

Warwickshire County Council

Inspection date

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection. ...

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Health, public services and care in work-based learning (WBL) and European Social Funded provision (ESF)
- Information and communication technology (ICT) in adult and community learning (ACL) and ESF provision
- Preparation for life and work in ACL and ESF provision
- Family learning in ACL

Description of the provider

1. Warwickshire County Council (the council) receives government funding from Coventry and Warwickshire and Birmingham and Solihull LSCs to provide ACL and WBL programmes. It receives joint funding from Coventry and Warwickshire LSC and the ESF to provide additional WBL programmes in health, public services and care and employability programmes for adults who are out-of-work or threatened with redundancy. The council also receives funding through Jobcentre Plus, which was not included in this inspection.
2. The adult and community learning service, located in the adult, health and community services directorate of the council, manages the ACL provision. The service is led by a head and deputy head of service, assisted by a finance and performance manager, area managers located in five area teams, curriculum co-ordinators, tutors, development workers and administrative staff. The service offers both accredited and non-accredited skills for life, family learning and ICT programmes, as well as a range of personal and community development learning programmes, across the county of Warwickshire. In 2006-07, 4500 learners enrolled on ACL programmes. At the time of the inspection, 1005 learners were enrolled.
3. The skills delivery group, located in the environment and economy directorate of the council, manages the WBL and ESF provision. It has bases in Leamington Spa, Rugby and Nuneaton and operates across Coventry and Warwickshire. It offers WBL apprenticeships, National Vocational Qualifications (NVQs) and Train To Gain provision, as well as ESF programmes, predominantly in health and social care and childcare learning and development, with smaller provision in business administration. A team of managers, internal verifiers and assessors have responsibility for the programmes.
4. The ESF Sustained Employment Through Learning (SETL) programme offers information, advice and guidance, access to work experience, NVQs at Levels 1 and 2, skills for life and employability programmes, in preparation for life and work and programmes in ICT. A contracts manager, two co-ordinators, six employment and training advisors, a barrier breaking officer and an employer engagement officer manage the SETL programme. The skills delivery group subcontracts a small proportion of the programme to two colleges of further education, local training providers and to the adult and community learning service. Warwickshire contains some affluent areas, most of which are situated in the south of the county and a number of areas of significant deprivation, predominantly in the north. The proportion of school leavers in 2006 with five or more GCSEs at A* to C in Warwickshire was 58.5 %, but with variations across the county, for example at just 46.3% in north Warwickshire. The average figure for England in this year was 59.2%,

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Adult and community learning	Contributory grade: Satisfactory: Grade 3
Work-based learning	Contributory grade: Good: Grade 2

European social fund	Contributory grade: Satisfactory: Grade 3
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Capacity to improve	Satisfactory: Grade 3
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Achievement and standards	Satisfactory: Grade 3
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Adult and community learning Work-based learning European social fund	Contributory grade: Satisfactory: Grade 3 Contributory grade: Good: Grade 2 Contributory grade: Satisfactory: Grade 3
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Quality of provision	Satisfactory: Grade 3
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Adult and community learning Work-based learning European social fund	Contributory grade: Satisfactory: Grade 3 Contributory grade: Good: Grade 2 Contributory grade: Satisfactory: Grade 3
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Leadership and management	Satisfactory: Grade 3
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Adult and community learning Work-based learning European social fund	Contributory grade: Satisfactory: Grade 3 Contributory grade: Good: Grade 2 Contributory grade: Satisfactory: Grade 3
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Equality of opportunity	Contributory grade: Good: Grade 2
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Sector subject area

Health, public services and care	Good: Grade 2
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Information and communication technology	Satisfactory: Grade 3
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Preparation for life and work	Satisfactory: Grade 3
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Family learning	Good: Grade 2
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Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

Adult and community learning
Work-based learning
European social fund

Contributory grade: Satisfactory: Grade 3
Contributory grade: Good: Grade 2
Contributory grade: Satisfactory: Grade 3

