

# REINSPECTION REPORT

## **Robert Pattinson School Reinspection**

**19 October 2006**



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
- **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.

## 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*

# REINSPECTION REPORT

## Robert Pattinson School Reinspection

### Contents

#### Summary

Description of the provider	1
Overall effectiveness	1
Grades	1
About the reinspection	3

#### Detailed reinspection findings

Leadership and management	4
Equality of opportunity	4
Quality improvement	5
Languages, literature and culture	6

## REINSPECTION 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 to offer accredited vocational courses in health, public services and care, science and mathematics, agriculture, horticulture and animal care, information and communication technology, languages, literature and culture, education and training, preparation for life and work and business administration and law.

2. Robert Pattinson School is also a subcontractor for Lincolnshire County Council offering non-accredited leisure and personal development classes. This provision was not examined during this reinspection. The reinspection team reported on the provision of languages, literature and culture, and leadership and management. The adult learning vocational provision is managed by the adult education community officer who is a member of the school's senior management team, supported by four administrative staff.

### OVERALL EFFECTIVENESS

#### Reinspection Grade 3

3. **The overall effectiveness of the provision is satisfactory.** At the previous inspection the provision for health, public services and care, languages, literature and culture was satisfactory, as were the arrangements for equality of opportunity. However, leadership and management and the arrangements for quality improvement were unsatisfactory. Sufficient improvements have been made and all areas are now judged to be satisfactory.

4. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process has improved and is now more inclusive to take better account of feedback from learners and tutors. Some improvement has been made in the quality of judgements in the report for 2005-06, however, it is too soon to judge the quality of the report for 2006-07 as no reasonable working draft has yet been produced.

5. **The provider has demonstrated that it has sufficient capacity to make improvements.** Much work has been completed to improve the quality of the provision. Actions have been taken to maintain the strengths and improve the weaknesses which were identified at the previous inspection. However, it is too soon to reliably judge the effect of these actions.

### GRADES

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

Grades awarded at previous inspection

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
<i>Counselling</i> Adult and community learning	65	3 3

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

**Grades awarded at reinspection**

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

Languages, literature and culture		3
Contributory areas:	Number of learners	Contributory grade
<i>Other languages, literature and culture</i> Adult and community learning	134	3 3

## ABOUT THE REINSPECTION

6. The reinspection took place between April 2006 and October 2006 and it included languages, literature and culture as well as leadership and management. Health, public services and care was not included in the final reinspection activity.

Number of inspectors	2
Number of inspection days	10
Number of learners interviewed	6
Number of staff interviewed	14
Number of locations/sites/learning centres visited	1
Number of visits	4

### Leadership and Management

#### Strengths

- good leadership

#### Weaknesses

- unsatisfactory strategic planning

### Languages, literature and culture

#### *Other languages, literature and culture*

#### *Strengths*

- good development of language skills

#### *Weaknesses*

- poor retention

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 3

#### Strengths

- good leadership

#### Weaknesses

- unsatisfactory strategic planning

7. The leadership of the provision is good and has greatly improved since the previous inspection. Adult education has a much higher profile throughout the organisation. Communication is effective. Staff clearly understand the new, and planned, improvements to procedures. A new adult education community officer was appointed in July 2006. Some steps have been taken to deal with the weaknesses from the previous inspection, and much work has been completed, particularly in the three months before the reinspection. Many procedures have been revised. Staff have received appropriate induction training and instruction in the use of the new initial assessment tool for learners.

8. The management of two areas of learning was insufficient at the previous inspection but some improvements have been made and they are now satisfactory. Curriculum teams have been formed and initial meetings have been held. Induction training for tutors has taken place. Arrangements to monitor the performance of tutors and courses have improved. Analysis of attendance and retention rates is now recorded and reported to the senior management team and the school governing body. Some analysis of progression by individual tutor groups has been completed for counselling courses.

9. A new procedure for initial assessment has been introduced and has been applied with all new learners. The results of the assessment are recorded in the individual learning plan.

10. Marketing information has been revised and now gives a clearer picture of each programme. The required attendance to achieve certification and some progression opportunities are outlined.

11. Strategic planning of the provision was inadequate at the previous inspection. It has improved, but it is still unsatisfactory. A subcommittee of the school governing body which has responsibility for adult education, has been formed and regular meetings have taken place. A standardised agenda for governors has been agreed. These meetings include discussions on attendance and success rates and progress towards the objectives of the quality improvement plan. A three-year strategic plan has been agreed very recently by the governing body but a key part of the provision, modern foreign languages, was omitted from the plan.

#### Equality of opportunity

Contributory grade 3

12. The promotion of equality and diversity was insufficient at the previous inspection. However, this has improved and is now satisfactory. There is a calendar of training for tutors on equality and diversity and most staff have now attended. A consultant has been



employed to give advice on equality and diversity content during training sessions.

13. Much data on learners is collected and some recent analysis has been made on rates of retention and achievement by different groups. The content of marketing materials has been reviewed and now contains an appropriate statement on equality.

