

# REINSPECTION REPORT

## **Manchester LEA Reinspection**

**19 May 2006**



ADULT LEARNING  
INSPECTORATE

## Grading

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

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

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.*

## 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
- **learndirect** 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.
- adult information, advice and guidance services (**nextstep** )

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

# **REINSPECTION REPORT**

## **Manchester LEA Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Manchester City Council (the city council) provides first step, adult and community learning, and opportunities for employment and training through its adult education service, Manchester Adult Education Service (MAES), or the service. MAES was inspected in March 2005. In 2003-04, it ran 1,941 further education and 856 adult and community learning courses across the city in 19 dedicated adult learning centres and over 220 community venues, including schools and community centres. In 2004-05, MAES attracted over 36,000 enrolments and over 15,500 learners. Thirty-four per cent of learners are from minority ethnic groups compared with a city population average of 19 per cent. Fifteen per cent of learners describe themselves as having a disability and 8.6 per cent describe themselves as having a learning difficulty. A high priority is given to provision that widens participation and engages learners and employees not traditionally involved in learning, particularly in the most deprived Manchester wards.

2. In 2004-05, 10 per cent of provision was subcontracted to other providers. This provision enables MAES to enrol learners from many groups in the community, such as those recovering from drug and alcohol-related problems and learners from the Chinese community.

3. The management structure of the service has been reorganised since the previous inspection. MAES is managed through a senior management team led by the acting head of service. A number of other senior posts are also temporary and the current structure is waiting confirmation. MAES is delivered through five learning zones covering different parts of the city. Reports on MAES are made to the education department's strategy and performance team, the chief education officer's strategic management team and to the city council's scrutiny committee. The acting head of service takes the lead on the self-assessment process. MAES involves learners, partners and subcontractors in the self-assessment process.

### SCOPE OF PROVISION

#### Information & communications technology

4. A wide range of information and communications technology (ICT) courses is held throughout MAES. Skills are gained in word processing, spreadsheets, databases, e-mail and internet use. So far this academic year, there are 2,866 enrolments on 321 courses, compared with 3,513 enrolments on 436 courses last year. Approximately 35 per cent of learners are men and 18 per cent are over 60. Twenty-six per cent of learners are from minority ethnic groups. Over two-thirds of the 321 courses run for more than 60 hours. Over 90 per cent of courses lead to a nationally recognised qualification. Most courses run from September to early July, with learners attending for two to two-and-a-half hours a week. Most learners begin in September but they can usually join at any time of the year if there are spaces. The ICT programmes are managed by a senior curriculum co-

ordinator with the assistance of seven team leaders, of whom three work part time. Courses are held in more than 50 venues throughout the city including MAES's adult learning centres, schools, community centres and libraries. Five partner organisations also offer ICT courses on behalf of MAES. These work mainly with specific groups of learners such as minority ethnic learners, women, ex-offenders, and alcohol and drug misusers.

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

5. MAES offers a variety of sport, leisure and hospitality courses. In 2005-06 there were 626 learners. All courses are non-accredited and include yoga, tai chi, qi gong, keep fit, food and fitness. Some courses are targeted at specific groups such as black and minority ethnic communities, women, and those aged over 50. Learners enrol on courses for health improvement, personal development and social benefits. Provision is offered during the daytime and evenings on weekdays at 24 venues which include community centres, residential homes, church halls and senior citizen centres. Courses mainly last between 10 and 12 weeks with some one-day tasters. In 2004-05, there were 1,426 enrolments from 1,289 learners. At the time of reinspection there were 1,115 enrolments on courses offered in 2005-06. The service is managed and delivered in five learning zones by two managers, three team leaders and 13 part-time tutors. Forty-three learners benefit from financial support from the service. Twenty-seven per cent of learners declare a learning disability and 9 per cent have a learning difficulty. Most tutors' work contracts are for between two and eight hours a week and some work at more than one centre.

### **Humanities**

6. MAES offers level 2 and access to higher education courses in the north, centre and south of the city. Learners are able to choose between sociology, psychology, history, cultural studies, English and study skills, social sciences and criminology. One course is for women only. In adult and community learning, courses are available in local history, community and personal history and current affairs. There are 257 learners enrolled on 44 courses. Seventy-four per cent of learners are women, 30 per cent are aged between 30 and 39 years of age, 25 per cent are aged over 60 years and 24 per cent are from minority ethnic groups. The programmes are advertised widely through leaflets in the Manchester area and through the city council's intranet site. There are currently six full-time staff and four part-time staff delivering humanities programmes.

## Foundation programmes

7. MAES offers English for speakers of other languages (ESOL) classes from entry level to level 2 in 28 community and workplace venues across the city. It works with three franchised partners - Wai Yin Chinese Women's Organisation, UK College of Arts and Technology and Chorlton Workshop - which deliver ESOL classes in the community. The remainder of the provision is taught directly by the provider's staff. A total of 2,088 learners are enrolled in 808 classes, with 68 per cent being women. In 2004-05, there were 1,901 learners. Classes are provided during the day and in the evenings. Some community and workplace classes are provided at weekends. All daytime learners are encouraged to attend for eight hours each week. Evening learners attend for two or four hours a week. The classes run for 34 weeks. The ESOL team consists of one full-time manager, one senior curriculum co-ordinator, 10 team leaders who also teach, and seven full-time tutors, plus two tutors job-sharing a full-time post, and 55 part-time tutors.

8. Literacy and numeracy provision comprises 172 courses on 27 sites and community venues across the city. Twenty-four of the courses are delivered under partnership arrangements with other organisations. In the current year so far, there have been 3,645 enrolments by 1,474 learners. Seventy-three learners receive dyslexia support. Forty-one per cent of learners are from minority ethnic groups, 37 per cent are men and 25 per cent have a declared disability. Each course runs for a term and learners attend for two hours each week. Courses are available at pre-entry level, entry level 1, entry level 2, entry level 3, level 1 and level 2. National testing is available at levels 1 and 2. There are two courses available through the Open College Network in creative writing and looking at language. Eight full-time and 33 part-time staff are employed in the literacy and numeracy provision.

9. MAES provides independent living and leisure courses for learners with learning difficulties and disabilities at pre-entry and entry levels at six main sites and two community venues throughout the city. The pre-entry and entry level courses are now located in the literacy and numeracy, ICT and visual arts areas of learning. Learners have opportunities to progress from pre-entry to entry level and higher-level courses. Two hundred and twenty-three learners are enrolled on 34 courses at pre-entry or entry level and 147 learners are enrolled on 28 courses run in partnership with mental health, social care and adult care organisations. Most learners receive additional learning support. Eleven per cent of learners are from minority ethnic groups, 53 per cent are women and all learners have learning difficulties or disabilities. The courses run for between two and four hours each week. Approximately 50 per cent of courses are accredited. There are six full-time staff, one externally funded tutor, 22 hourly paid tutors and nine support staff working on the programmes. The programmes are managed by three senior co-ordinators and four team leaders.

## ABOUT THE REINSPECTION

Number of inspectors	15
Number of inspection days	71
Number of learners interviewed	436
Number of staff interviewed	231
Number of employers interviewed	4
Number of subcontractors interviewed	8
Number of locations/sites/learning centres visited	57
Number of partners/external agencies interviewed	32
Number of visits	5

## OVERALL JUDGEMENT

10. At the previous inspection in March 2005, the provider's leadership and management and quality assurance were unsatisfactory, while arrangements for equality of opportunity were satisfactory. Provision was good in business administration, management and professional and in family learning, satisfactory in sciences and mathematics, in health, social care and public services, in visual and performing arts and media, and in English, languages and communications. Provision was unsatisfactory in ICT, hospitality, sport, leisure and travel, humanities and foundation programmes. Inspectors confirmed that MAES has maintained the quality of its provision in the areas graded as satisfactory or better. At the end of the reinspection process, all aspects of the provision reinspected are satisfactory or better.



