

# Croydon Adult Learning and Training (CALAT)

Inspection report

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Name of lead inspector: Rosy Belton HMI

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Type of provider: Local authority  
CALAT  
London Borough of Croydon  
Adult & Community Learning

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## Information about CALAT

1. Croydon Adult Learning and Training (CALAT), previously known as CETS, is part of Croydon Council, located in south London and is one of the largest adult learning services in the country. It is mainly funded through the Skills Funding Agency for adult responsive, employer responsive and adult safeguarded learning and receives other funding for specific projects. The service has been renamed and reorganised since the previous inspection. It is managed by a head of service and two assistant heads of service. There are 325 teaching staff and 219 support staff.
2. CALAT offers vocational and employability courses, including first step courses. Accredited courses are available in 10 subject areas. Courses are offered from pre-entry to advanced level, with most courses at foundation level. CALAT also provides a family learning programme in partnership with the borough's early years service and with local schools. A range of non-accredited courses are offered for personal and social development. Employer responsive funding is used to deliver national vocational qualifications (NVQs) in health and social care, fitness instructor training, customer service, business administration as well as skills for life. The service has achieved the Matrix standard and offers information, advice and guidance (IAG) in partnership with Prospects, an independent provider. Courses are held in five full-time centres, one evening centre and over 23 community and outreach sites. This inspection graded learning for qualifications and learning for qualifications in employment.
3. Croydon has the largest population of all London boroughs at 337,000, a third of whom are from minority ethnic heritage. The unemployment rate is around 5%. In the 2007 English Indices of Deprivation, Croydon is ranked 125 out of the 354 local authorities, with pockets of deprivation in the north and south east of the borough. Only 30% of Croydon's working age population are qualified to degree level compared to 37% across London.

Type of provision	Number of learners in 2009
Young learner provision: 14-16	27 learners
Further education (16-18)	98 part-time learners
Adult learner provision: Learning for qualifications	3,482 part-time learners
Learning for social and personal development	3,968 part-time learners
Employer provision: Train to Gain	144 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	3
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
Learning for qualifications in employment	Grade
Health, care and public services	1
Learning for qualifications	Grade
Preparation for life and work	3

## Overall effectiveness

4. The overall effectiveness of the provision is good. Learners' outcomes are satisfactory overall, and improving. Achievement rates on courses for qualifications in employment are good and are particularly high in health and social care. The standard of learners' work is good and learners demonstrate their knowledge and understanding well and make good progress. Many learners progress through course levels and good records are kept of this. Learners enjoy their studies, feel safe and benefit socially from attending centres. However, too many learners on Skills for Life courses do not complete their qualifications.
5. Teaching and learning are good. Tutors provide a range of activities to engage learners and give effective feedback to motivate learners in their studies. However, the use of information learning technology requires further development. The range of provision to meet the needs and interests of learners is good. The extensive range of outstanding partnerships is particularly effective in successfully engaging new learners and meeting the needs of the

local community in the most deprived areas of the borough. Support for learners is good. Both pastoral and learning support enables many learners to continue in their studies and successfully achieve. Support to develop literacy skills on vocational courses is good and embedded in the vocational subjects well.

6. Leadership and management are good. Senior managers and the head of service provide good leadership. Learning programmes are planned and developed to meet needs well. Managers are approachable and provide good support and direction for staff that are suitably qualified and experienced in their roles. The service makes a good contribution to Croydon Council's strategic objectives with principles and goals that are clear and aligned well to local and national priorities. There is a strong focus on improvement and self-assessment successfully drives improvement.