5. The effectiveness of the provision is satisfactory overall and good in WBL. Achievement and standards are satisfactory overall and good in WBL. Success rates in health, public services and care are good for WBL and satisfactory for the ESF programmes. Learners in health, public services and care and family learning make very good progress. The achievement of learners in ICT is satisfactory. Success rates are high in numeracy but low in literacy and in English for speakers of other languages (ESOL).
6. Teaching and learning is satisfactory overall and good in family learning. In WBL, apprentices greatly benefit from the very effective links with employers and the effective assessment and training in the workplace. Initial assessment is satisfactory. The monitoring and recording of learners' progress and achievement is insufficient on non-accredited courses.
7. The council meets the needs and interests of learners very well, through good partnership arrangements which benefit learners, the community and employers.
A very wide range of work placement opportunities on the ESF SETL programmes supports the good development of learners' vocational skills.
8. Support is satisfactory overall. WBL learners benefit from good employer support. Learners on ESF programmes have access to a range of specialist staff and courses to support them on the programmes. Information and advice is satisfactory. Additional support for learners is satisfactory, although the identification of support needs is not sufficiently systematic in ICT.
9. Leadership and management are satisfactory overall and good in WBL. Equality of opportunity is good. The council participates in a very wide range of partnerships to promote diversity and social inclusion. Learners' understanding of equality and diversity is satisfactory overall. Staff development is satisfactory. The arrangements for the identification and recording of learners' progress and achievement are not yet fully implemented. The use of data to inform decision-making is good in WBL and satisfactory in ACL. Quality improvement arrangements are satisfactory overall and good in WBL, but inadequate in the ESF SETL provision.

Capacity to improve

Satisfactory: Grade 3

10. The council has demonstrated that its capacity to improve is satisfactory. Since the previous inspection, the council has maintained many of the strengths identified, although

a strength in ICT in the monitoring and recording of learners' progress is now an area for improvement. In ACL, the use of management information systems and quality assurance arrangements were previously weaknesses and are now satisfactory. Leadership and management continue to be satisfactory overall and equality of opportunity remains good. A weakness in individual target-setting in family learning remains. Progress in WBL health, public services and care programmes is now good, with much improved, high success rates.

11. The separate self-assessment reports for ACL, WBL and ESF are inclusive and self-critical, usefully taking into account the views of staff and learners. Managers make appropriate use of data about learners' recruitment and success rates. The reports accurately identify many of the key strengths and areas for improvement, but provide insufficient attention to all areas for improvement in ACL and ESF. Quality improvement plans for ACL, WBL and ESF are particularly thorough and clearly identify key strengths and areas for improvement. Action points in ESF SETL plans have not been fully implemented to identified timescales. The council has good arrangements in place to evaluate the quality of its teaching, learning and assessment in ACL and WBL accurately. However, arrangements on the ESF SETL programmes are inadequate.

Key strengths

- High success rates and very good progress of learners in health, public services and care
- Good teaching and learning, promoting the very good progress of learners in family learning
- Particularly good support for learners on ESF programmes
- Very wide range of partnerships for the benefit of learners, the community and employers
- Good management of change in ACL and WBL
- Good curriculum management in health, public services and care and in ACL ICT programmes

Key areas for improvement

- The implementation of arrangements to recognise and record learners' progress and achievement in ACL and on the ESF SETL programme
- The clarity of the strategic direction
- The quality assurance of the ESF SETL programmes
- The further development of learners' understanding of equality and diversity

Main findings

Achievement and standards

Satisfactory: Grade 3

Adult and community learning	Contributory grade: Satisfactory: Grade 3
Work-based learning	Contributory grade: Good: Grade 2
European social fund	Contributory grade: Satisfactory: Grade 3

12. Achievement and standards in WBL are good as identified in the self-assessment report and are satisfactory overall in ACL and ESF. Success rates are high on the WBL health and social care, childcare learning and development apprenticeship and advanced apprenticeship programmes, and in Train To Gain. In ACL, success rates in numeracy are high but are low in literacy and ESOL. Success rates for ESF qualifications are satisfactory. Job outcomes on the ESF SETL programme are low.
13. Learners make very good progress in health, public services and care and family learning, with good standards of work in portfolios and the development of a good range of skills and knowledge. In health, public services and care, learners enjoy learning new approaches and develop good vocational knowledge and skills, which they apply with the clients and children in their care. Learners on family learning programmes develop a good knowledge and understanding of child development and a good awareness of how children are taught in school.
14. The development of learners' skills and confidence are good on ACL ICT programmes, where retention is high. On the ESF SETL programme, learners make satisfactory progress in developing a range of vocational skills and building self-confidence. However, learners' skill development is insufficiently monitored on these programmes. Attendance on ACL programmes is satisfactory, but is not routinely monitored. On the ESF ICT provision, absence is closely monitored and followed up by the tutors.

