

# Blackburn with Darwen Borough Council Neighbourhoods and Learning Service

Inspection report

Unique reference number: 50732

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Last day of inspection: 5 February 2010

Type of provider: Local Authority

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## Information about the provider

1. Blackburn with Darwen Borough Council created its Neighbourhoods and Learning Service (NLS) in October 2008 following the merger of two services, lifelong learning and neighbourhood engagement. The merger supported council strategic objectives to promote neighbourhood devolvement and tackle deprivation and unemployment. The Head of Service leads the NLS, supported by a management team comprising: five neighbourhood managers; two senior managers responsible for skills, employability, quality and resources; eight managers covering projects, Skills for Life, inclusion and learning support, information advice and guidance, business development, quality, and policy and strategy.
2. NLS offers learning for social and personal development as community development, community learning and skills, and employability, to around 3,000 adults each year. Lancashire Learning and Skills Council (LSC) funds the provision. Courses are available in the service's three neighbourhood learning centres, the council's employment agency and a range of community venues, including schools and community centres.
3. Courses are offered in seven subject areas: health and well-being; information and communication technology (ICT); art and craft; modern foreign languages; preparation for life and work; family learning and community development. Preparation for life and work is the largest area and includes literacy, numeracy, English for speakers of other languages (ESOL), provision for adults with learning difficulties and/or disabilities and employability. Just over 25% of courses lead to a qualification or offer this option. The NLS subcontracts an element of family literacy, language and numeracy (FLLN) to Blackburn College and St Mary's College.
4. Blackburn with Darwen has a population of 139,300 and ranks the 17<sup>th</sup> most disadvantaged area in the 2007 indices of multiple deprivation, a worsening position since 2004 when it was ranked 34<sup>th</sup>. Just over 20% of the population are from minority ethnic groups. The proportions of adults who are unemployed, in receipt of low pay, have no qualifications or qualifications below level 2 are higher than national averages.

Type of provision	Number of enrolled learners in 2007/08
Adult learner provision: Learning for social and personal development	3,057 part-time 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	1
Learning for social and personal development	
Preparation for life and work	2
Family learning	2

## Overall effectiveness

5. Overall effectiveness is good. Outcomes for learners are good. Most learners achieve their qualifications or learning goals. All groups achieve equally well. Learners enjoy attending their sessions. They improve their skills and confidence significantly. Excellent support from the council's employment agency enables some learners to find work. Learners feel safe, and especially so when in schools. Learners report improved health. Many learners make particularly good contributions to their community through community events and projects that help break down barriers between different groups. Communities are actively encouraged to contribute to decision-making.
  
6. Teaching and learning are good. Tutors plan their sessions well using a good range of different methods. Some use information and learning technology (ILT) effectively to enhance sessions, but others are less confident in its use. Initial assessment is good in Skills for Life, but is unsystematic in other areas. Well-targeted provision places a clear focus on meeting community needs. However, learners are not always aware of opportunities available when their course ends. Excellent, wide-ranging partnerships support highly effective joint planning. Community engagement is particularly good. Learners have access to a good information advice and guidance service, but its use is not

systematically monitored. The provision of the good support available is sometimes delayed by the late identification of need.

7. Excellent strategic direction focuses clearly on learner engagement, skills and employability. Arrangements for safeguarding are mostly satisfactory but guidelines on the safe use of the internet are not consistent across the provision. The promotion of equality of opportunity is outstanding. Learners work together harmoniously and are supportive of each other. Very effective partnerships with a wide range of multi-agency groups ensure the wise use of scarce resources. Quality improvement and self-assessment arrangements are good. Value for money is good.

