

# Blackpool Adult and Community Learning

Inspection report

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Name of lead inspector: June Cramman

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Type of provider: Local Authority

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## Information about Blackpool Adult and Community Learning

1. Blackpool Adult and Community Learning (BACL) is a small service that delivers courses both with their own staff and through their sub-contractor Blackpool and the Fylde College. Their funding consists of personal community development learning (PCDL), family learning and neighbourhood learning in deprived communities (NLDC). Lancashire Learning and Skills Council (LSC) funds the provision in learning for social and personal development.
2. Provision is in three main subject areas: information and communication technology (ICT); preparation for life and work; and family learning. BACL also has a small number of classes in other subject areas, the biggest of which is arts, media and publishing.
3. Following the last inspection the council appointed a new head of service who re-structured the team and provision. BACL now design their courses specifically to meet the council's priorities in tackling employability issues. The service also works closely with partners to identify gaps in provision, and to address social inclusion for learners with learning difficulties and/or disabilities.
4. A head of service manages the team, supported by a quality and curriculum development manager, who is responsible for quality, management of subcontractors and management of the preparation for life and work curriculum. Two other staff are curriculum leads for ICT and family learning. One full-time and another part-time tutor report to the family learning lead. In addition, BACL have a digital communities coordinator, a management information officer and an administrative worker. Around 20 sessional staff deliver the courses.
5. BACL's administration is carried out from Progress House in Blackpool. Learning is provided in 55 locations throughout the borough, including libraries, community and social day care centres, children's centres and voluntary organisations.
6. Blackpool is the 12th most deprived local authority in the country, with 22% of the working age population having no formal qualifications, compared with a national average of 13.1%. Around 75% of BACL's funding is from government grants.
7. The following organisation provides training on behalf of BACL:
  - Blackpool and the Fylde College ( ICT and preparation for life and work)

Type of provision	Number of learners in 2008-2009
Learning for social and personal development  Informal adult learning (IAL) Adult safeguarded funded provision	3,530 part-time learners

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
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Capacity to improve	Grade 3
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	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3

Learning for social and personal development	Grade 3
ICT	3
Preparation for life and work	3
Family learning	3

## Overall effectiveness

8. The overall effectiveness of BACL's provision is satisfactory. Outcomes for learners, the quality of provision and leadership and management are all satisfactory. Learners in ICT, preparation for life and work and family learning all have a satisfactory experience at BACL. Learners gain good levels of skills and confidence. Some teaching and learning is varied and challenging while other sessions lack stimulus. Initial assessment processes are insufficiently useful in setting appropriate targets. Very effective partnership working has helped BACL to better meet service priorities. The service has re-positioned itself well and is now a modern, outward-facing service. Arrangements for promoting equality and diversity and safeguarding learners are satisfactory. Learners feel safe and procedures to ensure health and safety are appropriate.

## Main findings

- Learners develop good skills and confidence across subject areas, feeling more able to mix with others, applying the skills they have learned both in the community and for work.
- Learners' attainment of their goals is satisfactory. Some progress well and enjoy challenging goals. Others progress too slowly. The provider's data are based on the recognition and recording of progress and achievement (RARPA). However, there are fundamental problems with the process and data are insufficiently reliable.
- Teaching and learning are satisfactory. Tutors ensure there is a good variety in teaching methods with activities and themes that engage and enthuse learners and they use technology well. However, BACL uses ineffective initial assessment and target-setting processes for the planning of learning in both the main programme and Skills for Life.
- The provision meets the needs and interests of learners satisfactorily. BACL is now more responsive to local demands. However, while the service has changed direction well, BACL plans to provide coordinated progression routes for learners are insufficient. There is not enough access to accreditation in some areas and there is insufficient emphasis on Skills for Life.
- The service has strong and effective partnerships with a range of organisations and these have clear benefits for learners and the wider community. Many partnerships specifically promote social inclusion, for example, those with voluntary and community providers working with people with multiple barriers to learning, such as homelessness, alcohol addiction and drugs problems. Other partnerships reduce the amount of duplication in provision.
- Arrangements for information, advice, guidance and support are satisfactory. BACL does not always identify support needs in a timely way, but when needs are identified support is effective.
- The service has very effectively re-focused the provision to meet both council priorities and the needs of the wider community, particularly people with multiple barriers to learning.
- Line management is robust and challenging. BACL has a strong focus on the development of the provision through targets linked to strategic priorities.
- The head of service manages resources, including good use of the small staff resource, prudently. Managers use the limited funding available well to make the best use of the resource available.
- Arrangements for safeguarding and promoting equality and diversity are satisfactory.
- The provider's plans for the delivery of a comprehensive service across the area are underdeveloped. In addition, the current plans and strategy to ensure the development and delivery of Skills for Life for all learners are insufficiently rigorous.