## GRADES

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

Grades awarded at previous inspection

<b>Leadership and management</b>	<b>4</b>
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

<b>Sciences &amp; mathematics</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Mathematics</b> - Adult and community learning	156	3

<b>Business administration, management &amp; professional</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Teacher/trainer awards</b> - Adult and community learning	86	2

<b>Information &amp; communications technology</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Adult and community learning	2493	4

<b>Hospitality, sport, leisure &amp; travel</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Hospitality and catering</b> - Adult and community learning	189	None
<b>Leisure, sport and recreation</b> - Adult and community learning	917	4

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<b>Health, social care &amp; public services</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Care</b> - Adult and community learning	660	3
<b>Early years</b> - Adult and community learning	464	3

<b>Visual &amp; performing arts &amp; media</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b> - Adult and community learning	2068	3
<b>Other contributory areas</b> - Adult and community learning	572	3

<b>Humanities</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Other contributory areas</b> - Adult and community learning	303	4

<b>English, languages &amp; communications</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Languages</b> - Adult and community learning	1733	3

<b>Foundation programmes</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>ESOL</b> - Adult and community learning	1901	4
<b>Community learning</b> - Adult and community learning	180	2
<b>Literacy and numeracy</b> - Adult and community learning	1211	3
<b>Independent living and leisure skills</b> - Adult and community learning	335	4

<b>Family learning</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	618	2

*Grades awarded at reinspection*

<b>Leadership and management</b>		<b>2</b>
Contributory grades:		
Equality of opportunity		2
Quality assurance		2

<b>Information &amp; communications technology</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b>		
- Adult and community learning	2866	3

<b>Hospitality, sport, leisure &amp; travel</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Leisure, sport and recreation</b>		
- Adult and community learning	626	3

<b>Humanities</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Other contributory areas</b>		
- Adult and community learning	257	2

<b>Foundation programmes</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>ESOL</b>		
- Adult and community learning	2088	3
<b>Literacy and numeracy</b>		
- Adult and community learning	1474	2
<b>Independent living and leisure skills</b>		
- Adult and community learning	223	3

## KEY FINDINGS

### Achievement and standards

11. In ICT learners make good progress towards achieving their personal learning goals. They gain skills in basic computer applications and value the development of social and personal confidence. They use these skills in the workplace and at home. The standard of learners' work is satisfactory.

12. Pass rates of learners on humanities courses are good and in many classes attainment is high and learners' written work is of a high standard. Learners demonstrate relevant analytical, research and communication skills and make appropriate use of technical terms and vocabulary. Learners also increase their self-confidence and self-esteem, and many learners on access courses progress to higher education.

13. Learners, particularly older learners, gain good health and social benefits from attending classes in sport and leisure. These benefits have a significant effect in raising the quality of learners' lives. Many learners improve their personal confidence levels and self-esteem, while others make new friends and value the opportunity to get out of their homes. However, there is insufficient clarity and consistency in the identification and recording of achievement on non-accredited courses.

14. In ESOL courses, achievement in speaking and listening is good. Learners develop competence in language skills and gain in confidence. There is good progression to employment and other courses. Learners use their language skills to help their children and are able to communicate with teachers in schools and customers in the workplace.

15. The standard of learners' work in literacy and numeracy is consistently high and learners take pride in their achievements. Learners' social skills are enhanced alongside their literacy and numeracy skills. Many learners increase their self-esteem, are more confident and develop an interest in continuous learning.

16. Learners' attainment on non-accredited independent living and leisure courses is good. Learners improve their existing skills and learn new ones. They develop good personal skills and increase in confidence. However, it is too early to measure the achievement of learners on accredited courses.

### Quality of education and training

17. In ICT, tutors make effective use of a number of effective teaching strategies, including group work, which involve the learners in their own learning. Classes sizes are small and learners receive satisfactory support.

18. In humanities, lively teaching engages learners. Lessons are carefully planned, classroom management is good and staff and learners develop professional and supportive relationships which promote learning. Many learners enjoy learning

independently and continue their studies at home.

19. **Teaching is good in sport and leisure.** Lessons are very well prepared and well paced, with a good variety of learning exercises and activities that meet learners' individual needs. In the better lessons, tutors are highly skilled and inspirational and communicate very well with learners. Learners benefit from individual instruction to improve their posture and exercise techniques.

20. **Teaching and learning are good in literacy and numeracy classes.** Well-prepared lessons are designed to suit learners' needs. Tutors are highly skilled at devising imaginative teaching and learning methods. They are enormously enthusiastic and motivational, and their feedback and comments are motivational and encouraging. Learners are enthusiastic and well motivated.

21. In ESOL and independent learning and leisure courses, not enough teaching is better than satisfactory. In better sessions, tutors use a variety of activities to develop skills and interact well with learners in classes. However, **in some sessions there is too little variety of activity and too little to challenge the more able learners**, while some learners are unable to meet the demands placed upon them. **In ESOL there are insufficient checks for accuracy in language use, both in speech and writing.**

22. Learners receive appropriate pre-course information, advice and guidance to point them effectively to appropriate courses. On sport and leisure classes, all learners have a pre-course health screening check. Guidance on progression to more advanced courses or to other organisations is given during the year. Information, advice and guidance workers make regular visits to foundation classes to provide guidance on further courses.

23. Resources are satisfactory. Tutors are appropriately qualified and experienced. Accommodation is generally fit for purpose and mostly provides adequate access for learners with restricted mobility. Teaching and learning resources meet learners' needs. In yoga classes, good use is made of a range of equipment and many tutors make good use of music to create an appropriate environment. Most ICT rooms have either a data projector or an interactive whiteboard and computers are generally fit for purpose. Some accommodation in community venues is cramped and learners on literacy and numeracy courses have insufficient access to ICT.

24. Initial assessment is satisfactory, but **insufficient use is made in ICT of the results of initial assessment to plan learning.** All learners have individual learning plans, **but for learners on humanities, ESOL, and independent living and leisure skills courses, information from individual learning plans is not used consistently to plan teaching to meet individual needs.**

25. MAES has developed very effective partnerships with a range of organisations which enable learners to attend classes and access learning. **Partnerships are particularly effective in foundation programmes.** ESOL classes are delivered in outreach centres in all learning zones. Learners value the local provision. Classes take place at weekends, and

ESOL and literacy and numeracy classes are held in the workplace at times to accommodate employed learners' shift patterns. Most learners with learning difficulties and disabilities are referred to MAES by partner organisations.

26. There is a good range of literacy and numeracy provision but **in humanities there are too few courses that learners can use as a stepping stone into the pre-access and access to higher education programmes.** In hospitality, sport, leisure and travel, the range of courses is limited and has declined since the previous inspection. There are few courses in hospitality or cooking. ICT learners have insufficient access to advanced courses and **learners on independent living and leisure skills courses do not have sufficient opportunities to improve their literacy and numeracy competences.**

27. MAES has greatly improved the management of the curriculum. **Curriculum management is highly effective in ESOL, ICT and humanities, and good in literacy and numeracy.** Communications are effective, good practice is shared, and staff are well managed and supported. **There is insufficient specialist curriculum leadership and management in hospitality, sport, leisure and travel.** The development plan in this area does not prioritise improving health and citizenship, and the number of courses and locations has reduced. There are too few measurable targets to bring about improvement and there is insufficient use of data to guide planning and to widen participation.