Quality of provision

Satisfactory: Grade 3

Adult and community learning	Contributory grade: Satisfactory: Grade 3
Work-based learning	Contributory grade: Good: Grade 2
European social fund	Contributory grade: Satisfactory: Grade 3

15. The quality of provision is satisfactory overall and good in WBL. Training and assessment are very effective in WBL and ESF health, public services and care programmes. Teaching and learning are good in family learning and satisfactory overall in ACL and on ESF employability programmes. Planning to meet individual learning needs is insufficient in ACL preparation for life and work and on ESF ICT programmes.
16. Findings from joint lesson observations suggest that the ACL provision assesses the quality of its teaching and learning accurately. Feedback to tutors is good with clear action points. Work-based learning has effective systems to monitor all aspects of assessors' work. On the ESF SETL programmes, the quality of teaching and learning is overgraded,

with insufficiently clear action points. Learning resources are satisfactory. The use of information learning technology to promote learning is insufficient in family learning.

17. Initial assessment is satisfactory and generally places learners on the right level of course. Work-based learning progress reviews work well with good employer involvement. Assessment is satisfactory overall. The monitoring and recording of learners' progress and achievement is insufficient in ACL and on ESF SETL programmes. Target-setting is insufficient in wider family learning.
18. The council meets the needs and interests of learners, the community and employers particularly well, a strength identified in the self-assessment reports. Links in both formal and informal partnerships are strong and well established. Links with employers are highly productive in WBL and ESF. The council offers accredited and non-accredited programmes in a wide variety of venues across the county, which learners greatly appreciate. On ESF SETL programmes, a particularly effective work experience strategy provides learners with good opportunities to work across a wide variety of vocational areas.
19. Support is particularly good in WBL, ESF health, public services and care and on the ESF SETL programme and satisfactory overall in ACL. Information and advice is satisfactory. Support for literacy and numeracy is satisfactory. In ACL and on ESF ICT programmes, the identification of learners' specific support needs is insufficiently systematic.

Leadership and management

Satisfactory: Grade 3

Adult and community learning	Contributory grade: Satisfactory: Grade 3
Work-based learning	Contributory grade: Good: Grade 2
European social fund	Contributory grade: Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Good: Grade 2

20. Leadership and management are satisfactory overall. The management of change in ACL and WBL is good. In April 2006, the council carried out a major reorganisation of services and organisational structures. ACL and WBL are located in different directorates. Managers supported staff effectively during these changes with minimum disruption to learners. Although significant changes to ACL funding were very effectively and sensitively managed, the management of recent developments in the ESF SETL provision has been less effective.
21. Communication is good, with effective team work and the productive sharing of good practice in ACL and WBL. The council places a high priority in staff training and development. Appraisal is used particularly effectively to identify development needs.
22. Equality of opportunity is good. The council delivers learning opportunities in a very wide range of venues located in areas of relatively high social deprivation to promote diversity and social inclusion. In ACL, managers, development workers and tutors have an excellent knowledge of the local communities in which they work and take effective action to ensure that venues are accessible, safe and well suited to learning. Good outreach activities ensure that the most disadvantaged adults are encouraged to participate in

learning. ACL, WBL and ESF have particularly good partnership arrangements which support the council very well in widening participation for adults who may otherwise be excluded from learning, such as migrant workers, people with mental health difficulties, older learners, lone parents and offenders.

