# Redcar and Cleveland Borough Council

| Inspection date | 28 November 2008 |

| Inspection number | 329358 |

# Contents

# 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' monitoring 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:

- Information and communication technology
- Arts, media and publishing
- Preparation for life and work
- Community development

# Description of the provider

1.  Redcar and Cleveland Borough Council receives funding from Tees Valley LSC to provide adult and community learning and Entry to Employment (E2E) programmes. Redcar and Cleveland Adult Learning Service (RCALS), which is in the community learning directorate of the council, delivers the adult and community learning provision. A principal officer, who reports to the head of community learning, manages the service. Two strategy managers, a quality assurance manager and four curriculum organisers support the principal officer. During 2007/08 there were 4,646 learners and 6,536 enrolments on adult and community learning programmes. The council currently has 2,628 learners on adult and community learning courses. About a third of the enrolments are on provision which leads to a qualification.

2.  The achievement and inclusion directorate of the council, under the name East Coast Training, delivers the E2E programme which is part of the councils 'education other than at school' (EOTAS) service. A programme manager, who reports to the head of EOTAS, manages the service. The head of EOTAS reports to the director of achievement and inclusion. East Coast Training has 24 E2E learners at two centres.

3.  RCALS provides courses in 11 of the 15 sector subject areas, and also in family learning and community development. During this inspection, three sector subject areas, community development and the E2E programme were inspected. RCALS' learning programmes are provided at seven main centres and 73 community-based venues.

4.  Redcar and Cleveland is a mix of rural and urban areas. About 1% of the population are from a minority ethnic group, compared with 2.8% in the whole of the Tees Valley.

# Summary of grades awarded

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

| Capacity to improve | Good: Grade 2 |
|---|---|

| Achievement and standards | Satisfactory: Grade 3 |
|---|---|
| Adult and community learning | Contributory grade: Satisfactory: Grade 3 |
| Work-based learning | Contributory grade: Satisfactory: Grade 3 |

| Quality of provision | Good: Grade 2 |
|---|---|
| Adult and community learning | Contributory grade: Good: Grade 2 |
| Work-based learning | Contributory grade: Good: Grade 2 |

| Leadership and management | Good: Grade 2 |
|---|---|
| Adult and community learning | Contributory grade: Good: Grade 2 |
| Work-based learning | Contributory grade: Good: Grade 2 |

| Equality of opportunity | Contributory grade: Good: Grade 2 |
|---|---|

# Sector subject areas

| Information communication technology | Satisfactory: Grade 3 |
|---|---|

| Arts, media and publishing | Good: Grade 2 |
|---|---|

| Preparation for life and work | Good: Grade 2 |
|---|---|

| Community development | Outstanding: Grade 1 |
|---|---|

# Overall judgement

## Effectiveness of provision

Good: Grade 2

Adult and community learning                Contributory grade: Good: Grade 2
Work-based learning                         Contributory grade: Good: Grade 2

5.  The overall effectiveness of both the adult and community learning and the E2E work-based learning provision is good. The quality of provision, leadership and management and equality of opportunity are good. Achievement and standards are satisfactory. Provision in community development is outstanding. Provision in arts, media and publishing and preparation for life and work is good. Provision in information communication technology (ICT) is satisfactory.

## Capacity to improve

Good: Grade 2

6.  Redcar and Cleveland Borough Council demonstrates good capacity to improve. Success rates for accredited provision in adult and community learning have improved significantly since the previous inspection. Success rates for level 2 provision are well above the national rate. Despite the overall significant improvements in success rates, level 1 long course and short course success rates remain below the national rate. Achievement rates for non-accredited provision and E2E progression rates have also improved.

7.  The overall management of the provision, promotion of equality of opportunity and the use of management information were all weaknesses at the time of the previous inspection in 2004. By the time of the reinspection in May 2005, the first two weaknesses had been resolved. The accuracy and use of data has improved and is now satisfactory. Equality of opportunity has further improved and is now good.

8.  The organisation has a clear focus on improving the quality of provision. Arrangements for quality assurance are thorough. Self-assessment is good. The self-assessment report is mostly accurate in the strengths and areas for improvement it identifies and in most of the grades. The provider decided on a lower grade than the inspection team for work-based learning and a higher grade for achievement and standards. Self-assessment is a very inclusive process of consultation and the report is used effectively for quality improvement planning. The report does not clearly identify the evidence on which the judgements are based.

