

REINSPECTION REPORT

Stoke-on-Trent College in the Community Reinspection

01 December 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

Stoke-on-Trent College in the Community Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Stoke-on-Trent College in the Community (the College in the Community) is a partnership arrangement between Stoke-on-Trent City Council, Stoke-on-Trent College and Wedgwood Memorial College. Stoke-on-Trent City Council is the main contract holder with Staffordshire Learning and Skills Council. From May 2006, it has service level agreements in place with Stoke-on-Trent College, which is the main subcontractor and with Wedgwood Memorial College.
2. The College in the Community provides adult and community learning opportunities across Stoke-on-Trent. Courses lead to a wide range of vocational and academic qualifications, as well as offering opportunities for people to take their first steps in learning. In 2005-06, there were 14,074 learner enrolments, 46 per cent on accredited programmes and 54 per cent on non accredited programmes. Seventy-seven per cent of the learners were women. Courses are on offer in a large number of venues across Stoke-on-Trent, including schools, neighbourhood colleges, children's centres, community centres and faith centres.
3. The College in the Community offers provision in 12 subject-specific curriculum areas. Provision in hospitality, sport, leisure and travel was very weak at the previous inspection and family learning was unsatisfactory, and both were inspected and graded at the reinspection. Inspectors sampled other areas which were graded as satisfactory or better in the previous inspection. In information and communications technology (ICT), visual and performing arts and media and foundation programmes, inspectors made judgements about the maintenance of the quality of the provision and progress in implementing the post-inspection action plan.

SCOPE OF PROVISION

Hospitality, sport, leisure & travel

4. In 2005-06, there were 129 learners on hospitality courses. At the time of the reinspection in 2006-07, the College in the Community offered two hospitality courses. One is a non-accredited, 10-week programme in sugar crafts with 32 learners. The other is a one-year nationally accredited level 2 cake decoration course with 15 learners. Hospitality courses are in the daytime and in the evening. There are no men on the courses and 23 per cent are over 65 years of age. A programme manager manages the hospitality provision, with three part-time tutors.
5. In 2005-06 there were 873 learners on leisure, sport and recreation courses. At the time of the reinspection, five courses are on offer, none of which are accredited and there are 61 learners. Courses include keep fit and yoga. The courses are run over 10 weeks during the daytime. Eleven per cent of learners are men, 43 per cent are from black and minority ethnic groups, and 18 per cent are over 65 years of age. There is one

programme manager with three part-time tutors.

Family learning

6. The family learning provision comprises family literacy, language and numeracy (FLLN) and wider family learning courses. In 2005-06, there were 1,400 learners on FLLN courses and 905 learners on wider family learning courses. To date in 2006-07, there are 102 learners on FLLN courses and 98 on wider family learning courses. Most of the learners are women, currently at 87 per cent on FLLN and 88 per cent on wider family learning. FLLN is on offer at 46 venues in Stoke-on-Trent, with national accreditation opportunities for learners. Wider family learning is on offer at 28 venues, with courses in ICT, art, cookery, first aid and nail art. Most of the courses are on offer at infant and primary schools during the daytime. Stoke-on-Trent College manages the FLLN provision as part of the College in the Community subcontracting arrangements. Stoke-on-Trent City Council directly manages the wider family learning provision.

ABOUT THE REINSPECTION

Number of inspectors	7
Number of inspection days	25
Number of learners interviewed	105
Number of staff interviewed	18
Number of subcontractors interviewed	45
Number of locations/sites/learning centres visited	26

OVERALL JUDGEMENT

7. At the previous inspection in March 2005, inspectors identified that the ICT, business administration, management and professional, and health and social care programmes were good. The provision was satisfactory in visual and performing arts and media, humanities, English, languages and communications and foundation programmes. However, it was unsatisfactory in family learning and very weak in hospitality, sport, leisure and travel. Leadership and management and quality assurance arrangements were unsatisfactory, although equality of opportunity was satisfactory. At the end of the reinspection process, hospitality, sport, leisure and travel were found to be satisfactory and family learning was good. Inspectors sampled provision in ICT, which remains good, and in visual and performing arts and media and foundation programmes, which remain satisfactory. All areas are making good progress in implementing the post-inspection action plans. Leadership and management are now good, as is quality assurance. Equality of opportunity remains satisfactory. At the end of the reinspection process all aspects of the provision were found to be 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