### Leadership and management

28. **Leadership and management of the service are good** and have significantly improved the way in which MAES delivers its services to the communities of Manchester. All provision is now satisfactory or better. Roles, responsibilities and accountabilities are clear. Staff are well informed and the post-inspection action plan has been rigorously implemented. The three-year development plan is very detailed and clearly focused on strategic objectives. **The city council's overview of the service is very effective.** City council managers and members actively monitor and support the developments.

29. **Staff development is good and well managed.** MAES has raised staff skills and contributed significantly to the overall improvements in the service, particularly in teaching and learning. However, the effect of the equalities staff development programme is not systematically monitored.

30. MAES successfully engages with employers to deliver courses in the workplace and has a number of franchise partnerships which successfully engage hard-to-reach and disadvantaged learners. Systems for managing franchise partners are now improved but there is currently no service level agreement which clearly outlines the roles and responsibilities of each partner.

31. Financial management is satisfactory. The provision is relatively costly but this reflects the nature of the learners that the service is targeting and trying to attract into learning. Plans are being developed to increase class sizes. The value for money is

satisfactory.

32. **MAES very successfully provides and manages resources to promote and enable access to learning.** Learners receive very good support, including transport, resources, childcare and additional learning support, which enables them to access learning. Learner support funds and additional support for learners are well publicised and managed. The service responds quickly to learners' requests and learners' achievement has improved following receipt of support funds.

33. Crèche and child-minding facilities for learners are impressive. During the inspection week, 55 crèches were in use by learners. MAES also pays for childminders when crèches are full or the location is not convenient. A crèche manager effectively co-ordinates crèches across the whole of the provision to ensure access and meet learners' demand. A team of guidance workers provides good information, advice and guidance for learners.

34. **MAES makes effective use of partnerships to widen participation.** Area managers use these strong partnerships to carry out consultation with local communities and provide classes locally for elderly people, people with mental health needs, people living in sheltered accommodation, learners from the Pakistani and Chinese communities, lone parents and carers. Learners benefit from these partnership arrangements and gain confidence, skills and personal development.

35. **Quality improvement is good.** Staff understand and implement the detailed policies and procedures which are in place to assure all aspects of delivery, management and control of the service's activities. A published calendar of quality improvement activities co-ordinates well with the service's other planning cycles and activities. A detailed chart covering all aspects of the learners' journey is used to monitor and to improve the quality of the service to learners. The service uses a range of consultation processes to provide feedback and to receive suggestions for improvements.

36. The processes for improving the quality of teaching and learning are successful. Quality standards for teaching and learning have been agreed and shared at staff development events. Observation is frequent and rigorous, outcomes are monitored, and targets are set for improvement. The inspection observation grade profile exactly matches the most recent service profile. However, there is still insufficient good or outstanding teaching.

37. The assessment of accredited programmes is satisfactory. The process for recording achievement in non-accredited provision is much improved but in some areas is still under-developed. In hospitality, sport, leisure and travel, there is insufficient clarity and consistency in the identification and recording of achievement on non-accredited courses. **For independent living and leisure skills learners, the recognition and recording of progress and achievement is inaccurate** because tutors are inconsistent in how they identify and record achievement of learning goals on individual learning plans.

38. Access to and use of data is satisfactory. Management information system and data

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are accurate, reports are circulated promptly and all managers have access to data on the intranet. Data is used effectively to remove barriers to learning and engage non-traditional learners. However, data is not used sufficiently in hospitality, sport, leisure and travel. Data is available on numbers of new learners and performance by learner intake but this is not used. Data systems do not always flag new learners in all areas and are not always used to identify and monitor learners' progression. Not all curriculum teams use data to follow trends in the performance of specific groups.

39. Self-assessment is rigorous and detailed. Senior curriculum co-ordinators manage the course review and evaluation process that identifies strengths and weaknesses. Cross-service provision is also self-assessed by the teams responsible for the area. Quality improvement plans are developed using the findings in the self-assessment. Feedback from learners and other stakeholders is used. A range of internal and external reviews is used to validate the final self-assessment report.

### **Leadership and management**

#### **Strengths**

- good leadership and management to bring about improvement
- very effective overview of the service by city council officers
- good and well-managed staff development
- good provision and management of resources to promote and enable access to learning
- very good use of partnerships to widen participation
- good quality improvement

#### **Weaknesses**

- insufficiently developed process for recording achievement in non-accredited provision in some areas

### **Information & communications technology**

#### ***Using IT***

##### *Strengths*

- good progress towards achieving personal learning goals
- very effective curriculum management

##### *Weaknesses*

- insufficient use of the results of initial assessment
- low success rates in accredited programmes in 2004-05



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

### ***Leisure, sport and recreation***

#### *Strengths*

- good health and social benefits, particularly for older learners
- good teaching

#### *Weaknesses*

- insufficient clarity and consistency in the identification and recording of achievement on non-accredited courses
- insufficient specialist curriculum leadership and management

## **Humanities**

### ***Other contributory areas***

#### *Strengths*

- good pass rates on the access to higher education courses
- high levels of attainment in many classes
- good, lively teaching that engages learners
- good support for learners
- very effective curriculum management

#### *Weaknesses*

- inconsistent use of individual learning plans to monitor learners' progress
- very limited entry-level provision

## **Foundation programmes**

### ***ESOL***

#### *Strengths*

- good in-year achievements in speaking and listening
- good support for learners
- very effective partnerships with community and employer organisations
- highly effective curriculum management to secure improvements

#### *Weaknesses*

- not enough development of writing skills
- insufficient checks for accuracy in language use
- inconsistent use of individual learning plans to plan teaching

### ***Literacy and numeracy***

#### *Strengths*

- good teaching and learning
- excellent support for learners
- good range of provision to meet learners' needs
- good curriculum management

#### *Weaknesses*

- insufficient access to ICT resources for literacy and numeracy skills learners

### ***Independent living and leisure skills***

#### *Strengths*

- good development of personal and practical skills and confidence
- very good support for learners
- very effective partnerships to widen participation
- improved curriculum organisation

#### *Weaknesses*

- insufficient planning of individual learning
- insufficient established literacy and numeracy skills

## Language of the Adult and Community Learning Sector

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

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

## Other terms used in Adult and Community Learning

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

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

## DETAILED REINSPECTION FINDING

### LEADERSHIP AND MANAGEMENT

Grade 2

#### Strengths

- good leadership and management to bring about improvement
- very effective overview of the service by city council officers
- good and well-managed staff development
- good provision and management of resources to promote and enable access to learning
- very good use of partnerships to widen participation
- good quality improvement

#### Weaknesses

- insufficiently developed process for recording achievement in non-accredited provision in some areas

40. Senior managers at MAES provide good leadership to manage and achieve major changes to the way in which MAES delivers its services to the communities of Manchester. Effective action has been taken to bring about improvement. A clear, well-structured management team with line management roles and responsibilities provides clear leadership and communication to all staff. However, this management structure has not yet been confirmed by the city council, several positions are temporary and a number of key management roles are currently filled by consultants. Staff are well supported and are managed effectively. Staff at all levels of the organisation understand and are involved in the actions being taken to achieve the targets on the post-inspection action plan and bring about improvement. The detailed post-inspection action plan clearly links identified weaknesses to actions needed to remedy them. Regular and thorough monitoring at all levels of the organisation ensures that the progress being made is followed in detail. Many key processes have undergone radical reform and now function effectively. These include the process for observation of teaching and learning, policies and procedures to quality assure and improve the provision, and staff guidance and support. Curriculum management was identified as a weakness at the previous inspection but is now good.