## Key strengths

- Good teaching and learning in adult and community learning provision
- Good advice and guidance
- Good strategic and curriculum management
- Very effective partnership working
- Strong focus on improving the learners' experience
- Good strategies to promote equality and social inclusion

## Key areas for improvement

- Low retention on adult and community learning provision
- Inadequate monitoring of attendance on adult and community learning provision

# Main findings

## Achievement and standards

Satisfactory: Grade 3

Adult and community learning          Contributory grade: Satisfactory: Grade 3
Work-based learning                   Contributory grade: Satisfactory: Grade 3

9.  Achievement and standards are satisfactory, whereas the self-assessment process judged them to be good. Success rates on accredited provision and achievement rates on non-accredited provision show a sustained improvement over the previous three years.

10. Success rates on accredited courses are satisfactory overall. On level 1 long courses, success rates improved by 11 percentage points between 2006/07 and 2008/09. Over the same period, on level 2 long courses, the improvement was over 30 percentage points. Success rates are significantly above the national rate. Success rates on short courses have improved slightly. Overall success rates on all accredited provision have improved by 30% in the previous three years.

11. Currently 70% of learners are on non-accredited courses. Overall achievements and standards on non-accredited provision are satisfactory. Since 2005/06 retention has declined by four points to around 83%. Over the same period, achievement rates have improved by 11 points to 97%. During this time, the processes for recognising and recording of progress and achievement on non-accredited provision have become well established and more thorough. RCALS produces reliable data on retention and achievement for their non-accredited courses. Retention and achievement are outstanding on community development programmes. Learners currently in learning are making good progress. Learners receiving additional learning support achieve well. Overall progression is good and particularly good in community development.

12. Progression rates on E2E programmes in 2007/08 are satisfactory, and for the first three months of 2008/09 are good. The standard of learners' work is good in most areas, notably in the arts and craft courses. Learners develop particularly good personal and social skills in many areas, leading to increased confidence and self-esteem.

13. Overall attendance is low and in some sector subject areas it is very low. Monitoring of attendance is inadequate. The service has no formal procedures in place to monitor attendance.

## Quality of provision

Good: Grade 2

Adult and community learning            Contributory grade: Good: Grade 2
Work-based learning            Contributory grade: Good: Grade 2

14. Overall, the quality of the provision is good, as identified in the self-assessment report. Teaching and learning are good. Tutors are knowledgeable and enthusiastic. Most tutors plan their sessions in great detail to meet the needs of the learners. They use a good range of teaching methods and learning resources. Many are skilled at breaking the sessions down into stages to help the learners' understanding. Good use is made of information technology (IT) to enhance teaching and learning in most sector subject areas. Learners particularly appreciate the use of the virtual learning environment, which allows them to access learning resources online and get feedback on their work. In a minority of sessions planning to allow for the needs of individual learners is insufficient. On courses leading to accreditation, a few tutors rely solely on the awarding body's standards and materials to plan sessions. Teaching and learning on the E2E programme are satisfactory.

15. Recognising and recording progress and achievement are well developed in the non-accredited provision. Individual learning plans are in place for all learners. Many tutors are skilful at helping learners to identify specific targets, and progress is monitored carefully against the targets. Some targets recorded on the plans are too broad. Assessment of learners' work is good on some courses and satisfactory overall.

16. The service has developed its provision well to meet the needs of the local community. A good range of courses is offered at a wide range of venues, including innovative programmes designed for specific groups. Provision is regularly reviewed and this process is well planned by an analysis of data on learners' and local community needs. A wide range of partners are involved in the development of the provision and partner organisations are very positive about the responsiveness of the service. Effective, targeted actions respond to the needs of disadvantaged groups. Progression routes are well established and promoted. A satisfactory range of work takes place with employers, including bespoke training for their employees. Limited provision is available at weekends.

17. Support for learners is satisfactory overall and is good for learners on community development courses and the E2E programme. The provision of impartial advice and guidance is good in all aspects of the service. It is well promoted and delivered. Arrangements to ensure learners have access to practical support such as childcare and to identify and provide for additional learning support needs are satisfactory. Monitoring of attendance is inadequate. No formal procedures are in place to monitoring attendance. The reason for an absence is not always ascertained as soon as a learner misses a session. Arrangements are not always made to support learners who miss sessions.