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

Business administration, management & professional		2
Contributory areas:	Number of learners	Contributory grade
<i>Teacher/trainer awards</i> - Adult and community learning	527	2

Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Adult and community learning	2700	2

Hospitality, sport, leisure & travel		5
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> - Adult and community learning	137	4
<i>Leisure, sport and recreation</i> - Adult and community learning	2943	5

Health, social care & public services		2
Contributory areas:	Number of learners	Contributory grade
Early years - Adult and community learning	291	2

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Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts - Adult and community learning	725	3
Crafts - Adult and community learning	1290	3

Humanities		3
Contributory areas:	Number of learners	Contributory grade
History and genealogy - Adult and community learning	170	3

English, languages & communications		3
Contributory areas:	Number of learners	Contributory grade
English - Adult and community learning	35	None
Languages - Adult and community learning	283	3

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
ESOL - Adult and community learning	300	3
Literacy and numeracy - Adult and community learning	420	3

Family learning		4
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	935	4

Grades awarded at reinspection

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

STOKE-ON-TRENT COLLEGE IN THE COMMUNITY REINSPECTION

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> - Adult and community learning	47	2
<i>Leisure, sport and recreation</i> - Adult and community learning	61	3

Family learning		2
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	200	2

Leadership and management

Strengths

- clear strategic planning
- good management of change
- good initiatives to widen participation
- particularly effective measures to improve the provision

Weaknesses

- slow implementation of processes to recognise and record learners' progress and achievement

Hospitality, sport, leisure & travel

Hospitality and catering

Strengths

- good retention and achievement in cake decorating
- high standard of learners' work
- good teaching and learning
- good support for tutors

Weaknesses

- insufficient recording of learners' goals and progress

Leisure, sport and recreation

Strengths

- particularly effective lesson planning to meet learners' personal and social needs
- good range of teaching and learning activities
- good support for tutors

Weaknesses

- insufficient correction of learners' exercise techniques
- insufficient target-setting for learners
- incomplete health screening arrangements

Family learning

Strengths

- good development of learners' skills and confidence
- good teaching and learning
- very effective partnerships with schools
- good curriculum management

Weaknesses

- insufficient monitoring of learners' progression
- some poor accommodation

Language of the Adult and Community Learning Sector

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

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

Other terms used in Adult and Community Learning

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

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

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- clear strategic planning
- good management of change
- good initiatives to widen participation
- particularly effective measures to improve the provision

Weaknesses

- slow implementation of processes to recognise and record learners' progress and achievement

8. Senior managers have developed clear strategic plans for the provision. A comprehensive three-year adult learning plan clearly identifies a range of priorities which are closely aligned with Stoke-on-Trent City Council's strategic objectives and with local and national priorities set by the funding body. These priorities include strategies to widen participation, engage learners from disadvantaged areas and to promote skills for life, which is the government's initiative on training in literacy, numeracy and the use of language. The operational development plan draws carefully on the three-year plan to set challenging but realistic targets for 2006-07. Timescales and responsibilities are clearly identified. Managers and senior managers understand these priorities and work hard to achieve the targets in the plan. The post-inspection action plan is thorough and covers all of the key strengths and weaknesses identified at the previous inspection. Senior managers closely monitor and record actions taken to make improvements. At the time of the reinspection, all actions had been completed within the planned timescales.

9. The management of change is good. Managers carried out a comprehensive review of the service following the previous inspection. A major reorganisation has led to a revised management and curriculum structure, which more closely reflects the College in the Community's commitment to raising standards and quality. Improvements in programme management have been rapid and effective. Staff roles and reporting responsibilities are much clearer. The respective roles of Stoke-on-Trent City Council managers and staff from the largest subcontractor, Stoke-on-Trent College, are now very clear. City council managers work with the council's area improvement teams to develop new learning programmes through community outreach work, and the subcontractors are now responsible for all aspects of curriculum management and delivery. All staff understand this distinction.