- Arrangements for quality improvement have improved since the last inspection. However, outcomes of observations of teaching and learning do not adequately challenge tutors to aspire to excellence. BACL has insufficiently embedded performance management arrangements. Staff are not using data well enough to develop challenging actions across the service.

### What does BACL need to do to improve further?

- With the change in directorates, the council needs to maintain and strengthen its commitment to the further development of adult and community learning to ensure its continuing emphasis on the needs of the Blackpool community.
- Improve the processes for initial assessment and subsequent target-setting for learners by using information from other providers and adopting best practice.
- Work with the full range of partners to extend the work on mapping provision and progression routes and then plan, in partnership, with specific targets for each partner, an action plan for developing provision for the people of Blackpool.
- Ensure that the development of Skills for Life across the provision is given a real priority in the drive for improvement so that the council's stated mission of serving the most vulnerable in society can be achieved.
- Ensure that the quality improvement processes presently in place focus sufficiently on identifying good practice in teaching and learning, and then use practices such as peer observation to enable staff to learn from good practice and raise standards.
- Improve the main quality improvement tools such as observation processes and RARPA so that the service has complete confidence in its judgements.
- Use data and qualitative evidence across the provision to set more meaningful and specific targets which inform realistic action-planning for managers and staff.
- Improve the process for identification of support so that it is given to those who need it early in their programme.
- Explore the variety of accreditation options across the provision to extend the range and use external validation of quality to support internal quality assurance systems.

### Summary of the views of users as confirmed by inspectors

#### What learners like:

- becoming more confident computer users and enjoying the work and being able to email families who live overseas
- very patient tutors who offer good support, including help with fairly serious problems
- courses that genuinely meet the needs of learners with a range of issues like drinking problems, drugs and homelessness

- enjoying learning English and being able to speak more confidently
- the good one-to-one support given by the tutors at the Bridge Project
- learning about healthy eating and how to stay healthy
- not being treated any differently if learners have learning difficulties and/or disabilities
- learning about food, kitchen equipment and children's illnesses for speakers of other languages
- raised awareness of how numeracy is involved in everyday life and how to help their children.

What learners would like to see improved:

- an English for Speakers of Other Languages (ESOL) course that follows on immediately from the current five-week course
- more computers for learners' use at the Bridge Project and longer programmes
- better information about the courses that will be run in the current and following term
- longer courses for family learning courses and some certificates
- more information about the community partners' work
- a slightly later start time for the class to be able to leave children in the crèche
- more small group and paired work
- fewer activities that are childish and more concentration on individual needs regarding finance.

Summary of the views of stakeholders and partners as confirmed by inspectors

What stakeholders and partners like:

- very good and genuine partnership working to benefit the people of Blackpool
- BACL managers who persist against many difficulties in gaining appropriate funding to build facilities and training opportunities within the community, targeting exactly where it's needed
- committed, enthusiastic, approachable and empathetic tutors
- the good off-the-job learning
- innovative and creative delivery of off-the-job learning to horticultural volunteers with learning difficulties and/or disabilities
- family learning courses that effectively break down barriers between parents and school staff; parents are much more visible within the school community and schools are less frightening for parents.

