Bury Adult Learning Service
Inspection Report

Unique reference number:	50898
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Information about Bury MBC

1. Bury Council Adult Learning Service (the Service) offers courses for adults where the main aim is a qualification: courses with or without qualifications where the main aim is personal and social development and learning where the main aim is an employment qualification. The Greater Manchester Learning and Skills Council (LSC) funds most of the provision. The Service uses European Social Funding (ESF) to support pathways to National Vocational Qualifications (NVQ).

2. Since the last inspection there has been a major restructure of libraries and adult learning provision. The senior management team now comprises an assistant director and four heads of service, two with lead responsibility for adult learning. Sixteen part-time programme managers oversee the provision, which is taught by 97 part-time and 7 fractional tutors.

3. The Service now has a key focus on recruiting learners from hard to reach groups and areas of high deprivation and supporting them ultimately to gain qualifications for employment or further study. The inspection focused on these areas but also drew evidence from the wide range of other learning for personal and social development provision. Bury delivers its provision across 11 subject areas. Classes take place in one dedicated adult learning centre, three library and adult learning centres across the borough and a number of community outreach centres, including schools and pre-school settings.

4. Currently 1,861 learners attend programmes. Courses where the main aim is a qualification are available in seven subject areas and recruit around 662 learners. Preparation for life and work is the largest area. Some 1,127 learners attend social and community learning provision. In addition 72 learners, employed by the council or local employers, follow Train to Gain programmes in one of five subject areas leading to employment qualifications. Approximately 12% of learners are from minority ethnic backgrounds and 70% are women. Most learners are aged 19 or over.

5. The population of the borough is around 183,500. Approximately 6% are from a minority ethnic group. At 5.1% unemployment is around the regional and national average but there are some areas of high economic disadvantage. Although adult literacy and numeracy rates are at the national averages, there are pockets of higher Skills for Life needs.

Type of provision	Number of learners in 2008/09
Adult learner provision: Learning for qualifications	994 part-time learners
Learning for social and personal development	2,007 part-time learners

Employer provision: Train to Gain	209 learners

Summary report

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

Overall effectiveness of provision	Grade 2

Capacity to improve	Grade 2

	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	2

Learning for qualifications in employment	
	Grade
Train to Gain	2
Learning for qualifications	
	Grade
English for speakers of other languages (ESOL)	2
Literacy and numeracy	3
Learning for social and personal development	
	Grade
Community learning	2

Overall effectiveness

6. Most learners who start a course with Bury Adult Learning Service are successful and gain their qualification or achieve their planned outcome. The majority of learners enjoy attending the courses offered. Most are happy with the progress they make and the learning they achieve by the end of their courses. Learners on community and family learning courses improve their confidence and skills for employment or to support their children's learning. Learners from different social and cultural backgrounds, women, men and disabled learners achieve comparatively better than on similar provision nationally. Learners feel safe on their courses and take responsibility for their own health and safety.

7.   The majority of teaching and learning is good or better. Most tutors carefully plan their sessions and use varied and stimulating learning activities. A few sessions are less effective and do not always meet the needs of every learner. Although every learner has regular reviews to assess how well they are progressing, not everyone is clear about their progress.

8.   Bury Adult Learning Service meets the range of interests and needs in the community well and partnerships to support literacy, language and numeracy skills or help people into work are particularly effective. Partnerships with employers who use the Service for training and qualifications for their employees are growing. Information, advice and guidance are very good, as is support for learners.

9.   Leaders have a very clear view of how they can meet the needs of the community and promote learning and employment. Courses are well run and tutors work hard to improve the quality of the service for learners. Tutors and managers actively promote equality and diversity in the planning and delivery of courses. The Service actively seeks and uses learners' views to improve the provision and have recently introduced a formal learner representative group. Formal safeguarding arrangements are satisfactory.

Main findings

■   Success rates are high. Learner responsive programmes success rates improved in the last three years from 67% to 82% but a few literacy and numeracy courses are less successful. Over 95% of learners on non-accredited programmes achieve their learning goals. Train to Gain learners make good progress and 89% gain their qualifications. A number of classes have low attendance levels.

■   Many learners on community and family learning courses progress to further courses provided by the Service or other organisations. Learners develop good personal and vocational skills to help them progress in their education, employment or daily life.

■   Standards of teaching and learning are generally good but a few sessions fail to meet the needs of all learners. The use of initial assessment, target setting and recording of progress is inconsistent and many learners do not have clear written plans to help them make progress.