23. The council's race equality, gender equality and disability equality schemes are detailed, with clear action plans. The equal opportunities policy is comprehensive and reviewed regularly. Appropriate procedures are in place for dealing with bullying and harassment, complaints and discrimination. WBL carries out a detailed analysis of trends in learners' achievements according to their gender, ethnicity and disability and takes any necessary additional action to support learners. Work-based learners receive helpful information about equality of opportunity and employment rights and responsibilities during induction. Learners' understanding of equality of opportunity is satisfactory overall. The proportion of male learners and those from minority ethnic groups remains low in health, public services and care.
24. The management of resources is satisfactory. Teachers, assessors and internal verifiers are appropriately qualified or working towards a qualification. Teaching accommodation is generally satisfactory, although some classrooms in community venues are poorly furnished. The number of learners in some ACL classes is very low, particularly in ICT and preparation for life. The management of literacy and numeracy support is satisfactory.
25. Quality assurance arrangements are satisfactory overall. Feedback from learners is regularly collected and carefully analysed. Quality improvement plans are detailed and contain clear actions and timescales. Data is used well in WBL to monitor and improve the provision and the use of data in ACL is much improved. Quality assurance arrangements are inadequate on the ESF SETL programme in ICT and in preparation for life and work.
26. Managers in ACL, WBL and ESF demonstrate a clear vision of the contribution of lifelong learning to the council's strategic objectives. The overall strategic direction of the council's adult learning provision is insufficiently clear at corporate and directorate level, which senior managers recognise.
27. Procedures for recognising and recording learners' progress and achievement in non-accredited learning are inconsistently implemented across ACL.
On the ESF SETL programmes within ICT and preparation for life and work, staff understanding of the need to monitor and record learners' progress and achievement on the non-accredited provision is insufficient and procedures are not yet fully implemented.

What learners like:

- The very good, supportive staff
- The warm and welcoming centres
- The good atmosphere
- The accessibility of tutors
- 'Everything is helpful'
- 'The respect we get'
- 'The practical tips on how to play with my children'
- 'Gaining in confidence'

What learners think could improve:

- The range of courses
- The crèche facilities
- 'Feedback about how we're getting on'
- 'Information about what courses we can move onto'

Sector subject areas

Health, public services and care

Good: Grade 2

Context

28. The skills delivery group provides WBL programmes in health and social care (HSC) and childcare learning and development (CCLD). Sixty-four learners are on apprenticeships. Thirty-three learners are on Train To Gain, leading to NVQs at Levels 2 or 3. A further 73 adult learners are on ESF adult apprenticeships. All learners are employed. Most learners are female. Off-the-job training is provided in centres and in the workplace.

Strengths

- High success rates on WBL programmes
- Very good learner progress
- Strong and very effective employer links to meet learners' needs
- Very effective individual support and guidance
- Good curriculum management

Areas for improvement

- Ineffective action to recruit learners from under-represented groups

Achievement and standards

29. Achievement and standards are good. Success rates are high on WBL programmes. The overall framework success rate on CCLD programmes has improved from 41% in 2005-06 to 85% in 2006-07 on advanced apprenticeship programmes and from 71% to 85% on apprenticeship programmes. Timely success rates also improved significantly during the same period. On HSC programmes, the success rate for apprentices has improved steadily since 2003-04 and has remained consistently above the national average. The success rate for advanced apprentices declined slightly from 80% in 2005-06 to 75% in 2006-07 and the timely success rate declined from 67% to 53%. Train To Gain learners achieved an 86% success rate in 2006-07 and 90% timely success rate, which is slightly above the national average. Success rates for learners on ESF programmes are satisfactory.

30. Learners on all programmes make very good progress. Most current learners are on target to complete their programmes by, or ahead of, scheduled dates. Learners enjoy learning new approaches and develop good vocational knowledge and skills, which they apply with their clients and children. Employers cite many instances of learners implementing innovative and creative activities and ways of working. Learners greatly improve their communication skills and grow in confidence when talking to clients, colleagues, health professionals and the families of those they care for. Learners take responsibility for a wide variety of tasks in the workplace and work to high standards. Learners are confident in their ability to recognise abuse and to take appropriate action.

Quality of provision

31. Teaching and learning are good. Assessment and training in the workplace are very successful. Assessors keep employers fully informed of learners' progress. In care, a monthly e-mail gives employers useful details of the progress of each learner. Employers are fully involved in planning learning and provide a wide range of opportunities for learners to train in the workplace. Most employers make a positive contribution to progress reviews.
32. Arrangements to meet the needs and interests of learners and their employers are good. Employer links are strong and very effective. Relationships with a good range of employers are long standing, with a helpful continuity of training and assessment. Employers play a key role in ensuring that learners study units of the qualifications that are most appropriate for their job role and their individual aspirations. Managers are actively involved in a wide range of local networks and partnerships in care and childcare.
33. Individual support and guidance are good. Assessors and employers work closely as a team and provide a high level of support for individual learners. Initial assessment is thorough and accurately identifies the level of support each individual learner needs. Assessors visit the workplaces at all times, even during the night shift, to assess learners during the course of their normal duties. Assessors provide constant and positive feedback and successfully build and maintain high levels of learners' motivation. Assessors also encourage learners to contact them by telephone or e-mail at any time and respond quickly. Learners who are experiencing personal problems which affect their progress are supported in a sympathetic and professional manner. Learners receive appropriate literacy and numeracy support.