What stakeholders and partners would like to see improved:

- increased numbers of learners on the 'Step Up to Volunteering' course
- even stronger links with BACL and more collaborative working to extend the good work already started
- improved joint publicity with greater promotion of learners with learning difficulties and/or disabilities as positive role models
- more information about the range of provision given by all the partners so that learners have access to as many courses or opportunities as possible to enable them to gain the full range of skills they need
- more transparency about the costs of courses so that no individual partner has a financial advantage over another.



## Main inspection findings

### Capacity to make and sustain improvement

Grade 3

9. The service demonstrates satisfactory capacity to improve. Since the previous inspection, reasonable progress has been made in addressing the areas for improvement. The council has identified its key priorities and made changes to some of its operations, including improving the staffing structure and line management arrangements. The head of service has managed the reorganisation of the provision well and staff morale is high. Line management of the head of service is now clear and targets for adult and community learning are closely linked to the council's strategic targets. Overall scrutiny of the provision is very effective and line management arrangements are strong. There are shared priorities to move the provision forward. However, planning does not sufficiently take into account the range of available provision across the area, and the Skills for Life delivery strategy does not ensure that all learners receive the level of provision that they need.
10. The self-assessment process is inclusive and makes effective use of learners' and employers' feedback. The judgements in the self-assessment report are generally accurate, although most grades proposed were higher than those awarded by inspectors. The service has strengthened arrangements for quality assurance and some of these are working well in identifying issues. However, the observation of teaching and learning is not helping staff move towards excellence. BACL use data insufficiently to monitor and improve performance of staff and learners. Staff use assessment and tracking information inconsistently and do not always ensure that all learners achieve well or receive immediate and targeted support. However, overall outcomes are satisfactory and, once BACL do identify learners as needing support, the help they receive is effective.

### Outcomes for learners

Grade 3

11. Outcomes for learners are satisfactory. Learners develop good skills and confidence across subject areas. They enjoy their lessons and improve their self-esteem. In particular, learners with learning difficulties and/or disabilities demonstrate good improvements in their social skills and team working abilities. In ICT lessons, learners speak of their improved confidence in using computers. Learners in employability sessions create appropriate curriculum vitae and learners in partners' provision learn enough skills to access work. Those on family learning programmes work with their children well to develop their skills.
12. Learners' attainment of learning goals and their progress is satisfactory. Some learners progress well and enjoy challenging goals and targets. Others progress too slowly. The providers' own data is based on internal RARPA processes, however these are not sufficiently rigorous for the data to be valid. Retention rates are good, averaging around 90% across the provision.

13. Some learners use the skills that they develop on their courses to improve their economic and social well-being. Learners in family learning are learning the principles of good budgeting to allow them to manage limited resources well. Some learners are gaining employment.
14. Learners use safe working practices during their lessons. Learners feel safe in the learning environment.
15. BACL uses its NLDC provision to encourage people to volunteer their skills for the good of the community. Once in these projects, learners contribute well to the community and sometimes progress to employment.

### The quality of provision

Grade 3

16. The quality of provision is satisfactory. Teaching and learning are satisfactory. Tutors ensure there is a good variety in teaching methods with activities and themes that engage and enthuse learners, and with some good use of technology. Resources and materials are usually good. Learners enjoy these sessions and engage with the activities. Some sessions are less stimulating and fail to meet individual learners' needs.
17. BACL uses ineffective initial assessment and target-setting processes for the planning of learning for both the main programme and for Skills for Life. These are key parts of the RARPA. Initial assessment is over-reliant on self-evaluation, using a tick-list. This is inaccurate and misleading. Tutors and learners are unable to use this as a valid starting point to set specific and measureable targets for further learning. While individual tutors often make objective assessments of skills using their own approaches, the service is not providing clear leadership.
18. Resources are generally satisfactory. Most teaching rooms are bright and attractive, with interactive white boards and access to the internet. Most tutors use the resources well. BACL is developing a virtual learning environment.
19. The provision meets the needs and interests of learners satisfactorily. The service has changed its focus well since the previous inspection and is now more responsive to local demands and better meets the needs of the most vulnerable in society.
20. While the Service has changed direction well, the provision is not yet sufficiently well planned to provide coordinated progression routes for learners across provision and within subject areas. There is insufficient access to accreditation in some key areas such as family learning and insufficient emphasis on Skills for Life.
21. The service has strong and effective partnerships with a range of organisations that have clear benefits for learners and the wider community. BACL responds well to the needs of the community. Many partnerships are aimed specifically at

ensuring social inclusion; for example, those with voluntary and community providers working with people with multiple barriers to learning such as homelessness, alcohol addiction and drugs problems.

