

INSPECTION REPORT

The Greenbank Project

30 September 2005



ADULT LEARNING
INSPECTORATE

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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training 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.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

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DESCRIPTION OF THE PROVIDER

1. The Greenbank Project (Greenbank) is a charity based in South Liverpool. It was established in 1983 to provide education and training for people with disabilities and for those from socially disadvantaged backgrounds. All education and training programmes are managed by the 'Greenbank College', while sports programmes are taught at the 'Greenbank Sports Academy.'
2. Greenbank contracts with Greater Merseyside Learning and Skills Council for the provision of learning programmes in information and communications technology (ICT), retail and commercial enterprise, leisure, travel and tourism, arts, media and publishing, preparation for life and work, and business administration and law. There are 327 learners across the six areas of learning. Most courses are taught during the day. There is no weekend provision. Learners can choose from accredited and non-accredited courses. National vocational qualification (NVQ) programmes are offered in catering, sports and administration.
3. The charity is led by a general manager who reports to a council of management. There are five senior managers. Learning programmes are managed by the education manager and the support services manager. There are 16 tutors.

OVERALL EFFECTIVENESS

Grade 3

4. **The overall effectiveness of the provision is satisfactory.** Greenbank's leadership and management are satisfactory. Equality of opportunity is good and quality improvement is inadequate. Provision in retail and commercial enterprise, leisure, travel and tourism, arts, media and publishing, preparation for life and work and business administration and law are satisfactory. Provision in ICT is good.

5. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process is inclusive and the views of learners are gained through questionnaires and feedback. Managers use a range of information to make judgements. Some of the strengths in the self-assessment were overstated and a number of weaknesses were not identified. Inspectors gave the same grades for four of the six curriculum self-assessment grades and gave a lower grade for the other two. Inspectors gave the same grades for leadership and management and equality of opportunity, but gave a lower grade for quality improvement.

6. **The provider has demonstrated that it has sufficient capacity to make improvements.** Managers have correctly identified many of the key weaknesses in provision but have not acted in a timely way to resolve them. For example, they identified the use of individual learning plans as a weakness in most curriculum areas, but have not satisfactorily resolved this weakness.

KEY CHALLENGES FOR THE GREENBANK PROJECT:

- implement timely actions to improve the quality of the provision
- provide support for learners' literacy, numeracy and language needs
- improve target-setting for learners

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		3
Contributory grades:		
Equality of opportunity		2
Quality improvement		4

Information and communications technology			2
Contributory areas:	Number of learners	Contributory grade	
<i>ICT for users</i>			2
Adult and community learning	104	2	

Retail and commercial enterprise			3
Contributory areas:	Number of learners	Contributory grade	
<i>Hospitality and catering</i>			3
Adult and community learning	19	3	

Leisure, travel and tourism			3
Contributory areas:	Number of learners	Contributory grade	
<i>Sport, leisure and recreation</i>			3
Adult and community learning	24	3	

Arts, media and publishing			3
Contributory areas:	Number of learners	Contributory grade	
<i>Crafts</i>			3
Adult and community learning	46	3	

Preparation for life and work		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		3
Adult and community learning	110	3

Business administration and law		3
Contributory areas:	Number of learners	Contributory grade
<i>Administration</i>		3
Adult and community learning	24	3

ABOUT THE INSPECTION

7. Six areas of learning offered by Greenbank were reported on and graded.

Number of inspectors	8
Number of inspection days	41
Number of learners interviewed	102
Number of staff interviewed	21
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	4
Number of visits	2

KEY FINDINGS

Achievements and standards

8. **There is good development of practical skills in leisure, travel and tourism, arts, media and publishing, business administration and preparation for life and work.** Learners on NVQ sports programmes demonstrate good knowledge and understanding of anatomy and physiology. In textile classes, learners are able to use different media to dye fabric, and they achieve good results through experimentation. Learners on English for speakers of other languages (ESOL) programmes demonstrate effective listening and speaking skills, using examples from their personal lives. Numeracy learners develop skills to help them accurately check their change when shopping. Business administration learners develop a good range of practical skills. Learners also develop effective computing skills in recording and processing customer orders.

9. **Learners on retail and commercial enterprise programmes produce a high standard of practical and portfolio work.** They often begin with low levels of occupational skill but go on to develop high levels of professional cooking skills, which they put into practice in a realistic working environment. Learners demonstrate a clear understanding of the

importance of good personal hygiene and discipline, particularly when preparing and cooking food.

The quality of provision

10. Teaching and learning is good in most programme areas. In ICT, teachers are skilled at breaking tasks into several stages, correctly estimating the time needed by each learner to complete the activity, and then returning after an appropriate period to check and reinforce learning. Lessons in retail and commercial enterprise are well planned, interesting and lively. Classes are particularly well managed and meet the needs of individual learners. Tutors use questioning very effectively to check understanding and learning. Highly effective demonstrations in practical sessions provide learners with clear aims and objectives. Learning sessions in leisure, travel and tourism are creative and include a wide variety of teaching and learning activities. Learners interact very well with each other and with the tutor. Learners participate fully in practical activities.

11. There are good resources to promote teaching and learning in most programme areas. There is a purpose-designed business centre for learners in administration, which provides them with good opportunities for the development and assessment of practical skills in a secure and realistic business environment. Specially adapted equipment enables all learners to work productively within the business setting. Rooms in the ICT department have been refurbished with modern benching and industry-standard computers and software. Digital cameras and video recorders are available and are used productively by learners. A range of adaptations are available for learners who need them. The fashion studios have an in-house library, which learners are encouraged to use. Both rooms are equipped with a computer, printer and scanner. In the sewing room, there are large cutting tables and spacious working surfaces. Sewing equipment is modern and well-maintained. The textile room has sink facilities, a lock-up storage area and good-sized craft tables. All consumable materials in fashion and textiles are free for learners.

12. Overall, there is a satisfactory range of courses. Greenbank has recently introduced an entry-level qualification in preliminary cooking to meet the needs of learners. Learners in arts, media and publishing can study programmes up to level 3. An introductory programme of non-accredited six-week courses in customised clothing and introduction to design and craft has been developed to encourage learners to return to education.

13. There is poor use of individual learning plans in most areas of learning. They are not used effectively for ICT learners to set realistic targets and goals in a way that learners understand and value. Few learners are able to describe the purpose of their learning plan. In arts, media and publishing, individual learning plans are used to record task completion, but they do not record learning and progress or the standards that learners have achieved. Tutors' comments on the individual learning plan are often brief and descriptive rather than thorough and evaluative. The plans for ESOL learners do not include relevant targets. There are no links between the initial and diagnostic assessment of learners and their targets.