Leadership and management

34. Leadership and management are good. Curriculum management is good. Achievement and standards in WBL have improved significantly since 2005. Managers implement rigorous performance monitoring for all key processes and make good use of data. Good systems are in place for the observation of all aspects of assessors' work. Communication and team working at all levels are good. A wide range of opportunities exist for staff to identify and share good practice within teams and with staff from other subject areas.
35. Staff development is well planned and focused on areas that managers and staff identify as supporting continuous improvement. All assessors are trained to deliver key skills and are effectively supported by dedicated key skills tutors. Detailed planning, rigorous internal

verification and a wide range of standardisation practices also greatly support improvements in the provision. An effective management information system monitors learners' progress well.

36. Action to recruit learners from under-represented groups is ineffective; there are no male learners in childcare and few male learners in social care. This is recognised in the WBL and ESF self-assessment report. Learners' understanding of equality of opportunity is satisfactory.

Information and communication technology

Satisfactory: Grade 3

Context

37. The council currently provides 51 part-time ACL courses from entry level to Level 1 at 24 centres across the county. Of the 327 learners currently on ACL ICT programmes, approximately 20% are working towards a qualification. Nineteen tutors teach on these programmes. A curriculum co-ordinator and the ACL area managers manage the provision.

38. As part of the ESF SETL Learning programme, 127 learners currently access accredited ICT programmes at Levels 1 and 2. Learners attend ICT sessions for between five and 10 hours a week. Three tutors support learners in conjunction with the employment training advisors.

Strengths

- High success rates on accredited entry level courses in ACL
- High retention rates in ACL
- Good development of learners' skills and confidence in ACL
- Very wide range of community-based provision
- Good curriculum management in ACL

Areas for improvement

- Insufficient planning to meet individual learners' needs in ESF
- Insufficient monitoring and recording of learners' progress in ACL and ESF
- Insufficiently systematic identification of learners' additional support needs in ACL and ESF
- Inadequate curriculum management in ESF

Achievement and standards

39. Achievement and standards are satisfactory. The success rate on the accredited entry level course is high at 90%. Success rates on other accredited programmes in ACL are satisfactory. Retention in ACL has been consistently high at over 90% since 2004. Attendance is satisfactory. On ESF ICT programmes, absence is carefully monitored and followed up by the tutors.

40. Learners develop good ICT skills. Beginners develop practical word processing skills and learn how to send e-mails and use the Internet proficiently. In more advanced classes, they learn how to manipulate digital images and produce presentations and spreadsheets. Learners exhibit increased confidence in their use of ICT. They also greatly appreciate the social benefits of attending the courses. Learners in ESF develop good skills for employment.

Quality of provision

41. Teaching and learning are satisfactory overall. In the better sessions, tutors use question and answer techniques skilfully to check learners' understanding. They vary the activities and ensure a good pace to the session. When providing demonstrations, tutors often give learners useful background information as well as information about the ICT processes. In the less effective sessions, the pace is often slow and learners spend insufficient time in purposeful activity. Tutors frequently produce helpful learning resources. However, in workshop sessions the range of resources is insufficient to support and extend learning fully.
42. Planning to meet individual learners' needs on ESF ICT programmes is insufficient. Learners are placed on one of a limited range of courses on offer, whether this meets their specific learning needs or not. Individual learning plans show poor target-setting, with targets related almost solely to the achievement of elements of a qualification and not to the development of specific ICT skills.
43. The monitoring and recording of learners' progress and achievement are insufficient. In ACL ICT, tutors have started to use individual plans to assist with this process, but this is currently insufficiently developed. The recording of week by week progress is insufficient. Where tutors do keep some records of learners' progress, tutors' comments are not always helpful in identifying when and how learners can improve their skills. On ESF ICT programmes, the recording of learners' progress is by achievement of elements of qualifications and not by the ICT skills developed by learners.
44. The range of community-based provision is very wide. These include schools, libraries, village and community halls, pubs and clubs. The ACL service uses partners' ICT equipment at a number of venues. Learners greatly appreciate the local provision. For some, particularly those with mobility difficulties, the local nature of the provision makes their attendance possible. Venues for ESF programmes are close to convenient public transport services. ACL offers a satisfactory range of ICT courses and learners are able to select areas for individual or group study.
45. Overall support is satisfactory. Much additional learning support is available to learners with specific needs, including appropriate literacy and numeracy support. However, the identification of these needs is insufficiently systematic across all programmes, with some learners not having their specific needs identified.

