enabled DALs to provide foundation programmes for traditionally hard-to-reach learners. The skills for life strategy, the government's strategy on training in literacy, numeracy and the use of language, has been implemented effectively.

21. Staff development and training are satisfactory and progress has been made since the previous inspection. In English and modern foreign languages, tutors are strongly supported and professional development has had a positive impact on the quality of teaching.

22. The management of resources is satisfactory. Budgets are effectively planned and rigorously monitored. Accommodation has improved in most areas since the previous inspection and learners have been relocated to more appropriate buildings which are fit for purpose.

23. Overall, the quality of curriculum management is satisfactory, and in family learning it is good. This is in contrast to the previous inspection, where curriculum management was weak. However, there is insufficient strategic curriculum planning in the smaller areas of learning. For example, in hospitality, sport and leisure, there is insufficient strategic development in areas which have declining enrolments, very small class sizes and a narrow range of provision.

24. The promotion and monitoring of equality of opportunity are now satisfactory. These were weaknesses at the previous inspection. However, there is insufficient use of data to plan for improvements in equality of opportunity.

25. Policies and procedures for quality assurance and internal verification are satisfactory. DALs has improved its arrangements for quality assurance since the previous inspection, and it has taken effective actions to improve the provision. In ICT, initiatives to improve the quality of teaching and learning have been particularly successful. Feedback from learners and stakeholders is satisfactorily used to support continuous improvement.

26. The self-assessment process is satisfactory. The report is sufficiently critical and evaluative. Many of the grades in the self-assessment report reflect the judgements made by inspectors.

27. **There is insufficient use of data to monitor and measure performance.** The reliability of data and the production of reports have improved since the previous inspection, but their use is not yet satisfactory. Staff do not systematically analyse data on retention and achievement at course level.

28. **The use of target-setting is ineffective.** Targets for staff and learners are not sufficiently specific or measurable. Staff have a poor understanding of the use of targets to improve the provision. Most targets relate to funding compliance.

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

## **Leadership and management**

### **Strengths**

- good strategic partnerships
- effective actions to improve the provision
- effective actions to engage under-represented groups

### **Weaknesses**

- insufficient use of data to monitor and measure performance
- ineffective target-setting
- insufficient strategic planning in the smaller areas of learning

## **Information & communications technology**

### **Strengths**

- good achievements on examination-based computer courses
- effective initiatives to improve teaching and learning
- effective strategies to widen participation

### **Weaknesses**

- unsatisfactory planning and monitoring of learning in computer workshops
- inadequate use of data to monitor and improve performance

## **Hospitality, sport, leisure & travel**

### **Strengths**

- good development of skills
- good teaching and learning
- good support for learners

### **Weaknesses**

- low pass rates on wines and spirits courses
- low retention rates
- insufficient curriculum development

## **Visual & performing arts & media**

### **Strengths**

- high standard of learners' work
- thorough assessment practices to record learning and progress
- good learning support

### **Weaknesses**

- insufficient planning and promotion of provision

## **English, languages & communications**

### **Strengths**

- good attainment
- effective use of target language
- good enrichment activities
- well-planned provision in BSL
- good support for tutors

### **Weaknesses**

- insufficient focus on meeting the needs of individual learners
- narrow range of provision in modern foreign languages and English
- inadequate use of data to improve the provision

## **Foundation programmes**

### **Strengths**

- good development of skills
- high rates of retention and achievement
- good teaching
- wide range of provision
- good support for learners

### **Weaknesses**

- insufficient continuous assessment of progress in literacy, numeracy and for adults with learning difficulties and disabilities
- insufficient use of data
- poor use of accommodation at one centre

## **Family learning**

### **Strengths**

- beneficial impact of family learning on school communities
- good support for learners
- good curriculum management

### **Weaknesses**

- poor target-setting for individual learners
- insufficient attention to the adult curriculum on family literacy and numeracy courses

## Language of the Adult and Community Learning Sector

Terminology varies across the range of education and training settings covered by the *Common Inspection Framework*. The table below indicates the terms appropriate to Adult and Community Learning

Single term used in the framework	Relating the term to Adult and Community Learning	
<b>Provider</b>	<b>Provider</b>	Any organisation providing opportunities for adults to meet personal or collective goals through the experience of learning. Providers include local authorities, specialist designated institutions, voluntary and community sector organisations, regeneration partnerships and further education colleges
<b>Learner</b>	<b>Learner</b>	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
<b>Teacher / trainer</b>	<b>Tutor</b>	Person teaching adult learners or guiding or facilitating their learning.
	<b>Mentor</b>	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
<b>Learning goals</b>	<b>Main learning goals</b>	Intended gains in skills, knowledge or understanding. Gains may be reflected in the achievement of nationally recognised qualifications. Or they may be reflected in the ability of learners to apply learning in contexts outside the learning situation, e.g. in the family, community, or workplace. Learners' main goal/s should be recorded on an individual or, in some cases, group learning plan. Plans should be revised as progress is made and new goals emerge.
	<b>Secondary learning goals</b>	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
<b>Personal and learning skills</b>	<b>Personal and learning skills</b>	These include being able to study independently, willingness to collaborate with others, and readiness to take up another opportunity for education or training.



## Other terms used in Adult and Community Learning

	Relating the term to Adult and Community Learning
<b>Unanticipated, or unintended learning outcome</b>	Adults often experience unanticipated gains as a result of being involved in learning. These include improved self-esteem, greater self-confidence and a growing sense of belonging to a community. Gains of this kind should be acknowledged and recorded in any record of achievement.
<b>Subject-based programme</b>	A programme organised around a body of knowledge, e.g. the structure and usage of the French language or ceramic glazing techniques. Students could be expected to progress from one aspect of the subject to another, to grasp increasingly complex concepts or analyses or to develop greater levels of skill or to apply skills to a new area of work.
<b>Issue-based programme</b>	A programme that is based on the concerns, interests and aspirations of particular groups, for example members of a Sikh Gurdwara wanting to address inter-faith relations in their town, or parents worried about the incidence of drug abuse in their locality. Issue-based learning tends to be associated with geographically defined communities, but the increasing use of electronic means of communication means that this need no longer be the case. Progress is defined in terms of the group's increasing ability to analyse its situation, to access new information and skills which will help it resolve its difficulties and generate solutions and its growing confidence in dealing with others to implement those solutions.
<b>Outreach provision</b>	Provision established in a community setting in addition to provision made at an organisation's main site(s). Outreach programmes may be similar to courses at the main site(s) or be designed to meet the specific requirements of that community.
<b>Neighbourhood-based work</b>	The provider's staff have a long-term presence in a local community with a specific remit to understand the concerns of the local residents and develop learning activities to meet local needs and interests.
<b>Community regeneration</b>	The process of improving the quality of life in communities by investing in their infrastructure and facilities, creating opportunities for training and employment and tackling poor health and educational under-achievement. Community regeneration requires the active participation of local residents in decision-making. Changes and improvements are often achieved either directly or indirectly as a result of the adult learning activities which arise from this.