14. Changing facilities for learners on catering programmes are inadequate. There are no designated changing rooms for learners to change into their kitchen uniforms. There is no area other than the storeroom to leave personal belongings. Male learners generally have to change after female learners, and classes often start late. This weakness was

identified in the self-assessment report, but there has been little action to resolve it.

15. There is insufficient development of work experience for business administration learners. Work placements are insufficiently integrated within individual learning programmes, and employers are not routinely informed of their responsibilities and specific contribution towards the learners' vocational programme. Tutors and assessors do not sufficiently monitor learners' work on placement.

Leadership and management

16. Greenbank takes effective action to help learners succeed. Courses are arranged to meet the needs of individual learners. The marketing materials use positive role models and promote opportunities for learners with disabilities and those from disadvantaged groups. The information, advice and guidance officers take particular care to place learners on the appropriate courses. Learners' additional support needs are carefully identified and additional resources are provided. Learners' success is celebrated and positive role models are used to encourage new learners.

17. There are good strategies to widen participation. Greenbank has recently extended its mission to provide opportunities for disadvantaged groups, in addition to people with disabilities in Liverpool. Participation targets have been set and approved by the council of management. The provider works with many voluntary and community organisations and groups to widen participation. Marketing is clearly focused and its effectiveness is continually monitored.

18. Internal verification is satisfactory and meets awarding body requirements. However, in leisure, travel and tourism, and business administration, internal verification has been subcontracted to an external provider. The internal verifier for sports has made infrequent visits to Greenbank and a number of learners, whose portfolios are still awaiting verification, have been disadvantaged.

19. Management of resources is satisfactory. Resources in most curriculum areas are good, but they are not used efficiently. In 2004, the existing building was substantially refurbished and adapted, but it is not used to its full capacity. There is very little evening provision and no weekend provision. Class sizes are often very small, especially in ICT, preparation for life and work and arts, media and publishing.

20. Overall, quality improvement is ineffective. The quality assurance system has identified a number of key weaknesses, but progress to bring about improvement has been slow. Teaching observations are regular and observers accurately identify strengths and weaknesses of the sessions and develop actions plans for teachers. However, these action plans are not always implemented by staff or monitored by managers and some learning is still poorly planned. There is insufficient sharing of good practice across curriculum areas. There are no formal course reviews. Curriculum reports are produced every term for the senior management team, but there are no formal course reviews to evaluate performance. Learning support, and learners' reviews and induction are not effectively evaluated.

21. There is poor management of learning support. Most learners at level 2 or 3 do not receive an initial assessment of their literacy, numeracy and language needs. Literacy and numeracy needs are often identified only after a learner has started their programme.

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However, not all learners who need extra help with literacy, numeracy or language receive it. There is no on-course support in literacy or numeracy. Some learners attend extra classes in skills for life, but this depends on whether their mainstream timetable allows them to attend. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. There is no recording of any support received by learners and no measure of its impact on raising retention or achievement. Greenbank has been aware of this weakness for some time but has not taken sufficient action to resolve it.

Leadership and management

Strengths

- effective action to facilitate learners' success
- good strategies to widen participation

Weaknesses

- poor management of literacy, numeracy and language support
- slow implementation of actions to improve provision

Information and communications technology

ICT for users

Grade 2

Strengths

- good achievement of personal learning goals
- particularly effective individual teaching
- good IT resources

Weaknesses

- some ineffective use of resources to support learning
- poor use of individual learning plans

Retail and commercial enterprise

Hospitality and catering

Grade 3

Strengths

- high standard of learners' work
- good teaching and learning
- good assessment practice

Weaknesses

- poor target-setting for learners
- ineffective literacy and numeracy support
- inadequate changing facilities

Leisure, travel and tourism

Sport, leisure and recreation

Grade 3

Strengths

- good acquisition of knowledge and skills
- good teaching and learning
- good resources to support teaching and learning

Weaknesses

- ineffective arrangements for literacy and numeracy support
- narrow range of provision
- insufficient staffing resources

Arts, media and publishing

Crafts

Grade 3

Strengths

- good development of technical skills
- good resources
- particularly effective use of IT to support learning

Weaknesses

- much un-stimulating teaching
- inadequate monitoring and recording of learners' progress
- unsatisfactory arrangements for meeting learners' literacy and numeracy needs

Preparation for life and work

Literacy and numeracy

Grade 3

Strengths

- good development of skills
- good teaching
- excellent resources

Weaknesses

- poor target-setting
- weak aspects of curriculum management

Business administration and law

Administration

Grade 3

Strengths

- good development of practical business skills
- good practical resources

Weaknesses

- insufficient monitoring of learners' progress
- insufficient development of work placements

WHAT LEARNERS LIKE ABOUT THE GREENBANK PROJECT:

- helpful and supportive environment for people with disabilities
- friendly and supportive staff
- 'I don't feel singled out because of my illness'
- everyone's friendly
- 'you can work at your own speed'

WHAT LEARNERS THINK THE GREENBANK PROJECT COULD IMPROVE:

- the reliability of the taxi service to college
- changing facilities for catering learners
- the lack of childcare facilities

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 Mentor	Person teaching adult learners or guiding or facilitating their learning Person providing individual, additional support, guidance and advice to learners to help them
Learning goals	Main learning goals Secondary	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. 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 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 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.
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 self managing, sustainable communities.

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Active citizenship	The process whereby people recognise the power they have to improve the quality of life for others and make 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.
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DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- effective action to facilitate learners' success
- good strategies to widen participation

Weaknesses

- poor management of literacy, numeracy and language support
- slow implementation of actions to improve provision

22. Greenbank takes effective action to help learners succeed. Courses are arranged to meet the needs of individual learners. The marketing materials use positive role models to promote opportunities for learners with disabilities and for those from disadvantaged groups. The information, advice and guidance officers take particular care to place learners on appropriate courses. This advice is impartial and learners may be advised to attend more appropriate courses at other institutions. When learners have been accepted onto a course, they meet with the recruitment officer to discuss their attendance patterns, arrange transport and make changes to timetables, if appropriate. Additional support needs are carefully identified and resources are provided. These resources range from appropriately coloured paper for handouts to adapted IT resources. While on programme every effort is made to support the learners. The recruitment officer also has responsibility for on-course support, carries out the induction and maintains contact with learners. Senior managers know individual learners, and members of the council of management also meet with learners. Learners' success is celebrated and positive role models are used to encourage new learners.

23. Greenbank has a detailed business plan which clearly outlines strengths, weaknesses and threats to the charity's business. Members of the council of management work hard to ensure that the charity is supported by local partners and funding bodies. Greenbank is very well regarded as a provider of specialist education and training opportunities for adults with disabilities and those from disadvantaged backgrounds. The council has subcommittees which oversee the charity's finances, curriculum and marketing activities. However, there is insufficient detailed consideration of the curriculum and retention and achievement rates. The council discusses all aspects of the charity's work, but there is insufficient recording of discussions about the strategic direction of its education and training provision.

