REINSPECTION REPORT

Manor Training and Resource Centre Limited Reinspection

10 March 2005

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

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DESCRIPTION OF THE PROVIDER

1. Manor Training and Resource Centre Limited (MATREC) is in Manor Ward in Sheffield. It is a registered charity and limited company and was founded in 1987. It offers training for local people in business administration, information and communications technology (ICT), literacy and numeracy, cake decorating, woodwork and counselling. It also provides teacher training and training towards general certificates of secondary education in English and mathematics. Training takes place at MATREC's two main sites.

2. Most learners live in the Manor and Castle areas of Sheffield. In 2004, Manor Ward ranked among the five most deprived of the 339 wards in the Sheffield region. Castle Ward ranked among the 26 most deprived. Nationally, Manor Ward ranked 134 and Castle 932 out of 32,482 wards. In 2003-04, 68 per cent of learners came from these two wards. In March 2000, the unemployment rate was 7.6 per cent for Sheffield as a whole. In Manor Ward it was 18.1 per cent and in Castle Ward it was 18.9 per cent. The co-ordinator of MATREC chairs a local training forum. Twenty of MATREC's 28 staff are former learners. MATREC offers childcare to all learners. The nursery used to be on the ground floor of MATREC's main site but is now in purpose-built neighbouring premises.

3. The foundation programmes are managed by MATREC's senior management team. The basic skills team is made up of two tutors. One of these is the basic skills development officer. A support worker has joined the team since the previous inspection. At the previous inspection, subcontracted staff provided the community-based provision. This is now provided by MATREC'S basic skills tutors under a partnership agreement.

SCOPE OF PROVISION

Foundation programmes

4. At the reinspection, 46 learners were on literacy and numeracy programmes. Most of these were taking part in Move On, a national project to improve the literacy and numeracy skills of adult learners at levels 1 and 2. Twenty-five were on a Move On numeracy programme and 10 were on a Move On literacy programme. Learners on these programmes attend a three-hour initial assessment, a nine-hour taster and up to 60 hours' training to prepare them for national tests at levels 1 and 2. MATREC offers two daytime Move On numeracy sessions and one daytime Move On literacy session. One Move On literacy session runs in the late afternoon. MATREC also runs an accredited English and information technology (IT) course in the daytime. At the reinspection, six learners were enrolled on this course. All lessons last for two hours.

5. MATREC provides an accredited pre-entry literacy course to learners with learning difficulties and disabilities in partnership with a local charity. At the previous inspection,

this course was subcontracted. At the reinspection, 11 learners were enrolled on this course. These learners attend training for two hours each week for 20 weeks.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	11
Number of learners interviewed	20
Number of staff interviewed	7
Number of locations/sites/learning centres visited	3
Number of visits	4

OVERALL JUDGEMENT

6. At the previous inspection in May 2004, all aspects of MATREC's provision were good, apart from foundation programmes. At the end of the reinspection, foundation programmes were good.

GRADES

Grades awarded at previous inspection

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

Business administration, management & professional	2
Contributory grades:	
Adult and community learning	2

Information & communications technology	2
Contributory grades:	
Adult and community learning	2

Foundation programmes	4
Contributory grades:	
Adult and community learning	2
Adult and community learning	2
Adult and community learning	5

Grades awarded at reinspection

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

Foundation programmes	2
Contributory grades:	
Adult and community learning	2

AREAS OF LEARNING

Foundation programmes   Grade 2

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	46	2

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

Strengths

- good achievement rates on all courses
- good teaching
- good use of information learning technology in all lessons
- good management of curriculum development

Weaknesses

- failure to use individual targets in some lesson planning

Achievement and standards

7. Achievement rates are good on all courses. All learners work towards nationally recognised qualifications in literacy and numeracy. Thirty-eight learners achieved qualifications in literacy or numeracy in 2003-04. In numeracy, 93 per cent of learners achieved level 2 and 100 per cent achieved level 1. In literacy, 93 per cent achieved level 2 and 85 per cent achieved level 1. Learners make good progress in literacy and numeracy and develop their independence. For example, they improve their spelling and their understanding of the uses of text and images. They also gain a good understanding of decimal places and learn to convert fractions to decimals. Learners develop confidence in their abilities and can describe benefits such as being able to help their children with homework, gain entry to higher education and do their jobs more effectively.

8. Attainment on all courses is now good. In community courses, learners with learning difficulties and disabilities can show their literacy skills by producing computer presentations about themselves. They have the confidence to work on their own and share their presentations with others. In one learning session, learners learnt to explain the differences between text and images. In all literacy and numeracy sessions, learners are able to show one another their skills.

Quality of education and training

9. Teaching on all courses is now good. No unsatisfactory lessons were observed during the reinspection. Learners enjoy lively and challenging lessons. Lessons include group teaching, individual study and work in pairs and small groups. Learners work at their own pace and sit tests as soon as they are ready. Tutors prepare suitable materials for learners at all levels. Learners on level 1 and 2 literacy and numeracy courses are set homework that ties in with their classroom activities and are encouraged to work on their own. Tutors write constructive feedback on homework for individual learners as well as giving feedback to groups of learners. Learners work independently with support from their tutors. For example, learners on a numeracy course were encouraged to use a website with exercises that illustrated fractions with graphics. Learners who did not want to use the computers were given suitable paper handouts to work through. Tutors work well with learners and encourage them to support one another. Learners receive appropriate spoken feedback on their progress. Learners understand what they have learnt and display their improved skills throughout the lessons. For example, learners with learning difficulties and disabilities prepared a computer presentation about themselves. The learners had not used the software before but were able to work on their own using text and graphics to illustrate their presentation.