## Main findings

- Most learners achieve their qualifications or learning goals. Particularly well motivated learners enjoy learning and participate enthusiastically. They improve their personal and work skills and confidence significantly. Excellent support from the council's employment agency enables some learners to find work. Many learners participate in supportive social networks.
- Learners feel safe, and especially so when in schools. The NLS prioritises health and safety in its centres. However, at other community centres visited, visitors' identity was not checked and no record kept of their presence.
- Learners report improved health. They become more active; reduced isolation reduces their potential for depression. Work by volunteers encourages their communities to adopt healthier lifestyles.
- Many learners make particularly good contributions to their community and value their ability to make a difference. Many community events take place each year. Community projects bring diverse groups together, with a common purpose, and break down barriers as people grow to know each other. Communities are encouraged to participate fully in decision-making processes.
- Teaching and learning are good and use a good range of different approaches to learning. Accommodation and resources are mostly good; some tutors use ILT to enhance sessions. Initial assessment is good in Skills for Life, but is not systematic in other areas.
- Well-targeted, responsive provision places a clear focus on developing communities. The good balance of negotiated and pre-planned courses encourages groups to make choices about provision to meet their needs. However, learners are not always aware of the opportunities available when their course ends.
- Excellent, wide-ranging partnerships between public and voluntary sector organisations and local communities support highly effective joint planning. Community engagement is particularly good. Active neighbourhood boards support good communication between communities and partners.

- Learners have access to a good information advice and guidance service. Referral systems exist for advice in community venues but the number of learners who benefit is not systematically monitored. Good support is available, but its provision is sometimes delayed by late identification of need. The introduction of a dyslexia screening tool is planned. Some centres provide good quality childcare.
- Strategic direction is excellent and focused clearly on learner engagement, skills, and employability. Very good use is made of target-setting at all levels. A wide range of excellent reports help managers to monitor the provision. Arrangements for managing subcontractors are good. High priority is given to staff training.
- The council gives high priority to safeguarding. It has established an adults' safeguarding board. Staff are able to recognise signs of abuse and understand what they need to do in the event of a disclosure. Guidelines on the safe use of the internet are not consistent across the provision.
- The promotion of equality of opportunity is outstanding. Particularly effective initiatives have closed the achievement gap between different groups. Excellent projects have been highly effective in engaging the most hard to reach groups. Learners from different groups, cultures and those with disabilities work harmoniously and are supportive of each other.
- A wide range of multi-agency groups work very effectively within the five neighbourhoods. Partnership working ensures the wise use of scarce resources in ways that benefit learners. Arrangements for learner feedback are satisfactory. Learners' feedback is highly positive about teaching and learning. Improvement actions taken as a result of learners' views are not routinely fed back to them.
- Self-assessment is highly effective in improving the quality of provision and outcomes for learners. The process to observe teaching and learning is very effective in identifying its quality. However, the process does not determine differences in the quality of teaching by full-time and casual tutors. Monitoring of progression and destinations of learners is insufficiently developed.
- A good range of resources are available to support teaching and learning. Value for money is good. Financial management is very good. Sustainability is effectively incorporated into projects and learning programmes.

### What does the Neighbourhoods and Learning Service need to do to improve further?

- Continue to improve the quality of teaching and learning by ensuring appropriate initial assessment and tutor's good access to, and confident use of, ILT.
- Effectively promote the system of referral for information, advice and guidance to tutors and learners in all community venues to provide them with accurate

information about progression. Monitor the uptake of this support to establish the scale of need and its impact on progression.

- Develop and implement an effective process to establish learners' support needs before courses start so that these can be met from the first session.
- Introduce effective arrangements for monitoring learner progression and destinations to inform planning and quality improvement. Implement guidelines on the safe use of the internet. Complete feedback to learners on actions arising from their feedback. Establish the quality of teaching by full-time compared to casual part-time tutors.
- Promote consistently good attention to safety at all venues by ensuring security of access and maintenance of records of who is in the building.

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

##### What learners like:

- getting absorbed in learning
- the tutors' patient attitude and acceptance of diversity
- the progress they make in gaining skills they thought they'd never achieve
- excellent opportunities offered through the employment agency
- making a difference in their community
- being able to negotiate courses in their locality
- getting out of the house to meet people
- being able to help their children and grandchildren with literacy and numeracy.

##### What learners would like to see improved:

- longer courses
- more courses to progress onto
- courses that are more frequent than once a week for literacy, numeracy and ESOL learners
- classes at times that men who work can attend
- more access to computers
- better information about the other classes that are available, before courses end.

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

##### What partners like:

- the good support to help community groups obtain funding
- the good communication and consultation processes to identify local needs
- working together with people from different groups and services/agencies
- the effectiveness of partnership working on different levels from strategic to local

- the improvements made to local communities
- making best use of funding
- the indications of effective partnership work such as reduced crime rates
- the good impact on children's attendance and attainment noted by schools.

