INSPECTION REPORT

The City of York Council

17 November 2006

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.

Pre-inspection analysis

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

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

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

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

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

Overall effectiveness

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

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

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

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

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

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

Grading

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

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

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DESCRIPTION OF THE PROVIDER

1. The City of York Council (CYC) provides adult and community learning programmes for young people and adults and work-based learning for young people. Adult and community learning provision is located within CYC's learning, culture and children's services directorate and work-based learning programmes are offered by the council's economic development directorate. All provision is funded through contracts with the North Yorkshire Learning and Skills Council. The adult and community learning service is based at one of the council's offices in the centre of York. The head of service is responsible for all aspects of strategic and operational management. He reports to the assistant director of learning, culture and children's services. Following a reorganisation of management roles in 2005, the head of service is now supported by a management team consisting of a head of planning and operations and a head of information technology (IT) and e-learning. There are also two strategic managers responsible for family learning and skills for life and quality assurance and staff development. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. A team of curriculum managers and centre co-ordinators is responsible for day-to-day management of the provision.

2. The adult and community learning service's mission is 'to provide opportunities for everyone to be part of a thriving learning community, particularly focusing on participation by people who have had the least benefit from the education system so far'

3. Programmes are delivered through adult education centres based at seven secondary schools. The adult education centres also use about 80 smaller venues such as village halls and community centres. Courses are offered in all but two of the 15 sector subject areas. Adult and community learning programmes are divided into six curriculum areas comprising visual and performing arts and design, information and communications technology (ICT), modern foreign languages, family learning and skills for life, academic studies, and health and well-being.

4. Work-based learning is provided by York Training Centre, based in the city centre. Its mission statement is 'to enhance the economic well-being of the local community through socially inclusive learning and employment opportunities'. CYC provides training for apprentices and advanced apprentices in care, early years care, sport, leisure and recreation, administration and customer service. A small number of learners are working towards a national vocational qualification (NVQ). CYC's provision in environmental conservation, catering and hospitality and retailing was discontinued in 2005-06 as was its contract with Jobcentre Plus for a range of work preparation programmes.

5. CYC's work-based learning centre employs four managers, four administrative staff and 22 trainer/assessors. Apprenticeship training accounts for 45 per cent of the provision in work-based learning, and vocational training for school pupils aged 14-16 accounts for 30 per cent. The remainder is mostly commercially-funded work.

OVERALL EFFECTIVENESS   Grade 2

6. **The overall effectiveness of the provision is good**. More specifically, provision is good in health, public services and care, ICT, arts, media and publishing, languages, literature and culture, and business administration and law. Family learning is outstanding. Leadership and management and quality improvement arrangements are good and equality of opportunity is satisfactory.

7. **Achievement and standards are good.** Overall success rates are good in most areas of learning. Framework success rates in work-based learning have improved steadily in the past two years and are now satisfactory. Current apprentices are making good progress. Learners develop good skills in ICT, creative arts and modern foreign languages. Those on family learning programmes develop good personal, social and parenting skills. Attendance is good for most courses. Most learners progress well and there are many examples of learners who have progressed from introductory courses to level 2 qualifications. Standards of work are good in all areas of learning.

8. **The quality of provision is good.** Standards of teaching and learning are mostly satisfactory. Teaching in arts, media and publishing is good and outstanding in family learning. Of the 37 sessions observed by inspectors, 19 per cent were outstanding, 49 per cent were good and 32 per cent were satisfactory. None were inadequate. Tutors make good use of resources to support learning in modern foreign languages. For example, tutors of French, German and Italian, use digital projectors particularly effectively to develop learners' spoken responses or conversations without recourse to English. Family learning tutors are well qualified and highly motivated. They deliver well-paced, interactive and challenging lessons which provide learners with a very good range of practical activities and opportunities for discussion. Some of the weaker lessons in ICT are characterised by an over-reliance on work sheets and paper-based activities. Opportunities to develop and reinforce key learning points are not always taken. Assessment is generally satisfactory. Learners receive constructive feedback on written and practical work, which helps them to improve. In work-based learning, training officers use an appropriate range of assessment methods. They plan assessments well and adequately record direct observation of working practice. There is some poor assessment practice in modern foreign languages. CYC has made satisfactory progress to implement the process of recognising and recording progress and achievement in different curriculum areas. This process is clearly linked to programme review and evaluation.

9. **The range of programmes to meet the needs and activities of learners is good,** particularly in arts, media and publishing and family learning**. A wide range of information sources is used to support planning, including local intelligence, learner questionnaires and free taster courses to identify potential new learners. The service works closely with schools and other partners to target parents and carers who do not have a level 2 qualification. Partnership working is effective in widening participation and engaging learners. CYC works particularly effectively with schools and voluntary organisations to provide a wide range of accessible venues at times that meet learners' personal needs.

10. **Support for learners is good**. Very good links with statutory and voluntary sector support agencies ensure that every effort is made to provide a network of support for

disadvantaged and vulnerable learners and families. Publicity materials provide clear and effective guidance to prospective learners. Most telephone and personal enquiries at the advice and guidance centre or learning centres are dealt with helpfully and efficiently. Tutors provide good individual support for learners in class. Laptop computers are available on a free loan and free creche support is provided to targeted provision. Recent developments in an entry to employment (E2E) programme are effectively supporting young learners who did not attend school regularly or who were excluded from school for long periods. One hundred and fifty-five pupils aged 14-16 are in work-related learning provided at CYC's training centre. Support is particularly effective in meeting the individual needs of work-based learners. Tutors make frequent visits to employers to support learners in the workplace. Most are making very good progress towards completion of their apprenticeship.

11. **The inspection team was broadly confident in the reliability of the self-assessment process.** The adult and community learning self-assessment process is critical and inclusive. The service makes good use of staff and learner feedback to make judgements about the quality of provision. CYC identified most of the key strengths and weaknesses that the inspectors found, but understated some strengths in family learning, arts, media and publishing, leadership and management and quality improvement. Inspectors gave a higher grade for these aspects of the provision. The self-assessment grades for ICT, languages, literature and culture and equality of opportunity matched those given by inspectors. The adult and community learning quality improvement plan is comprehensive and provides clear timescales and responsibilities for improving the provision. The self-assessment report produced by the council's work-based learners team is insufficiently inclusive. Inspectors found different strengths and weaknesses for most aspects of the inspected provision but gave the same overall grades.

12. **The provider has demonstrated that it is in a good position to make improvements.** CYC has made considerable improvements in its adult and community learning provision since the previous inspection in 2003 and the quality monitoring visit in 2005. Work-based learning has also improved significantly since the inspection in 2002 and the reinspection of health, public services and care in 2003. Inspection grades have improved for all areas of learning. Many weaknesses identified during previous inspections have been successfully dealt with, and some are now strengths. Leadership and management and quality improvement arrangements are now good. Success rates in work-based learning are improving and the proportion of learners who complete within the planned period is increasing.