DERBY LEA REINSPECTION

	<b>Relating the term to Adult and Community Learning</b>
<b>Community capacity building</b>	The process of enabling local people to develop the knowledge, skills and confidence to take advantage of opportunities for employment, training and further education and to become selfmanaging, sustainable communities.
<b>Active citizenship</b>	The process whereby people recognise the power they have to improve the quality of life for others and make a conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

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

#### **Strengths**

- good strategic partnerships
- effective actions to improve the provision
- effective actions to engage under-represented groups

#### **Weaknesses**

- insufficient use of data to monitor and measure performance
- ineffective target-setting
- insufficient strategic planning in the smaller areas of learning

29. DALs has good strategic partnerships which allows it to meet its strategic objectives and priorities alongside those of its partners. This was not a strength at the previous inspection. Staff attendance at key city and community forums helps to build effective networks and strategic positioning. Derby City Council's appointment of the lifelong learning and community assistant director with responsibility for DALs has strengthened the service's strategic links to corporate departments' services and support and has raised the profile of DALs within the LEA. There is now a more effective rationalisation of resources, accommodation and expertise. The head of service is a member of the city strategic partnership which has strengthened links with local communities and businesses. DALs is successful in supporting organisations, helping to develop bespoke programmes, responding to the national skills agenda and supporting learners' access to lifelong learning. This is demonstrated in joint projects with early years and childcare, the probation service, the learning and development consortium and the neighbourhood renewal project. The latter has been recognised by the LEA as a model of good practice for community initiatives. Schools' staff speak positively about family learning and DALs's capacity to engage parents and young mothers in a non-threatening learning environment. Partners value the 'can do' ethos of the organisation which is always to the benefit of the learner. The director of education and cabinet member, with responsibility for DALs closely monitor its development and give strategic support.

30. Staff development and training are satisfactory and progress has been made since the previous inspection. Systems for identifying, planning and monitoring staff development are now in place. Training needs are effectively identified through observations of teaching and learning, individual review meetings, achievement and development meetings, and personal requests. Bids for training require line manager approval and are clearly linked to DALs's strategic objectives and post-inspection plan.

## DERBY LEA REINSPECTION

New tutors are required to have a teaching qualification. The staff development co-ordinator, who was appointed in April 2005, has developed a database of staff development and training details that is effective in producing a range of reports for managers. The quality curriculum manager approves all bids, and monthly meetings effectively monitor the budget. The core budget is small and the co-ordinator, who plans and costs key areas of training involving all staff is efficient in identifying alternative sources of funding to support training programmes. Managers and staff have access to improved systems for costing programmes, identifying and monitoring staff development opportunities and staff performance. DALs follows the Derby City Council achievement and development scheme for monitoring, reviewing and assessing staff performance. Managers at all levels are required to identify personal work and training development needs and objectives are set which are reviewed every six months. Part-time staff have individual sessions with their line manager each half-term to review progress and to identify development needs. Records are thorough and comprehensive.

31. The management of budgets and resources is satisfactory. The head of DALs is the overall budget holder and effectively plans, allocates, and monitors DALs's budget. Budgets and tutor costs are rigorously checked at monthly meetings with an accountant in the education service. Accommodation resources are rationalised through joint asset management planning with other departments within the education service. Savings have been made and the budget continues to be in credit. Resources and accommodation have improved in most areas since the previous inspection, and learners have been relocated to more appropriate buildings which are fit for purpose.

32. There is insufficient use of data to monitor and measure performance. The production of reliable data and reports for managers and tutors has improved, but is not yet satisfactory. Inspectors experienced some delay in receiving appropriate and accurate information. Reports on retention and achievement by subject across the years were produced only at the inspectors' request. Curriculum staff do not systematically analyse programme data to evaluate progress in performance for retention, achievement and progression, or the performance of different groups of learners. Tutors are not effectively involved in using data. Analysis and evaluation of data is still not a systematic part of curriculum planning. One full-time and two part-time specialist staff are now employed to support the existing data co-ordinator. A range of data reports can now be produced to give information on age, gender, ethnicity, disability, additional learning needs, start and completion date, learning programme and qualifications achieved. A number of reports are regularly produced for managers and centres and by management request, but these are largely for funding compliance. Senior managers now use a range of data from other services and departments within Derby City Council and key focus groups and forums within the city to identify concerns and support strategic planning.

33. Inspectors identified insufficient strategic curriculum planning in the smaller areas of learning. In ICT, the weakness relates to the planning and monitoring of learning. In hospitality, sport and leisure, and visual and performing arts, the weakness relates to insufficient strategic development of the provision in areas which have declining numbers, very small class sizes and a narrow range of provision. Appropriate curriculum opportunities and developments are not planned sufficiently before classes take place.

Learners are uncertain of the future of some programmes. The new curriculum management structure has been in place since January 2004. Overall, many aspects of the weaknesses in curriculum management have now improved.

34. DALs has made adequate provision for learners in response to the skills for life agenda. A working group from across DALs has developed the literacy and numeracy strategy and this was completed in March 2004. Information on the strategy was included in the staff and learner handbooks for September 2004. Some staff have received appropriate training and further training is on offer to all staff. There are clear guidelines on the referral procedure and guidance on the use of appropriate resources and approaches to differentiated learning.

### **Equality of opportunity**

### **Contributory grade 3**

35. DALs has taken effective actions to engage groups of learners who are under-represented in adult and community learning. Learners with low levels of self-esteem, or who lack sufficient confidence to enter the education system, are encouraged to take courses in familiar settings. Good support is available. For example, a successful scheme is in operation which provides volunteer workers to study alongside learners who feel unable to take a leisure course on their own. Courses are provided in locations which increase enrolments from some traditionally hard-to-reach learners. Mobile learning units enable provision to reach some of the most disadvantaged parts of the city, and there are courses specifically for people with disabilities, for example deaf people with basic skills needs. In 2003-04, 40 per cent of learners were from minority ethnic groups, and 16 per cent had a declared disability. All of the main sites are now accessible to wheelchair users. DALs provides a good range of additional learning support for adults with specific learning needs.