Leadership and management

46. Leadership and management are satisfactory overall. Curriculum management in ACL ICT is good. Managers have a clear view of the strategic direction of the provision. The observations of teaching and learning are well documented, rich in judgements and include clear, time-bound action plans. Teaching grades generally match those given by inspectors. Partnership working is very effective. Meetings are regular and action points well-recorded. The ACL ICT self-assessment process is robust and inclusive. Learners' understanding of equality of opportunity is satisfactory.
47. ICT resources are satisfactory. Computers are up to date with industry standard software. Network connections are generally stable and fast. In ACL ICT, tutors at many venues have access to a data projector which they use effectively for demonstrations of software

operations. Staff are appropriately qualified and experienced. Class sizes are very small in some of the ACL ICT provision.

48. Curriculum management in ESF ICT is inadequate. The self-assessment process is inclusive but the current self-assessment report for ESF ICT does not adequately identify some strengths and areas for improvement. The observation of teaching and learning is inadequate. Managers have observed learners' inductions and progress reviews but not any training sessions. The management of improvement plans is ineffective, with many actions incomplete months after their expected completion date. The system for monitoring and recording learners' progress and achievement has recently been centralised using a web-based programme. Although tutors have received inadequate training in use of the new system, they have stopped maintaining locally managed databases. Learners' progress records are incomplete.

Preparation for life and work

Satisfactory: Grade 3

Context

49. The council's ACL service offers 75 skills for life courses across the county. Courses are offered at entry levels, Level 1 and 2 in literacy, numeracy and ESOL. Learners work towards personal learning goals and accredited qualifications. Courses are held in community outreach centres, libraries or village halls in the day time and evenings. The programme is delivered by 13 full-time or fractional tutors and eight part-time tutors. They are supported by a curriculum co-ordinator. At the time of the inspection, 361 learners were on ACL courses.
50. The ESF SETL programme, which started in September 2006, is managed by the skills delivery group. Employment and training advisors undertake outreach work to recruit learners, who follow an individualised programme consisting of information, advice and guidance, motivational training, literacy and numeracy, employability and access to work placements and vocational qualifications. At the time of the inspection, 86 learners were on the ESF SETL programme.

Strengths

- High success rates on accredited numeracy courses in ACL
- Good learner participation in work experience on the ESF programme
- Very effective support for learners on ESF programme
- Good partnership arrangements to meet the needs and interests of learners
- Good support for teaching staff in ACL

Areas for improvement

- Low achievement of literacy and ESOL qualifications in ACL
- Low job outcomes on the ESF programme
- Insufficient planning to meet individual learning needs in ACL
- Insufficient monitoring and recording of learners' progress and achievement on the ESF programme
- Insufficient quality improvement arrangements on the ESF programme

Achievement and standards

51. Achievement and standards are satisfactory. Success rates on accredited ACL numeracy courses are high. In 2006-07, 89% of learners achieved a numeracy qualification at Levels 1 or 2. Learners make satisfactory progress in the development of skills and confidence. The achievement of literacy and ESOL qualifications is low. In 2006-07, 65% of learners achieved a literacy qualification and only 5% of ESOL learners achieved a full qualification.
52. On the ESF SETL programme, learners make satisfactory progress in developing a range of vocational skills and building self-confidence. The achievement of qualifications is

satisfactory. Job outcomes are low. In 2006-07, only 11% of learners gained employment at the end of their programme, against a contractual target of 56%. Job outcomes have improved slightly in recent months. On the ACL and ESF programmes, attendance and retention are satisfactory. Class sizes are very small in many ACL literacy and numeracy classes.