22. Other partnerships, such as that with the local college, reduce the amount of duplication in provision across the area. BACL belongs to a peer review group of adult and community learning providers and colleges. Members provide a forum for sharing good practice and moderating self-assessment and teaching and learning observations.
23. Learners receive satisfactory care and support. They speak of helpful and supportive tutors, many of whom do considerable amounts of extra work to help their learners. Once a need is identified, the support is effective. However, the identification process is insufficiently rigorous.
24. Information advice and guidance are generally satisfactory. The service has one appropriately qualified advisor. Learners and staff now have access to information on a website and in pamphlets. Tutors give appropriate advice. The service recognises that there is insufficient access to impartial guidance, particularly for learners on employability courses, and has plans in place for improvements.

## Leadership and management

Grade 3

25. Leadership and management are satisfactory. Senior managers have a realistic strategy that they share well with staff. They have managed the changes in the provision since the last inspection well and have carefully restructured the service. Managers have re-focused the provision to meet the needs of the most vulnerable and disadvantaged learners in Blackpool. The development plan, supported by realistic service performance targets, effectively reflects the strategy for BACL and feeds into directorate and council targets. However, the plan for the delivery of a comprehensive service across the area is underdeveloped and current plans for the development and delivery of Skills for Life are insufficient.
26. Staff are motivated and enthusiastic and have appropriate occupational experience and skills. The service has made good preparations to meet government requirements for tutors to gain suitable teaching qualifications. BACL registers all staff with the Institute for Learning and plan staff development well.
27. Since the last inspection, the service has effectively positioned itself to adapt to changes within the training and education sector. Reporting, monitoring and scrutiny arrangements are now very effective. Managers present six monthly reports to both the council cabinet and an identified elected member. Line management of the head of service is effective and challenging. Arrangements are clear and there is a strong focus on the provision through targets that are linked to strategic priorities and much improved reporting mechanisms.

28. Arrangements for safeguarding are satisfactory. BACL has a single central record which records all relevant staff and learners' enhanced criminal records bureau checks. Managers use policies and staff guidance to ensure learners are safe. A designated senior member of staff is in charge of safeguarding. Partnerships with external support agencies, including the local safeguarding board, are good. The staff development plan covers training for both the nominated person and other staff. Safe working practices are promoted, safeguarding issues are well managed and satisfactory arrangements are in place to ensure the safety of learners and staff. Learners have an appropriate understanding of safe working and the wider aspects of safeguarding. Learners report that they feel safe.
29. Arrangements for equality and diversity are satisfactory. A culture of respect for learners with difficulties and/or disabilities and those from different cultural groups exists. Learners demonstrate satisfactory understanding of their rights and responsibilities, and are clear about policies on harassment and bullying. They know who to go to if they have concerns. The promotion of equality and diversity, both in the classroom and the wider learning environment, is satisfactory. However, learners' understanding of diversity is not always explored and challenged in teaching sessions.
30. BACL trains all staff in equality and diversity issues. An appropriate range of equality and diversity policies, including bullying and harassment, ensures and promotes equality of opportunity. Equality and diversity impact measures are set and monitored. Actions to improve the performance of diverse groups lack challenge, and monitoring of progress is insufficiently rigorous. BACL monitors the performance of different groups, including variations in retention of different classes but results are not sufficiently recognised or analysed or used to guide actions.
31. The council has established very productive external partnerships. It is both flexible and responsive to partners' requests. BACL uses learners' and employers' feedback to improve the quality of provision. Arrangements to engage learners and partners in the wider aspects of the development and design of the curriculum are at an early stage.
32. The service takes satisfactory action to improve the quality of provision. Managers make effective use of random classroom visits to improve performance. The observation process is appropriate and linked to staff appraisal. Managers give tutors verbal and written reports; however, feedback insufficiently challenges staff to aspire to being outstanding. Self-assessment is inclusive and BACL monitors associated action plans regularly. However, their report fails to identify all the weaknesses identified during the inspection.
33. BACL does not evaluate performance sufficiently and makes inadequate use of data to develop appropriate actions. It does not use management information systematically to influence management decisions. BACL sets realistic targets for learners' performance but does not always analyse the results effectively. It