41. The city council's overview of the service is very effective. A formal reporting structure is in place where senior managers and the head of service report to council managers. Formal and scheduled meetings as well as additional issue-specific meetings take place. Annual goals are set and monitored monthly. Progress and policies are reviewed critically but positively by an executive members group. Elected members monitor and provide effective input to service developments at appropriate times in the process. Weekly meetings take place with the council portfolio holder who is an elected city council member. This support has contributed to the success of the service.

42. The good and well-managed staff development has raised staff skills and contributed significantly to the overall improvements in the service. It has been given greater importance since the previous inspection and is more focused on organisational needs and priorities. A dedicated professional development unit provides very effective co-ordination and management of a wide range of staff training and professional development events. Records of which staff attend training events are kept, line managers are informed and effective follow-up takes place. Staff development events are closely linked with the improvements identified in the post-inspection action plan or with staff members' individual needs. Recent staff training has included observation of teaching and learning, use of data, and the use of individual learning plans. All part-time staff are allocated a 10-hour paid allowance to attend staff training and development events. This encourages them to attend. The professional development unit links closely with the teacher training department. Both units are active in developing standardised approaches to the format for schemes of work and individual session plans. Managers evaluate the success of this training and the effect it has on the work of the service.

43. MAES is successfully engaging with employers to deliver courses in the workplace which meet the needs of employers and learners. There are a number of franchise partnerships which successfully engage hard-to-reach and disadvantaged learners. Systems for managing franchise partners are now improved and include monitoring the quality of provision as well as auditing the systems and processes. The quality of teaching by franchise partners has improved. However, there is currently no service level agreement which clearly outlines roles and responsibilities of each partner. The contract for 2006-07 has been revised and has clear criteria but has not yet been negotiated with partners. Planning is currently taking place with partners to meet the needs of local communities to ensure progression routes, but there is no clear strategy for all partnerships. Information on learners' progression routes and the engagement of new learners is not used to evaluate success.

44. As identified at the previous inspection, the three-year development plan is very detailed and clearly focused on strategic objectives. Targets are set in relevant areas and these are often identified at the level of the learning zones into which the service divides its provision. The plan provides a detailed reasoning for the curriculum offer. Health and safety is covered effectively. Satisfactory policies and procedures for staff recruitment and human resource management are in place.

45. Financial management is satisfactory. The latest Learning and Skills Council financial report indicates unqualified financial status for the service. Over the past year a significant over-spend was accepted by the city council. A proportion of this was set against extra staff and consultancy costs to support the service while undergoing reinspection. The service recognises that provision is relatively costly but that this reflects the nature of the learners they are targeting and trying to attract into learning. Plans are being developed to increase class sizes and reduce costs. The value for money is satisfactory.

**Equality of opportunity****Contributory grade 2**

46. MAES provides very good support for its learners, including transport, resources, childcare and additional learning support, which enables them to access learning. Learner support funds and additional support for learners are well managed. Support funds are well publicised and learners know how to access them. Funds are targeted to support disadvantaged learners and data is analysed to enable managers to monitor the success of these activities and the effective use of the funds. Learners who receive this financial support are more likely to stay on courses and to succeed. The service responds quickly to learners' requests for bus passes, dictionaries and crèche facilities. Overall, crèche facilities for learners are impressive. During the reinspection week there were 55 crèches in use by learners. MAES also pays for childminders when crèches are full or where the location is not convenient, to enable learners to attend classes. A crèche manager effectively co-ordinates crèches across the whole of the provision to ensure access and meet learners' demand. A team of guidance workers provides good information, advice and guidance by working with learners before enrolment and during their course. MAES provides good support for learners with dyslexia.

47. As identified at the previous inspection, MAES makes effective use of partnerships to widen participation. These are guided by clear strategies for widening participation. Through these strong partnerships, courses are provided for elderly people, people with mental health needs, people living in sheltered accommodation and learners from the Pakistani and Chinese communities. MAES works closely with Sure Start in providing a wide range of learning opportunities for lone parents and carers. Learners benefit from these partnership arrangements and gain in confidence, skills and personal development. Area managers use these strong partnerships to carry out consultation with local communities. In addition to using its own venues across the city, MAES works collaboratively with a wide range of community groups to deliver courses in local venues. However, some of these venues have poor accommodation with small rooms and inadequate lighting. A comprehensive survey of accessibility and an action plan have been completed to bring about improvements.

48. Local managers use data effectively to remove barriers to learning and engage non-traditional learners. Targets are set to improve the participation of under-represented groups and these targets are monitored and used to guide future planning. Data is available on numbers of new learners and performance by learners' intake, but the service does not use this to monitor performance.

49. A wide range of staff development opportunities is available in equality of opportunity. Some training is compulsory, including training on the Disability Discrimination Act 1995 and the Race Relations (Amendment) Act 2001. MAES recently formed a disability training partnership with local further education colleges to audit training needs and commission joint training. The effect of the equalities staff development programme is not systematically monitored.

50. Most learners have a good understanding of the complaints procedure, which is covered at induction and through learners' reviews. Learners' completion of induction is



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monitored centrally. Learners' complaints are monitored, and 96 per cent have been satisfactorily resolved. However, some complaints are not used as an opportunity to bring about change.

51. MAES uses a wide range of publicity and marketing methods aimed at widening participation. These include local radio, taster events, displays and making use of its partnerships. Some of the marketing material is available in community languages. The service has recently consulted with a group of learners with disabilities and learning difficulties to improve its publicity material and to make it more accessible. However, the main course prospectus is not available in community languages and is complex.

52. The selection and recruitment of staff is satisfactory. MAES follows the city council's procedures which are clearly laid out.

### **Quality assurance**

### **Contributory grade 2**

53. The quality improvement of the provision in MAES is good. Managers have prioritised actions to improve the weak quality assurance processes identified at the inspection. Detailed policies and procedures are in place to assure all aspects of delivery, management and control of the service activities. The quality and curriculum group is very effective in overseeing and monitoring the quality systems and in developing and revising the policies and procedures. Staff understand the policies and line management roles and responsibilities and implement the procedures effectively to ensure that learners receive as good an experience as possible. The quality improvement framework incorporates a calendar of key activities and events, and is linked and co-ordinates well with the service's other planning cycles and activities. A detailed chart covering all aspects of the learners' journey is used to monitor and to improve the quality of the service to learners. A range of consultation processes is used to provide feedback and to receive suggestions for improvements. Good use is made of these and the service responds effectively. Posters and newsletters are used to inform learners of how the service responds to their comments and suggestions.

54. A very effective process for the observation of teaching and learning is now used by the service and has been instrumental in improving the quality of teaching and learning. Staff are trained to observe and to provide constructive feedback. Observation is frequent and rigorous, outcomes are monitored and targets are set for improvement. Quality standards for teaching and learning have been agreed and shared at staff development events. Tutors who receive an unsatisfactory observation outcome are given support and guidance. Good use is made of advanced teaching practitioners, as mentors and examples of good practice. A capability process is effective in dealing with continuing unsatisfactory staff performance. The proportion of unsatisfactory teaching has declined significantly but there is still too little good or outstanding teaching in some curriculum areas. The inspection observation grade profile exactly matches the most recent service profile.

55. Self-assessment is rigorous and thorough. Senior curriculum co-ordinators manage the course review and evaluation process that identifies strengths and weaknesses

against the key questions of the Common Inspection Framework. These are collated, resulting in a self-assessment of the area of learning. Quality improvement plans are developed using the findings in the self-assessment. Cross-service provision is also self-assessed by the teams responsible for the area. Learners' feedback as well as feedback from other stakeholders and awarding bodies is incorporated into the report. A range of internal and external reviews is used to validate the final report. Since the previous inspection, MAES has made use of a very detailed post-inspection action plan. This plan focuses very effectively on quality improvement to remedy the identified weaknesses.

