

# INSPECTION REPORT

## **Robert Pattinson School**

**24 November 2005**



ADULT LEARNING  
INSPECTORATE

## **Adult Learning Inspectorate**

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

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

## **Pre-inspection analysis**

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

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

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

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

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

## Overall effectiveness

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

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

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

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

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

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

## Grading

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

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

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## Robert Pattinson School

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. The adult education centre at Robert Pattinson School is based in North Hykeham on the outskirts of Lincoln. It has a small direct contract with Lincolnshire and Rutland Learning and Skills Council (LSC) to offer accredited vocational courses in health, public services and care, science and mathematics, agriculture, horticulture and animal care, information and communications technology (ICT), languages, literature and culture, education and training, preparation for life and work and business administration and law. This provision was the focus of the inspection. Robert Pattinson School also acts as a subcontractor for Lincolnshire County Council (LCC) offering non-accredited leisure and personal development classes. This provision was reinspected by another inspection team during the same week. Two hundred and forty-six learners are working towards accredited courses taught by 21 part-time tutors. The inspection team reported on languages, literature and culture including English and modern foreign languages, and counselling courses within the health, public services and care area of learning. The adult learning vocational provision is administrated by the centre head who is a member of the school's senior management team. In addition, the centre employs a part-time manager and three part-time administrative assistants.

### OVERALL EFFECTIVENESS

**Grade 4**

2. **The overall effectiveness of the provision is inadequate.** The school's arrangements for leadership and management, including quality improvement are unsatisfactory. The arrangements for equality of opportunity are satisfactory, as is the provision in health, public services and care and languages, literature and culture.

3. **The inspection team had little confidence in the reliability of the self-assessment process.** The self-assessment process takes some account of learners' and staff views through the completion of questionnaires. Staff have few opportunities to influence the judgements through meetings. The self-assessment process and report are weak. The self-assessment report is insufficiently critical, evaluative and accurate. Judgements are not supported by sufficient evidence and data, including outcomes from the observation of teaching and learning. Most strengths and good practice citations are no more than normal practice. There is no development plan to give a clear direction for improvement.

4. **The provider has demonstrated that it has sufficient capacity to make improvements.** The school is in the process of implementing the new LCC quality improvement procedures. These have not been established long enough to present consistently good quality of provision. However, the provider takes actions to respond to weaknesses.

### KEY CHALLENGES FOR ROBERT PATTINSON SCHOOL:

- develop and implement a strategic plan for accredited courses
- improve the marketing materials

- develop and formalise the guidance and initial assessment procedures
- devise and implement a retention strategy
- further develop and implement the quality improvement arrangements including the procedures to share good practice
- improve the management of the areas of learning

## GRADES

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

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

Health, public services and care			3
Contributory areas:	Number of learners	Contributory grade	
<b>Counselling</b>		<b>3</b>	
Adult and community learning	65	3	

Languages, literature and culture			3
Contributory areas:	Number of learners	Contributory grade	
<b>Language, literature and culture of the British Isles</b>			
Adult and community learning	14	3	
<b>Other languages, literature and culture</b>			
Adult and community learning	51	3	

## ABOUT THE INSPECTION

5. The two areas of learning inspected and graded were health, public services and care and languages, literature and culture. Other provision offered by the school in science and mathematics, agriculture, horticulture and animal care, ICT, education and training, preparation for life and work, and business administration and law was not inspected.

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	79
Number of staff interviewed	9
Number of locations/sites/learning centres visited	1

## KEY FINDINGS

### Achievements and standards

6. **Retention and achievement rates on counselling courses are good.** In 2004-05, 87 per cent of learners gained the introductory counselling concepts award and 91 per cent gained the counselling skills qualification. All learners on the advanced certificate course successfully completed their award. Retention for 2004-05 in all courses was over 90 per cent and in two courses was 100 per cent. Overall, the standard of learners' written work is at least satisfactory on counselling courses. Some learners produce a good standard of work. However, some generate diary entries which are too descriptive and insufficiently analytical, reflective and concise.