■   The provision very effectively identifies and meets the needs of learners through a well-planned, flexible programme of courses. Good and effective partnership work with a wide range of organisations successfully encourages learners from many different groups and ensures suitable pathways for progression.

■   Initial advice and guidance are very effective. Learners receive good information to help them identify the most appropriate provision and to progress to the next stage of learning. Financial support, help with literacy and numeracy, childcare and specific support for individual needs are used very effectively to promote learners' success.

- Leaders have a very clear strategic direction for adult learning provision within the overall mission of the borough council. Managers and programme leaders work very well together to plan, monitor and improve provision. Staff at all levels demonstrate a strong commitment to ensuring a high quality service for the learners.

- The Service promotes equality and diversity well through its range of provision. It is successfully recruiting learners from the most disadvantaged areas of the city and narrowing the achievement gap for all groups, including minority ethnic learners and those with disabilities. Staff work hard to ensure the promotion of equality and diversity through the curriculum.

- The Service seeks and responds well to learners' views. A newly developed learner engagement policy formalises and further improves opportunities for learners to contribute to the development of the Service. The Service makes less effective use of employers' views.

- The teaching observation system has led to more good quality teaching and better individual performance by tutors. However, the reports produced place too little emphasis on learning and managers do not always use the findings promptly to improve teaching quality.

- A sound course review process has led to many improvements. However, some reviews lack clear judgements and staff miss opportunities to use review outcomes to drive whole Service improvement. The self-assessment process is used effectively to plan improvement but does not yet take sufficient account of the views of learners and employers.

- The Service makes effective and efficient use of resources to secure value for money. The Service makes an effective contribution to the longer term sustainability of the local community through its employer responsive provision, support for parenting through family learning, and for the health and well-being of learners with disabilities.

What does Bury Adult Learning Service need to do to improve further?

- Improve success rates on the lower performing courses by a thorough analysis of them and a comparison with the higher performing courses to identify and address the barriers to success for some learners.

- Set clear targets for, and monitor attendance rates on, all courses to help identify and address the causes of low attendance for some learners.

- Identify and address the less effective teaching to ensure that all tutors use an effective range of resources and plan and deliver sessions to meet the needs of each individual learner.

- Strengthen the course review procedures by ensuring tutors make clear judgements and then use them to plan further improvement and better inform the self-assessment process.

- Improve the observation of the teaching and learning system through a greater emphasis on learning and by ensuring that managers quickly and systematically follow up required actions for improvement.

- Further develop the use of information from course reviews and the observation of teaching and learning to improve the provision by more timely analysis, reporting and action planning.

Summary of the views of users as confirmed by inspectors

What learners like:

- developing skills to gain employment after being made redundant

- the knowledgeable and enthusiastic tutors who make them feel welcome

- the specialist staff who provide expert advice on the next steps available

- the help to settle quickly into classes when joining classes after the first session

- the lifeline the Service offers by building confidence and self-esteem

- using intranet to email problems to tutors and the prompt and helpful replies

- gaining the confidence and language skills to speak with doctors, in shops, and with teachers at school.

What learners would like to see improved:

- the difficulties caused by mixing different levels of students in the same class

- the fast pace of some classes

- make some courses longer to allow all learners to succeed

- more up-to-date computer software.

Summary of the views of employers/partners as confirmed by inspectors

What employers/partners like

- the good levels of service from staff at Bury Adult Learning Service

- the improvement in the skills of their staff as a result of training.

What employers/partners would like to see improved:

- more meetings between community-based partners

- even more training to meet employer needs.

Main inspection findings

Capacity to make and sustain improvement   Grade 2

10.   The Service's capacity to improve is good. Overall success rates for adult
      learner responsive provision have improved over the last three years from 67%
      in 2006/07 to 82% in 2008/09. Outcomes on non-accredited courses are very
      high and the new Train to Gain provision has made an excellent start. The
      Service has made further progress in all areas identified in the monitoring visit
      of June 2009, including the establishment of a learner involvement group and
      strengthening of quality improvement arrangements, including more
      measurable targets in the improvement plan.