## Leadership and management

Good: Grade 2

| | |
|---|---|
| Adult and community learning | Contributory grade: Good: Grade 2 |
| Work-based learning | Contributory grade: Good: Grade 2 |
| Equality of opportunity | Contributory grade: Good: Grade 2 |

18. Leadership and management of Redcar and Cleveland Borough Council's adult and community learning and work-based learning provision are good. Strategic and curriculum planning are good. The council's overarching strategic objectives give strong direction to the planning from directorate to curriculum level. Lines of accountability are clear for service delivery in the leadership and management team and in the formal mechanisms, such as the scrutiny committee and the service improvement panel. Partnership working is very effective. RCALS works with a wide range of partners including employers, schools, community groups, the voluntary sector, guidance and other council services. It ensures that provision is well planned, delivered and targeted. Regular and purposeful team meetings support good communication and decision making. Staff are very well supported and valued.

19. RCALS has a very strong focus on improving the learners' experience. Prompt action is taken to respond to learners' comments made in end-of-course evaluations and learners' forums. Learners' feedback contributes to the self-assessment report. The service has developed a learner engagement strategy and action plan to build further on this good practice. The observation of teaching and learning system is well established. Observations are now unannounced and steps have been taken to ensure consistent standards are applied. The observation grade profile shows a significant improvement over three years. However, observers' comments are sometimes insufficiently thorough, and improvement actions are not always monitored. The end-of-course evaluations by tutors, that are part of the quality procedures, are a valuable source of information about the quality of the provision and they lead to action for improvement. They do not draw on performance data such as for achievement or retention, and they do not lead to a summary report to contribute to planning improvements of the whole service. Arrangements for quality improvement on E2E provision are good.

20. Equality of opportunity is good, as identified in the self-assessment report. The adult service has good, very effective strategies to promote equality and social cohesion, targeting very well the areas of greatest deprivation to build skills and community capacity. Good provision has been made to raise awareness of disability, and to engage disabled people in running the programmes. Those with learning disabilities and difficulties are welcomed and supported as part of the learning community. Tutors encourage mutual respect through the group contracts drawn up for adult and work-based learners. A clear policy and action plan is in place to support equality and diversity, in line with requirements for councils to produce a single plan. Good practice exists in promoting equality and diversity through the curriculum in some programme areas, but not consistently

across the service. RCALS has taken action to tackle the low participation of male and younger learners, with some success. However, the achievement of different groups, including learners with disabilities and those in receipt of learning support, is not routinely analysed.

21. The accuracy and use of management information across the provision has improved significantly since the previous inspection. A thorough system for recognising and recording progress and achievement on non-accredited courses generates reliable data. The service makes effective use of data to set targets for recruitment and achievement, monitoring progress against recruitment targets monthly. The service does not review data on retention and achievement until the end of the year, delaying the impact of any planned action for improvement. In RCALS, the monitoring of attendance is inconsistent. Although many actions exist to improve retention, no coherent strategy is in place to improve attendance or retention.

22. RCALS' skills for life strategy is satisfactory, and has recently been extended to include workforce development within and outside the council. Health and safety procedures are comprehensive and well documented. Arrangements for the protection of young people and vulnerable adults meet current government requirements. Designated members of staff have responsibility for safeguarding and Criminal Records Bureau checks are carried out.

23. Arrangements to monitor staff performance are satisfactory. Staff benefit from a range of relevant in-house courses, such as safeguarding and use of the intranet, and from opportunities to share good practice. Staff are well qualified. Resources are satisfactory. Teaching accommodation is mostly fit for purpose, although a minority of rooms are too small. A range of IT equipment, such as interactive whiteboards and computers, are available and well used in most venues.

24. The self-assessment process is highly consultative and inclusive, and the report is built on the views of a wide range of stakeholders, including learners. Inspection findings matched many of the strengths and weaknesses and most of the grades identified in the self-assessment report. However, the inspection team awarded a higher grade for work-based learning, and a lower grade for achievement and standards. The report does not identify clearly enough the evidence on which judgements are made. The quality improvement plan is based on the self-assessment report and is used well to drive and monitor improvement.