36. The promotion and monitoring of equality of opportunity are satisfactory. These were weaknesses at the previous inspection. The learner handbook and the learner entitlement statement are now available in six languages, although they have not been adapted for learners with poor levels of literacy. Over a third of the staff have recently received disability, equality and awareness training and more training is planned. Tutors and administrative staff receive useful written guidance on equality of opportunity. An equalities action plan has been produced with measurable targets. A member of staff with responsibility for equality of opportunity visits each site to carry out an annual audit to ensure that minimum standards are being observed, for example the appropriateness of signs and displays. The system for managing complaints has improved since the previous inspection. A clear record of progress in dealing with complaints is kept and the senior management team receives appropriate reports.

37. There is insufficient use of data to monitor and plan for equality of opportunity. Since the previous inspection, there have been improvements in the availability of data. DALs is aware of participation rates by age, gender, disability or ethnicity for each area of learning. However, the information system is not sufficiently developed to enable managers to usefully analyse retention and achievement data in terms of such groups. The service recognises the need for further capability in this area. At present it is not

possible to use the data to identify specific issues, other than low participation rates. Meaningful improvement targets within areas of learning or for areas of the city, are not being set.

### **Quality assurance**

### **Contributory grade 3**

38. DALs has taken effective actions to improve the provision since the previous inspection. The quality assurance framework and improvement cycle has been effectively implemented and staff are responding positively to the new procedures. Learners' and stakeholders' feedback is used to support the self-assessment process. The skills for life strategy has also been implemented effectively, supported by staff training and development, and clear guidelines for staff and learners. Communication between staff, tutors and learners has improved through the work of the new curriculum teams and managers at all levels. Strategies include network meetings for part-time tutors with flexible attendance times, strategic briefings from senior management, frequent and effective formal and informal meetings, well-designed newsletters, and a range of extended communication strands through DALs's innovative e-learning project. Learners are benefiting from the new helpline which is well publicised. Tutors have also benefited from increased staff development and training opportunities, the mentor scheme, and workshop opportunities at tutor conferences. DALs has used a range of consultancy and training events to support the new developments. Observations of teaching and learning are more rigorous and this has impacted on the quality of teaching and learning. Data production has improved with the creation of a data team with specialist skills.

39. Policies and procedures for quality assurance are satisfactory. A considerable amount of work has been carried out since the previous inspection, led by the deputy head of service with overall responsibility for quality. Procedures are continually reviewed and refined by the quality team. Although relatively new, staff are committed to the new quality framework and receive ongoing training and support to implement the systems and procedures. The quality framework reviews 16 key aspects of the learner's experience and this is monitored, reviewed and evaluated annually. Sampling and auditing of documents and activities are efficiently monitored and timetabled to ensure effective coverage.

40. Feedback is satisfactorily used to support continuous improvement. Learners' and stakeholders' views are collected for the self-assessment process. Progress reviews are carried out at five-weekly intervals. Following the previous inspection, the curriculum group established a more rigorous approach to the observations of teaching and learning. Tutors are now required to demonstrate improvement and an action plan is then agreed. Tutors who are not demonstrating effective performance are referred to a mentor and are re-observed the following term. DALs carries out at least one observation of each tutor each year and more if appropriate. Observations are linked to staff training and development needs and this is working effectively, especially with the introduction of the mentor system. Reviews of staff performance and curriculum needs are regularly discussed at the managers' business meetings. Staff are encouraged to produce regular written reports with strategic summaries identifying key issues for attention and improvement.

41. Internal verification is satisfactory. There is an effective internal verification system and good support for staff carrying out internal verification. External verifiers' comments are acted on quickly and effectively. Courses in modern foreign languages and BSL and an internationally recognised communication programme for people with communication and learning difficulties receive positive external moderator comments.

42. Staff and managers' use of target-setting is ineffective and is impacting on the speed of development and improvement. Overall strategic targets are set but they are not broken down to reflect operational activities. Targets for staff and learners are not sufficiently specific or measurable. Managers are not consistently prioritising appropriate targets or setting achievable and realistic outcomes. Targets are not consistently set and monitored to raise standards and improve provision and many staff have a poor understanding of the use of targets. Most targets that are set relate to funding compliance.

43. The self-assessment process is satisfactory. Feedback is collected from learners, partners and stakeholders. Areas of learning produce their own self-assessment report which is then moderated by the quality co-ordinator. Staff have access to a supportive self-assessment handbook which contains documents for gathering and recording information and a timetable for implementation. The report is sufficiently critical and evaluative, and gives strengths and weaknesses for each key question. Some of the findings of inspectors are not reflected in the report, but many of the grades are similar.



## AREAS OF LEARNING

### Information & communications technology

Grade 3

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	1224	3

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

#### Strengths

- good achievements on examination-based computer courses
- effective initiatives to improve teaching and learning
- effective strategies to widen participation

#### Weaknesses

- unsatisfactory planning and monitoring of learning in computer workshops
- inadequate use of data to monitor and improve performance

### Achievement and standards

44. Learners on examination-based computer courses make good progress. They attend classes regularly and their work meets the requirements of the qualification. Many increase their confidence and self-esteem significantly and their learning makes an important contribution to an improved quality of life. Eighty-nine per cent of learners who started in 2003-04 achieved their qualification. Early results for 2004-05 indicate a similarly high pass rate. Fifty-five per cent of learners have already gained the qualification, while 44 per cent remain in learning. Reliable data on achievement and retention on other courses was not available. However, learners' attainment in the lessons observed was satisfactory. Teachers encourage learners to reflect on and record their progress. Learners increase their confidence in the use of IT in their everyday lives and in community groups. They often start from a very low skill level, combined with high levels of anxiety about the prospect of starting to learn. For many, these courses provide the first opportunity to use computers. Learners have the confidence to apply their skills to newer technology such as use of the internet for research into family history, using online services such as educational programmes, or shopping. Other learners are using their new skills to support their children, run the family business, produce resources for schools and community groups, or simply to reduce their sense of isolation.

### Quality of education and training

45. Initiatives to widen participation have been successful. The range of courses



includes leisure and special-interest courses, as well as those leading to qualifications that are well regarded by potential employers. Courses are run in many locations, and at different times of the day. Start times and locations are convenient for those with childcare responsibilities. Many centres have crèches. Welcoming learning environments are located in areas of high deprivation, often providing a progression route into vocational education from other leisure courses. Teachers use laptop computers to create temporary classrooms in community venues. In partnership with a local radio station, a bus is used as a recruiting station. Other partnerships are also successful in attracting new learners. Large numbers of hard-to-attract learners have been recruited, many of whom would not attend larger or more formal training organisations. However, initiatives to attract more men have yet to be successful.