KEY CHALLENGES FOR THE CITY OF YORK COUNCIL:

- maintain the high standards of provision
- maintain and further develop partnership working
- maintain a broad and affordable range of provision in adult and community learning
- reinforce understanding of equality of opportunity in work-based learning
- systematically implement all aspects of quality assurance
- extend e-learning to work-based learning

GRADES

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

Grades awarded at inspection

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

Health, public services and care		2
Contributory areas:	Number of learners	Contributory grade
Social care Apprenticeships for young people	14	2
Early years Apprenticeships for young people	33	2

Information and communications technology		2
Contributory areas:	Number of learners	Contributory grade
ICT for users Adult and community learning	297	*2* 2

Arts, media and publishing		2
Contributory areas:	Number of learners	Contributory grade
Fine arts Adult and community learning	310	2
Crafts Adult and community learning	220	2
Media and communication Adult and community learning	53	2

Languages, literature and culture		2
Contributory areas:	Number of learners	Contributory grade
Other languages, literature and culture Adult and community learning	564	*2* 2

Business administration and law		2
Contributory areas:	Number of learners	Contributory grade
Administration Apprenticeships for young people	7	2
Customer service Apprenticeships for young people	6	2

Family learning		1
Contributory areas:	Number of learners	Contributory grade
Adult and community learning Adult and community learning	195	*1* 1

ABOUT THE INSPECTION

13. Inspectors reported on and graded CYC's adult and community learning provision in ICT, arts, media and publishing, languages, literature and culture and family learning. CYC's work-based learning provision in health, public services and care and business administration and law was also inspected and graded. Inspectors gave an overall grade for leadership and management and contributory grades for equality of opportunity and quality improvement. Inspectors sampled provision in adult and community learning and work-based learning areas that were not separately reported on and graded. The inspection was carried out in three stages during October and November 2006.

Number of inspectors	8
Number of inspection days	42
Number of learners interviewed	217
Number of staff interviewed	99
Number of employers interviewed	10
Number of locations/sites/learning centres visited	47
Number of partners/external agencies interviewed	16
Number of visits	3

Leadership and management

Strengths

- comprehensive strategic and curriculum planning and management in adult and community learning
- particularly effective partnerships to promote learning and skills
- very good city-wide strategy for provision of information, advice and guidance

- very effective strategy to promote accessibility to e-learning in adult and community learning
- good arrangements for appraisal and staff development
- good strategies for widening participation
- very effective quality improvement strategies

Weaknesses

- weak reinforcement of equality of opportunity in work-based learning
- insufficiently well-established aspects of quality assurance

Health, public services and care

Strengths

- good progress towards framework completion
- good individualised support for learners
- good employer involvement in training

Weaknesses

- insufficient resources to support new programmes
- poor understanding and reinforcement of equality of opportunity

Information and communications technology

Strengths

- good success rates for the examination-based computer programme
- good development of skills
- very effective and accessible virtual learning environment
- good community-based learning

Weaknesses

- insufficiently individualised target-setting on some non-accredited courses
- insufficient sharing of good practice

Arts, media and publishing

Strengths

- good development of creative and craft skills
- much good teaching which challenges learners
- particularly effective and responsive curriculum planning

Weaknesses

- insufficient quality monitoring of aspects of teaching and learning

Languages, literature and culture

Strengths

- good achievement
- good use of resources to support learning in foreign languages
- good academic and personal support for learners of foreign languages
- particularly effective recent strategies to improve quality in foreign languages

Weaknesses

- some poor assessment

Business administration and law

Strengths

- good progress by learners
- good development of learners' vocational skills
- good off-the-job training
- good employers and work placements

Weaknesses

- insufficient employer involvement in reviews
- insufficient links between on- and off-the-job training

Family learning

Adult and community learning

Strengths

- very good development of learners' personal, social and parenting skills
- good achievement on accredited courses
- outstanding teaching and learning
- highly responsive and flexible programme to meet learners' needs and interests
- very effective support for learners
- outstanding leadership and management

Weaknesses

- no significant weaknesses identified

WHAT LEARNERS LIKE ABOUT THE CITY OF YORK COUNCIL:

- good teaching and support materials
- friendly and approachable staff
- being treated as adults
- small group teaching
- relating theory to practical work
- convenience and accessibility
- learning new skills and techniques
- learning about the culture behind the language
- regaining confidence
- inspirational teaching

WHAT LEARNERS THINK THE CITY OF YORK COUNCIL COULD IMPROVE:

- insufficient car parking
- too much paperwork
- slow internet access

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 2

Strengths

- comprehensive strategic and curriculum planning and management in adult and community learning
- particularly effective partnerships to promote learning and skills
- very good city-wide strategy for provision of information, advice and guidance
- very effective strategy to promote accessibility to e-learning in adult and community learning
- good arrangements for appraisal and staff development
- good strategies for widening participation
- very effective quality improvement strategies

Weaknesses

- weak reinforcement of equality of opportunity in work-based learning
- insufficiently well-established aspects of quality assurance

14. Strategic and curriculum planning and management in adult and community learning are comprehensive. A clear and shared strategic vision for York makes explicit reference to improvements in learning and skills as a key corporate objective. Senior staff are well informed about strategic developments and one has a specific remit to champion learning and skills. The city as a whole is making good progress towards a comprehensive and coherent approach to planning learning and skills. A mapping process has begun to establish the extent of duplication and gaps in the city's provision. This is already beginning to have a positive effect on adult and community learning programme management. The recent appointment of curriculum managers in adult and community learning provides increased focus to the city's needs by bringing balance to curriculum planning through targeted local and city-wide planning. Work-based learning and adult and community learning provision were recently successfully reorganised to reflect changing demands and circumstances for programme delivery.

15. Many examples of particularly good partnership working at strategic and local level support the range and location of learning opportunities for adults in York. Senior staff are fully involved in key strategic groups such as the life long learning partnership and the 14-19 strategy groups working with schools. Good links are made with senior representatives from other providers in the city and in wider regional support partnerships. The council effectively co-ordinates the jointly produced publicity for all learning opportunities in the city and delivers it to every home in the city. Partnerships between adult and community learning and the library service are securing new locations and resources for learning through successful joint development bids. The library staff are being given initial advice and guidance training to enable them to support adult learning. There is much close work with schools and a range of other agencies in family learning and work-based learning. The council's work-based learning provider is a key 'Providers in

Partnership' member. This partnership works to help adults with qualifications to train for a change of career. Most of the partnership's learners are placed in the early years and care programme.

16. The city strategy for provision of information, advice and guidance is very good. It is provided by Future Prospects and is supported by joint funding from the council and further education college partners. This impartial service provides a very accessible city centre location with good support and many other facilities such as IT access points, counselling and jobsearch. The quality of the provision is recognised by the MATRIX excellence award, that Future Prospects has won twice. This expertise was shared when Future Prospects trained library staff in basic information, advice and guidance skills. They are committed to working with the library staff to gain the NVQ at level 2 in information, advice and guidance. Most adult education enrolments come through Future Prospects. Targeted project funding enables Future Prospects to work and develop expertise with marginalised groups. The information they gather from this activity supports programme development in adult and community learning. For example, advisers with community language skills identified a growing demand for provision in English for speakers of other languages, for the city's growing Eastern European population. They informed the adult and community learning service of the group's needs and a new programme has been developed to meet those needs.

17. Staff in adult and community learning have developed a very effective strategy to promote accessibility to e-learning. The manager for ICT leads this initiative and is supported by e-learning champions. e-learning strategies have been piloted in ICT, family learning, arts and media and publishing and modern foreign languages. Over half of the 200 tutors employed by the service have received training and development to support the initiative. Many tutors make good use of information and learning technology (ILT) to promote learning at CYC's flexible learning centres. Learners can work at home and at their own pace. Some submit assignments online and receive useful and constructive feedback. Tutors and managers have access to information which tells them how often and when learners are online. Inspectors found particularly good use of ILT and the virtual learning environment in ICT and modern foreign languages.