# What learners like:

- Learning something new
- 'The tutor challenges us to improve our work'
- 'My tutor is excellent'
- 'Tutors are very helpful and thorough. They're friendly and make you feel at ease'
- The tutors are very encouraging
- Very helpful to have the lesson content posted on the virtual learning environment
- 'I have gained more self-confidence'
- The timing and venue for the course is good, as it fits in with the family and work
- 'I've learnt so much since starting my course'
- Help in obtaining employment

# What learners think could improve:

- Car parking at two venues
- More use of diagrams
- Replace the cycle shed which has been removed from the main site
- Too many changes of tutor at the beginning of the course

# Sector subject areas

## Information and communication technology

Satisfactory: Grade 3

### Context

25. During 2007/08, 904 learners enrolled on ICT courses. Of these, one third are male, 1% are from minority ethnic communities, one third are over 65 years of age and 16% state that they have a disability. Currently, 348 learners are enrolled. Courses generally run for two hours each week for ten weeks and take place during the daytime and evenings on weekdays. No weekend provision is available. All of the provision is accredited apart from a small number of taster sessions. In addition to office software applications, courses are offered in a range of digital media. Accredited courses are provided at levels 1, 2 and 3. Sessions take place at RCALS' main centres and at a range of community venues, schools and libraries. Currently 11 hourly-paid tutors provide the courses. A full-time curriculum organiser and a part-time tutor co-ordinator are responsible for the provision.

### Strengths

■ High success rates on non-accredited courses
■ Good use of e-learning
■ Good focus on quality improvement

### Area for improvement

■ Low success rates on accredited courses

### Achievement and standards

26. Achievement and standards are satisfactory. Retention and achievement rates are high on non-accredited courses. Success rates are low on accredited courses. However, they are improving and rose to 69% in 2007/08, but this is below the national average for the sector. Learners make good progress in sessions. They show good levels of confidence in using software tools and are quick to develop new skills.

27. Progression from one stage to the next is satisfactory. Attendance is satisfactory. The system to follow up unexplained absence is inadequate.

### Quality of provision

28. The quality of provision is satisfactory. Teaching and learning are satisfactory. All learners have an individual learning plan which is reviewed regularly. In better sessions, knowledgeable, enthusiastic tutors use questioning well to check and

develop learning. They give clear instructions and good demonstrations of software techniques. Learners are provided with learning materials, which are well illustrated with coloured extracts from the computer screen. Learners show a clear enjoyment of the sessions. However, in some weaker sessions planning to meet individual learners' needs is insufficient and some learners who complete tasks set have to wait for the next activity. Some exercises are unclear and learners have difficulty understanding the written instructions. In these sessions, few exercises are related to learners' interests. Tutors are too willing to take over control of learners' computers.

29. Good use is made of e-learning to enhance learners' experience. A virtual learning environment is well established within a consortium of local providers. Consortium working enables the sharing of good practice with a wide range of staff. Learners appreciate being able to work on exercises at home and to access learning materials outside of sessions. They use the facilities within the virtual learning environment to communicate with one another and with their tutor. The facility to keep the learning journal online, required by one particular accrediting body, is welcomed by learners. One tutor uses a more public website which enables learners' work to be seen over the internet by those they invite to see it. Learners especially value this ability when they have produced slide shows of their family photographs. Interactive whiteboards are widely used.

30. The provision satisfactorily meets the needs and interests of learners. The range of courses is satisfactory and some innovative courses have been developed. A vocational course enables training to be given to administrative staff from schools who are responsible for data input into the management information system. This has directly resulted in an improvement in the quality of data in the system. A course in animation for beginners is offered in response to learners' feedback. The service works well with a range of partners in the locality including employers, charity groups and other parts of the council.

31. Guidance and support for learners are satisfactory. A range of supportive technologies and special furniture is readily available. Learners' literacy and numeracy standards are routinely checked at the start of courses. Where standards are low, learners are referred to the team that can support them with skills for life. Other staff attend sessions to support learners with additional needs.