7. **Learners in languages, literature and culture enjoy their lessons and make good progress in developing their language skills.** In modern foreign languages, learners' spoken language is mostly good in terms of pronunciation, intonation and vocabulary. In the best lessons, it is very good. In English, learners make significant progress in developing formal writing skills to produce a good standard of course work. The retention rate for 2004-05 in languages, literature and culture was poor at 58 per cent.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	0	0	3	0	3
Languages, literature and culture	0	3	1	0	4
<b>Total</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>7</b>

8. **The quality of teaching for learners in languages, literature and culture is good,** with 75 per cent of the teaching judged to be good or better. Learners perform well in lessons. Tutors plan and manage learning sessions well. In the best lessons the foreign language is used exclusively and learners are successfully challenged to develop their understanding of the language. In general certificate of secondary education (GCSE) English, learners are gaining confidence in identifying parts of speech and developing skills to use formal language in the course work.

9. **Learners have good progression opportunities in counselling courses.** These range from an introductory course in counselling concepts to the advanced diploma. Learners appreciate these progression opportunities and make good use of them. The range of foreign languages offered is narrow, although it features Chinese which is a less commonly taught language. The curriculum has been reorganised this year to offer beginner level classes on a non-accredited basis. These are available in three further languages, with the option to progress to the accredited courses up to level 2.

10. Overall, teaching and learning are satisfactory on counselling courses. There is a good balance between counselling theory and practical skills development. Satisfactory use is made of learning triads where learners take on the role of counsellor/listener, client and observer. Insufficient use is made of video to record learners practising their counselling skills. Learners on the advanced course do not make sufficient use of pre-session reading.

11. Initial assessment of learners' starting level and individual needs varies. The good progress made by learners in a GCSE English class is very clear when compared with the records of their starting point. In foreign language classes, there is evidence of the course successfully responding to learners' requests to cover specific topics. Individual learning on counselling courses is insufficiently planned. The format of individual learning plans is poor and they are not used to set challenging learning goals and targets for in- and out-of-session work. Learning is insufficiently differentiated to ensure that all learners work to their full potential. There is too little formal assessment of learners' literacy, numeracy and personal competences. Additional training is available when needed, but there is little take-up by learners. Learners' work is regularly monitored and tutors give appropriate feedback.

12. **Pre-course guidance offered to learners is inadequate.** Course descriptions are not detailed. The brochure entries on foreign language courses contain no mention of accreditation and little reference to resources, such as textbooks. Learners of foreign languages allocate themselves to classes rather than being guided towards the right level. There is, however, flexibility to transfer to another group if necessary and if places are available.

13. **Curriculum leadership is inadequate.** There is no curriculum co-ordinator for counselling courses. The foreign languages curriculum co-ordinator is a new appointment and it is too early to judge their effectiveness. Staff have too few formal opportunities to meet to identify and share good practice, discuss assessment issues and debate matters of mutual interest. Learners' requests to introduce new courses are responded to when appropriate. Not enough attention is given to meeting individual learning needs. Measures to raise awareness of equality and diversity are inadequate. There is insufficient use of data to set targets and to monitor provision. Quality improvement of courses is inadequate with little evidence of the observation of teaching and learning improving the quality of the provision.

### **Leadership and management**

14. **Learning environments are particularly good.** Rooms are well cared for and offer a stimulating learning environment. Tutors have access to a range of audiovisual equipment and, in the case of languages, a well-resourced language laboratory.

15. **The school has developed some very good partnerships** that significantly affect learners. It works closely with a local community college and school to rationalise the range and accessibility of accredited courses. The school is responsive to requests from the community. It logs the enquiries from local residents and when appropriate offers a particular course.

16. **Strategic planning is inadequate.** The three-year development plan submitted to the LSC is insufficiently detailed. It does not clearly identify the direction in which the organisation intends to develop accredited courses and the means by which it will do so. The provider is over-reliant on the LCC's support in managing the contract. The strategic aims and objectives are weak and are not promoted to staff. There is no development plan to set out clear operational objectives for accredited courses which are funded through the direct contract.



17. **Data is not used sufficiently for strategic and operational planning.** The organisation has not set targets for 2005-06 to increase learner numbers, retention and achievement rates, and to improve the quality of provision and rates of satisfaction. Only two of the five areas of learning offering accredited courses in 2004-05 maintained retention rates above 80 per cent. The retention rates in the other five areas ranged from 47 per cent to 77 per cent. No strategy is in place to deal with this.