10. The College in the Community places a high priority on staff training and development. All new staff receive a thorough introduction to the service. Tutors

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receive compulsory training on strategies to recognise and record progress in non-accredited learning, differentiation and equality of opportunity. All staff, including those who only teach one or two classes a week, receive an annual appraisal. Records of classroom observations are used during the appraisal process to identify training and development needs. Tutors have a recognised teaching qualification or are working towards one. There is a comprehensive training calendar for the year. Attendance at training and development events is good.

11. Internal communications are effective. Tutors feel well supported. New staff receive a thorough induction and receive a comprehensive tutor handbook. Curriculum leaders and programme managers meet regularly to discuss all aspects of the provision. Meetings are recorded and actions and timescales are clearly identified. Part-time tutors are now much more fully integrated within the management arrangements.

12. The use of data is satisfactory. A wide range of data is collected for monitoring the effectiveness of actions. There is much data collection and analysis of recruitment which is used to set targets for under-represented groups. Programme teams set clear targets in the curriculum development plan for recruitment and success rates. These plans are regularly monitored. Data is well used in the self-assessment report to support judgements. However, arrangements for collecting and analysing data on learners' progression are not yet well developed.

13. Management arrangements for meeting learners' literacy, numeracy and language support needs are satisfactory. Learners receive a basic initial assessment of their abilities and receive appropriate support where necessary. Those following non-accredited programmes receive satisfactory initial assessment.

14. The College in the Community was late in implementing a scheme for recognising and recording learners' progress and achievement. All tutors have now received appropriate training. Many have effectively introduced the reviewing and recording of learners' progress and achievement with learners. The supporting paperwork is thorough and accessible and clearly guides tutors through the reviewing and recording process, with helpful examples and illustrations. Appropriate arrangements to internally moderate the recording of progress and achievement are in place.

Equality of opportunity

Contributory grade 3

15. The College in the Community has good initiatives to widen participation. Clear and detailed policies and strategy documents detail a commitment to the engagement of disadvantaged learners and to recruiting learners who have not previously benefited from adult and community learning opportunities. In 2006, managers carried out a comprehensive review of the provision and introduced significant programme changes, in order to focus more carefully on the recruitment of non-traditional learners. Partnership working, effective curriculum planning and good use of outreach work are proving effective in widening participation. The College in the Community works particularly effectively with partners within Stoke-on-Trent City Council and with a large number of schools and voluntary and community organisations, to provide a wide range

of learning opportunities at accessible venues. Stoke-on-Trent Council's management of the Neighbourhood Learning in Deprived Communities Fund is effective and promotes social inclusion and community development. Wedgwood Memorial College provides day and residential opportunities, particularly for older learners. Family learning managers and tutors have very good links with schools across Stoke-on-Trent, to develop a wide range of courses for parents and children.

16. The promotion of equality of opportunity is satisfactory. Managers are updating the marketing strategy and promotional materials to reflect the changes in the development of the provision. The adult learning plan sets challenging targets for the recruitment of new learners from deprived neighbourhoods in the city, from minority ethnic groups, from young men and from people with disabilities. The monitoring of these targets is satisfactory. Data on learners' backgrounds shows that the service is close to meeting recruitment targets for learners from deprived wards and for learners from minority ethnic groups in family learning. However, the proportion of young men and learners with disabilities on non-accredited programmes remains low. Focused action-planning to meet targets within the curriculum areas is currently insufficient.

17. The College in the Community's subcontractors have satisfactory policies and procedures for equal opportunities, race equality, disability, discrimination, harassment and victimisation, and they include appropriate reference to the most recent legislation. Stoke-on-Trent College's policies are currently under review, with a revised equality and diversity policy, race equality scheme and disability equality scheme nearing the final stages of completion. The equal opportunities committee has representation from the College in the Community. Subcontractors have clear procedures to ensure that learners are treated fairly and in accordance with their needs. Procedures for dealing with complaints are satisfactory. Stoke-on-Trent Council has satisfactory arrangements to monitor equality of opportunity with its subcontractors.

18. Staff have a satisfactory awareness of equality and diversity and many have attended recent training events to update their knowledge and understanding. The staff approach to learners, both the more traditional adult education learners and the newer learners, demonstrates a high degree of respect and a strong emphasis on building good individual relationships. Staff are sensitive to learners' personal and cultural needs.