## Leadership and management

32. Leadership and management are good. The recently-appointed curriculum organiser focuses well on quality improvement. Success rates are analysed at course level and problem areas are identified. Actions to remedy some issues are in place and are yielding early results. Observations of teaching and learning are carried out on all tutors annually. Judgements are largely accurate. Action plans are drawn up and actions monitored. Outcomes from the observations are used in planning the extensive programme of continuing professional development for tutors. All tutors are actively involved in the self-assessment process and are able

to comment on the draft report. Inspection findings generally matched the key strengths and areas for improvement identified, but the report contains insufficient reference to the evidence which supports the key judgements. All targets in the quality improvement plan are progressing well. However, it is too early for them to affect success rates. Tutors receive good support. They are paid to attend regular meetings where they share good practice.

33. Equality of opportunity is good. All learners have a comprehensive handbook. A complaints and compliments procedure is well used. Where data analysis shows the need, extra sessions are introduced in areas of deprivation which have not been adequately served. Appropriate courses to attract male learners have been offered in employers' premises. The promotion of equality and diversity within sessions is insufficient.

34. Resources are satisfactory. The quality of the ICT equipment is good. Some rooms in outreach centres are cramped and some lack display facilities for tutors. Poorly functioning mouse controllers in some public venues cause problems for learners who are still developing their mouse control skills.

# Arts, media and publishing

Good: Grade 2

## Context

35. RCALS offers mostly non-accredited beginner and level 2 courses in subjects such as art, silver jewellery, pottery, woodcraft, calligraphy, dressmaking and card making. Most courses run for two hours each week over three ten-week terms. This sector subject area represents 17% of the total provision. Of the 725 learners, 80% are female, 1.2% are from minority ethnic groups, 62% are under 65 years of age and 13% are new learners. About a quarter of all learners have stated that they have a disability or learning difficulty. Approximately 3% of the provision is accredited. Sessions are offered during the day and in the evenings at a range of centres including village halls, schools, day centres and care homes. A part-time tutor co-ordinator, managed by a strategy manager, supports 20 tutors.

## Strengths

- Good standard of learners' work
- Good teaching and learning
- Wide range of courses responding to learners' needs
- Very effective partnership working
- Good leadership and management

## Area for improvement

- Insufficient action following the observation of teaching and learning

## Achievement and standards

36. Achievement and standards are satisfactory. Success rates for accredited art courses in 2007/08 are very good at 100%. However, success rates for accredited digital photography courses are low at 61%. On non-accredited programmes, retention and achievement rates are satisfactory and improving. The standard of learners' work is good. Beginners soon make progress and gain confidence and self-esteem. In beadwork, complex and detailed forms are produced, and in pottery sessions beginners are making ambitious pieces. In woodcraft, learners produce items of furniture which have a professional finish. Learners gain good technical skills quickly and often complete work outside their sessions to support and practise their skills. Attendance is satisfactory.

## Quality of provision

37. The quality of provision is good. Teaching and learning are good. Enthusiastic and knowledgeable tutors plan sessions well with several activities taking place during a session. They use reflective journals to monitor and note successful sessions and how they could be improved. They provide clear demonstrations of technical

skills, and share inspiring examples of work of a high standard with learners. They break down complex techniques into easily understood stages. Learners recognise the progress they make. Individual tuition is good. Tutors have a good understanding of recognising and recording progress and achievement, and some have designed their own tailored monitoring sheets with detailed initial assessment. Good use is made of photographic evidence for recording assessment and progress, although some tutors do not measure or monitor the progress of learners effectively. Interactive whiteboards are creatively used in most sessions. Tutors are sensitive to the needs of learners and foster an inclusive culture in sessions. In the better sessions, tutors set goals that stretch the learners and further develop their existing skills using well planned, interesting and challenging activities.

38. The weaker sessions follow set formats that do not cater to a range of learning styles or challenge learners sufficiently. Schemes of work in these sessions are lists of topics with no clear learning outcomes. A small minority of art sessions rely too heavily on painting from postcards and other secondary source material, but most sessions have a range of carefully planned activities to build the confidence of learners in easy stages.

39. The wide range of courses meets learners' needs well. Provision is well targeted to meet the needs of a range of learners, including some hard-to-reach learners. A range of different art and craft specialisms are available. Sessions take place in the heart of the community in different venues including village halls, community centres, schools, sheltered housing, care homes and women's centres. Progression is good and learners are offered the opportunity to progress to accredited courses. Advice and guidance staff visit learners' sessions to discuss progression options. Advice and guidance staff also visit centres to ensure that all learners' needs are catered for.