does not use data well enough to plan interventions and improve learners' outcomes. Staff targets are insufficiently challenging with not enough links to learners' achievements and progress.

34. Value for money is satisfactory. Managers monitor the budgetary position closely at quarterly meetings. Forecasting and financial budgeting are appropriate and managers make accurate and prudent use of finances to secure and expand the provision. The head of service has been particularly effective in sourcing a range of funding to enhance the provision. Good use is made of available resources to maximise funding; however, overall outcomes for learners are satisfactory.

## Learning for social and personal development

Other social and community learning provision considered as part of the main findings but not separately graded: arts, media and publishing

### Information and communication technologies

Grade 3

#### Context

35. There are 140 learners enrolled on 15 entry-level courses. Additionally, there are four drop-in sessions each week in three centres. Courses are between five and nine weeks long and run during the week at eight council owned venues and five voluntary organisations. Learning centres are distributed throughout the borough. A manager and six part-time staff provide the training.

#### Key findings

- Learners develop good levels of self-confidence and clearly enjoy their learning. They are well motivated and enthusiastic learners who develop their skills effectively. More than half enrol on another ICT course and extend their skills further. Learners are able to build on acquired skills and some are now able to keep in contact with families through the internet. Attendance and retention are good.
- Achievement and progress are satisfactory. Learners are satisfactorily meeting their learning goals. However, these are not always individualised or revised and are not sufficiently challenging for all learners. The standard of learners' work is satisfactory overall although some produce work of a higher standard.
- Learners feel safe. They have good tutor support, including detailed attention to health and safety, which helps them to progress safely and ensure they use safe working practices and adhere to them whenever they use computers.
- Tutors use a wide range of teaching methods very effectively. They have access to good quality teaching and learning resources that they use appropriately to stimulate and interest learners. Effective use is made of interactive whiteboards to demonstrate points that are more technical. Learners are fully engaged in learning and participate fully during sessions.
- Initial assessment is incomplete. Learners self-assess their existing ICT skills. This assessment does not give an accurate measurement of their competencies. Initial assessment is insufficiently objective and tutors do not identify specific learning needs early enough. Tutors accurately review the learners' progress but do not record improvements in confidence and motivation. Learners do not receive a copy of the review.
- Partnerships arrangements are good. There are close and productive working arrangements with the college and the voluntary sector. Eight discrete courses are currently running, meeting the needs of extremely disadvantaged learners.

However, managers make insufficient use of partnerships to plan the future ICT programme or to devise strategies to recruit from minority groups.

- Staff management is good. Managers provide good leadership to promote improvement in the curriculum. Staff have close and productive working relationships with the curriculum manager who has effectively raised staff morale and the standard of the provision. There are regular visits to centres by managers who carry out informal observations of teaching. Systematic quality audits and on-going staff training ensure standards are continually improving.

What does Blackpool Adult and Community Learning need to do to improve further?

- Improve initial assessment to ensure that it gives an objective and accurate measurement of learners' competencies so that their individualised learning programme focuses on the skills they need to acquire.
- Ensure learning goals are individualised and sufficiently challenging for all learners so learners have every opportunity to reach their full potential.
- Improve the identification of soft skills such as confidence and motivation during reviews
- Consult fully with partners when planning the ICT programme so that they understand the courses on offer and are able to promote them to hard-to-reach learners.
- Work more collaboratively with other providers and partners to offer a more innovative and coherent programme.