24. Arrangements for staff appraisal are satisfactory. Staff receive an annual performance review during which training and development needs are identified. Most staff are appropriately qualified and experienced. There are 16 teaching staff but only 10 have a teaching qualification. Greenbank supports staff to gain a recognised teaching qualification. Teachers in the skills for life department do not have an appropriate qualification to teach literacy and numeracy. There are insufficient staff in sports. Assessors and internal verifiers are appropriately qualified.

25. Management of resources is satisfactory. There are good specialist resources to

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support learning in ICT, leisure, travel and tourism, preparation for life and work, business administration, and in arts and media. Resources for learners following catering programmes are satisfactory, but they are not used efficiently. In 2004, the existing building was substantially refurbished and adapted, but it is not used to its full capacity. There is very little evening provision and no weekend provision. Class sizes are often very small, especially in ICT, preparation for life and work and arts, media and publishing.

26. Internal communications are satisfactory. Senior managers meet every month to consider reports on the charity's performance and financial matters. Meetings are recorded and action plans clearly identify responsibilities and timescales. There are meetings for curriculum staff every month. There is good informal communications between staff at all levels.

27. There is poor management of learning support. Learners who apply for a level 2 or 3 course do not receive an initial assessment of their literacy, numeracy and language support needs. Learning support needs are often identified only after a learner has started their programme. However, not all learners who need extra help with literacy, numeracy or language receive it. There is no on-course support in literacy or numeracy. For example, learners following programmes in retail and commercial enterprise, leisure, travel and tourism, and arts, media and publishing, do not receive appropriate additional support to help them to achieve their main qualification. Some learners attend extra classes in skills for life, but this depends on whether their mainstream timetable allows them to do so. There is no recording of support received by learners and no measure of its effect on raising retention or achievement levels. Greenbank has been aware of this weakness for nine months but has not taken sufficient action to resolve it.

Equality of opportunity

Contributory grade 2

28. Greenbank has recently extended its mission to provide opportunities for disadvantaged groups in addition to people with disabilities in Liverpool. Equality of opportunity is central to the provider's mission and ethos. Learners speak highly about the support they receive and how well they are valued and treated as individuals. Greenbank and its staff work effectively with partners to promote learning and employment opportunities to disadvantaged groups. Current initiatives involve encouraging healthy living and promoting sport. Participation targets have been set and approved by the council of management. The provider works with many voluntary and community organisations and groups to widen participation. Learners, partners and other local groups are clear about the benefits of working with Greenbank to improve learning and employment opportunities, and to provide a supportive environment for those returning to study. Managers at Greenbank have also provided training, such as positive action training, for local companies and voluntary groups. The provider works well with schools and community groups to promote learning opportunities. Learners and partners speak highly of the supportive and nurturing environment which the college provides for learners. Marketing is clearly focused and its effectiveness is continually monitored. Positive images and role models are used. The prospectus and other material are also available in large print, Braille or audio tape.

29. Equality of opportunity is well managed. The general manager has responsibility for managing equality and diversity. Data is adequately collected and analysed. Targets have been set and exceeded for black and minority ethnic learners, but the provider does not analyse performance by gender or ethnicity. Well-written and informative handbooks

direct staff and learners to equality of opportunity policies and to the grievance and complaints procedure. Policies are reviewed and updated regularly. Learning materials are evaluated to ensure they are appropriate and inclusive.

30. Accommodation and resources in relation to equality of opportunity are good. The main building has recently been upgraded and modernised to a very high standard. There is good access for those with restricted mobility. Ramps and electrically operated doors have been installed where necessary, to provide an attractive accessible resource of which learners and staff are proud. Learners on ICT programmes are supported with specialist resources, and those attending fashion and textile courses use materials at no cost to themselves.

31. Staff are trained in disability awareness and changes in legislation. However, there is little formal staff or learner training in the wider aspects of equality and diversity. The college plans to celebrate cultural events throughout the year including Eid, Christmas, Africa Day, and the Chinese and Persian New Year. There are no plans to incorporate these into the curriculum. Lesson plans, schemes of work and learner reviews do not explicitly refer to equality and diversity. However, inspectors have observed the care and attention which learners receive in classes and the mutual support they receive from other learners.

Quality improvement

Contributory grade 4

32. Greenbank's senior managers and the council of management are committed to improving the quality of the learners' experience. The provider has made effective use of external consultants, including postgraduate students, to evaluate the effectiveness of its marketing and its curriculum. There is an appropriate quality statement and policies and procedures are adequate. A recent development has been the establishment of a team of quality tutors who co-ordinate quality assurance and quality improvements measures. Observations of teaching and learning are detailed and fit for purpose. A range of questionnaires are used to gather feedback from learners. The senior management team receives a report from curriculum areas at the end of each term.

33. Internal verification is satisfactory and meets awarding body requirements. However, in leisure, travel and tourism, and business administration, internal verification has been subcontracted to an external provider. The internal verifier for sports has made infrequent visits to Greenbank and a number of learners, whose portfolios are still awaiting verification, have been disadvantaged.

34. The management information system used for the collection and analysis of data is adequate. Management information is used effectively by the senior management team and the data is reliable. Data is used by senior managers to establish trends, set targets and as a planning tool for decisions about the curriculum. Trends in performance are considered by the council of management, but curriculum staff do not use data to monitor the quality of the provision.

35. The quality assurance system has identified a number of key weaknesses, but progress to bring about improvement has been slow. For example, individual learning plans have been known to be inadequate for some time and are still unsatisfactory. The quality team has revised the paperwork, a pre-individual learning plan has been introduced and staff have been trained in the new process. However, at the time of the inspection the

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pre-individual learning plans and target-setting for learners were still ineffective. Some departments are not using the pre-individual learning plan while others are not setting appropriate targets. Few staff use learners' initial assessment to prepare the pre-individual learning plan. Managers have not monitored the implementation of this or other initiatives effectively. Learners in skills for life and business administration are making slow progress. Teaching observations are regular and observers accurately identify strengths and weaknesses of the sessions and develop actions plans for teachers. However, these action plans are not always implemented by staff or monitored by managers, and some learning is still poorly planned. There is insufficient sharing of good practice across curriculum areas. For example, some areas colour code portfolios and others use wall displays effectively, but good practice is not consistent across the areas of learning. There are no formal course reviews. Curriculum reports are produced every term for the senior management team, but there are no formal course reviews, which critically evaluate performance. Learning support, learners' reviews and induction are not effectively evaluated.