40. Partnership working is very effective and includes respite care arranged by the service so that carers can attend tasters, meet other carers, and enrol on courses. Social services and other agencies work in partnership with caring staff to support learners in closed classes and secure accommodation. Good use is made of community venues to maximise the learning opportunities available to residents. Work with mental health groups benefits from the localised placement of sessions to enable ease of access for learners.

41. Support for learners is satisfactory and tutors provide individual support if necessary. Some learners have additional support, which enables them to fully participate in their courses.

## Leadership and management

42. Leadership and management are good, with good support for tutors. Tutors are valued and morale is high. Communication between management and tutors is good and staff feel part of the decision making process. Tutors are aware of the strategic goals of the service, and regular meetings with the head of service take

place. Staff development sessions, such as recognising and recording progress and achievement and intranet training, are well attended. Good practice is shared in regular sector subject area team meetings. Curriculum planning is good, with good links to the strategic plan. Arrangements for the promotion of equality of opportunity are good.

43. The observation of teaching and learning reports are linked to *Every Child Matters* and the *Common Inspection Framework*. However, results from observations do not always contribute to improvement planning. Action plans are not always signed off as being complete, and some actions have not been completed. Some of the action plans are insufficiently specific.

44. Self-assessment is an inclusive process and all staff contribute to the self-assessment report. Strengths and areas for improvement identified in the self-assessment report match inspection findings, although evidence to support strengths and areas for improvement is limited.

# Preparation for life and work

Good: Grade 2

## Context

45. In preparation for life and work, 301 learners attend 29 skills for life courses in 19 venues. These include five courses in English for speakers of other languages (ESOL), 12 in literacy skills and 12 in numeracy skills. Most courses take place during the day and run for two hours each week, with 13% of it in the evening. A full-time organiser supports 11 tutors and three co-ordinators. Currently 75% of learners are female. A small group of learners with learning difficulties are on a preparation for work course and 24 learners follow an E2E programme.

## Strengths

- Significant improvements in success rates
- Good teaching and learning
- Very effective partnership working in deprived areas
- Good curriculum management

## Area for improvement

- Insufficient evening and weekend provision

## Achievement and standards

46. Achievement and standards are satisfactory. All courses are accredited and all learners carry out the national tests. Success rates have increased significantly from 29% in 2005/06 to 76% in 2007/08. ESOL achievement rate in 2007/08 was 69% for learners obtaining a full qualification and 84% for learners obtaining all or part of the qualification. Learners develop good skills and confidence, and make good progress. ESOL learners study the citizenship modules as part of their preparation for British citizenship. Learners with learning difficulties and disabilities develop good interpersonal skills, communication and confidence. Several have now gained part-time work as a result of their achievements on the course.

47. The progression rates on E2E are satisfactory. For 2007/08 progression was 58% which is higher than the average for the Tees Valley.

## Quality of provision

48. Overall the quality of provision is good. Teaching and learning are good. Sessions are well planned, with resources required clearly outlined and individual learner targets highlighted. The paper-based resources are mostly contextualised so that learners can relate immediately to the situation. Some very good resources are used in numeracy workshops for care workers, with relevant exercises and

examples taken from their working environment. Learners with learning difficulties and disabilities have differentiated learning resources. Activities include taking turns to lead the session from the front of the class. The range of activities in all sessions is good. Teaching and learning on E2E is satisfactory. All learners have individual learning plans which are used appropriately. Initial assessment is good and the results are used to design the learning programme. Target-setting is satisfactory. Learners' progress reviews take place on a regular basis, and their progress and revised targets are well recorded. All learners receive a skills passport to encourage them to monitor their achievements and progression. All learning environments are good. Tutors are supportive and learners' confidence develops. Standards of work are appropriate and assessment is clear and accurate. Homework and work completed in sessions are corrected with comments which help learners to improve.