18. The council's arrangements for appraisal and staff development are good. Staff in adult and community learning and work-based learning follow the council's generic appraisal system, but each has developed a customised approach that meets their specific needs. Work-based learning staff have an additional review process that complements the council's process well. Staff have clear development targets that are prioritised in relation to individual job roles, and their progress is regularly reviewed during supervision meetings. In adult and community learning, the needs of part-time staff who teach for just a few hours a week, have been recognised by the introduction of a group appraisal scheme that identifies development needs and which links into the self-assessment process. Significant staff development opportunities are in place. Most of these are directly relevant to the changing needs of learners and the provider. Many staff are involved in regular and substantial training such as skills for life level 4 specialist qualifications, ICT qualifications, occupational skills updates and management training. All staff development is systematically recorded and evaluated to support future development.

19. Adult and community learning and work-based learning staff are kept well informed

through a good range of communications. Regular meetings are generally well attended and actions are followed up. A well-written adult and community learning staff newsletter provides detailed information on differentiation and equality and diversity. The development of the 'Moodle' website provides a wide range of adult and community learning information and is beginning to be used to help tutors share good practice.

Equality of opportunity   Contributory grade 3

20. The council's adult and community learning service and work-based learning provision have good strategies for widening participation. Clear and detailed policies and strategy documents show commitment to the engagement of disadvantaged learners and those who have had negative learning experiences in the past. In adult and community learning, well-integrated family learning and skills for life provision provides a very effective means of widening participation. Targeted provision for the most disadvantaged groups and communities is well supported by very good outreach work. Outreach workers work sensitively to develop trust, often over a significant period of time, before individuals and families take their first steps into learning. Very good links with statutory and voluntary sector support agencies ensure that every effort is made to provide a network of support for disadvantaged and vulnerable learners and families. Particularly effective joint working with the library service promotes good local access to learning in the community. Laptop computers are available on free loan and free crèche support is provided to targeted provision. Equality and diversity training is considered essential for adult and community learning tutors. Well-designed training materials include a wide range of scenarios that promote thought and discussion. Distance learning materials are made available for tutors who are unable to attend taught sessions.

21. Work-based learning has a particular remit to work with disadvantaged learners and has developed expertise in work with young people who have not been successful at school. Recent developments in an E2E programme are effectively supporting young learners who did not attend school regularly or who were excluded from school for long periods. One hundred and fifty-five pupils aged 14-16 are in work-related learning provided at the training centre. The initiative developed from CYC's well-established and close links with the council schools team. Pupils are making good progress and some are close to achieving their first qualification. The development of a level 1 preparation for employment programme provides a well-structured and appropriate stepping stone into further training at age 16. Many of these learners are considered difficult to place, but early progression data indicates that most of them go on to further education or training.

22. 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 the recruitment of different groups in work-based learning, but it is not used to set recruitment targets for under-represented groups. In adult and community learning, there is much anecdotal information about the effectiveness of widening participation activities, but data is not used sufficiently to monitor and provide statistical evidence to support this claim. CYC recognises this issue in the self-assessment reports and has started to deal with it. For example, in work-based learning, analysis of the achievement of supported learners with additional learning or social needs shows that they achieve at least as well as those with no identified additional needs.

23. The reinforcement of equality of opportunity in work-based learning is weak. Many learners have only a basic understanding, and a few have no recall at all. Equality of

opportunity is not reinforced well at reviews and review records provide little or no information about what has been discussed. Work-based learning trainers are given generic equality and diversity training as part of their induction and a wide range of additional training on equality is available to them through the council. However, this is not contextualised for work-based learning with young people. Trainers do not have the confidence to challenge inappropriate comments made by learners or to reinforce learners' understanding during learning sessions. This weakness is recognised in the work-based learning self-assessment report, but it is too soon to judge the effect of actions taken.

Quality improvement   Contributory grade 2

24. Many improvements in provision have taken place since the previous inspections, reinspection of work-based learning, and quality monitoring visits for adult and community learning. Progress towards dealing with weaknesses has been good and some are now strengths. In work-based learning, there are marked improvements in learners' progress and success rates. The percentage of learners who have exceeded the period for which they are funded has declined from 20 per cent to zero per cent by the final inspection week. The work-based learning manager regularly monitors progress and the timeliness of reviews. Prompt action is taken when concerns are noted. Standard approaches have been introduced to improve the quality and consistency of assessment and internal verification. Much of the paperwork for work-based learning has been rewritten and improved. CYC has carried out a major staff restructuring programme in adult and community learning and work-based learning in the past 18 months.

25. Managers and teaching staff report that this rationalisation and improvement programme has led to rapid and effective improvements in programme management. Processes for recognising and recording progress and achievement in adult and community learning include a clear link to programme review and evaluation that provides good self-assessment evidence. Gaining regular structured feedback from learners, staff and other stakeholders is becoming well established. It is generally very well analysed and action points are followed up. In adult and community learning, learners at the different centres are notified about improvements that have been made from their suggestions. Quality improvement teams in adult and community learning and work-based learning are becoming effective in monitoring development and action plans and co-ordinating improvements.

26. There are many improvements in the collection and use of management information. The collection and analysis of accurate data is beginning to be used in work-based learning to compare sets of data to make quality judgements. Teams and individuals are set clear targets for recruitment and success rates that are regularly monitored. In adult and community learning, data is well used in the self-assessment report to support judgements. Data is well presented in a range of useful formats to enable analysis at area of learning and centre level. Managers are now regularly supplied with data to support planning and management of their provision. The adult and community learning service is aware that the use of data to set realistic targets is an area for further development.

27. There are clear differences in the rigour and accuracy of the self-assessment process between adult and community learning and work-based learning. In adult and community learning, the self-assessment process includes staff and learners. The report is evaluative, based on strong evidence and clearly matches the judgements made by inspectors.

Work-based learning staff were consulted rather than fully involved in the self-assessment process. The report is insufficiently critical and many strengths were no more than normal practice. A number of weaknesses were not identified.

28. Aspects of quality assurance are insufficiently well established. The observation of teaching and learning process is generally well thought through but it is not implemented thoroughly. In work-based learning, there is no schedule to ensure that staff are observed to a planned cycle that fits with other key processes, such as appraisal. In adult and community learning, a target to observe 50 per cent of staff each year was not reached in some areas last year. There is no observation of the review process in work-based learning. The quality of observation records in adult and community learning varies significantly between areas of learning. Some are very good but others have insufficient detail and do not support the judgements and grade given by the observer. Although monitoring of the progress and quality of document completion in work-based learning is frequent and thorough, each aspect of monitoring is separately recorded. There is no single system that draws together all the information about a learner in a central record. There is an over-reliance on paper-based systems. The paperwork that describes quality systems is not well-designed. The adult and community learning quality manual is incomplete. In work-based learning, the manual is cumbersome and it is difficult to find information.

AREAS OF LEARNING

Health, public services and care   Grade 2

Contributory areas:	Number of learners	Contributory grade
Social care		
Apprenticeships for young people	14	2
Early years		
Apprenticeships for young people	33	2

29. CYC provides apprenticeship training for 33 learners in early years care and 14 learners in social care. There are eight apprentices and six advanced apprentices in social care. Twenty-six learners are following an apprenticeship in early years and seven are working towards an advanced apprenticeship. Forty-five learners are women. Most learners are employed or in a work placement close to their home.