11.   The Service has a clear strategy to sustain improvement reflected in the
      restructuring of the Service, the strengthening of the management structure
      and the priority placed on employer responsive provision. The self-assessment
      process is inclusive and accurate in many of the strengths and areas for
      improvement identified. Management of all curriculum areas is good. The
      Service has developed mechanisms to draw more fully on learners' views but
      does not yet take sufficient account of the views of other stakeholders,
      including employers

Outcomes for learners   Grade 2

12.   Outcomes for learners are good with most learners attaining their learning
      goals. Success rates on courses leading to qualifications have improved in the
      last three years and are now high. In 2008/09, 82% of learners were
      successful; an improvement from 67% in 2006/07. However, for some long
      literacy and numeracy courses success rates are low. Success rates for non-
      accredited programmes are very high at over 95%. Over 89% of Train to Gain
      learners are successful and develop their employment-related skills. Success
      rates across all programmes are comparable for all groups of learners with no
      significant differences in the success rates between groups.

13.   The Service very effectively helps learners to move from community learning to
      learning for qualifications or employment. Many learners develop good personal
      and vocational skills that help them progress in their education or employment.

14.   Too many classes have low attendance levels with some learners missing
      several sessions and still considered as being on the course. Managers do not
      set challenging targets for attendance and the monitoring and follow up of non-
      attendance is inadequate. Although some learners use the intranet to catch up
      on missed sessions, many miss too much of their course.

15.   Learners feel safe and are aware of their rights and responsibilities. Learners
      display high standards of health and safety, with frequent checking by tutors.
      Managers take action where possible to ensure learners' safety when concerns
      are raised, for example, at one of the library buildings.

16. Many learners value the social benefits of their courses. Older learners recognise that classes help them to get out of the house and make new friends. Family learners value the new confidence they have in supporting their own children's education. Many community learners recognise the new opportunities to re-enter education and employment.

The quality of provision   Grade 2

17. Standards of teaching and learning are generally good with very effective teaching by well prepared and resourced teachers. In better sessions the use of information and learning technology (ILT) is very effective. A growing number of learners use Moodle to communicate with tutors and each other and to catch up if they have missed a session. However, some lessons are dull and uninspiring with little use made of ILT. In a few lessons there is too much emphasis on whole group teaching that does not take account of the individual needs of learners.

18. The majority of tutors effectively assess, measure and record progress on both accredited and non-accredited courses. On non-accredited courses tutors and learners use a variety of methods that are relevant to the subject, with good use made of digital cameras and recordings. However, tutors do not always effectively use the outcomes from initial assessment to set targets with learners. The recording of progress towards learning goals is inconsistent and in some cases, ineffective. Some learners do not receive the detailed support to help them identify and overcome barriers to progress.

19. Progression routes from pre-entry to courses leading to qualifications are clear and well planned. Courses are available in a flexible range of attendance modes. Managers are quick to respond to learner feedback on potential new courses. A clear analytical approach and work with a wide range of partners, including children's centres, ensure that provision is responsive and recruit new learners from areas of deprivation and the greatest need. Employer links are developing but there are too few to promote work experience for unemployed learners or those wishing to improve employment prospects.

20. A very effective information, advice and guidance service ensures that learners can receive information at any local library and more advanced information from the central service if this is needed. Learners on community and family learning provision receive good guidance on the next step at the end of each course. Good use is made of a variety of effective learner support, including financial support, additional learning support and referral to other agencies. Over 90% of learners in receipt of financial or additional learning support successfully complete their studies.

Leadership and management   Grade 2

21. Leaders set a very clear strategic direction for adult learning provision within the overall mission of the borough council. The Service takes full account of local priorities and government initiatives in planning provision for adults in the community.

22. Managers and programme leaders work very well together to plan, monitor and improve provision. All staff demonstrate a strong commitment to ensuring a high quality service for the learners.

23. The Service makes satisfactory arrangements that meet government requirements for the safeguarding of children aged up to 18, and of vulnerable adults. It has identified where the most vulnerable learners are, put in place robust procedures to protect all learners and developed effective links with the local safeguarding board. Responsibility for implementing and monitoring the procedures are clearly defined. All staff working with children or adults receive Criminal Record Bureau checks (CRB). Staff receive appropriate training, apply procedures for protecting the safety and welfare of learners rigorously and communicate the importance of these to the learners.

24. The Service promotes equality and diversity very well. This is reflected in successful provision that targets learners from disadvantaged areas, encourages first steps back into learning and provides good support for adults with learning difficulties and/or disabilities. The improved use of data demonstrates that the Service is narrowing the achievement gap for all groups, including minority ethnic learners and those with disabilities.

25. The Service manages the promotion of equality and diversity issues through an appropriate range of policies and procedures. The equality and diversity group regularly monitors the implementation plan. Staff respond quickly and effectively to complaints about discrimination.