49. The range of provision is good. Partnerships are used effectively to widen opportunities for local people. Provision is available in local libraries, Surestart centres, care homes and day centres. Courses have been designed in partnership with employers for their employees including skills for life workshops for care workers, and literacy and numeracy for union representatives. Some innovative provision is being tailored to attract male learners who are significantly underrepresented in this provision. Insufficient courses run during the evenings or weekends.

50. Guidance and support for learners are satisfactory. Initial advice and guidance is good and is provided in individual interviews, course information sheets and in handbooks for the learners. Publicity and information leaflets are well presented and outline progression opportunities. Access to childcare, financial and learning support is available. The team organise and test for dyslexia across the whole of RCALS. Learners are well supported by tutors. In E2E, a good system of risk banding is in place with the progress of learners at a high risk of leaving reviewed more regularly. Attendance monitoring on adult and community learning provision is not thorough.

Leadership and management

51. Curriculum management is good. Curriculum planning and development based on national and local priorities is good. The skills for life strategy is satisfactory and has recently been revised to encompass the engagement of employers. Regular team meetings take place and staff are well supported and informed. Staff are highly motivated and enthusiastic. Communication and team working are good.

52. Good arrangements are in place for developing staff, who are all well qualified. Development opportunities have been used well to update tutors, to share good practice and to tackle some of the common issues from the internal teaching observation processes. A good range of staff development exists, covering for example, differentiation, lesson planning and schemes of work as well as raising their awareness of safeguarding and equality and diversity. Staff and learners use ICT well for communication and online staff development.

53. Arrangements for quality assurance are good. Course reviews, tutor and learner feedback and in-year quality checks are all in place and used for quality improvement. All staff are involved in the self-assessment report. The internal observation process is good and broadly reflects inspection findings. Some inconsistency exists in the follow up of the required actions. The self-assessment report broadly reflects the inspection findings.

54. Equality of opportunity is good. Learners' awareness is raised during induction. A number of good projects are in place which effectively widen participation from underrepresented groups.

55. Resources and teaching rooms are satisfactory. Most rooms have whiteboards or flip charts and many have boards linked to computers. Learners have good access to computers.

# Community development

Outstanding: Grade 1

### Context

56. The community development provision is targeted at engaging members of the community, particularly those from areas of deprivation, with the purpose of increasing learners' personal skills and providing opportunities for them to gain employment. In 2007/08, there were 1,071 learners. Currently, 264 learners are enrolled on 20 accredited and non-accredited courses. Courses are offered in nine sector subject areas at 45 venues throughout Redcar and Cleveland. Most are short courses, which last for one day. Some longer courses run over ten weeks and NVQ courses are longer. Provision is managed by a full-time organiser, supported by two full-time tutor co-ordinators, 12 tutors and 16 assessors and verifiers.

### Strengths

- Outstanding retention and success rates
- Good teaching and learning
- Very well planned and targeted provision
- Outstanding support for learners
- Very effective curriculum management

### Areas for improvement

- None identified

### Achievement and standards

57. Achievements and standards are outstanding. The success rates on all courses are outstanding. In 2007/08 the success rate on accredited and non-accredited courses was 96%, with a 98% retention rate. Attendance is good at 87%. Progression to further courses, volunteering or employment is good. In a survey of those who left in 2007/08, 76% of the sample had progressed to higher-level courses and 55% had attended an interview, been promoted, were working as volunteers or had gained employment. For example, two hard-to-reach learners, who completed the introductory youth work qualification, now work as volunteers at a local children's centre. In all courses, learners achieve well against their stated personal learning goals and many increase in self-confidence and esteem considerably.

### Quality of provision

58. The quality of the provision is outstanding. Teaching and learning are good. All teaching is carefully planned with clear outcomes for each session. In many cases, employers and partnership organisations are involved in planning course

content to ensure a good match with their needs. In the best sessions, tutors use a wide range of teaching and learning methods, including electronic learning and ICT, group activities, feedback, peer review, reflection and action planning. Individual learning plans and reflective journals are well used. They mostly contain constructive and developmental objectives. However, feedback to learners is not recorded in all learning plans. Tutors challenge learners to make good progress in their work and maintain a steady pace, which encourages them to achieve their goals. Arrangements for assessment are good. Standardisation meetings in NVQ programmes ensure consistency and accuracy of assessment. Good arrangements are in place for recognising and recording progress and achievement.