30. The training manager is responsible for planning and managing the apprenticeship programmes. She is also the lead internal verifier and centre co-ordinator. There are two part-time internal verifiers and seven trainer/assessors. Most learners are recruited directly by employers or are referred through Connexions. All learners attend a group induction and have an initial assessment at the start of the programme. Training for the technical certificate, key skills and employment rights and responsibilities takes place in the training centre. Trainers visit level 2 learners in the workplace every two weeks and level 3 learners every two to three weeks.

Strengths

- good progress towards framework completion
- good individualised support for learners
- good employer involvement in training

Weaknesses

- insufficient resources to support new programmes
- poor understanding and reinforcement of equality of opportunity

Achievement and standards

31. Learners make good progress towards framework completion. Provisional funding body data for 2005-06 shows a significantly improving trend in framework completions for apprentices and advanced apprentices. The proportion of learners who completed their programme within planned timescales in 2005-06 has improved considerably from 2004-05. None of the learners have exceeded their planned period of study and many are on target to complete their programme early. These improvements have continued in 2006-07. All learners who achieved their qualification in the current year did so within the planned period of study. Key skills and technical certificate success rates are good.

32. In 2003-04, overall framework success rates for advanced apprentices were poor at 8

per cent, compared with a national average of 27 per cent. Success rates for apprentices were at the national average, although still low at 17 per cent. None of the learners achieved within the planned period of study. The proportion of advanced apprentices who were successful in 2004-05 remained low. Few completed within the planned period of study. However, success rates for apprentices improved to 36 per cent, compared with the national average of 29 per cent, and the proportion of learners who completed within the planned timescales increased to 28 per cent, compared with the national average of 13 per cent.

33. The standard of learners' vocational skills is satisfactory. Learners quickly gain confidence and develop a professional approach to their work. Some learners who joined the apprenticeship programme from the 14-16 preparation for employment programme, have made very good progress and have completed the apprenticeship early. The preparation for employment programme for disaffected young people provides a good progression route to an apprenticeship.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	12	67	51	8	27
		timely	9	11	31	0	16
	2004-05	overall	15	60	47	7	21
		timely	11	27	28	9	12

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: www.lsc.gov.uk).

The quality of provision

34. Employers are fully involved in the training. Practical skills training is good. Thorough workplace inductions enable learners to gain confidence and identify what is required in their job role. Employers offer a good range of relevant courses in dementia awareness, infection control, dealing with difficult behaviour, administering medication and working with health professionals. In early years settings, learners receive updates on the early years curriculum and have access to staff training and courses delivered by external trainers to extend knowledge and develop professional practice. Employers take their responsibilities for training and supporting learners seriously. They fulfil their obligations in relation to all aspects of NVQ training and assessment. Some work-based staff are qualified assessors. They contribute to learners' assessment of competence and provide good witness statements.

35. Individual support for learners is good. Staff carry out frequent assessment visits and provide individual coaching to ensure that individual needs are met. Learners receive good individual support to achieve key skills and improve communication and literacy early in the programme. They make good progress in the technical certificate and NVQ. Staff maintain frequent contact by text messages and telephone. They respond promptly to learners' requests for extra help. Staff have high expectations of learners and set them challenging targets and assignments and projects to extend their learning. One learner developed a useful spreadsheet that listed all the legislation related to health and social

care and then linked it carefully to the units in the level 3 qualification. Staff are skilled in coping with learners with a wide ability range.

36. Induction is satisfactory. Learners receive detailed information about the NVQ, technical certificate, key skills and employment rights and responsibilities. Learners are made aware of regular off-the-job training in the centre. Induction is well structured. Learners are introduced to the internal verification process and are given clear information about how they will be assessed. Health and safety and equal opportunities are covered. However, learners do not recall the content of induction well. They say that they receive too much information in a short time and that they spend too much time completing paperwork.

37. Teaching and learning are satisfactory. The best lessons are well planned, and well structured to include theory and practical exercises to engage learners. In less effective sessions, the pace of learning is too slow and learners work through handouts which are insufficiently challenging.

38. Assessment is thorough. Learners are observed every two or three weeks in the workplace and many more frequently. Assessors encourage learners to make good use of witness statements, work products, and oral and written questioning. Assessors write detailed reports which are carefully cross-referenced with a range of NVQ elements and units. However, some assessors do not provide prompt feedback to learners to help them complete units within planned timescales.

39. Internal verification arrangements are satisfactory. Assessors receive constructive and helpful feedback from internal verifiers to help them improve their assessment skills. However, internal verifiers are not always rigorous when planning units for selection and rely on assessors to identify the units to be internally verified.

40. Resources are insufficient to support new programmes. Few learners have access to relevant textbooks. There are no booklists and learners are not aware of books and other useful publications in the centre. There are insufficient resources for the new technical certificates. Some handouts and exercises are dull and others are at an inappropriate level for learners. New learning materials have recently been purchased but staff are not fully familiar with them and they have not been made available to learners. Computers used by learners are old and access to the internet is slow.

Leadership and management

41. Managers have effectively focused on introducing changes in the programme to improve progress towards framework completion. Staff performance is closely managed. Team working and internal communications are good. Appraisal and review are thorough and staff receive appropriate targets for their programmes. Training and development activities focus on promoting staff understanding and expertise on the technical certificates, key skills and the new NVQ. Some staff have achieved key skills units and assessor and internal verifier awards.

42. Staff feel well supported by their manager. The manager regularly carries out supportive individual meetings with trainers to discuss recruitment, progress and success. Formal team meetings take place regularly and are well recorded, and action points are clearly identified.

43. Learners' understanding of equality of opportunity is poor. Staff do not sufficiently reinforce equality during induction or progress reviews. This weakness is recognised in the self-assessment report. Learners receive some training during induction about employment rights and responsibilities and on the technical certificate. However, induction does not sufficiently engage learners. Staff are not confident enough to challenge inappropriate language used by learners. A few learners benefit from good reinforcement of equal opportunities by their employers but most learners' understanding of equality of opportunity is poor.

44. The self-assessment process is not thorough and does not sufficiently involve all staff. Employers and learners are given little opportunity to contribute. The self-assessment report correctly identified some of the strengths found by inspectors but others are no more than normal practice. Inspectors found different weaknesses to those identified by CYC, but gave the same grade as that in the self-assessment report.

Information and communications technology   Grade 2

Contributory areas:	Number of learners	Contributory grade
ICT for users		*2*
Adult and community learning	297	2

45. At the time of inspection there were 297 learners on 58 basic and intermediate level IT courses. Two-hundred and twenty learners are following an accredited programme and 67 are on non-accredited programmes. Courses are offered during the day and evening in schools, community halls and at a range of other local venues. Most learners attend for one session each week on programmes which last from six to 30 weeks. Most non-accredited courses are targeted at learners with little or no previous IT experience. Specialised courses in web design, digital imagery, photo editing, and software application are offered for those who have some previous IT experience. The IT curriculum manager is responsible for all aspects of the curriculum and for managing the 36 part time-tutors who deliver the courses.

Strengths

- good success rates for the examination-based computer programme
- good development of skills
- very effective and accessible virtual learning environment
- good community-based learning

Weaknesses

- insufficiently individualised target-setting on some non-accredited courses
- insufficient sharing of good practice

Achievement and standards

46. Success rates are good for the examination-based computer course. In 2005-06, the success rate was 69 per cent at level 1 and 98 per cent at level 2. One-third of learners on accredited programmes are working towards this qualification.