46. Teaching and learning are satisfactory. Most teachers provide good learning support which is sensitive to the age and confidence levels of their learners. They often provide further support through e-mail or telephone, for example when work or family commitments interrupt learners' attendance. In the better sessions, teachers use teaching methods that interest and motivate learners, and learners progress well. These sessions are generally well planned. There are clear learning outcomes for individual lessons and for the whole course. In the best sessions, teachers take learners' personal goals into account. For example, in one desktop publishing course, learners were encouraged to practise their skills at home to produce cards for family members, or posters for community groups. These were then assessed and marked as assignments. Some sessions are poorly planned, with insufficient clarity on the skills to be gained. In a minority of lessons, there is insufficient attention to safe working practices. For example, some workstations do not allow learners to conform to guidelines on good posture. Teachers rarely remind learners of the need to develop safe working practices, and many learners have insufficient awareness of these aspects. There is insufficient promotion of the use of aids, such as adjustable chairs and footrests.

47. The initial assessment of learners' ICT skills is satisfactory. Learners who do not have a level 2 qualification in literacy or numeracy are assessed to see if they would benefit from extra support. The take-up of extra support offered is satisfactory. Most learners benefit from termly progress reviews at which they reflect on their progress and, in the best cases, set targets for the next term. Learners with physical disabilities and learning difficulties benefit from extra support in class, and from the provision of specialist equipment. However, learners with minor visual and motor impairments are not always shown how to reconfigure their standard computer equipment appropriately. Initiatives to support attendance, such as telephoning absent learners, helping them to work at home, or to catch up on their return, have been successful.

## **Leadership and management**

48. Managers have taken successful actions to deal with the weaknesses from the previous inspection relating to technical support and communications. They have been particularly successful in raising the standard of teaching and learning. While the proportion of good or better teaching is still below that usually found in adult and

## DERBY LEA REINSPECTION

community learning, the proportion judged to be unsatisfactory is now very much smaller. The internal programme of observations of teaching and learning pays insufficient attention to learners' attainment and attendance. Observation records show insufficient detail of the progress learners make in lessons. Grades are too generous. However, staff development arising from the observations and internal verification is appropriate, supportive and effective. Development needs are followed up to ensure progress is made. Good practice is discussed at regular tutor meetings and is shared. Managers have developed good online and paper-based learning materials. Many teachers use these, and standard schemes of work and session plans, to improve teaching and learning. Mentors support new teachers. Staff have sufficient skills and experience. Most accommodation is good, and some is excellent. Poorer accommodation is characterised by cramped workstations. Learners with restricted mobility would find it difficult to access one of the classrooms.

49. The self-assessment process is satisfactory. Many of the key strengths and weaknesses in the report matched those identified by inspectors. However, the process made insufficient reference to achievement and retention data. Managers' use of data to monitor and improve provision is inadequate. Several different systems are used to maintain records of achievement and retention. Inspectors were given several conflicting sets of data during the inspection. Managers use misleading and invalid definitions of achievement and retention where learning programmes run from one academic year to the next. They have yet to secure reliable data for achievement on non-accredited courses. Targets are set for the area of learning, but it is not clear how these relate to individual courses. Analysis of participation rates by different groups is good, but managers do not routinely analyse the outcomes of learning for different groups. As at the previous inspection, no targets have been set for the increased participation of men. Course reviews do not routinely include achievement and retention details.

**Hospitality, sport, leisure & travel****Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	410	3

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

**Strengths**

- good development of skills
- good teaching and learning
- good support for learners

**Weaknesses**

- low pass rates on wines and spirits courses
- low retention rates
- insufficient curriculum development

**Achievement and standards**

50. Learners develop good skills. In sugarcraft, learners are able to develop their skills in a range of techniques to produce a high standard of work. They use specialist equipment competently and produce good displays and floral arrangements. Learners are proud of their achievements and accurately describe the skills they have developed to evaluate the standard of their work. In sport classes, learners develop a good range of skills to develop mobility and support rehabilitation. Techniques to cope with stress are practised effectively. Skills to promote health and wellbeing are generally well developed. Learners who attend health and fitness classes have a good understanding of healthy lifestyles and how good nutrition can support personal fitness. Learners evaluate their own progress and they recognise the skills they are developing. Learners can transfer their new skills to their everyday lives. Examples of this include the maintenance of personal fitness, providing a healthy diet for their families, improving their creative skills in sugarcraft, and developing confidence to produce a variety of decorations for family and friends, and to develop business opportunities.

51. Attendance and punctuality are satisfactory in most classes. However, there is some poor punctuality in a small number of classes.

52. There are low pass rates on wines and spirits courses. On the intermediate certificate in wines and spirits, pass rates have declined significantly to 65 per cent in 2003-04. On the advanced certificate in wines and spirits, the pass rate in 2003-04 was low at 54 per cent.

## DERBY LEA REINSPECTION

53. Retention rates are generally low. In 2004-05, 123 of the 410 learners left their courses early. There is low retention at six of the nine centres where the retention rate varies between 37 per cent and 74 per cent. There is insufficient analysis to explain the reasons for learners leaving the courses early. However, at the time of inspection, retention was satisfactory.

### **Quality of education and training**

54. Teaching and learning are good. This is a significant improvement since the previous inspection. Three-quarters of the observed classes were judged to be good or better. In the best classes, in sugar craft, Italian cookery, keep fit, Pilates, yoga, and health and fitness, the planning is good. Lesson plans and schemes of work are detailed, with clear learning outcomes which cater for the needs of learners of differing abilities. Initial assessment is used effectively to plan learning. Health questionnaires are used in sport classes to identify learners' additional support needs. Tutors support individual learners effectively and promote good levels of independent learning, particularly in sugarcraft. There are good links to previous lessons, and learners with medical conditions are carefully reviewed in therapy classes to ensure that safe working practice are followed and individual needs are met. Tutors give effective demonstrations, with clear instructions in hospitality and sports classes. There are effective checks on learning and understanding. There are good corrective procedures, interventions and remedial actions applied in sport classes. Progress records have been developed and learners are encouraged to self-assess their progress and performance. In the weaker classes, learning is not as well planned. Schemes of work are not fully completed. There is insufficient differentiation and the aims and objectives of the class are not shared with the learners. Some initial assessment is not completed.