18. **The management of the areas of learning is inadequate.** The school is reliant on LCC to manage the curriculum. Tutors are unable to identify who is responsible for curriculum management in their area of learning. Staff are not formally appraised and they are not set performance targets. There is no organisational staff development plan. There are not enough staff with specialist qualifications. There is insufficient sharing of good practice. Marketing information is unexciting and is not designed to attract specific groups of learners. Health and safety is adequately managed by the centre head.

19. **Learners and staff are treated fairly and with respect.** Equality and diversity are adequately covered at learner and tutor inductions. They have a satisfactory understanding of issues relating to equality and diversity.

20. **The school has responded appropriately to the requirements of the Disability Discrimination Act 1995** and is fully compliant with good access for people with restricted mobility. Learners are encouraged to identify their learning difficulties or disabilities when they enrol. Practical advice given to tutors to support learners is satisfactory. A range of adaptive equipment is used appropriately.

21. Data on participation is monitored by gender, minority ethnic background and disability. The data is analysed, but it is not routinely used to develop an action plan, to review the provision and widen participation of under-represented groups. The proportion of men using the provision has been static for the past three years at around 30 per cent. The numbers of learners with disabilities and from minority ethnic groups have increased in the past three years.

22. **The number of staff who attend training in equality and diversity is insufficient.** Many staff have not been provided with training on new and current legislation and how to promote equality and diversity in teaching. There is no action plan to improve the promotion of equality of opportunity in teaching. Inspectors identified few examples of the integration of aspects of equality and diversity in teaching.

23. **Quality improvement arrangements are inadequate,** a weakness identified in the self-assessment report of 2003-04. The school uses the new quality assurance framework devised by LCC, but this is not being implemented quickly enough. There are insufficient internal audits to monitor the quality of key learning processes such as induction and initial assessment. Inconsistencies in the quality of documents have not been identified and resolved. Often session plans do not state how individual support needs will be met. Good practice is not shared sufficiently. The revised observation process does not focus sufficiently on learning. The course review process is inadequate and relies solely on a questionnaire completed by tutors at the end of the course. There is little reference to quantitative data and this is not discussed with tutors formally.

24. **The self-assessment process and report are weak.** The last self-assessment report was

produced in October 2004 for an LCC inspection. The report for 2005 is in production. There is little consultation with part-time staff, although they make contributions to it through the end-of-year course reviews. Learners' views are systematically collected and used to make judgements in the report. It is insufficiently critical, evaluative and accurate. Judgements are not supported by sufficient evidence and data. Most strengths and good practice citations are no more than normal practice. There is no development plan to drive improvements.

## **Leadership and management**

### **Strengths**

- good partnership working to meet the needs of learners
- particularly good learning environments

### **Weaknesses**

- weak self-assessment process and report
- inadequate quality improvement arrangements
- insufficient promotion of equality and diversity
- insufficient management of areas of learning
- inadequate strategic planning

## **Health, public services and care**

### ***Counselling***

***Grade 3***

#### *Strengths*

- good progression opportunities
- good retention and achievement

#### *Weaknesses*

- inadequate curriculum leadership
- insufficient planning of individual learning

## **Languages, literature and culture**

#### *Strengths*

- good teaching
- good use of taught language in foreign language lessons
- good development of language skills

*Weaknesses*

- insufficient curriculum management
- insufficient initial advice and guidance
- poor retention

## **WHAT LEARNERS LIKE ABOUT ROBERT PATTINSON SCHOOL:**

- good standard of tuition
- 'the lessons are good fun and I enjoy working with others'
- 'I have improved my confidence in writing English'
- 'friendly, helpful tutors who use the target language'
- 'well-structured and focused learning sessions'
- accessible and convenient evening courses

## **WHAT LEARNERS THINK ROBERT PATTINSON SCHOOL COULD IMPROVE:**

- the taught hours - 'there should be more'
- the support with essay writing and journal entries
- the class size - 'it is too big'
- the video recording of simulated counselling sessions
- the information on the courses - 'there should be more'

## 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> <b>Mentor</b>	Person teaching adult learners or guiding or facilitating their learning Person providing individual, additional support, guidance and advice to learners to help them
<b>Learning goals</b>	<b>Main learning goals</b>  <b>Secondary</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. 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 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 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.
<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 self managing, 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 conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.
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## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 4