19. Learners have an appropriate understanding of equal opportunities and of their rights and responsibilities. They greatly value the events organised to celebrate their achievements. Venues are generally welcoming and adequately resourced to support teaching and learning, with satisfactory learner access to specialist equipment. Arrangements for additional learner support are satisfactory. Teaching accommodation in ICT is now satisfactory. However, there is some unsatisfactory accommodation and unsuitable children's furniture used for adult learners in family learning. Access to venues for learners with restricted mobility is satisfactory.

Quality assurance

Contributory grade 2

20. The College in the Community has implemented particularly effective measures to improve the provision. Managers and teachers have made very good progress in resolving the weaknesses identified at the previous inspection. Some are now strengths. Curriculum areas found to be unsatisfactory or very weak at the previous inspection are now satisfactory or better. The quality of provision in curriculum areas previously judged to be satisfactory or good have been maintained. The post-inspection action plan has been effective in dealing with weaknesses and maintaining strengths. Arrangements for the quality monitoring of subcontractors have significantly improved. The service level agreements between Stoke-on-Trent City Council and Stoke-on-Trent College and Wedgwood Memorial College are thorough and clearly identify the respective responsibilities. Subcontractors are required to manage the curriculum and monitor the quality of teaching and learning. The city council carries out regular and thorough quality monitoring of the subcontractors. Health and safety, equality of opportunity, management information, self-assessment, the recognition and recording of progress and achievement and accommodation are all covered effectively in the agreement.

21. The overall quality of teaching and learning has improved. Stoke-on-Trent College, the largest subcontractor, has a comprehensive and rigorous scheme for the observation of teaching and learning. All staff are observed at least once a year. Staff find the process helpful and constructive. The supporting paperwork is thorough and guidance notes for observers are detailed and helpful. Observation reports identify tutors' strengths and weaknesses and what they need to do to improve. Summary reports on the quality of teaching and learning are regularly produced to show trends and identify key areas for improvement. Staff training and development activities are closely aligned with the findings of the observation process.

22. Senior managers make use of a bespoke database to produce detailed reports on the overall quality of teaching and learning. These reports enable managers to identify patterns and trends in the quality of teaching between programme areas and individual tutors and observers. Senior managers effectively use this information to promote improvements in teaching and learning. Judgements about the overall quality of teaching and learning made by the College in the Community are broadly in line with judgements made by inspectors. Managers make adequate use of learners' feedback. Learners' views are regularly sought through questionnaires. Managers summarise and analyse the information gained and act promptly to make improvements.

23. The self-assessment process is rigorous and inclusive. Tutors contribute to the process at course team level. Course team leaders produce a review and evaluation for each course, which draws on retention and achievement data, observation of teaching and learning judgements, the previous year's development plan and learner and staff views. Programme managers then produce detailed programme area self-assessment reports based on the course review and evaluation process. These are then carefully moderated by the college's quality assurance and senior management teams. Development plans are produced at course, programme and service level. Managers make good use of observation of teaching and learning reports to form judgements

during the self-assessment process. The self-assessment report accurately identified most of the strengths found by inspectors. Some weaknesses in ICT, family learning and leadership and management were overstated.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> - Adult and community learning	47	2
<i>Leisure, sport and recreation</i> - Adult and community learning	61	3

Hospitality and catering

Strengths

- good retention and achievement in cake decorating
- high standard of learners' work
- good teaching and learning
- good support for tutors

Weaknesses

- insufficient recording of learners' goals and progress

Leisure, sport and recreation

Strengths

- particularly effective lesson planning to meet learners' personal and social needs
- good range of teaching and learning activities
- good support for tutors

Weaknesses

- insufficient correction of learners' exercise techniques
- insufficient target-setting for learners
- incomplete health screening arrangements

Achievement and standards

24. Retention and achievement are good on the cake decorating programme, with retention at 85 per cent in 2005-06 and with all those who remained on the programme achieving their qualification. Cake decorating comprises a third of the hospitality and catering programmes. Retention on sugar craft courses is satisfactory. Retention on leisure and sport programmes is also satisfactory at 82 per cent for 2005-06.