47. Success rates on other accredited programmes are generally satisfactory. In 2005-06, the success rate for the basic computer literacy course was satisfactory at 78 per cent. The success rate for learners taking the diploma was good at 96 per cent.

48. Learners develop good IT skills, which they value. They quickly develop competence in the use of software applications. For many this is the first time they have used a computer. Learners are keen to progress to higher levels or to use their new skills to help find employment. Learners often practise their newly acquired skills at home. They are punctual and regularly attend classes. Most are highly motivated. In a number of sessions, learners begin learning activities before the class starts and often remain afterwards to speak to the tutor. Learners' standard of work shows good development of important IT skills. Some are working on aspects of their qualification which exceed awarding body requirements.

The quality of provision

49. CYC has developed a very effective and accessible virtual learning environment. The head of e-learning has been particularly active in developing and promoting the effective use of the virtual learning environment. Learners and tutors make good use of this to support teaching and learning. Tutors post learning resources on the virtual learning environment which can then be accessed by all learners. This is particularly useful for learners who have missed a session or who need to reinforce their understanding. Learners speak favourably of the system and describe how it has helped them understand software applications.

50. CYC offers good community-based learning in a wide range of centres across the city. Learners are able to attend a variety of flexible programmes designed to meet the needs of all members of the community. Tutors target courses specifically at disadvantaged groups. Computer classes are run in a number of schools. This arrangement helps many learners to overcome their reluctance to participate in learning. Many learners are keen to continue their education once they have completed their first course. School cleaning and catering staff have taken a basic accredited computer course and have gained a qualification for the first time.

51. Teaching and learning are satisfactory. Many tutors plan work effectively to meet learners' needs. In the best sessions, tutors use active learning techniques to engage and challenge learners. Tutors measure attainment by outcomes produced during lessons. Learning is differentiated and paced to suit the needs of learners. Tutors make effective use of practical demonstrations. In the better lessons, tutors develop learning opportunities by using learners' questions to illustrate key points for the whole class. The weaker lessons are characterised by an over-reliance on work sheets and paper-based questionnaires. Opportunities to develop and reinforce key learning points are not always taken. In one lesson, a tutor instructed a learner to delete a phrase and re-type it instead of showing her how to edit it.

52. Assessment of learners' progress is satisfactory. A scheme to recognise and record learners' progress and achievement has been introduced but it is applied inconsistently. Progress sheets are completed at the end of each session, but the rigour with which these are completed varies considerably between different tutors. In one class, the tutor uses an effective and detailed monitoring sheet to record progress and to help differentiate learning. However, this is not widely used.

53. Arrangements for identifying and meeting learners' literacy, numeracy and language needs are satisfactory. An initial assessment at the beginning of the programme helps to determine learners' additional needs. Those identified as needing extra help are supported by the tutor in the class or are given extra tutorial help during learning sessions.

54. Tutors support learners effectively to help them achieve. The duration of some courses with a high proportion of older learners is extended by a week so that everyone can complete it successfully. Individual learning needs are assessed at the start of the course and progress is carefully monitored and recorded. Tutors discuss opportunities for progression at the end of the course. An improvers' class is offered after the beginners' course so that learners can develop and extend their IT skills. Staff provide up to 50 laptop computers for learners to take home so they can practise their new competences.

Learners say that this gives them increased confidence and helps them to make progress with their coursework.

55. Tutors do not set sufficiently individualised targets for learners on some non-accredited courses. Targets are often generic and do not clearly relate to the needs and abilities of individual learners. Some come into the computer workshop with little idea of what they would like to achieve by the end of the session.

Leadership and management

56. There are effective partnerships with schools to improve the opportunities for learners. Courses are well managed. The accredited courses meet the requirements of the awarding bodies. Tutors maintain useful files containing schemes of work, lesson plans, learning materials and progress records. Tutors attend regular staff meetings and attend staff development sessions. Tutors are suitably qualified.

57. Resources are generally satisfactory. IT equipment meets the needs of learners and programmes, but a few computers are old. Most rooms are light and spacious and some have colourful posters explaining the importance of health and safety at the computer. Learning materials are of a high quality and tutors produce good handouts with clear diagrams. However, at one centre, there were no adjustable chairs for learners during a two and a half hour session and few health and safety posters to remind learners of the correct posture for working on a computer.

58. Representation of learners from minority ethnic groups broadly reflects the size and composition of the local community. Staff and learners are aware of the provider's policies on equality and individual entitlement to freedom from discrimination.

59. There is insufficient sharing of good practice. Inspectors found considerable variation in the standards of teaching and learning between different tutors on the same course. Some tutors make particularly good use of a range of teaching methods supported by high-quality learning materials but this good practice is not sufficiently shared with other tutors in the IT team.

60. The self-assessment process is sound. Tutors contribute to judgements in the report and there is appropriate use of data and learners' views. Inspectors found similar strengths to those in the self-assessment report but different weaknesses. The inspection grade matched the grade given by CYC.

Arts, media and publishing   Grade 2

Contributory areas:	Number of learners	Contributory grade
Fine arts		
Adult and community learning	310	2
Crafts		
Adult and community learning	220	2
Media and communication		
Adult and community learning	53	2

61. CYC offers a range of non-accredited courses at 22 schools, community centres, village halls, libraries and residential accommodation for older people across the city and in neighbouring towns and villages. At the time of inspection there were 583 learners on courses in painting and drawing, watercolours, calligraphy, jewellery, sculpture, stained glass and creative computer crafts. A small number of painting and drawing short courses are provided in residential accommodation. Most courses are for beginners and a few are for improvers.

62. All courses are 11 weeks' duration or less, and usually require attendance for a two-hour class once a week. Once enrolled, many learners re-enrol for the rest of the academic year. Courses are offered during the day and evening and most classes are taught Monday to Thursday. There are 3.19 per cent of learners from minority ethnic backgrounds, and about 20 per cent are men. Forty-eight per cent are aged over 55. The provision is managed by a part-time curriculum manager. Classes are taught by 35 tutors.

Strengths

- good development of creative and craft skills
- much good teaching which challenges learners
- particularly effective and responsive curriculum planning

Weaknesses

- insufficient quality monitoring of aspects of teaching and learning

Achievement and standards

63. The development of learners' creative and craft skills is good. In a painting and drawing class, learners were encouraged to use sketchbooks for research and experimentation. In another fine art lesson, the tutor emphasised the importance of rigorous observational skills as learners prepared to draw decaying logs using unfamiliar mark-making methods, which challenged learners. Learners on a beginners' stained glass course rapidly acquire the skills of leading and soldering to enable them to make work of some complexity. Learners in upholstery and sculpture gain a variety of valuable and creative skills. Tutors encourage more advanced learners to explore new methods of painting and drawing.

64. Standards of work are good. There are regular exhibitions of learners' work, which allow them to make a positive contribution to the community. One hundred pieces were

selected for a digital art display at a gallery in York. Many learners have sold their paintings commercially. The council's directorate of learning, culture and children's services chose a design from an art learner for their corporate Christmas card. Attendance at classes is good. Learners enjoy their studies and support each other.