56. The process for recording achievement in non-accredited provision in some areas is insufficiently developed. The assessment of accredited programmes is satisfactory and meets awarding body requirements. Non-accredited provision makes use of processes for recognising and recording progress and achievement to monitor and measure achievement and success of identified learning goals. Not all areas are consistent in how they identify and record achievement of learning goals on individual learning plans. Although training has been provided for staff, not all tutors understand how to measure achievement on non-accredited courses. The process of checking the signing off of achievement and success on registers is not rigorous enough in some cases.

57. The service's access to and use of data is much improved and is satisfactory. A wide range of reports is produced for teams and groups to enable staff and managers to scrutinise performance. These reports are used well by the groups to identify continuing weaknesses and improvements. A data forum has been effective in supporting staff to improve their understanding and use of data. The service is also investing in an additional software package to assist in financial analysis. An in-house developed database will be used to maintain an overview of staff training and qualifications. However, data systems do not always flag new learners in all areas and is not always used to identify and monitor learners' progression. Not all curriculum teams use data to follow trends in the performance of specific groups.

## AREAS OF LEARNING

### Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Adult and community learning	2866	3

#### **Using IT**

##### *Strengths*

- good progress towards achieving personal learning goals
- very effective curriculum management

##### *Weaknesses*

- insufficient use of the results of initial assessment
- low success rates in accredited programmes in 2004-05

### **Achievement and standards**

58. Learners make good progress towards achieving their personal learning goals. They gain skills in basic computer applications including word processing, spreadsheets and databases. Learners value their development of social and personal confidence and use these skills in the workplace and at home. Some learners progress into jobs using the skills they have gained, and some learners use the ICT skills they acquire to improve their performance in the workplace. One learner used the database skills acquired to improve access to a local history project and another developed his ability to help his children with homework.

59. Standards have been maintained and the standard of learners' work is generally satisfactory. During the inspection, attendance was satisfactory at 74 per cent.

60. In 2004-05 success rates in accredited courses were low. This weakness was recognised in the self-assessment report. In basic computer literacy courses with significant numbers of learners, 48 per cent successfully achieved their intended outcome, and in the examination-based qualification in information technology the success rate was 34 per cent. Success rates in non-accredited courses for the same year were satisfactory. However, there has been an improvement in the current year. More effective advice and guidance has been introduced. There are now fewer learners on inappropriate courses. Most accredited courses have not completed but pass rates for individual modules is satisfactory and the retention rate in the current year has improved to 80 per cent.

## Quality of education and training

61. The standard of teaching is satisfactory. Since the previous inspection there has been an increase in the variety of teaching methods used. Tutors now make effective use of a number of effective teaching strategies, including group work, which involve the learners in their own learning. There is a greater emphasis on learning outcomes and these are often shared with learners at the start of lessons. The better sessions encourage learners to take responsibility for their learning and summarise learning effectively. Some sessions have insufficient reinforcement of learning, while other sessions contain too much tutor-led discussion and insufficient opportunities for learners to practise skills. Some sessions contain clear explanations of concepts but other sessions display a lack of clarity. Most lessons observed were satisfactory.

62. Courses are now effectively matched to the needs of learners. Tutors carry out an initial interview to identify ICT skills and guide learners to appropriate courses. Informal discussions are held with tutors to assess learners' ICT skills. The monitoring of learners' progress is satisfactory. Since the previous inspection, individual learning plans have been improved and now contain clear targets which are reviewed regularly. Tutors use individual learning plans effectively to monitor progress and learners also carry out self-assessment at the end of each session. Some tutors continue to monitor learners' progress and recommend more appropriate courses, but others do not. Some learners have insufficient access to advanced courses.

63. Individual support for learners is satisfactory. Learners appreciate the personal support of tutors and make use of other support available in the form of facilities such as a crèche and access to computers outside teaching time.

64. Resources for teaching have improved since the previous inspection and are now satisfactory. Most rooms have either a data projector or an interactive whiteboard and computers are generally fit for purpose, although some computers are unable to make the best use of video clips. Most rooms are comfortable and well decorated, but some venues are too small or badly ventilated. Handouts and workbooks are mostly suitable for their purpose, but learners with literacy needs find some material difficult to use.

65. Insufficient use is made of the results of initial assessment. This weakness is identified in the self-assessment report. All learners receive an initial assessment for literacy but the outcomes of these assessments are not always acted upon. Information from the initial assessment is not always passed on to the tutor, and there is insufficient provision in lesson plans and schemes of work to create opportunities to support any needs which have been identified. In some classes, learners struggle to understand the workbooks. Some tutors provide informal support, while others are not sufficiently clear about the support needs of learners. A more rigorous system of meeting literacy support needs is being developed but it is too early to assess the effect of this.

## **Leadership and management**

66. Curriculum management is very effective. Since the previous inspection the service has taken steps to deal with the areas in which improvement was needed. Tutors are observed more regularly and action plans are produced. These plans are closely monitored. Team leaders act as mentors to staff to help them achieve identified action points. A wide variety of staff development activities are offered which most tutors attend. These activities take place at different venues on different days and times to maximise the opportunities for staff to attend. These activities include training in the use of active learning techniques and the use of individual learning plans to support learners more effectively. There is good communication between managers and tutors through e-mail, newsletters and face-to-face meetings. There are regular meetings to share good practice. Good-quality resources are produced on CD-ROM and distributed regularly to tutors who use the ideas in their teaching. Staff value this improved support.

67. Promotion of equality of opportunity is satisfactory. Venues and teaching rooms contain multicultural images and most have adequate disabled access. A book, written by staff, is available to assist learners with additional needs to make best use of technology. Data is used satisfactorily to plan improvements in curriculum provision, and further improvements are being made in this area. Internal moderation processes are used effectively. The self-assessment process is thorough and includes the views of learners and staff. It broadly matches most of the strengths and weaknesses identified by inspectors.

## Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b> - Adult and community learning	626	3

### ***Leisure, sport and recreation***

#### *Strengths*

- good health and social benefits, particularly for older learners
- good teaching

#### *Weaknesses*

- insufficient clarity and consistency in the identification and recording of achievement on non-accredited courses
- insufficient specialist curriculum leadership and management

## Achievement and standards

68. Learners, particularly older learners, gain good health and social benefits from attending classes. Approximately 70 per cent of learners are aged 50 or over. In all observed classes, learners were able to identify personal health and social benefits from attending classes which were having a significant effect in raising the quality of their everyday lives. Many learners also improve their personal confidence levels and self-esteem, while others make new friends and value the opportunity to get out of the home. Retention and attendance rates are satisfactory. In 2004-05 the average retention rate was 85.8 per cent and in 2005-06 it is 90.5 per cent. Managers regularly monitor attendance at classes during the inspection. The average attendance level in observed classes was 82 per cent.

69. Standards of learners' work and performance levels are satisfactory, which is consistent with the findings of the previous inspection.

## Quality of education and training

70. Teaching is good, and has improved significantly since the previous inspection. Most lessons observed during the reinspection were good or better. Tutors prepare their lessons very well and have benefited from the extensive support and training opportunities provided by the service to raise the quality of teaching and learning. Lessons are well paced with a good variety of learning exercises and activities that relate to the primary learning objectives. In the better lessons, tutors are highly skilled and inspirational and communicate very well with the learners. They emphasise the purpose

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and benefits of individual activities and demonstrate how to perform these well. Tutors are observant and provide individual instruction to improve learners' postures and exercise techniques. Tutors are very aware of learners' health and ability levels and many differentiate teaching activities and adapt exercises appropriately. For example, good use is made of chairs for learners with restricted mobility, low fitness levels and balance difficulties. Tutors make good use of additional teaching resources such as flip charts and whiteboards. In yoga classes, good use is made of bands, belts, blocks and model skeletons. Many tutors make good use of music to create an appropriate environment for the activities.