25. The standard of work produced by learners is high across all hospitality and catering

programmes and is better than expected for the level of experience of each learner. Many learners work to professional levels and much of the learners' work is outstanding.

26. In leisure and sport programmes, learners experience positive benefits to their health and physical, mental, emotional and social fitness. They are able to accurately identify improvements in, for example, their sleep patterns, lung capacity, eating habits, and improved ability to perform everyday tasks. Learners in some classes display very good posture and accuracy of technique. However, this is not consistent across all of the provision. For example, in other classes, learners display poor static posture and incorrect exercise technique.

Quality of education and training

27. Teaching and learning are good on cake decorating and sugar craft programmes. Tutors plan lessons well, with good consideration to meeting individual learners' needs. They are very skilled and demonstrate good subject knowledge. Tutors work well to ensure health and safety are covered well. Learners are very well motivated and make good progress.

28. Lesson planning on leisure and sport programmes is particularly effective and has improved since the previous inspection. Tutors consider the cultural needs of individuals well and adapt exercises and activities accordingly. On one course, a support worker is available to translate the tutors' instructions and questions, and the tutor uses the learners' first language, as appropriate. In yoga, exercises are adapted well to ensure that all learners can participate, and that the tasks are sufficiently demanding. On other courses, tutors diagnose specific problems and give individual learners specific exercises to use.

29. Learners are involved in a good range of teaching and learning activities in leisure and sport programmes. They often work in pairs in practical settings. Small equipment is used well to add variety to the sessions. Learners work well together and respond well to tutors' questions. Tutors make effective use of additional creative activities, such as massage during yoga postures, and laughing therapy at the end of a keep fit class.

30. Assessment and internal verification are satisfactory in hospitality and catering. There is thorough assessment on the cake decorating course and an appropriate system for internal verification. External verifiers have identified very few action points. Managers have taken effective actions to secure improvements. There are few new learners in cake decorating and sugar craft, with a high proportion of learners returning to similar courses each term. However, tutors adapt the courses to ensure that there is new content. Learners on accredited courses are encouraged to progress from level 1 to level 2. The range of hospitality and catering courses is very narrow. However, a wider range of courses is available within the Stoke-on-Trent College main provision.

31. Provision for the identification of literacy and numeracy needs in leisure and sport has improved and is now satisfactory. Although the range of programmes is still narrow,

there is now an appropriate rationale for this programme that meets learners' needs. Outreach workers consult with learners, staff and other external agencies to aid course planning. Guidance and support for learners remain satisfactory. Course information leaflets are clear and some learners attend taster days before enrolling on a course. Outreach workers and tutors appropriately discuss progression opportunities with learners.

32. There is insufficient correction of learners' exercise technique on leisure and sport programmes. Often, reminders about posture do not relate to the poor technique displayed by learners. At times, there is insufficient tutor observation of learners' technique with too much tutor demonstration. Learners do not receive sufficient individual feedback or correction to bring about improvements.

33. The recording of learners' individual goals and progress is insufficient in sugar craft courses. Learners are not able to work towards external qualifications. Although the aims and goals of the courses are printed on the initial assessment page of each learner's log, this does not sufficiently encourage the identification and recording of their individual goals. Tutors collect learners' individual goals and monitor their progress informally. However, the recorded data is not sufficient to judge the achievement of learners' individual progress.

34. Target-setting for learners is insufficient on leisure and sport programmes. Although progress towards group learning goals is now adequately monitored, the individual goals that learners' express are usually not sufficiently specific, measurable or time-bound. There is insufficient assessment to measure learners' starting point in relation to their goals. Tutors do not sufficiently monitor learners' individual goals and progress.

Leadership and management

35. Support for tutors is good. Tutors are now receiving good individual support with the implementation of a system to review and record learners' progress and achievement. They also attend a range of effective in-house staff development sessions, including lesson planning and meeting individual learner needs. Communication is much improved and effective.

36. Quality assurance arrangements are very effective. The processes for the observation of teaching and learning are comprehensive. All staff have been observed to date in 2006-07, with comprehensive records completed. Feedback to tutors is appropriate and actions are taken forward to annual appraisal meetings. Learners' views are collected through a variety of means and managers analyse and use this information appropriately. The sharing of good practice between subject tutors in leisure and sport is insufficient. The self-assessment report was broadly accurate. Tutors now have sufficient involvement in the self-assessment process.