36. The self-assessment process is inclusive and the views of learners are gained through questionnaires and feedback. Managers use a range of information to make judgements. Some of the strengths in the self-assessment were overstated and a number of weaknesses were not identified. Grades given in the report matched the views of the inspectors in four of the six curriculum areas but inspectors gave a lower grade for the other two. The grades for leadership and management, and equality of opportunity matched those of the inspectors but a lower grade was given for quality improvement.

AREAS OF LEARNING

Information and communications technology

Grade 2

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		2
Adult and community learning	104	2

37. There are 104 learners studying accredited and non-accredited ICT programmes at levels 1, 2 and 3. Learners can choose from courses in the main office applications of ICT as well as specialist courses in multimedia and desktop publishing. Most teaching takes place during the day and during one evening. Most learners have a disability and many have not studied formally since leaving school. There is a maximum class size of 10 and most classes are small. The programme area is managed by a head of department. There are two full-time and two part-time tutors.

ICT for users

Grade 2

Strengths

- good achievement of personal learning goals
- particularly effective individual teaching
- good IT resources

Weaknesses

- some ineffective use of resources to support learning
- poor use of individual learning plans

Achievement and standards

38. Learners make good progress towards achieving their personal learning goals. These may include a simple introduction to computers, or to gain one or more modules of a qualification or to obtain a full certificate. Learners progress at a rate which is appropriate to their needs and abilities. Learners on courses for those with no previous experience of computers, successfully improve their confidence in using ICT, for example by developing good word-processing skills. A high proportion of learners progress from level 1 to level 2 courses. On advanced courses, learners develop their skills further and are well motivated. Courses that focus on creative skills, stress good practice in design, as well as on technical skill, and many learners produce quality products, such as packaging, posters and promotional material. A group of learners on a multimedia course made a good video presentation which is used by Greenbank for marketing purposes. Learners are pleased with the progress they make.

39. Class sizes are often very small. Attendance is often adversely affected by learners' medical conditions. The college tries to keep their place on the course open until they return. Many learners are retained until their personal learning goals are achieved. Tutors ensure that learners can follow an attendance pattern that enables them to achieve a

qualification. Learners with severe disabilities benefit from this approach.

The quality of provision

40. There is particularly effective individual teaching. Most teaching involves practical work using computers. Lessons are planned so that learners can progress at their own pace, using good instructional workbooks, with individual support from the tutor when needed. The individual teaching is particularly good. Learning objectives for each individual are clearly recorded on a sheet attached to the lesson plan. Tutors have a thorough understanding of learners' disabilities and adapt the pace of teaching to meet individual learning needs. They are skilled at breaking tasks into several stages, correctly estimating the time needed by each learner to complete the activity, and then returning after an appropriate period to check and reinforce learning. This approach challenges learners without discouraging them. Tutors divide their time between learners so that all are kept busy throughout the lesson.

41. There are good IT resources to support teaching and learning. Tutors have developed and share a range of well-produced IT workbooks. Learners can borrow them to work at home. The IT rooms have been refurbished with modern benching and industry-standard computers and software. Digital cameras and video recorders are available, and used productively by learners. A range of adaptations, such as large screens and special keyboards is available for learners who need them. There are helpful college and course booklets explaining the course requirements.

42. There is some ineffective use of resources to support learning. Portable IT projectors and screens are available and used for demonstrating software features, but the rooms have not been well laid out for this. The rooms are bare, with few displays of learners' work to celebrate their achievements and to show examples of good practice. There is no resource bank of exercises showing how IT can be applied to specific vocational areas to reflect the interests and aims of particular learners.

43. There is poor use of individual learning plans. At the start of the course, learners take a short assessment of their IT skills and tutors use this to identify literacy, numeracy and language needs. These learners are referred to another department for support. Information about this support is held separately and the IT department has no information about the progress their learners are making during additional support sessions. Learners with support needs for physical or visual impairments have support workers in the classroom. The college has produced an online dictionary, which helps learners understand specialist ICT terms. All learners regularly complete a sheet which records work done in class. However, this system is not used effectively to set realistic targets and goals in a way that learners understand and value. Few learners are able to describe the purpose of their learning plan.

Leadership and management

44. There is much informal sharing of good practice between tutors. Meetings are recorded to show that detailed attention is paid to operational matters. Courses are generally well-managed. The curriculum offer was reviewed recently and additional IT courses are now offered.

45. Quality improvement arrangements are generally satisfactory. Staff contributed to the

self-assessment report. Accurate retention and achievement rates are available, but there is little use of data to support improvements at curriculum level. Staff do not fully understand how data can be used to set challenging retention and achievement targets. Reviews of individual courses are satisfactory, although informal. Only limited information about the destination of leavers is collected to show the extent to which IT qualifications help learners progress into employment or further training.

46. Equality of opportunity is good. Learners from a wide variety of backgrounds are encouraged to gain IT skills. There is a high level of mutual respect and understanding between staff and learners. Role models of learners with disabilities are used extensively to raise aims.

47. Most of the strengths in the self-assessment report were also identified by inspectors. However, different weaknesses were identified.

Retail and commercial enterprise**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> Adult and community learning	19	3 3

48. There are 19 learners on programmes in retail and commercial enterprise. Ten are on entry-level cookery courses, five are working towards an NVQ at level 1 in food preparation and cooking, and four are on food preparation and cooking at level 2. All learners attend the college for between one and three days a week. Learners can also work towards additional qualifications in basic food hygiene, health and safety and a non-accredited bakery programme. Learners receive an induction which covers health and safety, equal opportunities and fire safety. During their induction, learners receive an initial assessment of their learning support needs. There is a designated learning support worker to help learners who have additional learning needs. Training is provided in the learners' canteen kitchen. Assessors carry out assessment of the NVQ. There are two assessors, both of whom are also internal verifiers. Learners have a review every term.

Hospitality and catering**Grade 3***Strengths*

- high standard of learners' work
- good teaching and learning
- good assessment practice

Weaknesses

- poor target-setting for learners
- ineffective literacy and numeracy support
- inadequate changing facilities

Achievement and standards

49. Learners produce a high standard of practical and portfolio work. Some have few occupational skills when they start the course, but good professional cooking skills are developed and put into practice in a realistic working environment. Learners demonstrate skills to a higher level than the NVQ they are working towards. Learners work effectively with their tutors and are polite and courteous. They demonstrate a clear understanding of the importance of good personal hygiene and discipline, particularly when preparing and cooking food. Learners' portfolios contain a diverse range of evidence, including menus, recipes, reports, diary sheets, photographs and use of witness testimonies. They take pride in their work. The college provides learners with a wide variety of resources for the presentation of evidence and for learning. An exemplar workbook is given to learners, to show examples of the types of supplementary evidence that could be used in their portfolios. Some learners achieve additional qualifications, including foundation food safety, health and safety, and a non-accredited bakery course. Learners generally make good progress towards their qualifications. Attendance is satisfactory at 76 per cent.