71. Tutors are vocationally experienced and qualified and most are qualified teachers. They are caring, supportive and sensitive to individual learners' abilities and needs. They spend time with each learner at the start of each course to identify their needs and aspirations. Pre-course health screening checks are completed with each learner. Tutors use this information to ensure the health and safety of learners by modifying activities according to their individual needs and health conditions. For example, learners with high blood pressure are not given exercises which require them to invert parts of their body. Satisfactory risk assessments are completed by tutors of the venues and the activities they do with learners.

72. The venues used to deliver courses and the resources available to support learning are satisfactory. For example, sufficient mats and blocks are available for yoga classes.

73. Pre-course information and advice is satisfactory. Learners find out about programmes from service prospectuses, local newspaper advertisements, course leaflets, individual centre brochures, the internet, tutors, advice and guidance staff who spend time working in local communities and by word of mouth. Many learners attend the occasional taster sessions and use this experience to decide which courses they would like to enrol on. The service learning support fund has provided financial assistance to 43 learners in 2005-06.

### **Leadership and management**

74. Achievement on non-accredited courses is not identified and recorded with enough clarity and consistency. Managers define achievement as the attainment of 80 per cent or more of learners' identified learning goals, but this definition is not used by tutors. Some of the learning outcomes and targets set are not sufficiently challenging for learners, while others are not precise enough and are difficult to measure, and staff use a variety of methods to record and measure learners' achievement. This is identified as an area for improvement by the service and development work is ongoing.

75. There is insufficient specialist curriculum leadership and management. Existing curriculum managers do not possess significant specialist knowledge of sports and leisure. A consultant has recently been employed but it is too soon to identify the effects of this appointment. The range of courses is limited and has declined since the previous inspection. There are few courses in hospitality or cooking. There is no accredited

provision and insufficient progression opportunities for learners. Most sport courses are for older learners but these are not available in all areas of the city. The plan for the future development of the curriculum area is not detailed enough. There are few specific measurable targets for improvement and insufficient use is made of data to guide planning and to widen participation. Managers have not identified the potential to address national, regional and local priorities for improving health and citizenship. Seventy-four per cent of learners in 2005-06 are repeat learners, some of whom have attended the same course for several years. Seventy per cent of learners are aged 50 or over and 82 per cent are women. The number of learners from Black and minority ethnic groups is low and has declined since the previous inspection. Some aspects of curriculum management have improved since the previous inspection. Measures to improve the quality of teaching and learning have been effective, communications between staff and managers are better, and staff skills and knowledge in this area have improved.

76. The self-assessment report is critical, evaluative and involves stakeholders. The judgements are broadly in line with those identified by inspectors.



**Humanities**

Humanities		2
Contributory areas:	Number of learners	Contributory grade
<b>Other contributory areas</b> - Adult and community learning	257	2

**Other contributory areas**

*Strengths*

- good pass rates on the access to higher education courses
- high levels of attainment in many classes
- good, lively teaching that engages learners
- good support for learners
- very effective curriculum management

*Weaknesses*

- inconsistent use of individual learning plans to monitor learners’ progress
- very limited entry-level provision

**Achievement and standards**

77. Pass rates on the access to higher education course have been maintained for the past three years and are good, with over 89 per cent of learners completing the course in 2004-05 gaining the full award. Pass rates on the pre-access course are satisfactory, with 78 per cent of completing learners in 2004-05 gaining full certification. Retention and attendance on all courses is satisfactory and has improved since the previous inspection.

78. Attainment is high in many classes. Learners demonstrate relevant analytical, research and communication skills and make appropriate use of technical terms and vocabulary. Most learners make good progress in their lessons and in many cases produce a high standard of written work. Learners produce clear, detailed portfolios of evidence and clearly understand the topics discussed. They also increase their self-confidence and self-esteem, often through working in groups or as members of teams. For example, in one access class a number of learners gained the confidence to develop advocacy roles in their local communities. In most lessons, learners discuss and debate issues in a confident manner. Sociology learners study theories of crime and deviance and analyse and evaluate these ideas through sharing experiences. They are then able to form their own conclusions and discuss and challenge those found in newspapers and on television. Learners enhance their practical skills. For example, learners on an access course develop presentational and research skills using ICT which are put to effective use in the completion of their course assignments.

## Quality of education and training

79. Humanities teaching is good, lively and engaging. Lessons are carefully planned, classroom management is good and staff and learners develop professional and supportive relationships which promote learning. Tutors are enthusiastic and very well motivated. They use a good variety of appropriate teaching methods to make the sessions lively and interesting. In one history class, the tutor devised a university challenge quiz to help learners memorise key historical events. Learners are highly motivated and keen to learn, and participate well in interesting discussions. They have good opportunities to contribute their own ideas through question-and-answer sessions. They work well in small groups and use case studies effectively to help them consider different aspects of relevant topics. Tutors set challenging tasks and successfully encourage learners to reflect on their experiences. Many learners enjoy learning independently and continue their studies at home. Learners speak very highly of the courses and the tutors and can effectively identify the knowledge and skills they have acquired. This has improved considerably since the previous inspection, when much teaching was judged to be unimaginative.

80. Learners on access and pre-access courses receive good support. They receive appropriate pre-course information, advice and guidance during enrolment sessions and later during the two-week course induction period. This process guides learners effectively to appropriate courses. Further guidance on progression is given during the year within tutorial sessions or through a booked individual session with a specialist guidance officer. Tutors and guidance staff have good links with local higher education institutions and learners are well supported and encouraged with their applications for further study. One group of social science learners enrolled on an introductory counselling course following help and encouragement from their tutor. Learners' individual needs are identified through an effective initial assessment process. Where a need for additional literacy, numeracy or language support is identified to help learners complete their programme successfully, it is readily met either through established or discrete provision. Learners appreciate the personal, pastoral and academic support available through tutorials and its contribution to their good progress in learning. Learners value the way staff give freely of their time and describe the way staff are inspirational in motivating them to succeed and progress.

81. Assessment is satisfactory. Internal moderation of assignments is good and the requirements of awarding bodies are met. Homework is set frequently and marked, and returned promptly. Marking is of a good standard and most tutors provide detailed written comments and clear guidance on how learners can improve their work. This builds learners' confidence and encourages them to complete course units.

82. Resources are satisfactory. Accommodation is generally fit for purpose and provides adequate access for learners with restricted mobility. Teaching and learning resources meet learners' needs. Tutors are appropriately qualified and experienced.

83. Inconsistent use is made of individual learning plans to monitor learners' progress.

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Individual learning plans are used to set appropriate targets including progression goals and these are regularly reviewed with learners to monitor progress and reassess goals. Plans sometimes contain insufficient detail and in some cases tutors do not complete the tutorial feedback sheets. Guidance on progression opportunities is sometimes not recorded so learners have no written action plan for realising their personal goals.

84. Entry-level provision is very limited. This was identified as a weakness at the previous inspection. Although there has been some development of non-accredited provision and taster courses since the previous inspection, there are still only a small number of courses available in the community that learners can use as a stepping stone into the pre-access and access to higher education programmes.