37. In leisure and sport programmes, classes are now provided that target older learners and those from minority ethnic groups, and are held at suitable community venues.

However, there is insufficient specific action to meet targets to increase participation by men. Tutors have an appropriate understanding of equality of opportunity.

38. Data for learners' achievement on non-accredited courses does not yet sufficiently relate to achievement of their learning goals. There is some slow implementation of processes to review and record progress and achievement.

39. Arrangements for health screening in leisure and sport are incomplete. All learners now complete an adequate physical activity readiness questionnaire at the start of their programmes. However, evidence of medical consent to exercise is not sought from many of those learners with significant medical conditions.

Family learning

Family learning		2
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	200	2

Strengths

- good development of learners' skills and confidence
- good teaching and learning
- very effective partnerships with schools
- good curriculum management

Weaknesses

- insufficient monitoring of learners' progression
- some poor accommodation

Achievement and standards

40. The development of learners' skills and confidence is good. Many learners develop a good range of literacy, numeracy and language skills, which they apply in their daily lives. Learners greatly extend their understanding of the approaches to literacy and numeracy which schools use with their children and become better equipped to help them at home. Learners also increase their skills through wider family learning opportunities, such as in cooking, first aid, art and using technology. Learners greatly value the opportunities to learn with their children on family learning programmes. They enjoy their learning and increase their self-confidence. Many parents develop closer links with their children's school.

41. Learners have opportunities to work towards national qualifications in literacy and numeracy, with 42 learners achieving qualifications in 2005-06. Attendance and punctuality are good.

Quality of education and training

42. Teaching and learning have greatly improved since the previous inspection and are now good. Planning for adult sessions and joint sessions with parents and children is good. Tutors use a wide range of interesting and engaging approaches with learners, supported by skilled use of a variety of learning resources. Tutors have developed good, supportive working relationships with learners. Learners work productively during sessions and make good progress. The use of information technology in family learning is now satisfactory. Family learning tutors have greater access to technology for use in the classroom.

43. Initial and diagnostic assessment is satisfactory overall. Guidance and support are satisfactory and careers advice and guidance are appropriate. However, the monitoring of learners' progression is insufficient. Although individual managers keep some records of progression by learners, this information covers only a small proportion of total numbers. The systematic collection, monitoring and analysis of learners' progression across all family learning programmes is currently insufficient. Managers are aware that they do not have access to sufficient data on progression. They have well-advanced plans to make better use of the college's management information system to provide improved data on progression in 2006-07.

Leadership and management

44. Partnerships with schools are very effective. A large number of schools are involved in family learning across Stoke-on-Trent. Family learning managers and outreach workers consult regularly with schools and parents to establish appropriate courses to meet the needs of the adults and children. A good range of family literacy and numeracy courses is in place, including taster courses, workshops, short courses and more intensive programmes run over three terms. Recent programme developments include family learning courses to meet the English language needs of speakers of other languages. A broad range of wider family learning courses are also on offer, involving ICT, cooking and eating, healthy living, first aid, play and arts workshops. The predominant focus is currently in infant and primary schools, with more limited opportunities available in secondary schools.

45. Curriculum management is good. Management roles and responsibilities are now very clear. Managers are fully involved in a good range of local and regional family learning networks. Communication between the managers of wider family learning, the managers of FLLN, outreach workers and tutors is good. Tutors are appropriately qualified and receive very good support. Managers make good use of information from course reviews and learner feedback, to improve the provision. The observation of teaching and learning process is thorough and accurate, with clear action points developed for tutors. Managers moderate judgements and grades.

46. Equality of opportunity is satisfactory overall. Managers and outreach workers target the provision in areas of deprivation. The number of men is low, but managers are aware of this and are taking actions to increase the number by offering more targeted provision.

47. The self-assessment process is satisfactory and the self-assessment report is fairly accurate. Some of the accommodation is poor, with sessions in environments which are very noisy and distracting for learners. Some of the furniture in schools is inappropriate, with examples of adult learners sitting on children's low tables and chairs. The chairs available for use with the laptop computers are not appropriate for this purpose.