55. There is good support for learners, covering learning and personal support. Improvements to the induction processes and initial assessment effectively support initial planning of individual learning. Learners receive good advice in class to assist the development of their skills. Pre-course information is detailed and clearly informs the learner about their learning programme. Learners receive good advice and guidance about how to access a range of local facilities or other programmes, for example family learning. There is particularly effective use of a learning support worker to enable a learner with a significant physical disability to access yoga for therapy. There is a good range of support to enable learners to access classes, for example, crèche facilities, transport and visits to neighbourhood facilities to raise learners' awareness of how they can build on the skills developed in class. Initial assessment identifies learners with literacy or numeracy support needs and these needs are satisfactorily met.

### **Leadership and management**

56. Staff are suitably qualified and experienced and have attended a variety of effective professional development activities over the past year to improve the quality of teaching and learning. All staff have been observed teaching. However, specialist staff do not carry out the observations. Some new staff have been employed but they have had

insufficient time to fully plan the course content.

57. Learning materials and handouts are satisfactory. Venues in the community are well located to meet learners' needs. Classrooms and other learning environments are satisfactory, but there is considerable variation in their quality. Some rooms which are used for yoga and Pilates have floor coverings which are unclean and are not appropriate for the range of exercises performed. Risk assessments carried out at venues are satisfactory.

58. There is insufficient curriculum development. The number of enrolments has declined from 857 in 2003-04 to 410 in 2004-05. The number of courses has declined over time. In 2004-05, 25 of the 59 courses planned did not take place. There has been slow progress in setting up new courses. Insufficient analysis takes place of learners' feedback to develop the curriculum. There is insufficient planning to target under-represented wards and groups. The enrolments of men, members of minority ethnic groups and people with a disability are declining. The area of learning has been given targets to increase enrolments in these groups, but there are no clear plans or strategies to demonstrate how these targets will be achieved. There are some very small class sizes which do not provide good value for money.

59. The self-assessment report did not include all of the strengths and weaknesses identified by inspectors.

**Visual & performing arts & media****Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	439	3

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

**Strengths**

- high standard of learners' work
- thorough assessment practices to record learning and progress
- good learning support

**Weaknesses**

- insufficient planning and promotion of provision

**Achievement and standards**

60. The standard of work produced by learners is high. Many learners are new to the area of learning, or are returning to arts and crafts subjects after many years. Learners enjoy their studies and many, particularly the older learners, comment on the importance that the classes play in their lives, and how they benefit from the social interaction. Learners benefit considerably from their studies. Their sense of visual awareness is enhanced and they are able to acquire new skills and can apply them imaginatively and effectively. In furniture restoration and wood crafts, learners complete projects to a standard that enables them to use the finished products in their own homes. In one watercolour class, learners were particularly adept at depicting rural winter scenes with the subtle use of brushes and a perceptive awareness of colour. In the same class, one learner had made some of her work into greeting cards. In the one singing class, new learners are able to sing, with much enjoyment, in four-part harmony. In some classes, learners have the opportunity to exhibit their work at public venues. Although class sizes are small, attendance is generally good, as is retention.

**Quality of education and training**

61. There is much good teaching. In most cases, teachers plan and prepare lessons well. All learners are able to work independently and manage their own learning. Teachers identify and encourage extension projects for out-of-class learning. Where appropriate, their demonstrations of skills and techniques are expert and their use of specialist vocabulary is appropriately challenging. Learners develop an increased visual perception and understanding of visual arts and crafts. In all classes, teachers create a supportive and harmonious environment that encourages learners to experiment with new ideas without the fear of failure. Teachers effectively monitor individual work,

offering appropriate advice and guidance, and they are able to incorporate unplanned but relevant activity into their lessons. Learners are encouraged to keep a sketchbook to record their ideas, work and progress. In a woodcraft class, one learner was able to design a bespoke piece of furniture where class materials could be kept. Learners are very supportive of each other and regularly give encouraging but accurate peer-assessment of achievement. In all cases, learners enjoy and value their classes.

62. Assessment is very thorough and accurately records the learning and progress made by each learner. Teachers and learners evaluate each lesson and consider what has been achieved. Strengths and weaknesses are recorded, sometimes copiously, in learning diaries and project evaluations. Much effective use is made of photographic records of skills' development. Although there is still reluctance in some classes to carry out the assessment, most learners have a clear idea of what they have achieved and how they have achieved it. Learners can use the recorded evidence to enhance their learning.

63. There is good support for learning. Learners who have a declared disability are able to develop learning partnerships with volunteers who provide appropriate learning and personal support. This encourages the learning partner to work independently. Teachers effectively integrate learners with learning difficulties and disabilities into the whole class. Where appropriate, learners work on separate projects. All learners benefit from the high level of support from their tutors and they gain good personal and social benefits. Learners are proud of their work and bring in work they have completed at home to show teachers and peers. In all cases, teachers endeavour to make the learning experience as enjoyable as possible. Course information is good and learners are accurately informed about the level of experience and materials and, in some cases, the cost implications involved in enrolling for particular courses. Induction taster sessions allow learners the opportunity to experience classes before enrolment and learners confirm that their pre-course expectations mainly match their on-course experience. Literacy and numeracy support needs are identified through initial assessment. Satisfactory support is provided.

### **Leadership and management**

64. Management of the curriculum is satisfactory. Good efforts have been made to improve communications between managers and teachers, and among teachers themselves. There are regular newsletters that keep staff informed of developments and opportunities to meet. Each year there are staff conferences aimed at providing a forum for teachers to share good practice. Much effort has been made to ensure that teachers use common templates for teaching, learning and evaluation. The quality of such recording is closely monitored by managers. All staff are observed teaching and are given accurate and informative feedback on their performance. All staff are consulted by questionnaire for their contributions to the self-assessment report. The report is mostly accurate, although the key strength in relation to assessment had not been identified. Teaching staff are mainly well qualified, with some having experience as practitioners. Accommodation is only satisfactory at venues other than schools. There is insufficient monitoring of classes sizes, all of which are very small, and there seems little awareness

## DERBY LEA REINSPECTION

of value for money.

65. The range of provision is unsatisfactory. Few learners have been attracted to enrol. DALs has only eight venues in the city where learners can study in this area of learning. There is a narrow range of courses, mainly comprising traditional craft subjects and some basic visual arts classes. Apart from singing, which has only nine learners enrolled, there are no other performing arts subjects offered, nor are there any specific classes targeted at minority ethnic groups. There is little targeting of men. Accredited provision has recently been introduced and learners who want to progress to more advanced courses are made aware of the provision offered by other local institutions.