26. Significant steps have been taken to improve the promotion of equality and diversity through the curriculum. Staff have recently attended training. The Service expects tutors to identify in their schemes of work, session plans and course reviews how they are addressing equality and diversity issues. This is helping to raise the awareness of staff and to spread good practice. However, it is too early to see the full impact of these actions.

27. The Service seeks and takes good account of learners' views. This includes the use of termly learner surveys to evaluate its provision. A newly developed learner engagement policy seeks to formalise and further improve opportunities for learners to contribute to the development of the Service. The self-assessment report recognises the need to engage more effectively with learners and has acted on this. The Service makes less use of employers' views.

28. Formal arrangements for observing teaching are thorough, supported by robust moderation arrangements and lead to improvements in individual teaching

performance and overall teaching grade profile. However, written feedback reports sometimes lack a clear focus and place too little emphasis on learning. Areas for improvement are not always identified promptly when staff are observed nor followed up to ensure actions have taken effect on the quality of teaching and learning.

29. A sound course review process provides managers with much useful information about teaching and learning and feeds into the self-assessment report and linked quality improvement plan. It has led to improvements at individual, course and whole service level, and to the sharing of good practice. However, too many reviews are insufficiently judgemental and lack key data on achievement, retention and attendance. As the findings are not collated and analysed until the end of the year, opportunities are missed to use these in a systematic and timely way to drive whole service improvement.

30. The self-assessment process is inclusive, accurate in many of the strengths and areas for improvement identified and used well to plan improvement. However, it fails to identify some areas for improvement, over-grades a few aspects and does not provide an adequate overview of Train to Gain provision. The Service has developed mechanisms to draw more fully on learners' views but does not yet take sufficient account of the views of employers.

31. The Service is making effective and efficient use of its available resources to secure value for money. The merger of the libraries and adult learning divisions in 2006 enabled the Service to reduce costs significantly while retaining the volume of provision against revised priorities. Staff use resources effectively to support the quality of learning through, for example, better accommodation and the use of interactive whiteboards.

32. The Service has a very recent policy on sustainability and has begun to identify the contribution made across curriculum areas to raising learners' awareness of sustainability. It is making an effective contribution to the longer term sustainability of the local community through its employer responsive provision, support for parenting through family learning, and for the health and well-being of learners with disabilities.

Learning for qualifications in employment

Train to Gain   Grade 2

Context

33. Seventy-two learners are on Train to Gain programmes in five curriculum areas including health and social care, customer care, information technology, Skills for Life and hospitality and catering. Ten per cent of learners are from a minority ethnic heritage and 85% are female. Eighty per cent of learners are employees of the borough. The provision is relatively new and has been growing since August 2008.

Key findings

■ Success rates are high; 89% of learners gained qualifications in 2008/09. Success rates vary from 100% for customer care to 56% for information and communication technology (ICT) but all are above national averages. The majority of learners complete within the agreed timescale but for a few learners, progress has been too slow.

■ Learners enjoy developing new skills such as creating new recipes and cookery techniques. They improve their work practices, for example, in recording medication for their service users. Employers value the improved skills learners demonstrate in the workplace including the use of e-mail and databases. Learners also improve their personal skills such as self-confidence.

■ The majority of teaching and learning is good with well planned and paced sessions to challenge learners. Tutors frequently include references to healthy eating and health and safety. In some sessions there is insufficient use of individual questioning for specific learners. Learners utilise a range of good training materials both through classes and on-line.

■ The involvement of employers in the programme is insufficient. Too few employers are involved in reviews of progress and some managers have not had sufficient information to provide good support for their employees during their training.

■ The range of provision is very effective in meeting the needs of learners. The Service works well with partners within and outside the borough to meet the specific training needs of both learners and employers. Patterns of delivery are very flexible to meet employment patterns and personal needs.

■ Staff development is very effective in meeting the demands of Train to Gain programmes; for example, coaching on how to work with employers. Quality improvements arrangements are satisfactory although not specific to Train to Gain.

■ The use of self-assessment is underdeveloped for Train to Gain programmes. Self-assessment takes place in the individual curriculum areas but there is no overarching assessment for the funding stream or action or quality

improvement plan. Employers and stakeholders are not consulted. Managers recognise this area for improvement and are working to create a separate self-assessment.

What does Bury Adult Learning Service need to do to improve further?

■ Implement an effective self-assessment process that includes employers and learners and recognises the whole Train to Gain programme and its development needs whilst maintaining the discrete needs of each curriculum area.