The quality of provision

50. Teaching and learning are good. Lessons are well planned, interesting and lively. Clear and informative handouts relating to the dishes on the menus are used throughout the practical lessons. Classes are particularly well managed and meet the needs of individual learners. All learners are challenged and produce a high level of work. Tutors are supportive, but demanding, of their learners and work hard to raise standards. Tutors use questioning very effectively to check understanding and learning. Highly effective demonstrations in practical sessions provide learners with clear aims and objectives. Learners receive good individual support from tutors. In one lesson, a tutor used an example of some bread that did not turn out as expected and a good explanation was given to demonstrate why it went wrong. In theory classes, tutors refer to practical situations to help learners put theory into context. The tutor's industrial experience is used to clarify points and create interest. Resources in the kitchen and the classroom are good. Some equipment has been adapted to meet the individual needs of learners with physical disabilities. For example, workbenches in the kitchen are at different heights to enable wheelchair users to work safely and effectively. Good use is made of e-learning tools to enhance the learners' experience when teaching food safety, and health and safety courses.

51. Assessment practice is good. Assessment is thoroughly planned and scheduled. Learners understand the difference between training and assessment. Assessors ask a good range of questions to check learners' knowledge and understanding. All assessments are thoroughly recorded and cover a good range of units. Most learners have a good knowledge of the NVQ standards and complete a clear record of assessment and diary sheets. Paperwork for the NVQ is completed thoroughly. Each unit is colour-coded to help learners understand which unit is being assessed and where each document goes in the portfolio. Good use is made of additional evidence and supplementary evidence in portfolios, such as photographs, products of work and menus. Thorough oral and written feedback is given to learners.

52. Induction is satisfactory. It is well planned and includes welfare information and details of the training programmes. Equality and diversity are clearly reinforced at induction, and most learners find it memorable. There is a learner workbook and additional support materials which helps reinforce the main points of the induction.

53. Greenbank offers a satisfactory range of courses. It has recently introduced an entry-level qualification in preliminary cooking to meet the needs of some learners.

54. Target-setting is poor. Individual learning plans are not detailed and many do not contain the full qualification, additional qualification or additional support requirements. Individual learning plans are inconsistent and do not recognise that units are achieved at different stages throughout the learning programme. Unit achievement is not recorded. Individual learning plans are completed as part of the required contractual obligation. Learners and tutors are not always provided with copies of the plan and they do not understand how to use them effectively. Plans are not updated following progress reviews. The reviews do not include detailed actions to improve learning and the targets that are set are poor. Some of the targets are repeated from one review to the next with no explanation as to why they have not been achieved.

55. Literacy and numeracy support is ineffective. Learners have an initial assessment, but

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are not always given the results. There is no continuous assessment of learners' needs once they are on a programme. Results from initial assessment are not used to produce a structured action plan for additional learning support, and staff do not give adequate additional learning support when a need has been identified. Reviews are carried out after each learning support session, but they are ineffective. They do not identify targets or goals to help raise the level of a learner's literacy or numeracy skills. Staff are not qualified to provide suitable support for learners who have additional learning needs.

56. Changing facilities are inadequate. There are no designated rooms for learners to change into their kitchen uniforms. There is no area other than the storeroom to leave personal belongings. Male learners generally have to change after female learners, and classes often start late. This weakness was identified in the self-assessment report, but there has been little action to resolve it. Some actions were taken during the inspection, but these were inadequate.

Leadership and management

57. Staff have an annual appraisal where individual targets are set. Staff are encouraged to develop their skills and have participated in staff development activities. Communication is satisfactory. There are regular team meetings, which include standard agenda items and discussions about individual learners. Staff are adequately qualified and have relevant occupational qualifications and experience.

58. Equality of opportunity is satisfactory. The college provides a good range of aids and adaptations for learners. In most cases, the needs of individual learners are effectively assessed and dealt with. Schemes of work include a range of ethnic dishes. Learners generally have an acceptable awareness and understanding of equality, although its promotion is inconsistent. There is insufficient attention to broadening learners' knowledge of diversity during sessions. Staff do not have a good understanding of the wider issues of equality and diversity. There is too little discussion or reinforcement of equality during progress reviews.

59. Internal verification and moderation are satisfactory. Thorough sampling plans are in place to cover all aspects of internal verification and moderation. Internal verification is based on sampling portfolios, checking the quality of observations, and speaking with learners. Internal verification has identified problems in assessment practice and assessed work, which have been resolved.

60. Self-assessment is satisfactory. Staff are fully involved in the process. Most of the strengths and weaknesses identified in inspection were identified in the self-assessment report. However, some of the strengths were no more than normal practice.

Leisure, travel and tourism**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		3
Adult and community learning	24	3

61. Greenbank offers an NVQ at level 2 in exercise and fitness, the community sports leaders award and the higher sports leaders award. There are 24 learners. All programmes are taught during the day and run for one academic year. NVQ learners attend a work placement at the Greenbank Sports Academy. Seventy-five per cent of learners are men and 17 per cent have a disability. There are two full-time tutors, one of whom was on secondment during the inspection.

Sport, leisure and recreation**Grade 3***Strengths*

- good acquisition of knowledge and skills
- good teaching and learning
- good resources to support teaching and learning

Weaknesses

- ineffective arrangements for literacy and numeracy support
- narrow range of provision
- insufficient staffing resources

Achievement and standards

62. Learners gain a good range of knowledge and skills. NVQ learners demonstrate good knowledge and understanding of anatomy and physiology. After only three weeks on the programme, they have a good knowledge of bones and joints and are able to identify and describe the parts of the vertebral column in detail. Learners on the sports leaders awards programme improve their confidence and communication skills, and demonstrate this when they lead sporting activities. Some learners demonstrate effective leadership skills at an early stage of the programme. Many learners progress from one level to the next. There has also been some progression into employment as sports coaches or sports development officers. Some learners have gained employment at the Greenbank Sports Academy gymnasium after completing their qualification. Learners make a positive contribution to the community through voluntary work.

63. Attendance during inspection was satisfactory at 70 per cent. Punctuality is often poor for those learners who rely on taxis to bring them to college.