## Preparation for life and work

## Grade 3

### Context

36. There are 155 learners on preparation for life and work courses, spread across first-steps personal development courses, introductory employability courses and courses for learners with learning difficulties and/or disabilities. Personal development courses help learners increase their self-confidence, self-esteem and independence through re-engaging with learning while employability training develops learners' skills and prepares them for employment. Courses for learners with learning difficulties and/or disabilities help them to participate in their communities and prepare for employment. Classes are in locations throughout the borough. Most courses are non-accredited although accreditation is available if required by learner. The quality and curriculum manager oversees the provision and is supported by a small team of part-time tutors.

### Key findings

- Learners enjoy their learning and retention rates are high. Success rates on accredited modular courses are also high. Learners attend classes regularly and punctually and their participation in learning activities is good. Learners' personal effectiveness improves considerably as their self-confidence and self-esteem increase.
- Learners satisfactorily improve their social and economic well-being through individual and collaborative learning. Most learners are very well motivated and develop relevant knowledge and skills. Many learners wish to continue studying; for example, the learners on a five-week introductory course for speakers of other languages who want to improve their English to help increase their employability prospects.
- Learners' safety is satisfactory. They have a satisfactory awareness of the need for safe working practices in the classroom and in the workplace. Additionally, some learners have a good understanding of healthy eating. Learners with learning difficulties and/or disabilities on a healthy living and money management course have good opportunities to consider the benefits of a healthy diet.
- Tutors use a good range of teaching and learning methods to stimulate learners and to retain their interest and attention. Information learning technology is available and satisfactorily used to support learning. Tutors have suitable qualifications and expertise and they have a good knowledge of the learners and their learning needs. However, learners do not receive enough literacy and numeracy tuition.
- The initial assessment and target-setting process is incomplete. The tutors' main tool for initial assessment is a self-evaluation tick-list combined with individual discussions with learners. This insufficiently identifies learners' barriers to learning, including their literacy and numeracy skills. Tutors do not



always use the results of initial assessment effectively for personalising learning and setting challenging targets. This undermines the reliability of the process for RARPA.

- Overall, the provision satisfactorily meets the needs and interests of learners, including those with multiple barriers to learning. BACL designs courses specifically for defined groups of learners including those with mental health issues, those recovering from drugs and alcohol misuse and learners with learning difficulties and/or disabilities. However, some learners are unaware of progression routes or follow-on courses.
- Partnership working is strong and very effective. BACL has developed successful partnerships with a wide range of statutory and voluntary organisations, including the local college, social services, Jobcentre Plus, and Community Volunteering and these have been particularly effective in helping the service to design courses to meet learners' needs. Managers effectively coordinate provision and duplication is avoided.
- The provider has been very effective in responding to innovations that promote social inclusion. Learners visiting the local Salvation Army refectory have very good opportunities to use laptop computers to develop basic ICT skills. The service has been particularly proactive in providing accreditation opportunities for those with learning difficulties and/or disabilities on a horticultural project to improve their employment prospects.
- Care, guidance and support for learners are satisfactory. Where necessary, the service provides learners who have learning difficulties and/or disabilities with support workers who make a satisfactory contribution to learners' success.
- Strategic and operational management are satisfactory. BACL satisfactorily monitors community groups delivering NLDC provision as well as the subcontracted college provision. Observation of teaching and learning is satisfactory overall. Progression data are underused for monitoring learners' destinations.

What does Blackpool Adult and Community Learning need to do to improve further?

- Improve initial assessment, including that for Skills for Life, to identify effectively learners' barriers to learning and to set precise individualised learning goals.
- Clearly define learning goals for each individual learner and ensure that learning targets are sufficiently challenging.
- Develop non-accredited literacy and numeracy provision for learners whose low levels of literacy and numeracy impede their learning and limit their progress.
- Develop, and publicise, clear progression routes for learners so they are familiar with the curriculum offer and can plan their learning journey.
- Systematically collect and analyse progression data and use it for monitoring learners' destinations and course effectiveness.