#### Strengths

- good partnership working to meet the needs of learners
- particularly good learning environments

#### Weaknesses

- weak self-assessment process and report
- inadequate quality improvement arrangements
- insufficient promotion of equality and diversity
- insufficient management of areas of learning
- inadequate strategic planning

25. Learning environments are particularly good. The school's teaching rooms are bright, light and airy. Rooms are well cared for and offer a stimulating learning environment with work on display. Tutors have access to a range of audiovisual equipment and, in the case of languages, a well-resourced language laboratory. The well-appointed sixth form common room is used as a relaxation area on occasions.

26. Robert Pattinson School works closely with the community college in the city and another local school to rationalise the vocational curriculum offer in the area. This partnership makes an effective contribution to the range and accessibility of courses in and around the south of Lincoln. For example, where each organisation has insufficient learners to run a course they amalgamate the groups to make the course viable. The school is responsive to requests from the community. It logs the enquiries from local residents and when appropriate offers a particular course, for example GCSE law and the advanced diploma in counselling.

27. All teaching staff are employed on part-time contracts. They are not regularly or formally appraised and they do not have performance targets. However, all tutors complete a termly report review form on which they may identify their development needs and outline areas of concern. The centre head responds to individual concerns and takes appropriate action. Most of the training needs identified by staff relate to their own curriculum area and the organisation supports requests made. Some staff do not have appropriate qualifications, for example specialist qualifications at level 4 for skills for life. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. However, there is no organisational staff development plan.

28. Strategic planning is inadequate. The three-year development plan submitted to the LSC is insufficiently detailed. It does not clearly identify the direction in which the organisation intends to develop accredited courses and the means by which it will do so. The school is over-reliant on LCC's support in managing the contract. The strategic aims and objectives of the vocational provision are not fully developed and are not promoted to staff. The organisation responds to requests for funding with little reference to local labour market information to raise skills levels. Government and local LSC strategic objectives in



relation to skills for life and level 2 qualifications for adults are not sufficiently taken into account when reviewing the curriculum offer. The adult education centre is using the local education authority's post-inspection action plan following an unsatisfactory inspection in November 2004, to drive improvements in the non-accredited and accredited provision. There is no separate development plan to set out clear operational objectives for the directly contracted accredited courses. Although data is collected, it is not used sufficiently for strategic and operational planning. The organisation has not set itself targets for 2005-06 to increase learner numbers, retention and achievement rates, and to improve the quality of provision and rates of satisfaction. For example, in five of the areas of learning which offer accredited courses, only two areas maintained retention rates above 80 per cent in 2004-05. The retention rates in the other five areas ranged from 47 per cent to 77 per cent. No strategy is in place to deal with this.

29. The management of the areas of learning is inadequate. The school is reliant on LCC to manage the curriculum. The local county council has recently appointed curriculum co-ordinators to provide support to tutors in some of the areas of learning, for example modern foreign languages. At the time of inspection it was too early to measure the impact of these county-wide appointees. Tutors are unable to identify who is responsible for curriculum management in their area of learning. In 2004-05, attendance was particularly poor on language courses and the GCSE English course. At the time of inspection these have improved. However, most course information sheets do not stipulate a minimum attendance requirement. Although information is provided to tutors through a regular newsletter and information sheets in registers, there are insufficient tutor meetings to discuss curriculum issues. Tutors attend an evening meeting at the beginning of the year to introduce new tutors to enrolment and induction procedures. Only just over half of the vocational tutors attended this session in September. Health and safety is adequately managed by the centre head.

### **Equality of opportunity**

### **Contributory grade 3**

30. The school uses and adheres to the LCC's equality of opportunity and diversity policies, which are satisfactory. The newly designed tutors' handbook includes comprehensive guidelines on issues related to equality and diversity. These include managing inclusive learning, indirect and direct discrimination, harassment, victimisation and a summary of different religions and cultures. The school has responded appropriately to the requirements of the Disability Discrimination Act 1995 and is fully compliant with good access for people with restricted mobility. Learners and staff are treated fairly and with respect. Equality and diversity issues are adequately covered at learner and tutor inductions. Summary information is contained in guidance material for learners, although many learners do not remember being introduced to these topics at induction. Generally, learners and tutors have a satisfactory understanding of equality and diversity.