14. A new draft marketing strategy has been produced. This plan was designed using the results of market analysis on ethnicity, disability deprivation indices for the local authority area. The new strategic plan for adult education includes plans to expand the provision of literacy and numeracy support and for English for speakers of other languages.

### **Quality improvement**

### **Contributory grade 3**

15. The arrangements for quality improvement were inadequate at the previous inspection. These have greatly improved and are now satisfactory. A considerable range of new procedures and systems have been, and continue to be, introduced. For example, a programme of observations of teaching and learning has been implemented, although it is difficult to see from the sampling plan that all tutors will be observed delivering each of the courses that they deliver. Training needs have been identified for most tutors following observations of teaching and learning. The results of observations are referred to during staff appraisals.

16. Arrangements for the collection of feedback have improved. A detailed survey has recently been carried out to collect the views of tutors. Mid-course evaluations by learners were collected during 2005-06. However, there has been insufficient time to review the systems and to assure their effectiveness.

17. The self-assessment process and report were weak at the previous inspection but some improvements have been made to the process. A formal cycle of self-assessment has now been agreed. This includes the collection of feedback from tutors and learners, statistical analysis and the completion of observations of teaching and learning.

18. The self-assessment report for 2006 has been produced and contains some judgements about retention and achievement rates as well as the quality of teaching and learning. However, the newly appointed adult education community officer has yet to draft the report for the current year. It is too early to accurately judge the effect of recent improvements.

## AREAS OF LEARNING

### Languages, literature and culture

Grade 3

Contributory areas:	Number of learners	Contributory grade
<b><i>Other languages, literature and culture</i></b>		<b>3</b>
Adult and community learning	134	3

19. In 2005-06, 66 learners enrolled on language courses. In the current academic year there have been 134 enrolments. Chinese, French, German and Italian were advertised in this year's brochure, but insufficient numbers of learners were recruited to the German courses, and a decision has been taken to allow Chinese programmes to run with only four learners. There are clear internal progression routes in French, with courses ranging from beginners to advanced levels. Italian courses include beginners and some intermediate provision. All courses take place in the evenings, and are for approximately two hours. There is no daytime or weekend provision.

#### ***Other languages, literature and culture***

##### *Strengths*

- good development of language skills

##### *Weaknesses*

- poor retention

#### **Achievement and standards**

20. Most learners successfully develop good language skills. The same members of staff are still in post as at the previous inspection and standards have been upheld. In modern foreign languages learners effectively 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.

21. Retention rates were poor at the previous inspection. It is too early to measure any changes to success rates.

21. The provider has identified that it did not fully understand how registers should be completed. Guidelines have now been issued to ensure that all staff complete them in the same way. Several strategies have been introduced to ensure that learners are on suitable courses and to support them through their learning. However, it is too early to judge the effect of these measures.

#### **The quality of provision**

22. All language courses were non-accredited in previous years. A strategic decision has been taken to better recognise learners' progress and in the current year accredited programmes have been introduced. Staff have had relevant training to help them deliver

the new accredited programmes.

23. Evaluation of the quality of non-accredited language programmes is based on self-assessment by tutors, feedback from learners and observations of teaching and learning. These systems have now been revised. Classrooms are generally well-resourced, but staff do not always have access to the equipment. For example, not all staff have had training in using an interactive whiteboard, and some staff are unable to access basic equipment such as compact disc players. This has been recognised by the provider, and there are plans to provide relevant training.

24. At the previous inspection, advice and guidance for learners was insufficient. Information in the school's brochure has now been standardised, with courses described as suitable for beginners or improvers who have one year's language learning experience, or as intermediate for those who have two years' language learning experience. Information about advanced courses is provided in the target language. Clear progression routes are now identified. Administration staff have more detailed information to give to prospective learners, and if necessary ask tutors to make contact with learners. The main source of information for prospective learners is still the brochure, although this year information has also gone out through the local media.

25. Course-specific initial assessments have been introduced to ensure that learners are on appropriate courses and to identify learners' needs. It is too soon to judge the effect of this. Checks that the initial assessments are being carried out are built into the new quality calendar.

### **Leadership and management**

26. Curriculum co-ordination was a weakness at the previous inspection, but measures have been taken to deal with this. The curriculum is now co-ordinated by one of the language tutors, and regular team meetings are planned. One meeting has been held to date. A new system of observations of teaching and learning has been introduced to replace the previous system which was insufficiently evaluative. A calendar of observations is planned, but at the time of reinspection, no language provision had been observed under the new system. An analysis of staff qualifications has been carried out to determine training needs. This is used in the staff appraisal and observation system.

27. More training opportunities are now available for staff, and many have attended an updated course in equality and diversity. Staff have had training in recognising and recording of progress and achievement. There are plans to train all staff in basic skills awareness to help them identify literacy, numeracy and language support needs, and to refer learners to suitable provision and support systems.