Quality of provision

53. Teaching and learning are satisfactory. In ACL, explanations on numerical concepts are clear and learners have many opportunities to carry out specific numeracy skills. Tutors are attentive to the needs of learners with dyslexia and provide coloured overlays and paper and engage learners in sorting and matching activities. On the ESF SETL programme, lessons are generally well planned with use of appropriate resources. Tutors make good use of activity based learning to actively involve learners. The initial assessment of learners is satisfactory across the programmes. The use of learning resources is satisfactory.
54. In ACL, planning to meet the individual learning needs is insufficient. Tutors do not sufficiently use the information on individual learning plans to plan appropriate individual learning programmes. Lessons do not provide sufficient context for the literacy, numeracy and ESOL activities.
55. The monitoring and recording of learners' progress and achievement on the ESF SETL programme are insufficient. The achievement of accredited qualifications is currently the main formal measure of learners' overall progress. The monitoring and recording of the progress made by learners on motivational and employability programmes and work experience is insufficient. Managers and tutors have received insufficient training in the need for monitoring and recording learners' progress on non accredited learning.
56. Partnership arrangements, to meet the needs and interests of learners, are good. To recruit hard to reach learners, development and outreach workers establish and maintain good working links with a wide range of community and voluntary organisations and groups. Many local community venues are used for classes, which learners greatly appreciate. There are good links with libraries and **nextstep** workers. On the ESF SETL programme, learners' participation in work experience is good, with almost half of learners currently taking part in a wide range of work experience placements, across many vocational areas which meet the needs and interests of learners. Learners can work towards the achievement of a relevant NVQ at Levels 1 or 2.
57. Support for learners on the ESF SETL programme is good. The employment and training advisors usefully identify specific learner support needs at the initial assessment and induction processes. Learners needing specific support are referred to the barrier breaking officer who has good contacts with specialist agencies and who provides good support to learners with personal difficulties.
58. Employers offer very effective support to learners on work experience placements. Learners attend very helpful motivational programmes. Good advice and guidance is available throughout the programme to support the development of learners' career progression. Support for learners in ACL is satisfactory.

Leadership and management

59. Leadership and management are satisfactory. Support for the ACL teaching staff is good. The staff team meet on a regular basis to share good practice and discuss teaching approaches and make and share resources. Staff access the service's website for information on processes and procedures and can also download helpful teaching and learning materials. Staff development opportunities are good and effective. Resources are satisfactory. The use of ICT to support teaching and learning is satisfactory. Learners' understanding of equality of opportunity is satisfactory.
60. Quality improvement arrangements on the ESF SETL programme are insufficient. The analysis and use of data to identify areas for improvement is insufficient. Managers do not routinely monitor attendance and punctuality. Observations of teaching and learning are insufficient and the observations that do take place are overgraded. Feedback to tutors is insufficiently detailed and action plans do not contain appropriate timescales.
61. The ACL self-assessment report identifies the same areas for improvements as those inspectors identified; although inspectors did not recognise all the strengths identified. The ESF SETL self-assessment report identifies similar strengths and areas for improvement as found by inspectors.

Family learning

Good: Grade 2

Context

62. Family learning programmes are available in the county. A centrally based curriculum co-ordinator, supported by a part-time curriculum support worker, has responsibility for family learning. A family learning tutor in each area has responsibility for developing and delivering family learning programmes. Six full-time and part-time tutors and eight sessional tutors deliver most of the family language, literacy, and numeracy courses as well as wider family learning programmes. Some courses have accredited units. Currently 317 adult learners and 241 children attend family learning programmes. Ninety-one per cent of learners are women, 15% are from minority ethnic backgrounds. Courses take place in local venues including schools, libraries, community centres and children and parent centres.

Strengths

- Very good skills development
- Good teaching and learning
- Very wide range of provision for learners with young children
- Highly effective partnerships

Areas for improvement

- Insufficient target-setting in wider family learning
- Insufficient use of information learning technology to promote learning

Achievement and standards

63. Achievement and standards are good. The development of learners' skills is very good on family learning programmes, leading to good opportunities for progression to further learning. Learners develop a good knowledge and understanding of child development and a good awareness of how children are taught in school. Learners greatly gain in confidence and are better able to assist their children at home. Learners improve their speaking and listening skills through responding to questions and having the confidence to express their views. The standard of work in learners' portfolios is high.

64. Learners demonstrate higher aspirations and motivation to take their own learning further. Fifty-seven learners progressed to skills for life courses and gained a qualification in 2006-07. Learners progress to studying for GCSEs in English and mathematics. Attendance and retention are satisfactory.