31. Data on participation is monitored by learners' gender, minority ethnic background and disability. The data is analysed, but it is not routinely used to develop an action plan and to review the provision and widen participation of under-represented groups. For example, the proportion of men using the provision has been static for the past three years at around 30 per cent. Informal plans are in place to offer metal crafts and engineering in the future to attract more men. The numbers of learners with disabilities and from minority ethnic communities have increased in the past three years, and are 5 per cent and 2.5 per cent respectively at the time of inspection. Marketing information is unexciting with no visual images, and no mention of accreditation in some instances. Often it is not designed

to attract specific groups of learners.

32. Learners are encouraged to identify their learning difficulties or disabilities when they enrol. When tutors are alerted to a learning difficulty or disability they are briefed on how best to support the learner. Advice given to tutors is satisfactory and focuses on practical ways in which the tutor can meet the individual needs of the learner. A range of adaptive equipment is used appropriately.

33. The number of staff who attend training in equality and diversity is insufficient. There is a programme of staff development on aspects of equality provided by LCC, but only three of the 21 vocational tutors attended this training in 2003. Staff have not been provided with sufficient training on new and current legislation and how to promote equality and diversity in teaching. Many staff have not received training in appropriate strategies to cater for a diverse range of individual needs. There is no action plan to improve the level and consistency of promotion of equality in teaching. Inspectors identified few examples of the integration of equality and diversity in teaching.

### **Quality improvement**

### **Contributory grade 4**

34. Quality improvement arrangements are inadequate, a weakness identified in the self-assessment report of 2003-04. The school uses the new quality assurance framework devised by LCC. As part of the quality assurance system, tutors are required to maintain a standardised course file that records learners' induction, initial assessment, attendance, assessment and feedback. Most tutors maintain these course files, although some are incomplete or used as a tool to aid improvement. There are insufficient internal audits to monitor the quality of key learning processes such as induction and initial assessment. Initial assessment is not carried out systematically across the vocational courses. For example, learners on counselling courses do not have their literacy skills assessed to identify support needs. Monitoring of the quality of key documents such as schemes of work and session plans is infrequent and relies solely on the observation of teaching and learning. Inconsistencies in the quality of these documents have not been identified and dealt with. For example, in some schemes of work there is no mention of how equality and diversity are to be dealt with. Often session plans do not state how individual support needs will be met. Good practice is not shared sufficiently.

35. The monitoring of teaching and learning is systematic and timely. New tutors are observed in the first term of employment. At the time of inspection, five of the new tutors had been observed. However, the observer is not a subject specialist and feedback focuses on teaching rather than learning. Reports are often descriptive and insufficiently evaluative. The first observation of new tutors is not graded and observation reports do not always sufficiently identify what tutors need to do to improve their teaching.

36. The course review process is inadequate, relying on a questionnaire completed by tutors at the end of the course. The analysis of these is carried out by LCC and has not been disaggregated by vocational and non-vocational courses. There is little reference to quantitative data and this is not discussed with tutors formally. Course hours allocated to accredited courses are not reviewed in terms of retention and achievement rates.

37. The self-assessment process and report are weak. The last self-assessment report was produced in October 2004 for LCC's inspection. The report for 2005 is in production. There is little consultation with part-time staff, although they make contributions to the

report through the end-of-year course reviews. Learners' views are systematically collected and analysed mid-course and at the end and are used to make judgements in the self-assessment report. However, the report is insufficiently critical, evaluative and accurate. Judgements are not supported by sufficient evidence and data, such as outcomes from the observation of teaching and learning in areas of learning. Most strengths and good practice citations are no more than normal practice. There is no development plan which includes a clear direction for improvement.

**AREAS OF LEARNING****Health, public services and care****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Counselling</b> Adult and community learning	65	<b>3</b> 3

38. There are 65 learners on health, public services and care programmes. These learners are on counselling courses. The counselling courses are part time and those at the Robert Pattinson School are taught in the evening, with additional Saturday meetings for learners on the advanced certificate and diploma courses. One course is taught during the day at a local air-force base. All courses lead to nationally recognised qualifications. There are 35 learners on the level 2 introduction to counselling concepts course, 18 on the advanced certificate course and 12 on the advanced diploma course. Courses vary in length from 10 weeks for the introductory course to four terms for the advanced diploma. Learners on the advanced diploma course also spend a minimum of eight hours working with clients in a counselling placement.