**English, languages & communications****Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	389	3

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

**Strengths**

- good attainment
- effective use of target language
- good enrichment activities
- well-planned provision in BSL
- good support for tutors

**Weaknesses**

- insufficient focus on meeting the needs of individual learners
- narrow range of provision in modern foreign languages and English
- inadequate use of data to improve the provision

**Achievement and standards**

66. Learners display a good level of attainment and make good progress. They acquire new knowledge and skills in all the key areas and also report increased confidence and study skills. Where appropriate, learners also acquire sound cultural knowledge, for example about countries and regions where a foreign language is spoken. Learners report that their new skills and knowledge help them in everyday life. The standard of work is generally high. Many of the external verification reports relating to accredited courses note the good standard of work. Portfolios, tape recordings and other forms of assessment provide evidence of the high standard of work, on accredited and non-accredited courses.

67. Overall achievements in 2003-04 were satisfactory. On some courses there are high pass rates, for example on the course for deaf people at level 1. On the level 2 course the pass rates were low. However, DALs's pass rate is well above the national average. Retention has improved from 72 per cent to 80 per cent between 2003-04 and 2004-05. It varies from course to course, with a small number of courses retaining fewer than half of the learners who started. Average attendance during the inspection was 75 per cent.

## Quality of education and training

68. There is effective use of the target language in modern foreign languages classes. In most lessons, tutors use the target language almost exclusively, but they adapt the pace and range by varying degrees, depending on the abilities of learners. Many tutors also use non-verbal and visual techniques to help learners understand the target language. Learners report good progress, particularly in listening and speaking skills, and also increased enjoyment and motivation. During the previous inspection, there was insufficient use of the target language. Since then, staff have had focused and well designed training on the effective use of the target language. This has had a positive impact on the quality of teaching and learning in modern foreign languages.

69. Good enrichment activities are organised by tutors and learners. Learners benefit from these activities, which are motivational and enjoyable. They provide learners of a foreign language with additional opportunities to practise, including being able to listen to native speakers from the local community, such as restaurant owners, family members and friends of staff. There are also cultural benefits. Learners have attended an opera which was in a foreign language. Those who are learning to sign have also benefited greatly because they are regularly able to take part in formal and informal events organised by the local deaf community. This provides them with valuable practice and awareness-raising opportunities.

70. The provision in BSL is well planned with a range of courses offered at different levels. Progression routes are well thought out and enable learners to progress in manageable steps, while still acquiring nationally recognised qualifications. The provision is also responsive to local community needs. For example, a class for learners with mental health issues was opened in response to a request from the managers of a local community project. Learners now have opportunities to gain nationally recognised qualifications on a communication programme for people with communication and learning difficulties. The curriculum team is responsive to local needs and is currently exploring opportunities to broaden the provision for this programme.

71. Teaching is satisfactory overall. Just under half of the lessons observed were good or better. In these lessons, tutors plan and prepare well and create an engaging, well-paced and purposeful learning environment that enables learners to acquire and consolidate linguistic skills and cultural knowledge. Teachers select and use resources well and deploy a range of teaching methods and strategies to ensure that the learning preferences of all learners are dealt with. Learners' understanding is checked regularly by tutors and if necessary, the content and delivery of the course is adapted. In the best classes, learners are involved in planning the course. In many classes, however, tutors have not, as yet, fully developed such good practice. In almost all classes, tutors provide at least adequate initial and continuous assessment and give learners sufficient and relevant feedback. With one exception, accommodation for learners is satisfactory. The unsatisfactory accommodation will not be in use next year.

72. Learners are satisfied with the information, guidance and advice that they receive

before, at the start of, and during the course. Learners know where they can get additional support, if required. Where this has been necessary, satisfactory additional support has been provided, including support in literacy, numeracy and language.

73. There is insufficient emphasis on meeting the individual needs of learners. There is a system for identifying individual needs, but, in most classes, this system is not well established and does not have a positive impact on learners. Most learners receive insufficient guidance from their tutors on how to evaluate their progress and, in particular, on how to set meaningful, achievable but challenging targets. Most tutors seem unsure as to how this can be achieved. Where targets are identified and set, they are too general to be of benefit. Even where tutors do help learners to set more meaningful individual targets, there is no evidence that these are then integrated with teaching and learning. Similarly, tutors do not take sufficient advantage of the close knowledge they have of their learners to plan for and deliver a varied learning experience that focuses on group and individual needs. Individual needs are not met adequately and, many learners find aspects of the teaching and learning either too demanding or insufficiently challenging. Although learners generally make good progress and attain well, with high standards of work, this weakness prevents some learners doing even better.

74. In modern foreign languages and English, the range of provision is narrow and does not fully reflect the diversity of the local community. For example, during 2004-05, only two one-term courses in non-European languages took place. Besides these, the range of languages taught is limited to Spanish, French and Italian. About half of these were Spanish courses. The range of courses taught has narrowed, compared with previous years when German, Greek and Urdu were part of the provision. Many classes that were offered in the brochures were cancelled. In English, the provision has also declined and this year only one daytime general certificate of secondary education class and a course on creative writing took place. A small number of other courses were cancelled as the numbers were low. With one exception, there is little evidence that tutors are involved in marketing, promotion and recruitment.

### **Leadership and management**

75. Tutors are strongly supported and kept well informed by curriculum managers and the senior management team. Managers are accessible, approachable and responsive. The staff handbook and the regular cross-curricular newsletters are helpful. Staff are also benefiting from an expanding virtual information and support platform and from cross-curricular links with the team. Tutors meet regularly with curriculum managers at network meetings. These serve a range of functions, including exchange of information and good practice, professional discussion and practical training. Tutors contribute to the content of these meetings. Tutors have benefited from a range of external and internal training and development opportunities, such as teacher training courses and ICT workshops to create stimulating teaching and learning resources.

76. The curriculum area is adequately resourced. Managers have subject expertise in

## DERBY LEA REINSPECTION

one or more of the contributory areas. They hold regular curriculum meetings and take responsibility for emerging actions. Although there is evidence of course planning across the area of learning, the range of courses currently offered in modern foreign languages is narrow and declining. The curriculum managers are aware of this and are looking at improvement strategies. However, at the time of inspection, there is no evidence that this weakness is being dealt with comprehensively and effectively.

77. Curriculum managers and tutors have received adequate information and training in equality of opportunity. Currently, learners from minority ethnic groups are fairly represented and learners with disabilities or learning difficulties are well represented. The gender distribution and age range of the learners are broadly representative of this area of learning. DALs now produces data on ethnicity, disability, age and gender, and there is some evidence that the curriculum managers are starting to use these for the planning and delivery of the provision. However, the use of data to plan improvements is at an early stage of development. Quality assurance data is also insufficiently established or developed to improve provision. Although tutors now receive some of the data on their courses, they are not confident in the use of it.