10. Tutors are skilled at making lessons relevant to learners' everyday lives. They have a good understanding of learners' difficulties in grasping concepts. They provide good explanations and skilfully adapt their teaching to help learners understand the concepts and methods they are learning. In literacy and numeracy, learners are aware of their individual targets and know what they need to do to improve their skills. They receive detailed and accurate feedback on their progress. Most learners participate fully in activities and benefit from opportunities to communicate in different contexts.

11. Tutors make good use of information learning technology in all lessons. For example, they use interactive whiteboards and the internet to illustrate concepts. Learners are encouraged to use interactive software to extend and test their knowledge. They make good use of IT suites equipped with up-to-date hardware and software. MATREC has recently added several new computer terminals to give learners more space to work. However, some learners cannot use these. Learning resources are satisfactory. Learners use suitable paper-based resources and practise new skills at home using various materials provided by tutors. Classrooms are satisfactory and MATREC's premises are welcoming to learners.

12. Support for learners is satisfactory. Tutors have a thorough knowledge of learners' strengths and weaknesses and provide suitable support. They follow up any absences and help learners to overcome problems that are preventing them from attending. Lessons are arranged to fit round learners' other activities. MATREC has identified the need for a counsellor. Learners value the welcoming environment at MATREC and describe this as an important reason for their continued attendance.

13. There is satisfactory monitoring of learners' progress. When learners achieve their

targets, their individual learning plans are updated and new targets are set. Progress reviews take place every term, which is much more often than at the previous inspection. Learning plans reflect the results of interviews and initial and diagnostic tests. Targets are broken down into achievable steps.

14. Courses meet the needs of the local community. Staff are careful to choose the most suitable times and venues when scheduling courses. MATREC works with community organisations to develop suitable provision. For example, a local primary school asked for literacy and numeracy support for classroom assistants. This course was successful and attracted learners from other primary schools in the area. Learners are encouraged to move on to further learning. In 2003-04, 39 per cent of learners moved on from level 1 to level 2 in literacy and numeracy. Many learners are working towards specific long-term learning goals, for example to become a classroom assistant or a midwife or to gain part-time work. The wide range of courses at MATREC enables learners to achieve these aims.

15. Learners receive satisfactory support. Since the previous inspection, MATREC has worked with a local charity to assess the need for specialist equipment for learners with learning difficulties and disabilities. Various equipment has been bought to enable learners to use ICT effectively. This includes specialist keyboards and mice. Learners were involved in buying the equipment and were able to choose the equipment that would benefit them most. Learners receive suitable support in lessons. In one lesson, two support staff were giving effective support to learners with learning difficulties and disabilities. MATREC has set up a partnership arrangement to offer specialist assessments for partially sighted learners and learners with dyslexia. Learners who take these assessments receive a report recommending suitable support. With the learners' agreement, a copy of the report is given to tutors, who can then adapt their lessons. For example, one tutor has used a specific font and colour for handouts.

16. Inductions are now satisfactory for all courses. The induction pack has been rewritten since the previous inspection. The new version was tested with several groups of learners and is now given to all learners. Learners find the induction booklet easy to use and understand.

17. Learners' individual targets are not always used in lesson planning. All lesson plans refer to targets set for groups of learners. However, individual targets that have been agreed after initial and diagnostic tests are not always recorded on lesson plans.

Leadership and management

18. MATREC manages the development of the curriculum well. Managers responded quickly to the findings of the previous inspection by ceasing to subcontract a foundation programme. MATREC now uses its own tutors for this programme. Managers are starting to work with community groups and other organisations to identify new groups of potential learners and offer further courses. Level 2 courses in literacy and numeracy that were developed for one local school are now offered to other schools in the borough. Literacy and numeracy programmes are a high priority in MATREC's

development and business plans. MATREC's curriculum specialists have provided literacy, numeracy and language awareness training for all managers.

19. The staff who provide foundation programmes meet regularly and are included in all staff meetings. MATREC acts on their suggestions. For example, it now includes numeracy training in its book-keeping course and it has developed a course that uses computers to develop learners' English skills. Managers have used progress reviews and feedback from learners to identify demand for new courses. For example, a drop-in literacy and numeracy workshop is now available.

20. Eighty per cent of staff across all areas of learning have received training to make them aware of the foundation programmes. They have also received training in literacy and numeracy awareness. One member of staff has received training in diagnostic assessment. Tutors are suitably qualified and have appropriate experience of teaching their subjects. Tutors on foundation programmes have attended training in the government's core curriculum for literacy, numeracy and language and are taking specialist level 4 qualifications. Specialists in foundation programmes observe tutors teaching. These observations and tutors' yearly appraisals identify needs for training. All staff have contributed to the self-assessment reports.

21. MATREC has an action plan for literacy, numeracy and language. The foundation team has developed a statement on literacy, numeracy and language provision but this does not yet show costs, target dates and staff responsibilities.

22. MATREC promotes equality and diversity and gives learners good opportunities to achieve what they are capable of. Many learning activities promote understanding of different cultures. Staff have received suitable training in equality of opportunity and disabilities. They understand and comply with the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act 2001.

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	
Provider	Provider	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
Learner	Learner	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
Teacher / trainer	Tutor	Person teaching adult learners or guiding or facilitating their learning.
	Mentor	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
Learning goals	Main learning goals	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.
	Secondary learning goals	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
Personal and learning skills	Personal and learning skills	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
Unanticipated, or unintended learning outcome	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.
Subject-based programme	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.
Issue-based programme	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.
Outreach provision	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.
Neighbourhood-based work	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.
Community regeneration	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.

	Relating the term to Adult and Community Learning
Community capacity building	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.
Active citizenship	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.