The quality of provision

64. Teaching and learning are good. Learning sessions are creative and include a wide variety of teaching and learning activities. Learners interact very well with each other and

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with the tutor. Learners participate fully in practical activities. All learners are encouraged to contribute their knowledge and ideas during class discussions. Questioning techniques are used very well by the tutor to check understanding, encourage exploration and challenge learners. Individual feedback during the session is specific, constructive, detailed and encouraging. Learners receive detailed, useful feedback on written and practical assessments to help them identify areas for improvement. Learners are informed about how and when they will be assessed. Assessment schedules and methods are flexible and meet learners' individual needs and circumstances.

65. Resources to support teaching and learning are good. Practical sessions take place in a large, well-equipped sports hall and a modern gymnasium. The gymnasium has a range of equipment which has been adapted for learners with disabilities. Learners also use outdoor hand cycles and a range of other adapted equipment for sports, including wheelchair basketball. Teaching materials are good and are produced on different coloured paper for learners with particular needs. Information is provided in simple, easy-to-use formats.

66. Learners are given appropriate guidance and support from tutors to help them with their learning. Regular reviews take place, and many learners also attend an optional additional support session to help them with subject revision. Learners are given clear information about other courses and they have access to Greenbank's careers information and advice service.

67. The arrangements for meeting learners' literacy and numeracy needs are ineffective. Learners do not have an initial assessment of their literacy, numeracy and language needs. The needs of some learners are not identified until they have completed a significant part of their programme. Several learners have not received additional support because learning support workers have not been available.

68. The range of provision is narrow. There are no programmes at level 1 in fitness. Some learners have been inappropriately placed onto the level 2 programme where they are unlikely to achieve. Learners who complete the NVQ at level 2 do not have the opportunity to progress to level 3 at the college. Some learners had to wait several months to find out whether or not Greenbank would be offering a level 3 programme, and were eventually told that the course would not run. However, most learners are usually well informed about opportunities for progression at other establishments. There is insufficient variety in the programmes on offer, with only sports leaders and NVQ exercise and fitness courses currently running. Greenbank has plans to begin a Pilates course in the near future. There are no non-accredited programmes, such as aerobics, circuit training or sports for leisure.

69. Learners are not always aware of the range of enrichment activities available to them and attendance at these activities is poor. Several NVQ learners use the gymnasium free of charge. There is a range of sports and activity projects taking place with community partners, but Greenbank's sports department has not been closely involved with this initiative.

Leadership and management

70. Staff are appraised once a year and appropriate actions, and training and development needs are identified. Reports from teaching observations are used to make judgements about staff performance. Tutors attend appropriate staff development events and

professional updating courses. The full-time tutor meets regularly with the education manager, and communication between the team is satisfactory.

71. Greenbank's staff regularly collect feedback from learners using an evaluation form. Learners' views are considered by the tutor and used to help during the course review process. Regular observations of teaching and learning take place and tutors receive detailed written and verbal feedback. However, the observations are not carried out by a subject specialist.

72. Learners are treated fairly and they value the supportive and friendly atmosphere at Greenbank. They have a satisfactory understanding of equality of opportunity. Learners support each other well and treat others with respect. Tutors discuss the NVQ appeals procedure and the complaints procedure with learners during induction. Classrooms and sports facilities are accessible to learners with restricted mobility. There is a good range of adapted sports and fitness equipment for learners with disabilities.

73. Staffing resources are insufficient. One full-time member of staff teaches the NVQ programme and the higher sports leader programme, and a part-time tutor teaches the community sports leader programme. The full-time tutor has a significant teaching workload and she is also responsible for all assessment and individual reviews. There is no designated curriculum manager to manage the area. Although the tutor plans to introduce external work placements to improve the learners' experience, these plans are significantly behind schedule. The internal verifier is external to the organisation and visits are infrequent. No internal verification has taken place since March 2005. Some portfolios were completed three months ago but are still awaiting certification. One full-time tutor is currently on secondment. This tutor was involved in teaching and assessment of the NVQ, although he was not occupationally competent.

74. Most of the strengths and weaknesses in the self-assessment report were also identified by inspectors. Inspectors gave the same grade as that in the self-assessment report.

Arts, media and publishing**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Crafts		3
Adult and community learning	46	3

75. There are 28 learners on accredited programmes in fashion and textiles. Courses include multicultural fashion, sewing and textiles, sewing machine techniques, fashion wear and textile decoration. Eighteen learners are on two non-accredited six-week courses in customising clothing and introduction to design and craft. All of the courses are taught during the day. There is no evening or weekend provision. Learners attend for one to three and a half days a week. The programme area is managed by the education manager and classes are taught by two tutors.

Crafts**Grade 3***Strengths*

- good development of technical skills
- good resources
- particularly effective use of IT to support learning

Weaknesses

- much un-stimulating teaching
- inadequate monitoring and recording of learners' progress
- unsatisfactory arrangements for meeting learners' literacy and numeracy needs

Achievement and standards

76. Learners develop good technical skills. They can apply a range of skills and techniques appropriately in individual and group projects. Learners who could not use a sewing machine when they started the course are now able to use a variety of machinery to produce garments and embroidery. In textile classes, learners are able to use different media to dye fabric and they achieve good results through experimentation. Learners discuss their work with enthusiasm, and all learners speak of their increasing confidence. All lessons start promptly and attendance was satisfactory at 70 per cent.

The quality of provision

77. There are good resources to support learning. Facilities in the fashion and textile department are particularly good. There is designated accommodation in the centre with stimulating displays of learners' work. Classrooms have good lighting and are appropriate in size to accommodate the practical nature of the course work. Each studio has an in-house library, which the learners are encouraged to use. Both rooms are equipped with a computer, printer and scanner. In the sewing room, there are large cutting tables and spacious work surfaces. Sewing equipment is modern and well maintained. The sewing room also includes a mirror, fitting room and a large storage room. The textile room has

sink facilities, a lock-up storage area and good-sized craft tables. All consumable materials in fashion and textiles are free for learners.

78. There is particularly effective use of IT. In both departments, learners are encouraged to use IT equipment to enhance learning. In the textile department, learners can scan in their fabric designs and experiment with colour and manipulation, giving an extra dimension to the creative process. The fashion department uses the internet to research artists and designers, fashion forecasting and the availability of fabrics and haberdashery. Learners are also allowed to borrow digital cameras for project work.

79. The range of courses is satisfactory and offers progression for learners up to level 3. An introductory programme of non-accredited six-week courses in customised clothing and introduction to design and craft have been developed to encourage learners to return to education. The learners enjoy the visits to fabric centres and exhibitions. During the year, religious celebrations such as Eid and Diwali are recognised. Learners give demonstrations of sari draping, stand modelling and serve ethnic food. Several learners are invited to give talks about their religion and culture.

80. There is much un-stimulating teaching. Lessons are often slow and teachers talk for long periods without involving learners. Lesson plans are not detailed. In some lessons, different subjects are taught together, with little indication of how they are related. There is insufficient checking and reinforcement of learners' understanding. Learners are not shown examples of good work to motivate them.