78. There is an observation system to monitor the quality of teaching. Tutors are normally monitored at least once a year, but those whose teaching is less than satisfactory, and new tutors, are monitored more frequently. The curriculum team moderates the observation grades internally. Action plans, which are drawn up between the tutor and the manager who observed the class, are mostly followed up. However, this system is not thorough. The feedback is insufficiently rigorous to raise the standard of teaching and learning. In modern foreign languages, and with the exception of the effective use on the target language in class, the teaching and learning observations tend to focus too little on linguistic and cultural learning.

79. The self-assessment report takes account of learners' feedback and the views of the tutors. However, it overstates the progress made since the previous inspection, and it understates significantly the weaknesses relating to the narrow range of provision in modern foreign languages and English.

**Foundation programmes****Grade 2**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	2940	2

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

**Strengths**

- good development of skills
- high rates of retention and achievement
- good teaching
- wide range of provision
- good support for learners

**Weaknesses**

- insufficient continuous assessment of progress in literacy, numeracy and for adults with learning difficulties and disabilities
- insufficient use of data
- poor use of accommodation at one centre

**Achievement and standards**

80. Learners develop good skills. In ESOL, learners improve their speaking, listening, reading and writing and understanding of English and they make very good progress. Learners are very satisfied with their programmes and progress. On the programmes for adults with learning difficulties and/or disabilities, learners improve their concentration and they are better able to focus on activities and improve their communication skills. They make good progress in acquiring independent living skills. Learners in literacy and numeracy classes improve their confidence enough to attend classes and to embark on further learning. Learners with mental health issues are more able to participate in everyday activities and develop hobbies and interests. Learners on probation improve their attitude to learning, their behaviour and concentration.

81. Rates of retention and achievement are high, with increased numbers of learners gaining externally accredited qualifications. In 2003-04, of the 3,446 enrolments, there were 662 passes in external qualifications, with 92 per cent of learners retained and achieving their learning goals.

### **Quality of education and training**

82. Teaching is good. Well-planned sessions meet the needs of groups and individual learners. In ESOL, teaching is very good and tutors use initial assessment effectively to set targets with learners. Individual learning plans are used well to plan and monitor learning and progress. In the best lessons, there are clear aims and objectives which are explained to learners. In ESOL lessons, learners practise and improve their skills of listening, speaking, reading and writing English and teachers effectively correct pronunciation and grammar. There is frequent checking of learners' spoken and written work. In the good lessons, teachers maintain learners' interest and motivation by using a variety of appropriate teaching methods and activities such as games, role-play and IT to reinforce learning. Tutors promote independent learning and encourage learners to practise their learning in small groups and in paired work. Learners are effectively coached and supported by their tutors. In the best sessions, tutors encourage learners to record what they have learnt at the end of each session. Inspectors observed a significantly higher proportion of good teaching sessions than at the previous inspection.

83. There is a wide range of provision in locally accessible venues in the community. Effective partnerships have been used to develop the provision, such as the courses with the probation service and Sure Start. The many community venues enable programmes to be delivered at times and in places that are convenient and familiar to learners, such as in schools, sheltered accommodation, the Sikh temple and a community house. Programmes are well organised to form similar groups, and levels with learners attending two or three sessions a week with the same tutor. This contributes to consistency in the development of skills. In the service there are opportunities for progression and good routes to external providers, for example to IT for literacy learners and to key skills and life skills modules for adults with learning difficulties and/or disabilities.

84. Learners receive good personal and pastoral support. Individual support needs are clearly identified during initial assessment. Much of the support is effectively provided through paid or voluntary support assistants. Support staff work well with tutors and learners and help learners to develop their skills and make progress. They sensitively prompt learners in their tasks, sometimes reinforcing the tutor's instructions in the classroom. In the provision for adults with learning difficulties and/or disabilities, care workers participate fully in activities with learners and help those with poor attention to complete their tasks. A graphics team provides good customised learning materials for some classes. This is particularly beneficial to deaf learners, adults with learning difficulties and/or disabilities and those with entry level literacy skills. Because of this support, one learner has been able to join a course in another area of learning. The learner handbook has been translated into six community languages to meet the needs of learners. However, there have been no modifications to the handbook for learners with low literacy skills or learning difficulties and/or disabilities.

85. The information and guidance given to learners at the start of their courses is satisfactory. Towards the end of courses, tutors encourage learners to think about further learning opportunities. Initial assessment is satisfactory and helps to direct

learners to the most suitable level of course.

86. There is insufficient continuous assessment of progress for learners on literacy and numeracy courses and in the provision for adults with learning difficulties and/or disabilities. Since the previous inspection, the quality of individual learning targets has improved, but targets are poorly used to monitor learners' progress at half-termly reviews. In some literacy and numeracy classes, there is an over-emphasis on measuring progress through success in practice tests. In these classes, there is insufficient exploration of how well learners have understood topics such as grammatical rules, or gained an understanding of different strategies to improve skills in the longer term. In some literacy classes learners' slow progress, or difficulties in understanding, are insufficiently explored and recorded. This prevents accurate ongoing adjustments to learning plans and limits more independent learning. Learners record the tasks they have completed during literacy and numeracy classes, but rarely comment on their achievement towards previous learning targets. In the provision for adults with learning difficulties and/or disabilities, learners are encouraged to express what they like or dislike about classes, but there is insufficient measurement of the progress made towards individual targets.

### **Leadership and management**

87. Communication is good between managers, tutors and support staff through formal and informal meetings, monthly individual meetings between tutor and manager, tutor network meetings and e-mail. The location of programme organisers in the main venues facilitates close liaison with part-time staff.

88. There are clearly defined roles and management structures with clear responsibilities and roles for programme managers and tutors. The system of observations of teaching and learning is used effectively to identify staff development needs. Where performance is less than satisfactory, action is taken to improve the tutors' skills through additional training or mentoring. There are systematic checks on the quality of individual learning plans and reviews of learning. Staff development is satisfactory and most tutors have received core curriculum and pre-entry curriculum training. Internal verification for accredited and non-accredited programmes is satisfactory. Learners' views are sought and subsequent actions are displayed in one centre. The self-assessment process is satisfactory, however, the report does not fully reflect the extent of the improvements made since the previous inspection.