39. The courses are taught by three part-time tutors assisted by a part-time learning support tutor. Nine per cent of learners are men, 3 per cent are from minority ethnic groups and 2 per cent have a disability.

**Counselling****Grade 3***Strengths*

- good progression opportunities
- good retention and achievement

*Weaknesses*

- inadequate curriculum leadership
- insufficient planning of individual learning

**Achievement and standards**

40. The retention and achievement levels are good on counselling programmes. These are referred to as strengths in the self-assessment report. During the 2004-05 academic year, 87 per cent of learners gained the introductory counselling concepts award and 91 per cent gained the counselling skills qualification. All learners on the advanced certificate course successfully completed their award. Achievements have increased each year from 2002-03 when they were 71 per cent on the counselling concepts and counselling skills award. The advanced certificate was offered for the first time in 2003-04 when achievement was 92 per cent. Retention for 2004-05 in all courses was over 90 per cent and in two courses was 100 per cent. The average attendance during the inspection was good at 93 per cent.

41. Learners have good progression opportunities from the introductory course in counselling concepts to the advanced diploma which was introduced in 2005-06. Learners appreciate these progression opportunities and make good use of them. In 2003-04, 72 per cent progressed from the counselling concepts to the counselling skills course. After completing the counselling skills course, 78 per cent of learners joined the advanced certificate course in 2004-05. Sixty-one per cent of learners from the advanced certificate course joined the advanced diploma course in September 2005. Learners on the advanced certificate course are enjoying developing further the basic counselling skills they acquired through attending the introductory counselling concepts and counselling skills courses. They are also improving their knowledge of humanistic, psychodynamic and cognitive behavioural theories. Learners on the introductory counselling concepts course comment very favourably about the progress they are making since joining the course in September. They refer to their increasing self-awareness and the basic counselling skills they are acquiring. They understand the importance of respect, empathy and genuineness when building relationships, the need to give full attention and to listen actively when facilitating disclosure, and the importance of questioning carefully, reflecting accurately and summarising concisely at appropriate stages in the counselling process. Most of these learners intend to progress to the follow-on counselling skills course in January.

42. Overall, the standard of learners' written work is at least satisfactory. Some learners are producing a good standard of work and are writing reflectively and with considerable insight. However, some learners are producing diary entries that are too descriptive and insufficiently analytical, reflective and concise. Tutors assess learners' work satisfactorily according to the awarding body criteria, although a few spelling and grammatical errors have not been corrected and sometimes too little attention is drawn to entries that could be improved.

### **The quality of provision**

43. Overall, teaching and learning are satisfactory. There is a good balance of time between counselling skills and counselling theory. Learners have satisfactory opportunities to acquire and develop their skills in safe learning environments and to discuss the relevance of theory to practice. Satisfactory use is made of learning triads where learners take on the role of counsellor/listener, client and observer. However, too little guidance is given to observers about structuring their notes systematically and using them effectively to give accurate and helpful feedback to counsellor/listener and client. Insufficient use is made of video recording equipment to record learners practising their counselling skills to give them opportunities for self-reflection and self-appraisal, either within sessions or at home. Learners have a satisfactory introduction to basic counselling theory during the introductory courses. Learners on the advanced course do not make sufficient use of pre-session reading to enable them to engage in informed discussions when the theories are presented in class. In one observed class, for example, too much time was spent reading through handouts that learners could have used for preparatory reading. Insufficient time was devoted to checking learners' understanding of the theories and to in-depth discussion of the application of them to counselling practice. Although suitable textbooks are suggested to learners, insufficient importance is placed on the need for learners to have a core text for reading and reference purposes.

44. When courses are planned, insufficient attention is given to the inter-relationship of units and topics to enable them to be delivered in a co-ordinated and integrated way. Schemes of work and lesson plans give insufficient information about topics to be covered,

resources required, teaching strategies, learner activities and techniques for assessing learning and progress. Lesson plans also contain poorly formulated learning outcomes that cannot be used to measure learners' progress.