81. There is inadequate monitoring and recording of learners' progress in individual learning plans. They are used to record task completion, but they do not record learning and progress or the standards that learners have achieved. Individual learning plans do not identify how much progress learners make in class. Tutors' comments are often brief and descriptive rather than thorough and evaluative. Tutors do not always use information on the learners' previous skills to plan learning activities. Tutors and learners do not understand the importance of the individual learning plan in identifying the learners' starting point and charting their progress to encourage independent learning.

82. The arrangements for meeting learners' literacy and numeracy needs are unsatisfactory. Support needs are not identified during the initial assessment and some learners remain on a course for a considerable period before their learning needs are identified. Some learners make slow progress and are not able to identify warning labels or hazard notices. One learner in the fashion department needed help with measurements and received numeracy support only after this was identified by the tutor.

Leadership and management

83. Informal communication between staff is satisfactory. There are regular meetings between tutors and managers, but they are not always recorded. Staff are working towards qualifications. One tutor begins a teacher training course this year and the senior tutor recently completed an 18-week arts education course at a local art gallery.

84. Equality of opportunity is satisfactory. Staff and learners have a satisfactory understanding of equality and diversity. There is good celebration of different cultural and religious festivals.

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85. Internal verification is satisfactory and meets national awarding body standards. The two members of staff in the department were involved in the self-assessment process. The self-assessment report did not identify the strengths and weaknesses identified by inspectors. It was insufficiently critical. Inspectors gave a lower grade than that in the self-assessment report.

Preparation for life and work**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> Adult and community learning	110	3 3

86. There are 25 accredited courses in literacy, numeracy and ESOL. Learners can study literacy and numeracy at pre-entry, entry and level 1 and ESOL at entry level 1 and 2. All courses are taught during the day. There is no evening or weekend provision.

87. At the time of inspection there were 110 learners. Many learners enrol on more than one course. Seventy-eight learners are enrolled on literacy programmes, 68 on numeracy and 17 on ESOL. Fifty-four per cent of learners are women and 23 per cent are from a minority ethnic group. Eighty-one per cent of learners have a learning difficulty or disability.

88. The foundation department is managed by a full-time co-ordinator who teaches for two days a week. There are two full-time tutors and one part-time tutor.

Literacy and numeracy**Grade 3***Strengths*

- good development of skills
- good teaching
- excellent resources

Weaknesses

- poor target-setting
- weak aspects of curriculum management

Achievement and standards

89. Learners develop good skills. Learners on ESOL programmes demonstrate effective listening and speaking skills using examples from their personal lives, such as discussing their home country and being able to describe cultural differences. Numeracy learners develop skills to help them check their change when shopping. Learners also develop good social and behavioural skills, which improve their attitude to learning. Tutors help to develop learners' confidence by encouraging and supporting them in the classroom.

90. Many learners have complex personal and educational needs. In 2004-05, seven learners progressed onto further study at another college, paid employment or voluntary work. Four learners progressed onto a higher-level course at Greenbank. All learners achieved a partial award. In 2004-05, none of the learners achieved a full qualification. Approximately one-third of current learners are working towards a new unit on the same level course as last year. Classes have low numbers and attendance is often poor. For example, one numeracy class has five learners on the register and only two attend regularly.

The quality of provision

91. There is much good teaching. Teachers are well prepared and plan a very wide range of teaching and learning activities to engage learners. Learners are challenged by the content and level of the work. There is good use of whole-group teaching, paired work and individual tasks. The topics are relevant to learners' lives. For example, in an ESOL class, there was a good discussion about cultural differences. Teaching is very lively and stimulating. Lessons are broken down into manageable sections with frequent changes of pace and task. This motivates learners and supports those who find it difficult to concentrate. For example, in a numeracy class about subtraction, the topic was reinforced through six different activities, a card game, computer game, bingo, colour worksheet, use of coins and the use of giant electronic calculators.

92. There are excellent resources for learners. Learners have good access to computers in all sessions, with adaptations such as large keyboards, tracker balls and adjustable height desks, which support learners with different abilities. There is very good use of web-based interactive materials in numeracy sessions and good use of the interactive whiteboard in literacy classes. In an entry-level literacy class, learners demonstrated competence in using the interactive whiteboard. Tutors produce quality worksheets, use adapted versions of games and make good use of materials. Learners are able to talk about how their learning has benefited their home life, for example, in being able to work out the correct change in shops.

93. Tutors provide good individual support for learners. They demonstrate knowledge and understanding of learners' preferred learning styles and adapt sessions accordingly.

94. There is a satisfactory range of provision. Courses are offered in a range of subjects and at various levels which match learners' interests and abilities. There are plans to offer more short courses in 2005-06, for example in study skills. There is inadequate language support for learners on higher-level programmes. One learner who has language needs is studying for an NVQ in business administration at level 3 and only receives ESOL support at entry level 3, which is the highest level offered by Greenbank.

95. Learners are able to take part in enrichment activities. Some learners make good use of the sports facilities and last year, learners went on trips.

96. The target-setting is poor. Individual learning plans do not include literacy, numeracy or language targets. Individual learning plans are not completed at the beginning of the course. Some learners' needs are not met during learning sessions. There are 'pre-individual learning plans' in place, but these do not identify learning targets and are not understood or owned by learners. There are no links between the initial and diagnostic assessment of learners and their targets.

Leadership and management

97. Communication within the team is good. There are regular team meetings and good practice is shared. Managers have recently produced a detailed skills for life strategy, which commits Greenbank to promoting staff training and development. However, at the time of the inspection, only one tutor out of the four in the department, is appropriately qualified.

98. Equal opportunities is satisfactory. Tutors know their learners very well and adapt their teaching and resources to meet individual needs. The importance of equality is stressed to learners. There is satisfactory use of multicultural learning resources and good use of positive images of people with different abilities. Data is not used to monitor the achievement or retention of different groups.

99. Internal verification processes are satisfactory with regular standardisation meetings and visits every term by an external assessor.

100. Learners' views are gathered and the results are used satisfactorily. End-of-term reviews are carried out and learners' views are used to make judgements in the self-assessment report. Observations of teaching and learning are carried out by a cross-college team who do not have expertise in literacy, numeracy or language. Most of the observation reports identify key strengths and weaknesses in teaching, but they are not used well to improve teaching and learning.