The quality of provision

65. There is much good teaching, which challenges learners. Tutors are enthusiastic, energetic, and make good use of their expertise and experience as practitioners to illuminate and enhance understanding. In the more successful lessons, a range of differentiation strategies is employed to ensure that individual learning needs are met. In one painting and drawing course, the tutor carefully chose two topics for extended study to permit a variety of outcomes, depending on the learners' ability and inclination. Visual exemplars are used to enhance understanding and critical abilities, and work is displayed on the walls of every classroom.

66. Learners are regularly challenged to experiment and to look at objects in a different way, often with surprising results. To one learner, the realisation that using a cotton bud for the first time will allow her to replicate the texture of a lemon skin comes as a revelation. She is inspired, as a result, to experiment further at home. Another recognises that mark making with a stick can produce artwork that is moving and liberating. e-learning opportunities are being successfully developed. Computers are used regularly in the classroom to display work and to manipulate images of learners' work. One tutor is developing an online 'learn to paint with acrylics' course which is shortly to be made accessible to learners through CYC's 'Moodle' virtual learning environment. In a less effective lesson, the absence of an adequate plan for the session meant that not all learners were able to work at an appropriate pace. In another lesson, the tutor did not effectively manage to fully involve two new learners who had joined the class.

67. Learners' progress is effectively monitored. Most tutors use recently introduced CYC paperwork to record assessment, and are able to accurately monitor the weekly progress of learners towards meeting group and individual learning goals. Arrangements to provide support for literacy and numeracy are good. Initial assessments are thorough, and several learners have taken advantage of the additional support available.

68. Resources are generally good. A high proportion of tutors hold recognised teaching qualifications. Most are practising artists and many have degrees. Teaching accommodation is satisfactory.

69. Curriculum planning is particularly effective and responsive. A wide range of information sources is used to support planning, including local intelligence, learner questionnaires and free taster courses to identify potential new learners. The six new courses offered in September 2006, all recruited well and are planned to continue next term. The extended range of daytime courses and venues has increased accessibility, especially for older learners. Younger learners have been successfully targeted with new courses in contemporary jewellery and painting and drawing.

70. Support for learners is satisfactory. Learners speak positively about the initial advice and guidance they receive from Future Prospects. However, not all are aware of the level of their course and some learning pathways are not clear.

Leadership and management

71. Internal communications are well established and understood. A colourful and informal newsletter also serves as a platform to share good practice. Tutors feel well supported by CYC. Staff development is promoted and partnership arrangements with York Art Gallery, Creative York and Arts Action York are currently being developed as part of this programme. The 'Tutor as Artist' exhibitions are a regular feature of the provision which helps to develop tutors' professional skills and standing.

72. Arrangements for recognising and recording learners' progress and achievement are satisfactory. There is some inconsistency in the quality of assessments. Individual learning goals do not always identify the level of expected achievement. Most learners welcome the clearer focus provided by identifying learning goals.

73. Learners are treated fairly and they value the supportive and friendly atmosphere during learning sessions. Learners support each other well and treat others with respect. Venues are accessible to learners with restricted mobility.

74. There is insufficient quality monitoring of aspects of teaching and learning. Less than 20 per cent of staff were observed in 2005-06 and one long-serving tutor has yet to be observed. Schemes of work have not all been quality assured before the start of the courses, and there is some non-compliance in implementing recommended guidelines for lesson planning. Management information data is not used effectively for quality monitoring.

75. Self-assessment is a rigorous and inclusive process. CYC accurately identified most of the strengths and weaknesses found by inspectors. The departmental development plan has already begun to resolve the one weakness identified by the inspection team. The self-assessment report was too critical and inspectors gave a higher grade than that given by CYC.

Languages, literature and culture   **Grade 2**

Contributory areas:	Number of learners	Contributory grade
Other languages, literature and culture		*2*
Adult and community learning	564	2

76. CYC offers accredited and non-accredited courses in Arabic, French, German, Greek, Italian, Spanish, and lip-reading. Japanese is offered only as a non-accredited course. Courses in sign language and Mandarin are also offered but were not running during the inspection. There are 290 enrolments on accredited courses and 274 on non-accredited courses. Courses are taught at 13 venues during the day and evening. French, Italian and Spanish are offered at level 1, 2 and 3 and all other courses are offered only at level 1 and 2. Courses run for between six and 33 weeks, although most are either of 11 or 30 weeks' duration. Most learning sessions last for two hours. All tutors are part-time.

Strengths

- good achievement
- good use of resources to support learning in foreign languages
- good academic and personal support for learners of foreign languages
- particularly effective recent strategies to improve quality in foreign languages

Weaknesses

- some poor assessment

Achievement and standards

77. Achievement is good. The average success rate on accredited courses in 2004-05 and 2005-06 was 92 per cent. In 2005-06, all learners on advanced and advanced subsidiary level programmes achieved high grades. Attainment in learning sessions is good. Most learners of modern foreign languages speak with good levels of fluency and accuracy. Their accents and intonation are good. They enjoy speaking, correctly considering this to be the most important skill of language acquisition. In one class, learners spoke exclusively and fluently in German in informal exchanges before the session and during the lesson. However, a minority of learners use English too often in class. When they do, they often find it difficult to revert to the taught language.

The quality of provision

78. Tutors make good use of resources to support learning in modern foreign languages. For example, tutors of French, German and Italian use digital projectors particularly effectively to develop learners' spoken responses or conversations without recourse to English. They project and sometimes manipulate images so that no explanation is necessary. Tutors also make good use of more traditional resources, particularly in teaching rooms which are not equipped with the latest technology to support learning. Tutors produce attractive cue cards and use good texts successfully to achieve the same objectives. A tutor of French makes very good use of video to develop learners' listening and speaking skills. She correctly emphasises the need to pick out the main points rather

than every word. Learners on a lip-reading course report that they benefit from a good variety of learning resources, such as those which promote discussion of the armistice commemorations.

79. There is good academic and personal support for learners of foreign languages. Publicity materials provide clear and effective guidance to prospective learners. Most telephone and personal enquiries at the advice and guidance centre or learning centres are dealt with helpfully and efficiently. Tutors provide good individual support for learners in class. In one class, for example, a video was shown with helpful subtitles in the taught language. Tutors frequently and effectively involve learners in planning aspects of the learning session. Tutors of Italian and Spanish help arrange good pen-friend links for learners. Learners of Japanese benefit from regular meetings with native speakers in a local society supported by the tutor. Reliance on pictures to stimulate discussion helps some learners participate more effectively.

80. The range of courses is satisfactory overall. There is a good variety of foreign languages and a satisfactory balance of accredited and non-accredited provision. However, there are recruitment difficulties with sign language courses and some learners have been unsuccessful in their efforts to enrol.

81. Some assessment is poor. A minority of tutors do not assess learners' needs, aims and previous learning in a formal initial assessment. Satisfaction surveys in sign language identify adverse comments on assignments. Until very recently, assessment on non-accredited courses was inadequate. A scheme for recognising and recording learners' progress and achievement has been effectively introduced on these programmes and is in general use, but it is too early to judge its effectiveness. Ongoing assessment on most accredited modern foreign languages programmes is satisfactory. However, in some cases, learners are not sure what they need to do to improve.

Leadership and management

82. There have been particularly effective recent strategies to improve the quality of modern foreign languages. A restructuring to strengthen specialist curriculum management has been well received and understood by tutors. Managers are enthusiastic, capable and efficient. Communication of aims and values within the team is good. Managers now make good use of data to support curriculum planning. Tutors work well with a range of external partners to improve the quality of their own work and to share good practice in the wider adult learning community.