45. Individual learning is insufficiently planned. The format of individual learning plans is poor and they are not used to set challenging learning goals and targets for in- and out-of-session work. Learners do not have ownership of the plans and they are not used as working documents for driving individual learner's progress and for assessing attainment. Learning is insufficiently differentiated to ensure that all learners work to their full potential. There is too little formal assessment of learners' literacy, numeracy and personal competences. Too little guidance is given to learners about writing analytically, reflectively and concisely. Although learners' suitability for the advanced counselling course is informally assessed through a short interview, learners on the counselling concepts and counselling skills courses are not always fully informed about the importance of experiential learning and the need for self-involvement in the learning process. Promotional material is insufficiently informative on these issues. Most class sizes are too large and this adversely affects the amount of time that tutors can devote to advising and guiding individual learners. Learners appreciate having their tutor's telephone number and e-mail address for contact between classes. They speak very well about the support that tutors give and the training they provide.

### **Leadership and management**

46. There is no curriculum co-ordinator for this area of learning. Staff have too few formal opportunities to meet to identify and share good practice, to discuss assessment issues and to debate matters of mutual interest. Tutors are not appraised and there is insufficient action-planning for their ongoing personal and professional development. Staff development for counselling tutors is inadequate. Insufficient importance is put on tutors gaining full teaching qualifications and professional accreditation. Staff are well informed about the importance of working within an ethical framework for tutors of counselling and counselling-related activities, and of the need to develop learners' ethical, moral, spiritual, cultural and social awareness and understanding. Learners have a satisfactory understanding of the need to demonstrate a non-judgemental approach in counselling and of the importance of acknowledging and accepting individual differences. Quality improvement of courses is inadequate. Tutors do not rigorously evaluate their teaching sessions as a means of improving teaching and learning. Too few opportunities are given to learners to comment on the quality of their tuition and the impact of it on their developing skills and knowledge. Although evaluation questionnaires are periodically completed by tutors and learners, insufficient feedback is given to tutors. Formal arrangements for standardising the assessment of learners' written work are inadequate, although some informal standardisation takes place. Observation of teaching and learning is not improving the quality of the provision. So far in this academic year, none of the counselling tutors have been observed. Previous observations have not focused adequately on the accuracy and appropriateness of subject content, learning outcomes and learners' progress. Some reports have been descriptive and insufficiently analytical. The 2005-06 self-assessment report is not yet available. However, the 2004-05 report for this area of learning is inadequate. Staff and learners have too little involvement in the self-assessment process.

**Languages, literature and culture****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Language, literature and culture of the British Isles</i></b> Adult and community learning	14	3
<b><i>Other languages, literature and culture</i></b> Adult and community learning	51	3

47. The school provides courses in modern languages and English. There were 177 learners in 2004-05, of whom 38 per cent were men and 4 per cent disclosed a disability. In 2005-06 there are 65 learners on languages, literature and culture programmes. Fifty-one learners are on modern foreign languages courses and 14 are on GCSE English. Modern foreign language classes are offered in Mandarin Chinese, German, Spanish, French and Italian. Courses are part time, taught in the evening and lead to nationally recognised qualifications. The classes run for 30 weeks. At the time of inspection, there were four courses running in modern languages and one in English.

48. Of the 65 learners, 37 per cent are men, 3 per cent are from minority ethnic groups and 3 per cent have a disability.

*Strengths*

- good teaching
- good use of taught language in foreign language lessons
- good development of language skills

*Weaknesses*

- insufficient curriculum management
- insufficient initial advice and guidance
- poor retention

**Achievement and standards**

49. Learners enjoy their lessons and make good progress in developing their language skills. There has been a downward trend in the number of learners registering for courses in the past three years. Numbers enrolling this year are significantly lower than in previous years as there are fewer courses offered. The retention rate for 2004-05 was poor at 58 per cent, although there were variations between programmes. There was no accreditation for learners on modern foreign language courses in 2004-05, but accreditation has been introduced this year. The achievement rate for GCSE English in 2004-05 was satisfactory at 60 per cent.