■ Continue to monitor the progress of learners who are slower to complete and provide adequate support to help them to complete their qualification.

■ Develop the involvement of employers to ensure that they are fully involved in their employees' programmes, reviews and progress.

Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: science and mathematics, languages, ICT

English for speakers of other languages (ESOL)   Grade 2

Context

34. Currently, 243 learners are enrolled on courses ranging from entry level to level 2. Learners work towards accredited speaking and listening qualifications or full ESOL qualifications. Most learners are women and around half are minority ethnic groups. The manager of the provision is responsible for 11 part-time tutors. Most courses are taught in one main venue with some community outreach provision.

Key findings

■ Success rates are high at 85% for full entry level ESOL courses and 100% for level 1 in 2008/09. Achievement of speaking and listening qualifications is also high at 85% for entry level and 82% at level 2. Learners from minority ethnic groups achieve at the national average for general further education colleges. In some classes attendance is low.

■ Learners develop good speaking and listening skills and enjoy their courses. They produce a high standard of written work and use their skills to help their children with their homework and complete job applications. Learners further develop these skills through well-planned visits in the community, including the local courts and art gallery, where they practice their skills effectively.

■ Teaching and learning are generally good with well-planned and imaginative learning activities. Good use is made of ILT, including interactive whiteboards and the internet, to develop good learning concepts and independent research skills. Learners' work is promptly marked with helpful feedback and tutors give appropriate emphasis to the development of pronunciation and intonation. Learners make good use of the intranet completing learning activities and practice test papers.

■ Tutors do not effectively use the information gained from initial assessment of learners' skills to plan learning and track their progress. Individual learning plans do not have clear, measurable targets. In a minority of lessons, some learners do not make sufficient progress as work is either too easy or too complex for some learners.

■ The Service provides an appropriate range of courses from entry level to level 2 at one main site. Additional courses are provided in response to local needs. The Service places a strong emphasis on employment and citizenship within the curriculum. However, links with employers to help learners who are actively seeking work are underdeveloped.

- Care, advice and guidance are satisfactory. Staff advise learners about progression opportunities and support them with university and job applications. Tutors are supportive and frequently check that learners are not experiencing any difficulties that may be a barrier to success.

- Management of the curriculum is good. Success rates for full ESOL qualifications have significantly improved to above national averages. Staff development successfully supports improvement in areas such as raising the standard of learners' reading skills and tutors' knowledge of examination standards. Observation of teaching and learning grades are generally accurate but reports are overly descriptive.

- Communication and team working are very effective. Learning sessions are well managed and integrate equality and diversity into lesson topics. Initiatives, including numeracy courses for ESOL learners, have been particularly successful.

What does Bury Adult Learning Service need to do to improve further?

- Improve the use of initial assessment information to plan detailed individualised learning programmes for learners.
- Further develop links with employers to assist learners with their employment goals.

Literacy and numeracy   Grade 3

Context

35. Currently 143 literacy and 169 numeracy learners are enrolled on accredited courses from entry level to level 2. All courses are accredited. Over half of learners are women with 60% in literacy and 71% in numeracy. Seventeen per cent of literacy and 23% of numeracy learners are from a minority ethnic group. Literacy and numeracy have separate programme managers with each managing five tutors.

Key findings

■ Good and improving success rates on literacy courses and 5 to 24 week numeracy courses. Success rates for long entry and level 1 and short courses improved significantly in 2008/09 and are well above benchmark. Numeracy success rates on entry five to 24 week courses are well above national figures.

■ Learners enjoy their courses. They develop good reading and listening skills and numeracy learners can confidently perform a good range of mathematical skills needed for daily life. Learners use their new skills to support their children with the development of reading and number work. In addition, learners develop good computer skills and increase their confidence and self-esteem.

■ A good proportion of learners progress to other courses with Bury MBC and are successful. Learners are encouraged to progress through levels and early achievers join the next level straight away. External progression information is less well developed.

■ The majority of tutors use resources well. Information technology is used effectively to underpin the development of literacy and numeracy skills and promote research and ICT skills. Staff and learners use the intranet as an effective means of communication and to support learning.

■ Most teaching and learning is satisfactory. In good lessons tutors use a variety of methods and activities to motivate and engage learners. However, in too many lessons there is insufficient challenge and checking of learning. In the weakest lessons pace is too slow and activities do not maintain learners' interest. Questioning techniques are poor and little learning takes place.