83. The system for observing teaching and learning is effective in improving practice, as is the impressive programme of meetings and professional development activities. Both are effectively targeted to improve quality. For instance, the expansion in the use of new technology has been particularly well organised and implemented. New tutors receive a memory stick with good teaching and learning resources in the language they teach. Follow-up activities to training or managerial interventions are thorough. However, despite rapid progress in their new roles, managers have not yet had time to gain a sufficiently thorough overview of all tutors' practice. Curriculum support for sign language is poor. There has been insufficient consideration of its place in the curriculum. Opportunities for shared training involving modern foreign languages tutors and sign language tutors have not arisen, and assessment issues have not been resolved.

84. Equality of opportunity is satisfactory. Sessions promote respect for other languages and cultures. Tutors help learners to understand what it means to belong to a culture outside their experience.

85. The self-assessment report is critical and thorough, although the process did not sufficiently involve all tutors. CYC managers identified most of the strengths and weaknesses found by the inspection team. Inspectors gave the same grade for the provision as that in the self-assessment report.

Business administration and law   **Grade 2**

Contributory areas:	Number of learners	Contributory grade
Administration		
Apprenticeships for young people	7	2
Customer service		
Apprenticeships for young people	6	2

86. CYC provides training for 13 learners in business administration and law. There are six apprentices in business administration and two in customer service. Four learners are working towards advanced apprenticeships in customer service and one is working towards an NVQ at level 1 in business administration. Most learners are employed in a range of small, medium-sized and large organisations in the York area. Learners are recruited throughout the year. Most are referred by Connexions or their employer and some apply on the recommendation of current learners. CYC interviews all applicants to determine their suitability for the programme. An initial assessment is carried out to establish the most appropriate level for the applicant and to identify learning needs. A diagnostic assessment identifies learners' literacy and numeracy needs. New learners attend a half-day induction at CYC that covers the requirements of the qualification, health and safety and equality of opportunity. The induction is carried out by the learners' trainer/assessor. The training manager is supported by one full-time and three part-time trainer/assessors who are responsible for carrying out training and assessment. Learners attend the training centre every week for off-the-job training. Trainer/assessors carry out assessment in the workplace every two weeks and a progress review every eight weeks.

Strengths

- good progress by learners
- good development of learners' vocational skills
- good off-the-job training
- good employers and work placements

Weaknesses

- insufficient employer involvement in reviews
- insufficient links between on- and off-the-job training

Achievement and standards

87. Learners make good progress. Funding body data for 2005-06 shows that success rates for apprentices and advanced apprentices in business administration and customer service are improving. The current timely success rates are close to the overall success rates, which demonstrates that learners are achieving their targets. Twelve of the 13 learners are on target to complete their framework within their planned period of study.

88. Overall qualification success rates are improving. The success rate for advanced apprentices improved from 33 per cent in 2003-04 to 47 per cent in 2004-05, compared with national averages of 28 per cent and 31 per cent respectively. The success rate for apprentices improved from an unsatisfactory 9 per cent in 2003-04 to 33 per cent in

2004-05, compared with the national averages of 33 per cent and 45 per cent respectively. The proportion of advanced apprentices who completed within the planned period of study in 2003-04 was 43 per cent, compared with the national rate of 18 per cent. In 2004-05, the success rate improved to 47 per cent, compared with the national average of 23 per cent. In 2003-04, none of the apprentices completed within the planned period of study. In 2004-05, the proportion of apprentices who completed within the planned period of study increased to 43 per cent, compared with the national average of 28 per cent. The latest funding council data shows further improvement in success rates for 2005-06.

89. Learners develop good vocational skills. They are aware of their role in their organisation and develop the skills and knowledge required to carry out that role. They make good use of ICT. One customer service apprentice uses video conferencing to keep in weekly contact with major customers. A business administration learner is coaching colleagues to use bespoke software in an insurance brokerage firm. Many learners are developing sensitive approaches to dealing with colleagues, customers and clients. Learners develop confidence and self-esteem. They work independently and accept greater responsibility, to make a significant contribution to their organisation. Some apprentices have been promoted and others have taken on more senior roles to cover the requirements of their employer. The standard of learners' work is good. Attendance at off-the-job training is very good.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	6	83	46	33	28
		timely	4	75	30	50	18
	2004-05	overall	19	58	47	47	31
		timely	19	53	35	47	23
Apprenticeships	2003-04	overall	11	45	51	9	37
		timely	10	1	25	0	18
	2004-05	overall	6	67	56	33	45
		timely	7	71	35	43	28

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: www.lsc.gov.uk).

The quality of provision

90. Off-the-job training is good. Learners attend group sessions, which are well prepared with good lesson plans and schemes of work. These sessions involve a good range of activities with good interaction between learners and the trainer/assessor. Learners' understanding is checked and reinforced well. Some learners receive effective and individualised coaching from their trainer/assessor to complete identified gaps in knowledge and understanding. Independent learning tasks which are carried out outside the classroom are systematically set, completed by learners, marked by the trainer/assessor and promptly returned.

91. Learners work with good employers and work-placement providers. CYC has good

working relationships with these organisations and is regarded by many employers as the training provider of choice. CYC staff help some employers to select and recruit appropriate learners. CYC carefully matches new learners with suitable employers. Employers express confidence in the flexible, responsive and well-organised trainer/assessors. Most employers are enthusiastic, and take their role in the learners' development at work very seriously. Workplace supervisors are extremely supportive.

92. Assessment practice is satisfactory. Trainer/assessors use an appropriate range of assessment methods. They plan assessments well and adequately record direct observation of working practice. Their questioning techniques and feedback to learners are satisfactory. Learners receive a satisfactory initial assessment and induction. The initial assessment process determines the learners' suitability for the programme and their level of literacy and numeracy. CYC's literacy and numeracy support is satisfactory. Diagnostic assessment identifies any areas of support that learners require to successfully complete the programme. None of the current learners have additional literacy and numeracy needs.

93. There is insufficient co-ordination of on- and off-the-job training. Many employers provide good training and coaching that is closely allied to the learners' job performance and often exceeds the requirements of the framework. CYC is often unaware of these training programmes, and does not relate them to the off-the-job training programmes or to the requirements of the learners' qualification. There is insufficient employer involvement in progress reviews. Most review meetings only involve the learner and the trainer/assessor, and the learner's supervisor only participates at the end of the meeting. Most supervisors add a brief comment on the learner's progress review document and sign the review paperwork. The learners' targets for the period to the next review meeting are negotiated with the learner and the trainer/assessor. Some supervisors attend the review meeting but they do not take an active part in setting targets for the learners. Supervisors are unaware of the significant role that they should take in target-setting and implementing plans to drive the learners' progress. Some supervisors do not understand that the review process is distinct from assessment.

Leadership and management

94. Recent management actions have helped to focus efforts on improving success rates. Learners now complete key skills and technical certificates early in their programme. Trainer/assessors are set targets at personal and team level for learners' success during the appraisal and staff development process. Observation of off-the-job training sessions has been introduced, but the induction and progress review process has not been observed. Communications between staff are effective and there is satisfactory use of data in meetings to discuss and monitor learners' performance. Many current quality systems are ensuring compliance with CYC procedures rather than promoting quality improvement and good practice. The progress review records are monitored by the training manager, but this has not identified the lack of involvement of the learners' supervisor in the review and target-setting process. Arrangements for internal verification are adequate and meet awarding body requirements. The process provides good feedback for trainer/assessors, but there is no feedback from internal verifier to the learners. Equality of opportunity is generally satisfactory. The learners' induction covers equality and diversity, gender and disability. Learners are aware of their rights and responsibilities at work and can clearly identify how they would go about making a complaint if they felt they were treated unfairly. However, there is insufficient reinforcement of equality and diversity during

reviews.