### **Leadership and management**

85. Curriculum management is very effective and the previous weakness in quality improvement arrangements has been rectified. There is good communication across the programme area and effective teamwork. Tutors feel valued and are able to participate in the planning process through regular curriculum meetings. Observations of teaching are used effectively to support tutors and to develop and share good practice. Good practice is also developed through using the teaching and learning skills of the advanced teaching practitioner. The extensive staff development programme, often through team sessions, also places a strong emphasis on improving teaching, learning and the achievement of learners. These actions have successfully improved teaching and learning. The course team conducts regular reviews which includes feedback from learners. These reviews are used at team meetings to plan changes and develop new provision. Challenging enrolment, retention and achievement targets are now set for all aspects of the provision. Managers ensure that equality of opportunity is promoted effectively within the curriculum. The self-assessment process is collaborative and consultative and is effective in identifying many of the key actions needed for improvement. The curriculum manager consistently monitors provision through regular visits, checks around centres and the use of data from the management information system.

## Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b>ESOL</b> - Adult and community learning	2088	3
<b>Literacy and numeracy</b> - Adult and community learning	1474	2
<b>Independent living and leisure skills</b> - Adult and community learning	223	3

### **ESOL**

#### *Strengths*

- good in-year achievements in speaking and listening
- good support for learners
- very effective partnerships with community and employer organisations
- highly effective curriculum management to secure improvements

#### *Weaknesses*

- not enough development of writing skills
- insufficient checks for accuracy in language use
- inconsistent use of individual learning plans to plan teaching

### **Literacy and numeracy**

#### *Strengths*

- good teaching and learning
- excellent support for learners
- good range of provision to meet learners' needs
- good curriculum management

#### *Weaknesses*

- insufficient access to ICT resources for literacy and numeracy skills learners

## ***Independent living and leisure skills***

### *Strengths*

- good development of personal and practical skills and confidence
- very good support for learners
- very effective partnerships to widen participation
- improved curriculum organisation

### *Weaknesses*

- insufficient planning of individual learning
- insufficient established literacy and numeracy skills

## **Achievement and standards**

86. Overall, retention is satisfactory. In ESOL it is improving and currently stands at 80 per cent compared with 77 per cent last term. The attendance and punctuality policy is rigorously enforced. Attendance during the reinspection week was satisfactory at 85 per cent. In literacy and numeracy, the retention rate is currently 88 per cent and for learners with learning difficulties and disabilities it is 86 per cent.

87. In ESOL, the achievement rate in speaking and listening for 2005-06 is good at 83 per cent, compared with an overall success rate of 70 per cent in 2004-05. Learners develop competence in language skills and gain in confidence. Many learners progress from entry level to higher levels and some are working towards the level 2 ESOL qualification and a general certificate of secondary education at the same time. There is good progression to employment and other courses. Learners use their language skills to help their children and are able to communicate with teachers in schools.

88. The number of learners achieving success and meeting targets in literacy and numeracy has improved over the past three years. This year to date, achievement is satisfactory at 79 per cent. All learners maintain a portfolio of completed work. The standard of these portfolios is consistently high and learners take pride in their achievements. Learners' social skills are enhanced alongside their literacy and numeracy skills. Many learners increase their self-esteem, are more confident and develop an interest in continuous learning.

89. So far during 2005-06 on independent living and leisure courses, of the 42 learners who have completed non-accredited learning programmes, 98 per cent did so successfully. It is too early in the year to measure the achievement of learners on accredited courses. Learners on the joint partnership programmes gain accreditation in subjects that help them to prepare for employment. Learners develop good personal skills and increase in confidence. In literacy and numeracy, ICT, and visual arts they acquire a good range of skills at an elementary level before progressing to higher-level courses. The art workshop helps learners with mental health problems to manage their depression as they practise and refine their artistic skills. In art, crafts and machine embroidery, learners' work is of a high standard. Those who attend for several years

improve their existing skills and learn new ones. Learners' artwork is celebrated publicly in displays and exhibitions in local learning centres. Recently, two learners had the opportunity to sell their paintings which were displayed in a large community venue.

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

90. In ESOL, teaching and learning are satisfactory. Tutors use a variety of activities to develop oral language skills, such as pair work, small group work and discussions. There is good interaction between tutors and learners in classes. Learners are at ease and able to ask questions. In the better lessons, learners discuss interesting topics like crime and punishment within the British legal system and decide appropriate punishment for various crimes. They learn how to express their opinions using appropriate legal vocabulary. Employed learners on workplace ESOL courses learn work-related language, identify the skills and qualities required for different jobs and give directions to customers. Too much satisfactory teaching is identified as a weakness in the self-assessment report.

91. Teaching and learning are good in literacy and numeracy classes. Well-prepared lessons are designed to suit learners' needs. Tutors are highly skilled at devising imaginative teaching and learning methods, and are enormously enthusiastic and motivational in their approach. Tutors' written and verbal feedback and comments are motivational and encouraging. Learners take responsibility for their own learning. In a lesson about reading temperatures, the tutor was exceptionally well prepared, with a range of specialist equipment for learners to try. Weather charts used in the session were recent and had been printed in full colour for each learner. This highly effective use of visual and practical methods generates tremendous enthusiasm and vastly increases learners' understanding and the pace at which lessons progress. All tutors demonstrate complete awareness of, and plan for, different levels of abilities within a class.

92. Vigorous and successful efforts have been made to improve the quality of teaching and learning for learners on independent living and leisure courses. Although there is no inadequate teaching, there is still too little good or outstanding teaching. This is also acknowledged in the self-assessment report. In some sessions there is too little variety of activity and too little to challenge the more able learners. Some learners are unable to meet the demands placed upon them. Some tutors do not thoroughly evaluate or identify how learning and teaching can be further improved.

93. Resources in ESOL are good. There are bilingual dictionaries, audio and CD materials, electronic whiteboards and easily accessible teaching resources available to all tutors. Tutor-produced resources are shared through the service's virtual learning environment network. Learners receive encouraging ongoing feedback in lessons and through termly progress tests. Resources in literacy and numeracy are also varied and of good quality. While resources on independent learning and leisure courses are improving, there are still too few resources for some learners to help them to learn through more practical and realistic activities. For instance, learners on a vocational

preparation course have too few learning resources for meaningful practical work. There is still some inadequate computing equipment and there are too few computer-based learning programs to provide learners with simulated practical activities. In some courses, too many paper-based resources are used.

94. Learners on ESOL and independent living and leisure courses are very well supported, while support for those on literacy and numeracy courses is excellent. Learners receive academic and pastoral support. The learner support fund is used well to help with learners' childcare and transport costs and course and examination fees. Equipment, such as calculators, spell-checkers, books and dictionaries, is provided to ensure that learners can continue to practise new skills at home. Crèches are available and widely used by parents at most centres. All learners now have a planned tutorial with tutors to check on their wellbeing and monitor their progress. The information, advice and guidance service is good. Learners can be referred to the service for a confidential interview with one of the guidance workers, or the information, advice and guidance staff are invited into classes. Learners receive impartial advice on progression including higher education opportunities in universities, where appropriate, for ESOL learners. Support for learners on literacy and numeracy courses is excellent. Seventy-three learners are receiving support with dyslexia. Many tutors set homework, often at the request of enthusiastic learners who are anxious to achieve new skills as quickly as possible. A special desk was obtained to fit over a wheelchair when required for one learner and specialist equipment was provided for another with a visual impairment. A Somali mathematics tutor provides additional language support for mathematics learners from Somalia. All staff are well qualified to level 4 or above and some volunteer tutors also hold relevant qualifications. Learning is enhanced by visits to places of interest relevant to the topics being studied. ESOL learners have an individual tutorial through the workshop sessions. Individual learning plans are regularly reviewed and achievement of targets is recorded before setting new targets. Before being enrolled, learners on independent living and leisure skills courses are interviewed and their support needs are accurately identified. Many learners have dedicated support workers who help them to gain maximum benefit from their learning. There is a high ratio of staff to learners and class sizes are small. During the reinspection, the average class size was six. Tutors are well informed about learners' learning difficulties and disabilities, and the adverse effect that these have on their learning and attainment. A good range of adaptive technology is available to ICT learners who have physical and sensory impairments.