89. Tutors treat learners with respect and encourage them to treat each other respectfully and fairly. There are good visual displays to celebrate learners' work and cultural diversity in some centres. There is, however, insufficient use of data to identify trends in achievement and retention by ethnicity, gender, age or disability or to set targets for improvements. Performance data is routinely collected and analysed by DALs. However, data is not collected on progression.

90. There is poor use of accommodation at one centre. In order to accommodate the

#### DERBY LEA REINSPECTION

high demand for places by learners, some classrooms are used by two groups at the same time. The screens which are used to separate the rooms do not prevent noise from one class disrupting the learners in the other.

91. Most of the accommodation and facilities are satisfactory and there is an appropriate range of traditional learning resources at all centres. ICT is used in some classes, but in literacy and numeracy, little use is made of interactive whiteboards or ICT software to demonstrate teaching points or to encourage learners to explore alternative methods of learning. Some classes in literacy and numeracy place too much emphasis on paper-based resources.



**Family learning****Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	425	3

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

**Strengths**

- beneficial impact of family learning on school communities
- good support for learners
- good curriculum management

**Weaknesses**

- poor target-setting for individual learners
- insufficient attention to the adult curriculum on family literacy and numeracy courses

**Achievement and standards**

92. Family learning has a beneficial impact of on the school community. Head teachers and teachers have reported that the behaviour and performance of children participating in family learning programmes, with their parents, have improved significantly. Communication between parent and child has also improved and parents have a greater understanding of how school works. Attendance at parents' evenings has increased. Many parents gain confidence through participation in the family learning course, some become volunteers and most feel a greater sense of independence. One parent has become a school governor. Others help to make resources and become involved in fundraising. Some parents are also training to take on work roles in school, to become a crèche worker or a teaching assistant.

93. Learners are encouraged to gain accreditation. There has been a significant increase in learners working towards literacy and numeracy tests and OCN modules such as 'books for children'. The accreditations are from entry level to level 2. There is a particularly large number of parents on the 'PEEP: Peers Early Education Partnership project' who are working towards the literacy test or OCN certificate. Retention is good at 86 per cent for 2004-05, which is significantly better than the previous year. Most family learning classes are well attended and some are fully attended. If learners are unable to attend a class they usually let the tutor know.

### **Quality of education and training**

94. Support for learners is good. Tutors are responsive to the needs of learners and are prompted to search out information for learners. Learners are keen to express how pleased they are with the support they receive from the family learning service. Good support was identified as a strength in the self-assessment report, and in the previous inspection report. Attention is paid to different learning styles and many tutors have recently attended relevant training. Crèche support is provided for all courses where it is needed and language support is available for learners for whom English is an additional language. Wherever possible, support is provided locally. For example, a bilingual tutor was provided by the school where the family learning course was taking place. In one session, a practical adaptation was made to enable a parent who uses a wheelchair more comfortable when writing. Advice and guidance is provided at an appropriate time in the course, and visiting speakers are invited to talk to learners about progression to work and further training.

95. Teaching and learning are satisfactory. Many of the sessions are well planned, some jointly with the child's school teachers. However, some of the session plans are not detailed and it is unclear how the joint sessions and adults-only sessions fit together. Many of the sessions are lively, and parents and children have fun working on joint activities such as modelmaking and planning a garden for the school. Tutors are responsive to the needs and family background of some of the parents, but some sessions are not structured and tutors are distracted from teaching activities due to disruptions. Resources are satisfactory. Most of the accommodation is appropriate for adults, but several sessions take place in cramped conditions. Learners have access to well-produced worksheets and up-to-date computers in some sessions.

96. The range of courses in family learning is satisfactory. A variety of courses encourages parents back into learning. The peers early education projects are for parents of children up to age five and are particularly popular. The sessions help parents to understand how they can help their child to learn from a very early age and they aim to improve the child's communication and behaviour. Many parents want to progress through the various accreditations and also take a literacy or numeracy test themselves. Although most activities with the children are very practical, they also include adult targets. A number of family learning courses effectively incorporate healthy eating and make use of the internet to research menus and to plan healthy diets for themselves and their family. Materials have been purchased to support the healthy eating project work. Parents are able to progress to a higher level in some courses or to a different course. Some parents study computing or family literacy after starting on a short, introductory course such as 'keeping up with the children'. At the time of the reinspection, there are no evening or weekend activities. There are very few numeracy sessions.

97. There is insufficient attention to the adult curriculum on family literacy and numeracy courses. On the 60-hour course there is a slow introduction to the adult curriculum and an over-emphasis on the child's curriculum. Records of achievement often concentrate on the child's progress rather than the progress of the parent or carer. Non-accredited

learning is difficult to measure as the target-setting is poor. Learners may take a literacy or numeracy test at the end of the course but the skills required to take the test are not planned as an integral part of the course.

98. Target-setting is poor for individual learners. This weakness was identified in the self-assessment report. Targets on individual learning plans are too general and there is insufficient attention to the breakdown of literacy and numeracy skills. For example, the main literacy aims of one learner are to gain accreditation and help her child with reading. There is inconsistency in completing the targets on the learning plans and some are not completed at all. Where the targets are present they are not dated to enable the learners' progress to be easily reviewed. Some of the targets are the same for the entire group and there are too few differentiated activities for learners. Family learning tutors have been fully involved in training to develop effective initial assessment processes which are appropriate for each course. However, information gained at initial assessment is not effectively used to plan targets. Much of the target planning is done retrospectively, at the review at the end of each session.

### **Leadership and management**

99. Curriculum management is good. There is a clear strategic vision for DALs which links to other key priorities. The family learning plan links to the five outcomes in 'every child matters' and activities are matched to local and national strategies. Strong links have been formed with the school improvement service to recruit learners at schools in disadvantaged areas. Successful strategies for widening participation have been put in place. Targets are set for achievement and retention for each course. Schools and tutors are aware of these targets and are involved in regular reviews. Communication between family learning and DALs has improved since the family learning manager has been included in the senior management team meetings. There are regular network meetings with tutors where good practice is shared. There is an active staff development programme.

100. Since the previous inspection, the quality assurance systems have become more robust. Regular observation of teaching and learning now takes place and actions arising from these meetings are monitored. A self-assessment process has been put in place since the previous inspection and a report has been produced with the involvement of tutors and partners. Some of the strengths and weaknesses identified during the inspection were in the self-assessment report.

101. Equality of opportunity is satisfactory. There is good use of data for planning in family learning. Data is gathered to monitor participation trends in ethnicity, disability and gender, and then matched to school and ward data. Targets have now been set for the development of new projects. Multicultural and bilingual materials and resources have been purchased for use in family learning programmes.