101. Aspects of curriculum management are weak. Data is not fully understood or used well. Retention and achievement data is not used to make improvements. Curriculum planning has not brought about change following poor rates of progression in 2004-05. Many classes are very small, which limits the range of teaching and learning strategies that can be effectively used. Attendance is poor. This was identified in the self-assessment report, but it has not been resolved by managers. The planning of programmes does not include the use of management information on attendance and punctuality. Classes start at 0900 even though many learners are unable to attend at this time. For example, one ESOL learner has seven children and finds it impossible to attend on time. Managers are aware of this problem but have not resolved it.

102. The self-assessment report did not identify the strengths and weaknesses identified by inspectors. The curriculum team was insufficiently critical. Inspectors gave a lower grade for the provision than in the self-assessment report.

Business administration and law**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Administration Adult and community learning	24	3 3

103. Greenbank offers a range of courses in administration and customer service leading to NVQs at level 1, 2 and 3. Learners attend programmes for two days a week. In 2004-05, there were 33 enrolments representing 28 learners. At the time of inspection, there are 24 learners. In addition to administration and customer service, some learners study other subjects such as ICT, English and mathematics.

Administration**Grade 3***Strengths*

- good development of practical business skills
- good practical resources

Weaknesses

- insufficient monitoring of learners' progress
- insufficient development of work placements

Achievement and standards

104. Learners develop good, practical administration skills. Learners attend a business centre at Greenbank, where they carry out routine administrative and customer service tasks. They develop a good range of practical skills, such as photocopying, binding documents and faxing. Learners also develop effective computing skills in recording and processing customer orders. In addition, they regularly carry out tasks which contribute to the wider work of the provider. For example, they frequently mail out publicity material to partners and potential clients. Learners receive good individual support from their tutor. The realistic business environment enables learners to demonstrate their competence and to gain clear evidence towards their NVQ.

105. In addition to the development of practical business skills, learners increase their confidence and motivation, enhance their skills in team working and have a strong sense of personal achievement through their contribution to the work of the organisation.

106. Retention and achievement are generally satisfactory. In 2004-05, the retention rate was 65 per cent. In the same period, 46 per cent of all learners achieved their qualification within the planned period, and a further 19 per cent of went on to achieve their award after the planned period of study. Fifteen per cent of learners progressed into employment.

The quality of provision

107. Greenbank has good practical resources for learning and assessment on the job. The purpose-designed business centre provides learners with good opportunities for the development and assessment of practical skills in a secure and realistic business environment. The centre effectively provides routine administrative services such as printing, photocopying and binding to the whole institution. Specially adapted equipment enables all learners to work productively within the business setting. For example, the centre is well equipped with modern electric desks, which can be adapted to accommodate the varying heights and needs of individual wheelchair users. Computers have specially adapted keyboards and large flat screens to reduce glare for those with visual impairment. However, the room is now operating at its maximum capacity, and is not adequate for the effective teaching of background knowledge to groups of learners. In addition, there is no reception area to receive work, which limits the assessment opportunities in customer service.

108. Overall, the teaching of background knowledge is satisfactory. Staff have satisfactory professional qualifications and appropriate vocational experience. One tutor is working towards a higher-teaching qualification. In addition, staff regularly attend internal events which increase their awareness of disabilities.

109. The business centre provides a supportive environment where learners are encouraged to develop. Learners are well motivated and enjoy their training. In one session, learners worked collaboratively on a group activity and supported each other to reach a team decision. In another group activity, learners worked together to gain wider experience and build their confidence through acting as chair and secretary at regular team meetings, which are formally recorded in minutes. However, in another session observed, the room was unsuitable for the size of the group and the use of a flip chart was ineffective. Some learners had difficulty seeing the information. Occasionally, too much reliance is placed on note-taking by learners. Formal recording of lesson planning is insufficiently detailed. The range of evidence in portfolios is often too narrow. For example, learners rely greatly on job sheets, which often contain insufficient detail. Some portfolios contain too little product evidence.

110. There is insufficient monitoring of learners' progress. Individual learning plans are not detailed, and do not always include clear and focused targets to allow learners to make effective progress. Plans do not clearly record sufficient information on learners' development needs in literacy, numeracy and language, for the subject tutor to be able to support them effectively. Although progress reviews take place at the end of each term, this is not frequent enough for some learners, particularly relating to short-term targets. Recorded feedback is not sufficiently evaluative to allow effective action to be taken.

111. There is insufficient development of work experience for learners. As part of the programme, a few learners attend a period of work placement within the college or with external employers. This allows the learners to apply their developing skills in a work context beyond the business centre. Learners benefit from this experience and appreciate the opportunity to challenge themselves and to develop greater independence at work. However, there are too few work placements. Some of the placements are not structured or sufficiently integrated into the individual learning programme. Employers are not routinely informed of their responsibilities and specific contribution towards the learners'

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vocational programme. Tutors and assessors do not monitor learners' work on placement sufficiently. Greenbank has recognised this weakness and has developed a series of work-experience guidelines for learners and employers to provide a clearer structure for work experience. However, at present, there are too few staff to implement the new guidelines effectively or to identify additional placements. Greenbank has also initiated a series of external visits to local employers to supplement work experience. For example, learners are planning to visit a local stationers to see how orders placed by the business centre are processed.

Leadership and management

112. Overall, the curriculum is satisfactorily managed. Greenbank provides a good range of NVQs in administration and customer service, from level 1 to level 3. The range of programmes has recently been expanded to provide learners with good opportunities for progression. Good use has been made of additional external funding to improve resources for learners.

113. There is a satisfactory system in place for supporting learners' development needs in literacy, numeracy and language. Where learners' needs are identified, they are given additional help, but staff in the business area are not regularly updated on their learners' progress.

114. Equality of opportunity is satisfactory. Learners have a good understanding of the subject. It is introduced thoroughly at induction, and tutors regularly reinforce learners' awareness in teaching sessions. Teaching rooms are well adapted to learners' needs. For example, height-adjustable desks have been installed to help those learners who use wheelchairs.

115. Assessment and internal verification meets national awarding body standards. There are clear sampling plans and regular recorded standardisation meetings between the assessor and internal verifier. Learners have a satisfactory understanding of the NVQ process.

116. Although managers have identified areas for improvement, actions to deal with weaknesses and improve quality have not been fully implemented. For example, demand for programmes in this area has grown rapidly, and staffing and physical resources are too limited. This has been recognised by managers and an additional appointment is now planned. The use of additional rooms are also planned.

117. Data is not used well to improve quality. Information on retention and achievement rates is routinely recorded, but managers do not use the information effectively to set clear targets for improvement.

118. Greenbank has a satisfactory self-assessment process. Tutors in administration and customer care are involved in the self-assessment process and contribute to the report. The self-assessment report identified most of the strengths and one weakness identified by inspectors. However, it also identified a number of strengths which were no more than normal practice. Inspectors gave the same grade as that identified in the self-assessment report.

