

Poole Adult Learning

Re-inspection report

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Type of provider: Local Authority

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Introduction

Poole Adult Learning (PAL) was inspected in June 2008. The overall effectiveness of provision was judged to be satisfactory as was the quality of provision in adult and community learning. However, Train to Gain was judged to be inadequate. Ofsted is responsible for re-inspecting all provision that is inadequate.

The outcome of the re-inspection is as follows:

Train to Gain	Original grade	Re-inspection grade
Effectiveness of provision	4	2
Achievement and standards	4	2
Quality of provision	4	3
Leadership and management	4	2

Context

PAL currently has 61 learners on Train to Gain provision. The great majority are undertaking National vocational qualifications (NVQs) at level 2 or 3 in health and social care, with the remainder in business administration or customer service. Learners attend the centre for initial assessment and induction. PAL conducts individual coaching and assessment for learners in their workplaces. Learners are offered skills for life support where appropriate.

Key findings

Success rates are high. In the previous inspection, success rates were inadequate at 54% but they are now high in both areas of learning and averaged 93% for 2008/09. The timely success rate is lower but improving at 70%. Progress is at least satisfactory for most learners and good for some. The system for monitoring their progress is good.

Learners develop good skills and confidence to support their work. The programme gives learners a deeper understanding of their role, increases commitment and enables them to deliver a better standard of client care. They have an improved understanding of the professional relationship with clients. Work in learners' portfolios is of a satisfactory standard, with clear differences between NVQ levels.

PAL uses an appropriate range of assessment methods to gather useful evidence. This is well recorded and organised in well-presented portfolios. Planning, judgements and feedback to learners are clearly recorded. Assessment is adjusted well to individual learners' needs. Internal verification is effective and thorough. Resources for learning are much improved since the previous inspection.

Skills for life support is satisfactory. All learners undertake an appropriate initial assessment of their literacy and numeracy levels and are given the results promptly. Where additional support is indicated, learners are offered specialist help. Some have taken up this offer and achieved additional qualifications.

Learners are well supported. Assessors make regular and frequent visits at times to suit learners and their work. They provide support between visits by phone and email. Good partnerships with employers foster supportive workplaces. Employers provide appropriate learning materials, are interested in learners' progress and make alternative work arrangements to support assessment where necessary.

Planning of learning is now satisfactory. PAL has developed a good individual learning plan which all learners use as a working document. In the best instances assessors use these well to record clear interim targets and monitor all programme aspects. However, they are not always fully or correctly completed. Quarterly reviews reflect the targets set on the individual learning plans.

The programme satisfactorily meets the needs of learners and employers in a wide range of settings. PAL accurately records all contacts with learners, dividing them clearly into assessment activity and guided learning hours. Learners receive appropriate information, and arrangements for advice and guidance are satisfactory. Significant numbers of learners progress through level 2 to a level 3 NVQ.

Leadership and management are good. The drive and commitment of managers and staff to improving provision have secured significant improvement. Management information is accurate and useful. The organisational structure is improved and staff are clear about their roles and responsibilities. PAL has introduced quality assurance systems and documentation which are effective.

The self-assessment process is satisfactory, as it was at the previous inspection. PAL has used the quality improvement plan, developed following that inspection, to manage improvement effectively. PAL makes good use of employer and learner evaluations; however, it does not involve all staff sufficiently in self-assessment.

PAL promotes the safeguarding of learners well. PAL meets current government requirements for safeguarding vulnerable adults. Staff receive good training and safeguarding awareness is promoted to learners through informative leaflets and at induction. Learners report that they feel safe.

Arrangements for equality and diversity are good. Although equality of opportunity was good overall at the previous inspection, Train to Gain learners' understanding of equality and diversity was not sufficiently developed. PAL now gives learners a good

range of information and equality and diversity are reinforced at induction and through review. Learners' understanding of such issues is satisfactory.

Quality improvement is satisfactory. PAL has developed an effective system for improving coaching and assessment practice through observation. Document audits, although insufficiently planned, accurately identify deficiencies. Management information is good, although not disseminated sufficiently to assessors. Identified actions to improve provision are well managed.

What does PAL need to do to improve further?

- Further develop the use of the monitoring system to improve timely success rates and narrow the gap between overall and timely achievement.
- Ensure all learning plans are completed effectively to further improve the planning of learners' programmes and their relevance to learners' work.
- Develop the effectiveness of quality improvement by including all staff in the self-assessment and quality processes to ensure the maximum improvement in the programmes for learners and employers.

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