## Family learning

## Grade 3

### Context

37. Thirty-nine learners are currently enrolled on family learning programmes, the majority of whom are women. Most of the provision is non-accredited though accreditation is available on some programmes up to foundation level. A full-time manager leads the curriculum, supported by a full-time lead tutor and a part-time tutor. Three sessional tutors are also employed. Most of the programmes in wider family learning are tasters and workshops.

### Key findings

- Learners enjoy learning and develop good skills. They develop personal skills and acquire knowledge and skills to help support their child's learning. They also increase their understanding of school education. Learners also gain confidence to engage more fully with schools, improve their self-esteem and develop social skills. Some learners progress to other courses.
- Attainment of learning goals is satisfactory. However, the process of measuring progress against goals is not accurate.
- Learners feel safe and feel their children are safe. Learners' understanding of health and safety practices is satisfactory.
- Tutors use a wide range of resources and activities to engage and enthuse learners. They use games, toys, practical activities and quizzes to stimulate learners and to promote learning. In the better sessions, delivery is well paced and teaching and learning activities are stimulating and engaging. In other sessions there is insufficient focus on meeting the individual needs of learners.
- Planning for individual learning is insufficiently rigorous. Tutors rely too heavily on learners' self-assessment for initial assessment. The process fails to capture learners' specific needs and abilities in relation to course objectives. Tutors' recording of what exactly learners need to do to improve their learning is not sufficiently detailed.
- The range of provision is too narrow. The emphasis in recent years has been on the development of courses in family language, literacy and numeracy. Provision for wider family learning mainly consists of tasters and workshops and there are no longer or accredited courses available.
- BACL uses partnerships very effectively to target provision to meet the needs and interests of parents, communities and stakeholders. The service works collaboratively with schools, children's centres and other local partners to match provision to needs and interest. Partnership work with schools is particularly effective in breaking down barriers and changing perceptions parents have about schools.
- Information, advice, guidance and support for learners are satisfactory. Tutors have a good rapport with their learners and provide additional support if required. However, BACL insufficiently identifies additional support needs at

enrolment or the initial assessment stage. Information and guidance about progression opportunities is satisfactory.

- Leadership and management are satisfactory. Tutors are appropriately qualified and experienced for their roles. The promotion of equality and diversity is satisfactory and BACL has taken some action to engage more fathers in family learning, though this is still in an early stage of development.

What does Blackpool Adult and Community Learning need to do to improve further?

- Improve initial assessment so that tutors can accurately identify individual needs and abilities of learners in relation to the learning objectives of the course and use this information in planning teaching and learning.
- Ensure that target-setting is sufficiently challenging and individualised for each learner.
- Develop the curriculum offer to include more accredited provision and to expand the range of wider family learning provision.

## Information about the inspection

38. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by BACL's quality and curriculum development manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC) and other funding bodies, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
39. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of the provider. They also visited learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

<b>Record of Main Findings (RMF)</b> <b>Blackpool Adult and Community Learning</b> Learning types: 14-16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships. Social and personal development: all adult safeguarded provision
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Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Social and personal development
Approximate number of enrolled learners		
Full-time learners		
Part-time learners	3530	3530
Overall effectiveness	3	3
Capacity to improve	3	
<b>A. Outcomes for learners</b>	<b>3</b>	<b>3</b>
A1. How well do learners achieve and enjoy their learning?	3	
A1.a) How well do learners attain their learning goals?	3	
A1.b) How well do learners progress?	2	
A2. How well do learners improve their economic and social well-being through learning and development?	3	
A3. Do learners feel safe?	3	
A4. Are learners able to make informed choices about their own health and well being?*		
A5. How well do learners make a positive contribution to the community?*	3	
<b>B. Quality of provision</b>	<b>3</b>	<b>3</b>
B1. How effectively do teaching, training and assessment support learning and development?	3	
B2. How effectively does the provision meet the needs and interests of users?	3	
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	3	
<b>C. Leadership and management</b>	<b>3</b>	<b>3</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	2	
C3. How effectively does the provider promote the safeguarding of learners?	3	
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
C5. How effectively does the provider engage with users to support and promote improvement?	3	
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	3	

\*where applicable to the type of provision

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