95. MAES has developed very effective partnerships with a range of organisations. ESOL classes are delivered in 28 outreach centres across all learning zones. The three main community partners are located in the heart of the local community, some with bi-lingual tutors. Learners value the local provision. Some classes for the Chinese community take place at the weekends. The department also works with three big hotels to teach ESOL to their employees in the hotels at suitable times to accommodate learners' shift patterns. Other employed learners attend classes in the workplace to increase their literacy and numeracy and transferable skills. Many of the partnerships that benefit learners on independent living and leisure skills courses are well established and most learners with learning difficulties and disabilities are referred to MAES by partner organisations. MAES has a leading role in a working group which is effective in



helping school leavers with learning difficulties and disabilities to transfer to education and training, or to adult services provision and to increase their employment opportunities. MAES also represents local post-16 education providers on a range of multi-agency groups which deal with issues such as the protection of vulnerable adults from abuse and the modernisation of daycare services and employment. In conjunction with Manchester adult services, MAES jointly funds and delivers a well-respected three-year project which helps learners with learning difficulties and disabilities or with mental health problems to acquire skills which prepare them for employment or for other college courses. Partnerships enable MAES to deliver education in day centres and on NHS premises to people with continuing mental health needs to enhance their personal and employability skills. The partners interviewed during the reinspection spoke highly of MAES's commitment and contribution to partnership working.

96. The service offers a good range of literacy and numeracy provision to meet learners' needs. Courses and qualifications from pre-entry to national testing at level 2 are provided. Lateral progression is constantly and effectively promoted. Learners are able to move into classes with additional interests such as mathematics with crafts, English with computers, healthy living or visual arts. Many current learners have already achieved one or more certificates. Customised training is designed to meet specific needs. A three-day course on 'communicating the Manchester way' was provided in response to the city council's request to up-skill some operational workers. These learners continued to prepare for the national test at level 1 and most are now progressing towards level 2.

97. Accommodation is satisfactory but in a few outreach centres is cramped. The ground-floor computing room at Chorlton Park adult learning centre is congested and the working space is cramped, particularly for wheelchair users. The workshop used by the art learners at Chorlton Park adult learning centre is dusty with much extraneous disturbing noise. Studio 1, in which some art courses are delivered, does not yet fully comply with the Disability Discrimination Act 1995, although there are plans to extend and improve the centre.

98. All learners have individual learning plans, but for learners on ESOL and independent living and leisure skills courses, information from individual learning plans is not used consistently to plan teaching to meet individual needs. This is identified as a weakness in the ESOL self-assessment report. Much ESOL teaching is whole-group teaching and is led by the tutor. Differentiation, when planned, is not managed well. In some instances, learners with higher-level skills find tasks, like writing one-word answers, too easy and finish quickly. They then have to wait to be told what to do next. In other classes, beginner-level learners do not have sufficient time to complete one task before the tutor moves on to the next task. Tasks are not differentiated sufficiently to challenge the more able learners, while allowing time for entry-level learners to consolidate their learning. Some individual learning plans for independent living and leisure skills learners are not clearly defined and this impedes the recognition and recording of progress and achievement. The self-assessment report identifies that monitoring each learner's progress is a weakness. Many learners do not understand the contents of their individual learning plans or how these plans are used. There are too few links between schemes



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of work, lesson plans, individual learning plans and progress-monitoring documents, with often much overlap and unnecessary duplication. Some individual learning plans have insufficient space for the entries, while others are not accurately, or fully, completed. Individual learning plans for learners on literacy and numeracy courses are now effective, motivational for learners and allow for more reliable data on achievement of targets to be collected.

99. In ESOL, tutors make insufficient checks for accuracy in language use, both in speech and writing. Learners' inaccurate spoken language is not always corrected. Unchecked errors hinder development of accurate and fluent speech. In a few lessons, opportunities for clear enunciation and practising of words while reading aloud in class are not taken. Writing skills are not developed sufficiently in class. Most writing tasks require one-word answers. There is little evidence of free writing that draws upon learners' personal experiences. Many entry-level learners struggle to write because they cannot spell words confidently. Systems for learning and practising new words are inefficient. In other lessons, learners do not develop the skills of drafting and refining text and tutors and volunteers do not check this work sufficiently.

100. Literacy and numeracy skills training is insufficiently established into independent living and leisure skills courses. There are too few opportunities to develop learners' literacy and numeracy competences in ICT, visual arts and employability courses. Insufficient importance is given to the need to improve learners' reading, writing, speaking and listening skills. There are too few incidental references to spelling and pronunciation, the use of capital letters and the placing of punctuation marks during the teaching of pre-entry subjects. Learners' individual learning plans contain too few references to literacy and numeracy targets. Although many staff have received literacy and numeracy skills awareness training, they are not yet using the training to benefit the learners.

101. There is still insufficient access to ICT resources for literacy and numeracy learners, as acknowledged in the self-assessment report. Some centres still have no access to computers or the internet and others have only very limited access. Learners are still disadvantaged by the lack of technology. Twelve new computers are awaiting installation. Electronic whiteboards have been installed in the three main centres. Although some staff have already attended training in how to make best use of the equipment, as yet there has been very little use of this equipment in lessons. Online testing is very accessible in some locations and through an outreach service using laptop computers, where appropriate.

### **Leadership and management**

102. Inspectors identified improvement in the management of foundation courses. In literacy and numeracy, curriculum management is good. The management of ESOL courses is highly effective and self-critical and secures ongoing improvements. Improved management of independent living and leisure skills courses has led to a reorganisation of these courses. Communication systems are effective and good practice is shared by

staff. The observation of teaching and learning is rigorous and leads to improvement. Staff are well supported and managed by the supportive team leaders at each centre. Good practice is shared at team meetings. ESOL staff share good practice and resources through the virtual learning environment, which all tutors in direct and franchised provision can access. Data is analysed, and challenging but achievable targets for each centre are set for retention, achievement and attendance rates. In ESOL, the curriculum and development group initiates changes in the curriculum and produces a bank of resources.

103. Curriculum management of literacy and numeracy courses is good. Staff development is well managed, effective and regular. Some training days involve all staff, while others involve team leaders who then share the training with tutors and volunteers. Ideas and suggestions are effectively communicated and result in improved opportunities for learners. Staff development activities target specific areas of weakness such as previously ineffective individual learning plans, and teaching and learning.

104. Independent living and leisure skills courses have been extensively reviewed and restructured since the previous inspection. Pre-entry courses for learners with learning difficulties and disabilities are now integrated with the three areas of learning of ICT, literacy and numeracy (including vocational preparation and the joint partnership project) and visual arts, and managed by these course teams. This is a pilot and if successful will be extended to other areas of the curriculum. During the reorganisation, efforts were made to support existing learners. If their needs could not be met by MAES, these learners were given advice and support to help them to access alternative provision. Good progression routes have been created although it is too soon to say how effectively they are being used by learners. Specialist staff now work in the area of learning course teams. Their expertise is shared and there is a greater awareness of learners' needs. This has increased the opportunities for learners with learning difficulties and disabilities, but provision for learners who are working at a higher level is insufficient.

105. As reported at the previous inspection, equality of opportunity is effectively promoted to learners on independent living and leisure skills courses. Equality and diversity are inherent in all activities within the literacy and numeracy provision and ESOL learners and tutors value the diversity of cultures.

106. Quality improvement is good. Standard quality processes are followed at all centres. The self-assessment process is thorough and the self-assessment report is largely accurate and identifies many of the weaknesses identified through the reinspection.