Quality of provision

65. Teaching and learning are good. Planning is very effective and learning activities relate well to the learners' and their children's interests. Learners are aware of the purpose and intended outcomes of each session. Tutors use interesting practical activities that can be carried out by the parent and child at home. Tutors pay particular attention to learners' numeracy, literacy and language skills to assist them in their own and their child's development.
66. A very wide range of family learning programmes for parents of children under the age of 11 are available. Learners have a good choice of courses such as play and language, keeping up with children science and first aid for babies. Area managers receive effective guidance from the family learning curriculum co-ordinator on priorities for provision. Wider family learning programmes offer good opportunities to attract new learners. Course content is well informed by learners' views, on topics that will best assist them to help their children to learn and to facilitate their own learning.
67. Resources are satisfactory. Family learning provides a good range of literacy, language and numeracy resources and play resources for children. Some community venues have very limited resources and furnishing is of a poor standard. Information and advice are satisfactory. Lesson plans identify opportunities for learners to discuss further learning goals. Learners receive a leaflet offering information and advice through a free telephone advice service.
68. The identification of specific targets on wider family learning programmes is insufficient. Initial assessment is not always used effectively to identify learners' starting points. Tutors do not always use individual learning plans on wider family learning courses to identify targets and guide learning. Training in the recognising and recording of learners' progress and achievement on non-accredited learning has taken place and some improvements made in identifying specific targets for individual learners on family literacy language and numeracy courses. Insufficient target-setting was identified in the previous inspection as a weakness. It is recognised as an area for improvement in the most recent ACL self-assessment report.
69. The use of ICT to promote learning is insufficient. Some locations for family learning do not have easy access to computers and interactive learning resources. Where a laptop computer is available in the classroom, it is not always used sufficiently to promote learning. Parents are not always given the opportunity to discuss the advantages and disadvantages of using the internet and computer-assisted learning. Information and advice on children's use of the internet is not provided effectively. However, some tutors do promote the use of learning technology such as robotics and using microscopes linked to computers.

Leadership and management

70. Leadership and management are satisfactory. The ACL service has developed highly effective partnerships with a wide range of partners to support the recruitment of new learners. Targets for enrolment were exceeded on all family learning programmes in 2004-05, 2005-06 and in 2006-07. Partnership working is responsive to the identified priorities

in family learning. Headteachers are very supportive of the provision, which is well established in primary schools and community venues across the county. Family learning is clearly identified within Warwickshire County Council's Children, Young People and Families directorate extended schools strategy. Partnerships include work with local organisations involving the military and travellers.

71. Curriculum management is satisfactory. The family learning curriculum co-ordinator works closely with area managers and community development workers to develop family learning. Each of the five management areas has a family teaching tutor, who develops and delivers family learning. The family learning team holds regular meetings with tutors to share good practice, discuss new initiatives and to review the provision.
72. Quality assurance is satisfactory. Meetings involving curriculum co-ordinators and area managers are arranged twice a year to moderate and examine documents such as individual learning plans. Staff training focuses on areas for improvement. Observation of teaching and learning is rigorous and promotes improvements. Inspectors' judgements closely match the observation grades undertaken by family learning managers. Inspectors awarded the same grade as that in the self-assessment report. Learners' understanding of equality of opportunity is satisfactory.

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by Warwickshire County Council 2004 to 2007.

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate **	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	03-04	overall	6	67%	51%	33%	27%
		timely	6	17%	31%	0%	16%
	04-05	overall	32	53%	47%	38%	21%
		timely	31	29%	28%	16%	12%
	05-06	overall	23	61%		52%	
		timely	25	28%		28%	
	06-07	overall	40			80%	
		timely	36			56%	
Apprenticeships	03-04	overall	32	9%	18%	0%	6%
		timely					
	04-05	overall	56	48%	46%	34%	29
		timely	57	7%	21%	5%	13%
	05-06	overall	93	72%		67%	
		timely	76	30%		28%	
	06-07	overall	37			81%	
		timely	38			48%	

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Success rates on **work-based learning Train to Gain programmes** managed by Warwickshire County Council 2006 to 2007.

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain ***	05/06	overall	29	86%
		timely	23	92%
	06/07	overall	9	100%
		timely	9	100%

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** College and national qualification success rates are calculated using LSC published data derived from the Individual Learning Record

*** Includes Train to Gain long course NVQ provision, but not Skills for Life