95. The self-assessment process is insufficiently rigorous and inclusive. Employers, learners and staff did not make a significant contribution to the self-assessment process. The self-assessment identified many strengths, but most were overstated and others were no more than normal practice. The weaknesses were insufficiently related to the Common Inspection Framework. Inspectors found different strengths and weaknesses to those in the self-assessment report, but gave the same overall grade for the provision.

Family learning **Grade 1**

Contributory areas:	Number of learners	Contributory grade
Adult and community learning		*1*
Adult and community learning	195	1

96. At the time of inspection, 195 learners were enrolled on 25 courses delivered by CYC in 18 schools, children's centres and community centres across the city. Fifty-nine learners are following family literacy, language and numeracy (FLLN) programmes and 136 are attending wider family learning (WFL) programmes. FLLN courses include 'keeping up with the children', play and language, and early start. The programmes are mainly targeted at parents of children who are at or below foundation stage. WFL provision includes creative arts courses and programmes designed to improve parent and child interaction, and courses to encourage parents to provide healthy food for their children. Courses are taught by 23 teachers and five outreach workers. The family learning and skills for life strategic manager has overall responsibility for the family learning curriculum. She is supported by a full-time co-ordinator and a part-time curriculum manager and a part-time crèche manager.

Adult and community learning

Strengths

- very good development of learners' personal, social and parenting skills
- good achievement on accredited courses
- outstanding teaching and learning
- highly responsive and flexible programme to meet learners' needs and interests
- very effective support for learners
- outstanding leadership and management

Weaknesses

- no significant weaknesses identified

Achievement and standards

97. Learners develop very good personal, social and parenting skills. Many learners improve their skills in supporting or interacting with their children, for example in dealing with behavioural problems, or in helping their children with their reading. They are also able to reflect on their own learning experiences and its effect on their children. Learners develop good skills in arts and crafts, literacy, numeracy and ICT. Learners report increased levels of confidence. One learner with mental health difficulties developed the confidence to read aloud poems that he had written in a poetry competition. Many parents and carers progress to other family learning or skills for life programmes. Many have become more involved with their child's school as volunteer readers or support assistants. Most of the parent members of the Sure Start board attended family programmes before becoming board members.

98. Achievement on accredited programmes is good. In 2005-06, 91 cent of learners who entered for the national certificates in literacy or numeracy, or Open College Network qualifications, were successful. Learners on accredited family learning programmes make good progress in working towards qualifications. Learners on WFL and FLLN programmes produce good standards of written and practical work.

The quality of provision

99. Teaching and learning are outstanding. Well-qualified and highly motivated teachers deliver well-paced, interactive and challenging lessons. They provide learners with a very good range of practical activities and opportunities for discussion. For example, in one session, learners participated in a very lively discussion about the importance of playing with children. They responded enthusiastically to the teacher's questions, listened to each other and quickly developed new ideas. They discussed the implications for their children's learning at relevant times during the session and planned home activities. Teachers produce good course and session plans, with clear learning objectives, which meet the diverse needs of learners. Adult teachers and school or early years teachers co-operate well in jointly planning sessions.

100. Learners and teachers use resources very well, especially ICT. Parents and carers make games, books and toys to share with their children, using a good range of materials provided by teachers. Teachers encourage learners to reflect on the implications of their activities for their own and their children's learning. For example, in one session young children worked with their parents, early years helpers and teachers in using a variety of wet and dry media to practise making marks on paper. The teacher and learners then discussed how mark-making precedes children's emergent writing skills. Learners then went on to plan well-structured written reflections on what they had learnt. Teachers provide a very good range of opportunities for learners to develop literacy and numeracy skills within WFL programmes.

101. CYC provides a flexible and responsive programme to meet learners' needs and interests. The service works closely with schools and other partners to target parents and carers who do not have a level 2 qualification. Programmes are offered at a wide range of venues to meet local needs. The service effectively links some WFL programmes to skills for life. One programme, for example, offers parents and carers the opportunity to develop their literacy skills while developing their understanding of providing healthy food for their children. This course is effectively integrated with the five outcomes of 'Every Child Matters'. Learners are able to select from a wide menu of FLLN, WFL and skills for life programmes.

102. Support for learners is very effective. The outreach team members conscientiously sustain relationships with many learners over a period of years. They visit learners in their homes to encourage them to join programmes. Staff often accompany those who are worried about returning to learning to their first session. They assist learners who are anxious about leaving their children in the crèche for the first time, by ensuring that the children are well settled. The team members work closely together to ensure that learners' needs are met, for example by liaising with each other when learners move from one area to another. Outreach staff, teachers and learner supporters and volunteers offer very good support for learners with additional needs. The service provides good childcare support for learners. Crèche staff play an active role in the 'early start' programme under the direction of an early years teacher. On WFL programmes, support for learners with

literacy, language or numeracy needs is good.

103. The service provides very good information, advice and guidance. Learners receive detailed information about courses from the outreach team. The outreach team provides very effective support for progression when learners are ready to move to another programme, or to further training or employment. The service has established a close working relationship with York University to provide progression routes for learners who achieve a level 2 qualification and who wish to move on to higher education within a supportive environment.

104. Initial assessment is satisfactory. Learners who attend FLLN programmes and WFL programmes linked to literacy, numeracy or language development receive appropriate initial and diagnostic assessment. Other WFL learners work with teachers to identify skills gaps and targets which are suitable for their chosen course.

Leadership and management

105. CYC has well-established and productive partnerships with schools, the schools' inclusion service, Sure Start and children's centres. Partnership working successfully contributes to very effective planning which meets the needs of learners, the city council and the objectives of the funding body. The management team has a clear strategic vision of the role of family learning within the integrated children's services initiative and is contributing to the five outcomes of 'Every Child Matters'. Managers ensure that there are strong links between FLLN, WFL and skills for life at strategic and operational level.

106. Standards are consistently high across the family learning curriculum area. There are regular formal observations of all teachers. The observer and teacher agree action points and these are monitored and recorded. Teachers receive good support to implement these actions. Session observations are thorough and demonstrate a sound understanding of the teaching and learning process. The management team uses information gathered from the observation process to help plan teachers' continuous professional development. Managers also use information from teacher and learner course evaluations to help them improve the quality of provision. Managers and teachers have recently improved the arrangements for recognising and recording progress and achievements in non-accredited learning. These arrangements are now good.

107. There are good communications between managers and staff and between staff. There are regular team meetings and staff feel well supported. All staff receive an annual appraisal. They attend a good range of professional development events, for example in child protection procedures and in developing knowledge and skills relevant to the early years curriculum. Some have, or are working towards, a level 4 literacy or numeracy subject-specialist qualification.

108. Equality of opportunity is good. The service is currently targeting under-represented groups, particularly men and teenage parents, although with only limited success. Teachers and learners demonstrate respect for different cultures and religions.

109. The self-assessment process was rigorous and inclusive. Managers identified most of the strengths found by inspectors. The weaknesses were overstated and inspectors gave a higher grade than that in the self-assessment report.