What partners would like to see improved:

- Nothing to improve was reported.

## Main inspection report

### Capacity to make and sustain improvement

Grade 2

8. The NLS has made many improvements since the last inspection. Learners achieve very well. They show good gains in confidence and personal skills, making particularly good contributions to their communities. The revised process to recognise and record progress and achievement is fit for purpose and reliable. Managers monitor provision systematically and use data very effectively to set challenging targets and bring about improvements. The provision of information about, and the monitoring of, progression is insufficiently developed.
9. Self-assessment is highly effective in improving the quality of provision and outcomes for learners. The process is inclusive of all staff and well informed by stakeholders' views. Elected members of the council are familiar with the main findings. The self-assessment report is comprehensive and suitably evaluative. Judgements are well supported by evidence. The report informs a very detailed and well-monitored quality improvement plan. Inspectors agreed with almost all of the key judgements. Most grades awarded by inspectors are the same as those in the self-assessment report but those for leadership and management and capacity to improve were over-stated.

### Outcomes for learners

Grade 2

10. Learners make very good personal and learning gains; most achieve their qualifications or learning goals. Success rates are consistently high over the last three years. Around 90% of learners achieve their non-accredited learning goals; some develop sufficient confidence to take optional qualifications. All groups achieve equally well. Learners are particularly well motivated, enjoy their learning and participate enthusiastically in classes. They improve their confidence significantly and develop effective skills that support them personally, within their families, communities and work. Some learners progress into other learning or work, and the NLS has begun to monitor this. Learners' attendance is generally good, but examples of poor attendance and punctuality were found in some classes.

11. Learning activities promote good social contact between people from different groups and cultures. Many learners establish or join supportive networks. Successful learning forms an effective springboard to other activities. Learners develop good vocational skills that enhance their employability; some find work following excellent support from the council's employment agency.
12. Learners feel safe, and especially so when in schools. Initiatives to promote safer communities have reduced crime. The NLS prioritises health and safety in its centres. Most classes seen had room and activity-based risk assessments. However, a minority of risk assessments did not recognise the full risks of activities. At other community centres visited, visitors' identity was not checked and no record kept of their presence.
13. Learners report many health benefits from learning. They become more active; reduced isolation minimises their potential for depression. The NLS supports volunteers to work effectively alongside community health professionals. The healthy communities' partnership (HCP) is proactive in encouraging their neighbours to adopt healthier lifestyles. However, although some initiatives generate an excellent response for their duration, it is not clear that this momentum is maintained when they end.
14. Many learners make particularly good contributions to their community and value their ability to make a difference. The NLS supports many community events each year. Excellent drama performances by older learners raise awareness of important topics such as the abuse of older people or health problems. The HCP groups include a particularly good balance of people of different ages, faiths, cultures and abilities. They represent the interests of their various communities effectively when planning events. Community projects, bringing diverse groups together with a common purpose, break down barriers as people grow to know each other. The development of leadership skills within Asian heritage groups has strengthened community cohesion. Engagement processes place an excellent focus on enabling communities to participate in decision-making processes.

## The quality of provision

Grade 2

15. Teaching and learning are good. Tutors plan their sessions effectively. Teaching uses a good balance and pace of different learning strategies. Tutors reinforce and check learning regularly. Accommodation and resources are generally good. Some tutors use ILT to enhance sessions, but others are under confident in its use. Individual learning plans include clear, personalised, targets and are used systematically to monitor progress and record achievement. Initial assessment is good in Skills for Life but over-relies on personal disclosure of need in most other provision.
16. Well-targeted, responsive provision places a clear focus on developing communities and meeting council priorities. A good balance of negotiated and pre-planned courses encourages groups to make choices about provision that



directly responds to their needs. For example, a course on making funding bids was developed following some unsuccessful 'Cash for Communities' bids. However, learners are not always aware of the opportunities available when their course ends.

17. The use of partnerships to benefit communities is excellent. Wide-ranging partnerships between public and voluntary sector organisations and local communities support the identification of need, targeting of provision, and forging of close links between communities and wider strategic goals. Community engagement is particularly good. Active neighbourhood boards support good communication between communities and partners. Highly effective joint planning and shared resources support many developments that could not otherwise take place.
18. Learners have direct access to a good information advice and guidance service at the three learning centres and the council's employment agency. In community venues, referral systems exist for individual and group advice sessions, but the NLS does not systematically monitor how many learners benefit. A good range of learner and learning support is available, and promptly provided when need is recognised. However, this is sometimes delayed by late identification of need. No dyslexia screening is currently available, but is planned. Good quality childcare is offered in some centres through links with children's centres.