50. Attendance and punctuality are generally satisfactory, with 71 per cent attendance during inspection.

51. Learners' achievement is good. Most learners successfully develop the skills they need to benefit from their programmes of study. In modern foreign languages they learn to

speak, listen, read, and, when appropriate, write in the language they are studying. Learners' spoken language is at least satisfactory in terms of pronunciation, intonation and vocabulary in most modern language lessons. In the best lessons, it is very good. In an English lesson, learners have made significant progress since the beginning of their course.

52. Learners of foreign languages are pleased with the progress they make in communicating in the taught language, and also in expanding their horizons and enriching their learning. In the best sessions, learners are able to communicate effectively and to a high standard. For example, in one lesson, learners were able to initiate a conversation about a television programme in the relevant language that featured a foreign city they had previously studied.

### **The quality of provision**

53. Teaching is good. Learners perform well in lessons. Tutors are very supportive and create a relaxed and friendly atmosphere which fosters good relationships between learners. Tutors plan and manage learning sessions well. For example, in a Mandarin Chinese lesson, the tutor structured the session to ensure that learners were introduced to the shape and the meaning of new words and phrases in a progressive but lively and engaging way. Learners rapidly increased their confidence and made good progress.

54. Learners' motivation for learning includes leisure, family, relocation and social reasons. In the best lessons the foreign language is used exclusively and learners are challenged to develop their understanding of the language. For instance, a request for explanation of the difference between two similar words was dealt with wholly in the foreign language, with skilful use of gesture and paraphrase by the tutor. In GCSE English, learners increase their confidence in identifying parts of speech and developing skills to use formal language in the course work.

55. Initial assessment of learners' starting level and individual needs is satisfactory. For example, the good progress made by learners in a GCSE English class was very clear when compared with the record of their starting point. In foreign language classes, there is evidence of the course responding to learners' requests to cover specific topics.

56. The range of foreign languages offered is narrow, although it features Chinese, a less commonly taught language. The curriculum has been reorganised this year to offer beginner level classes on a non-accredited basis. These are available in three further languages, with the option to progress to the accredited courses up to level 2.

57. Learners' work is regularly monitored and tutors give appropriate feedback. Additional learning support is available when needed. Pre-course guidance offered to learners is inadequate and course descriptions are not detailed. The brochure entries on foreign language courses contain no mention of accreditation and little reference to resources, such as textbooks. Learners of foreign languages allocate themselves to classes rather than being guided towards the right level. There is, however, flexibility to transfer to another group if necessary and if places are available.

### **Leadership and management**

58. Resources are satisfactory. Accommodation is mostly good, with suitable layout and equipment. Tutors make use of audiovisual and information technology equipment when



appropriate. Despite the availability of a wide range of teaching resources and equipment, some tutors heavily rely on paper-based handout, worksheets and the whiteboard. The use of visual aids such as flash cards, posters or overhead transparencies and learning technology is restricted.

59. The use of the taught language in languages has improved significantly in the past year in response to the LCC inspection of the non-accredited provision in November 2004. Although new arrangements for the observation of teaching and learning are in place, it is too early to evaluate their effect.

60. Equal opportunities awareness is satisfactory. Tutors consider issues related to equality and diversity when selecting teaching materials.

61. There is insufficient curriculum management. While responsive to enquiries from learners and offers from tutors, curriculum development is not based on analysis of local needs or national priorities. There is no specialist manager to design the curriculum, monitor the quality of the provision or to offer support to tutors. The management of the curriculum relies on the structures and services within LCC for many of its procedures and subject expertise. Little use is made of performance data to evaluate the provision. Mechanisms exist to collect data, for instance on diversity and retention figures, but the outcomes from this information are limited.

62. There is insufficient sharing of good practice. Tutors of modern foreign languages have no opportunity to meet to discuss issues and share good practice. There is no awareness of the online forum available to tutors through LCC. This opportunity for tutors to refine their skills, to keep abreast of developments in the field of modern languages, and to benefit from professional contact with colleagues is not taken.

63. The self-assessment report of 2004 lacks depth and analysis. The development of the provision over the past year is not reflected in the report. Some of the strengths no longer apply. For example, the range of courses available this year has narrowed considerably and is not now a strength. The self-assessment report was not produced in collaboration with staff. The area of learning has yet to produce a draft self-assessment report for 2005.