59. The range of provision is outstanding at meeting the needs of the local community. It is very well planned and targeted in response to identified need. Curriculum planning is based on local strategic partnership priorities and funding priorities. Many courses have been developed to meet identified needs and requests from the community and employers. One such course was designed to develop the skills of school lunchtime assistants and cleaners. Much of the provision is targeted at the needs of residents in areas of high deprivation and uses support and funding from a range of partnership organisations. Some sources are used to fund full-time tutors and additional support workers. Many courses are provided at local venues and have start and finish times to meet members' work and family commitments. A comprehensive list is available of all possible progression routes from every course offered.

60. Support for learners is outstanding. Targeted support for learners outside of the classroom is good, particularly in NVQ programmes. A bursary scheme is funded from neighbourhood funding to provide financial support to learners and to recruit support workers, often drawn from residents who have attended courses. Initial assessment is good. Support is targeted to where it is needed and encourages learners to succeed. Good impartial initial advice and guidance relating to course content and requirements is provided before enrolment and during induction. Tutors and advice and guidance workers make frequent calls and visits to learners to ensure their continued engagement. In some programmes, the intranet is used for communication between tutor and learners, and session content is posted on the site. Skills for life assessments are conducted with all new learners, the results of which influence course delivery and any need for additional learning support. Learners receive good ongoing support from tutors on an individual and group basis.

## Leadership and management

61. Leadership and management are outstanding. Very effective curriculum management ensures that identified needs are tackled promptly and effectively. Excellent partnership working ensures that provision is responsive to need. Support for tutors is good. Communications are good, and clear lines of responsibility exist between all staff and learners. Regular team meetings are well attended. Weekly planning meetings, which senior managers attend on alternate

weeks, are used to review proposals for new provision. Managers at all levels support staff and learners by attending celebration events. Staff are well qualified and good support is available for professional development. Both of the tutor co-ordinators have received recent equal opportunities training. Arrangements for quality improvement are good. All tutors and assessors have been observed, but the recorded feedback is not always used for improvements. Team members have good working relationships, actively support one another and openly share examples of good practice at team meetings.

62. Facilities are fit for purpose and are well resourced. Promotion of equality of opportunity is good and social inclusion is actively promoted. Staff and learners from one programme attended a residential outdoor centre where exercises were designed to promote equality of opportunity amongst learners and staff and to cover the qualification unit for equal opportunities and participation. Wide consultation takes place with staff and learners on the self-assessment report. The report is accurate and the judgements are broadly consistent with the inspection findings.

# Annex

## Learners' achievements

Learners' achievements in FE funded, accredited provision offered by adult and community learning providers

Success rates on accredited entry and level 1 (combined) and level 2 qualifications, by length, expected end year and age.

2006 to 2007, compared with the national rates for GFE colleges.

| Notional Level | Exp End Year | 19+ | | | |
| --- | --- | --- | --- | --- | --- |
| | | Starts – Transfers | ACL provider Rate | National Rate | *Diff* |
| 1 long | 2006/07 | 794 | 52 | 70.5 | -18.4 |
| | 2007/08* | 445 | 66 | N/A | |
| 2 long | 2006/07 | 257 | 51.4 | 69 | -17.7 |
| | 2007/08* | 258 | 82 | N/A | |
| Short** | 2006/07 | 446 | 75.3 | 82.9 | -7.6 |
| | 2007/08* | 587 | 77 | N/A | |

\*    ACL provider data not validated (use where complete, validated and produced using proprietary software)
\*\*   Courses over 5 weeks long

Outcomes on Entry to Employment programmes managed by the provider 2005 to 2008

| Year | Number of leavers in the year | Achieved objectives rate* (%) | Progression rate** (%) |
| --- | --- | --- | --- |
| 2005/06 | 89 | 53 | 51 |
| 2006/07 | 45 | 58 | 47 |
| 2007/08 | 45 | 57 | 58 |
| 2008/09 (3 months) | 21 | 81 | 76 |

Note: 2008/09 data is 'part year' only and is representative of the three months or greater of the LSC contract year

\*    These are key objectives identified for each learner following an E2E programme
\*\*   Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period.

Note: E2E 'achieved objective' and 'progression' rates are calculated using data supplied to Ofsted by the provider before inspection