## Leadership and management

Grade 2

19. Managers are highly effective in promoting ambition and high standards. Strategic direction is excellent, strongly influenced by council priorities, and clearly focused on learner engagement, skills and employability. The merged service is extremely well positioned to respond to learners' and local communities' needs. A wide range of challenging targets, set at all levels, link clearly to improvement. Managers use a wide range of excellent reports to monitor progress against targets frequently. Most targets from the previous year have been met. Managers use data extremely well to inform decision-making. Arrangements for managing subcontractors are good. Performance management and appraisals provide an effective focus on continuous improvement and staff development. Curriculum management is good.
20. The council places a high priority on safeguarding. It has established an adults' safeguarding board; an appropriate policy; comprehensive procedures, and identified a designated manager. All NLS staff have received introductory training and further training is planned. Staff can recognise the signs of abuse and understand what to do in the event of a disclosure. A 24-hour helpline enables staff to obtain specialist advice. All relevant staff, including temporary and subcontractor staff, have enhanced criminal record bureau checks and records maintained in a single central list. Safe recruitment practices ensure that new staff cannot start until checks are complete. Learners know what they

need to do if they suffer abuse or harassment. However, guidelines on the safe use of the internet are not consistent across the provision.

21. The promotion of equality of opportunity is outstanding. The equality and diversity quality improvement group has improved the outstanding approach identified at the previous inspection. Almost all last year's equality and diversity impact measures have been exceeded. Learners from minority ethnic groups, those with learning support needs and learners with learning difficulties and/or disabilities achieve at the same high rate as other learners. A good proportion of teaching staff are of a minority ethnic heritage. All staff have completed recent equality and diversity training. Very good use of external funding has enabled the service to become highly effective in engaging the most marginalised groups. The recruitment of learners from minority ethnic groups is well above the local population profile; the service has improved its recruitment of men. Many learners have improved life chances. All centres, and most community venues, are accessible to learners with restricted mobility. Learners from different cultures, and those with disabilities, work harmoniously and are supportive of each other.
22. Partnership working is highly coordinated within the five neighbourhood areas. Partners have a clear understanding of local priorities and how they can best work together to achieve them. Learner surveys target a good sample of learners and generate a satisfactory response of around 20%. The surveys are thoroughly analysed, areas for development identified, and actions recorded in the quality improvement plan. However, actions taken to improve the service because of learners' views are not routinely fed back to them.
23. Quality improvement is well coordinated through an annual cycle of activities. The observation process is particularly thorough and highly effective in identifying and improving the quality of teaching and learning. Comprehensive grade criteria support realistic grades; judgements are well supported by evidence. However, managers do not have an accurate picture of whether any differences exist in the quality of teaching by full-time and casual staff. The wide range of audits incorporates key learning processes. Teams share good practice routinely, but opportunities to share this with subcontractors are limited. Processes to monitor progression and destinations of learners are insufficiently developed.
24. The wide range of resources to support teaching and learning includes a comprehensive tutor resource portal. Appropriate information technology is generally available, but facilities to incorporate ILT into teaching are insufficient in some community venues. Value for money is good. Good arrangements exist to monitor achievement and average class sizes. However, other value for money indicators are not well developed. Financial management is very good. Secure controls of expenditure include regular reporting to budget holders. Sustainability is effectively incorporated into projects and learning programmes. Most accommodation is equipped with energy saving lighting and heating. One centre has a prize-winning solar heating system.

## Learning for social and personal development

Other learning for social and personal development considered as part of the main findings but not separately graded: health and wellbeing; ICT; arts media and publishing; modern foreign languages; community development

### Preparation for life and work

### Grade 2

#### Context

In preparation for life and work there are 672 learners enrolled at the time of the inspection. Of these, 161 are on independent living courses designed for learners with learning difficulties and/or disabilities, physical and sensory impairments, and mental health needs. Additionally, 144 learners are on courses for literacy and numeracy, 243 on ESOL and 124 on employability programmes. Initial assessment takes place before learners join literacy, numeracy and ESOL classes to determine the most appropriate level class.