■ Curriculum management is good with some very effective recent changes to the management of the area. A review of the curriculum has resulted in changes to the length and structure of literacy courses with plans to pilot a shortened numeracy course to address the poor success rates. Staff are now fully included in the quality improvement process.

■ Effective communication is now promoting improvement. Formal and informal meetings discuss participation, retention success and achievement and ideas are shared and actions agreed. The intranet effectively supports the sharing of resources and information amongst staff who work at a variety of centres.

What does Bury Adult Learning Service need to do to improve further?

- Improve attendance and punctuality through a more rigorous system of monitoring which follows up absentees and checks that work missed is covered and learners supported to catch up.

- Improve success rates on all courses by improving target setting to focus on specific measurable and meaningful goals.

- Share good practice more effectively to improve the provision.

Learning for social and personal development

Other social and community learning provision considered as part of the main findings but not separately graded: adult safeguarded learning, family learning and wider family learning

Community learning   Grade 2

Context

36. Currently 120 learners are enrolled on community learning courses. Most of the provision is non-accredited including First Step short courses in computer use, childcare, customer services and confidence building. A number of longer accredited level 1 qualifications are available. Two part-time programme managers manage community learning provision and another two manage 'Neighbourhood Learning in Deprived Communities' and the 'Brighter Futures' funded projects. One part-time programme manager has responsibility for supporting the development of learners' literacy and numeracy skills. Courses are delivered at the main centre and in community venues including libraries, hostels and accommodation owned by partner organisations.

Key findings

■ Outcomes for learners are good. In 2008/09, 95% of learners attained their learning goals. Learners make good progress. They gain knowledge, understanding and skills to support their personal development and to progress to other courses, voluntary work or employment. Learners enjoy learning and many overcome significant personal and social barriers to succeed in learning.

■ The quality of teaching and learning is good. Tutors prepare well for sessions and in the best sessions use a variety of teaching and learning activities to extend learners' knowledge and develop their skills. Assessment of learning is regular and tutors provide regular verbal and written feedback to learners.

■ Tracking and monitoring of learners' general progress is regular and detailed. The initial assessment process is thorough and effective in supporting individual learning. Tutors collect detailed information about learners, their previous experience, support needs and learning goals. However, there is insufficient evaluation of learning and recording of actions learners need to take to improve.

■ The provision is very responsive to learners' needs. Courses successfully engage learners from hard to reach groups and those from disadvantaged areas. Close and effective work with partner organisations helps to ensure clear progression routes and the development of new courses to meet needs.

■ Support for learners with literacy and numeracy needs is good. All learners have their literacy and numeracy support needs assessed and have the opportunity to have individual support or attend classes to improve their skills.

■ Curriculum management of the programme is good. Staff work very effectively to reach and meet the needs of hard to reach groups and learners from disadvantaged communities. The regular course reviews and observation of teaching and learning identify strengths and weaknesses but lack clear evaluation and targeted actions for improvement.

What does Bury Adult Learning Service need to do to improve further?

■ Further develop the system to monitor learners' progress to ensure that learners are clear about what they have learned, what they need to do to take this further, how to achieve the progress they need and that there is a full record of the process.

■ Improve the evaluation and use of observations of teaching and learning and course reviews to ensure more critical and precise identification, action planning and implementation of actions for improvement.

Information about the inspection

37. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Service 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) or other funding bodies, Framework for Excellence indicators, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.

38. 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 Service. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)
Bury Adult Learning Service
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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive	Social and personal development
Approximate number of enrolled learners Part-time learners	1861		11	651	72	1127
Overall effectiveness	2	n/a	n/a	2	2	2
Capacity to improve	2					
A. Outcomes for learners	2	n/a	n/a	2	2	2
A1. How well do learners achieve and enjoy their learning?	2					
A1.a) How well do learners attain their learning goals?	2					
A1.b) How well do learners progress?	2					
A2. How well do learners improve their economic and social well-being through learning and development?	2					
A3. Do learners feel safe?	2					
A4. Are learners able to make informed choices about their own health and well being?*	3					
A5. How well do learners make a positive contribution to the community?*	3					
B. Quality of provision	2	n/a	n/a	2	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2					
B2. How effectively does the provision meet the needs and interests of users?	2					
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?	1					
C. Leadership and management	2	n/a	n/a	2	2	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2					
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	n/a					
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?	2					
C5. How effectively does the provider engage with users to support and promote improvement?	2					
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2					
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	2					

*where applicable to the type of provision