#### Key findings

- Success rates on most accredited courses are high. Literacy rates for 2007/08 and 2008/09 were high at 82% and 83% respectively and numeracy higher at 100% and 86%. Success rates for learners with learning difficulties and/or disabilities rates were satisfactory in 2007/08 at 67% but high in 2008/09 at 88%. On employability, the success rate in 2007/08 was satisfactory at 78%.
- On non-accredited courses, most learners achieve their learning goals. For literacy and numeracy, in 2008/09, 90% and 80% respectively achieved. For combined literacy and numeracy, in 2007/08, every learner achieved. In preparation for life and work, an outstanding 99% of learners achieved. The proportion of ESOL learners achieving their learning goals improved significantly from 73% in 2007/08 to a high 88% in 2008/09.
- On non-accredited provision for learners with learning difficulties and/or disabilities, the proportion of learners achieving their goals was high in 2007/08 at 89% and outstanding in 2008/09 at 92%. In 2008/09, the success rate on the employability programme was also outstanding at 100%. Achievements for the current year indicate some high trends.
- Learners are well motivated and enthusiastic. They enjoy their learning and many make good progress relative to their prior attainment. Most learners attend classes regularly and participate fully in learning activities. Their success motivates them to continue learning and some learners would attend more than once a week if additional classes were available.

- Improvements in learners' social and economic well-being are very good. The knowledge and skills they acquire make an extremely good contribution to their social and economic well-being. Being with other adult learners provides very good opportunities for them to learn collaboratively and interact socially. Learners on employability courses have very good opportunities to develop a range of occupationally relevant skills.
- Teaching and learning are good. Tutors prepare lessons well and link theory and practice effectively. Individual learning plans are generally very well used. Learners' written work is usually assessed accurately and helpful written feedback is given. Some learners are not sufficiently challenged and, in some sessions, there is a need for more varied learning resources.
- The literacy, numeracy, ESOL and employability courses meet the needs and interests of learners particularly effectively. Very good opportunities for learners with learning difficulties and/or disabilities are in place. Specially designed courses increase their personal effectiveness and occupational skills. However, these learners do not yet have sufficient opportunity to prepare for external qualifications.
- Employability provision provides learners with highly effective opportunities to acquire work-related skills and knowledge to enhance their immediate and longer-term employment prospects. Learners have good access to qualified information, advice and guidance workers. The employment agency is very well integrated into the service's provision and its contribution to helping learners into employment is outstanding.
- Learner support is very good. Tutors are well informed about learners' learning needs and help them as much as possible. Learners with learning difficulties and/or disabilities are usually well supported by their own dedicated personal support workers or by the service's support staff. However, some support staff are not used as effectively as they could be by teaching staff.
- Strategic and operational management are very good. Managers are very clear about the priorities for each curriculum area and are particularly keen to design provision that meets the needs of all learners, including those who are hard-to-reach and/or from deprived communities. Communication between managers and tutors is effective and responsibilities are clearly identified. Equality and diversity are skilfully promoted and effectively monitored.
- The process for observing teaching and learning is very effective. It is systematic and detailed. Identified areas for improvement are successfully action planned and the actions are monitored to ensure improvements are made. Commitment to improve the quality of the provision is very strong. However, many tutors do not systematically evaluate their own delivery in a constructively critical way.

### What does the NLS need to do to improve further?

- Ensure that all learning activities are carefully matched to learners' abilities so that learners are challenged and work to their full ability

- Increase the range of learning resources, including computers and computer-based resources, to promote independent learning, to add variety to learning activities and to enable all learners to have access to ICT.
- Ensure that learners with learning difficulties and/or disabilities have sufficient opportunities to prepare for, and obtain, external qualifications to support their progression into work, volunteering, education or training.
- Ensure that all in-class support staff are effectively managed by tutors and fully informed about the subject content and methods of delivery so they can give maximum support to learners and tutors.
- Encourage all tutors to evaluate their teaching and learning sessions in a constructively critical way to ensure the quality of provision is continuously improved and learner's experience outstanding teaching and learning.

## Family learning

## Grade 2

### Context

The service offers FLLN, wider family learning (WFL) and family learning impact funding (FLIF) programmes in partnership with schools and children's centres. Of the 290 learners enrolled at the time of the inspection, 214 are on FLLN programmes and 84 are in WFL.

### Key findings

- Learners' outcomes are good. Success rates are high for learners on FLNN and WFL programmes and most achieve their personal and learning goals. A good and increasing number achieve literacy or numeracy qualification at foundation or intermediate level. The monitoring of learners' attendance is satisfactory and absences promptly followed up. However, although satisfactory overall, attendance on some courses is low.
- Learners enjoy learning and develop their confidence, knowledge, and skills effectively. They increase their understanding of how their children learn and how their families can stay healthy. Learners feel safe in learning venues. Their improved interpersonal and communication skills support better interaction with their children's teachers and good skills to help their children's learning. Children's attendance and attainment have improved.
- Teaching and learning are good. Tutors have good knowledge of the adult and children's curriculum and plan and monitor learning well. Learning in sessions is fun with a good range of teaching and learning methods and activities to promote learning. Tutors give good one-to-one support to learners and provide clear and effective feedback to promote understanding. Tutors produce

excellent resources and provide follow up activities for parents and children to do at home.

- Initial assessment of literacy, numeracy, and language needs is insufficiently systematic and thorough. A variety of assessment methods are available for tutors to use at their discretion. However, tutors do not all have sufficient qualifications, skills or guidance to use them routinely and effectively.
- Targeting of the provision is very effective and meets the needs and interests of disadvantaged communities and learners. The provision promotes community cohesion and increases the aspiration, educational and employment opportunities of learners in particular areas of disadvantage. Effective curriculum planning has increased the number of fathers participating in the programme.
- Very good course enrichment enhances the curriculum. Most courses include external visits to places such as the museum, to promote active learning and social and cultural awareness. An effective family learning festival week and residential weekends successfully developed co-operative learning and motivated learners. Parents and their children strengthen their relationships.
- Partnerships are outstanding. The provider works closely with a range of partners that benefit the local community and learners. The involvement of schools and community groups in the design, review and evaluation of provision is good. The programmes provide a good introduction to learning. The development of learning programmes with schools is particularly good and has a good impact on the schools and their communities.
- The service provides a good information, advice and guidance service to help learners decide on their next steps. However, only some courses benefit from talks by information, advice and guidance staff at the end. Some learners are not aware of what progression opportunities are available. Few learners take up the opportunity of individual guidance.
- Monitoring of learners' progression and destinations at the end of their courses is insufficiently thorough and detailed. The service monitors only a small sample of learners. Opportunities for progression to other courses are missed.
- Curriculum leadership and management are good. A clear expectation of high quality, responsive and learner-centred provision runs throughout the curriculum area. The providers' promotion of safeguarding is satisfactory with safe learning environments and procedures. Observation of teaching and learning is thorough and used well to improve the quality of provision.
- The promotion of equality of opportunity and diversity is outstanding. The provider tackles discrimination and closes the achievement gap. Well-targeted and negotiated provision has increased the participation of men and minority ethnic groups. Staff and learners celebrate diversity and challenge discrimination. The staff team has good community representation from minority ethnic groups.

What does the NLS need to do to improve further?

- Develop a systematic approach to initial assessment of literacy, numeracy and language needs so that all barriers to learning are identified before courses start.
- Effectively promote the information, advice and guidance services to all learners to increase the uptake of the service and support effective progression to other courses.
- Increase the monitoring and analysis of learners' progression and destinations to identify and further improve rates of progression.

## Information about the inspection

25. Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the NLS manager for policy and strategy 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 LSC, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
26. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and partners had completed on behalf of the NLS. They also visited learning sessions. Inspectors collected evidence from programmes in each of the subject areas the provider offers.



**Record of Main Findings (RMF)**

**Blackburn with Darwen Borough Council Neighbourhoods and 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	Social and personal development
Approximate number of enrolled learners Part-time learners	1660	1660
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	1	
How well do learners attain their learning goals? How well do learners progress?	1 2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	3	
Are learners able to make informed choices about their own health and well being?*	2	
How well do learners make a positive contribution to the community?*	1	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1	
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	-	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	1	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

\*where applicable to the type of provision

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