## Main findings

- Outcomes for learners are satisfactory overall. The standard of learners' work is good. Learners gain in confidence and develop useful skills which they apply in their daily lives and to find employment.
- Learners make good progress and many record their achievements well. However there is insufficient cross-organisation monitoring to ensure that this applies to all subject and programme areas.
- Outcomes for learners on courses for qualifications are satisfactory and have improved over the past three years. Success rates on courses for qualifications in employment have also improved and are particularly high in health and social care.
- Retention rates have improved and are now satisfactory. However, the overall attendance rate is low at 75%. Data to accurately measure the attendance of learners in lessons are insufficiently robust.
- Teaching and learning are good. Tutors use a range of techniques to engage learners. They provide clear and effective feedback on learners' progress and learners make a good contribution to lessons. Tutors make better use of information learning technology. However, this still requires further development.
- Outstanding partnerships are successful in engaging people who have not previously participated in learning. For example, the borough provides courses with partners in areas of high deprivation. Exceptionally effective partnerships have brought ex-offenders, homeless people and older learners back into learning.
- Good support for learners enables many to remain in learning and achieve success. Learning support is provided where need is identified on all programmes.

- Leadership and management are good. Good corporate support is evident and senior managers and the head of service provide good leadership. Needs analysis is good and supplemented by good local knowledge.
- The head of service and managers are highly visible throughout the provision. They are approachable and provide good support and direction for front-line staff.
- Arrangements for safeguarding learners are good. There are clear policies in place to safeguard vulnerable adults and children. Staff understand the policies well, and are well supported by managers in a timely fashion when needed. Learners report that they feel safe
- CALAT engages very well with learners and partners. Learners play an important and valued role in developing provision. The learner voice strategy is well established. Learners' views are taken seriously and do impact on the development of provision.
- Curriculum management is good and there is a good focus on improvement. Senior officers and curriculum managers know their provision well. Self-assessment is seen as the key tool for driving through improvements and clearly captures the subject areas key strengths and areas for development.
- The promotion of equality and diversity is good. Inclusion is given a high priority by the service. An extensive range of provision ensures that needs are met. The reach of the service is extended through courses delivered in a wide range of community venues. Excellent partnerships further extend the reach of the service.
- Value for money is satisfactory. Good use is made of external funding opportunities to extend and develop the range of provision. Efficiencies have been made by reducing the size of the management team and the local authority is providing sound support to CALAT in managing its resources.

### What does Croydon Adult Learning and Training need to do to improve further?

- Continue to implement strategies to improve success rates, particularly in literacy and numeracy courses.
- Develop systems for more robust monitoring of attendance to enable all learners successfully to complete their learning aims and qualifications.
- Ensure the good practice around planning for individual learning is shared more widely.
- Further develop the use of information learning technology to meet a wider range of learners' needs in lessons and support learning strategies.
- Continue to implement measures to ensure available resources are managed effectively to provide value for money.

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

### What learners like:

- the friendly welcoming environment
- the very good quality of teaching
- good crèche facilities
- improvements to their writing and punctuation
- the confidence gained while attending courses
- being able to help their children to do their homework
- the fantastic tutors who boost their confidence and guide them throughout their courses.

### What learners would like to see improved:

- the extent of the canteen facilities
- the number of toilets for people with disabilities
- the mixed ability classes
- the speed of the computers
- the length of courses to avoid rushing through set work.

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

### What employers like:

- the improvements to their staff's work skills, enabling better experiences for the clients they work with
- the good partnership working and the benefits they receive in developing their workforce and finding funding to do this
- the accessibility of managers and their interest in them as employers and the work they do.

### What employers would like to see improved:

- the opportunities for more out-of-hours assessment for shift workers.

## Main inspection report

### Capacity to make and sustain improvement

Grade 2

7. Croydon Adult Learning and Training has a good track record of taking action that leads to improvements for learners. More learners now complete their courses successfully and this trend of improvement is well established over a three-year period. There is a good focus on quality assurance. Processes for improving the quality of teaching and learning have been improved and this has contributed to better outcomes for learners. Strategic and operational managers know well the strengths and weaknesses of provision and self-assessment is accurate in contributing well to service development. Strengths identified at the previous inspection have been maintained and in some instances improved upon. Partnership working is now outstanding. Likewise, areas for improvement have been successfully addressed.

### Outcomes for learners

Grade 3

8. Inspectors agreed with the judgement in the self-assessment report that learners' outcomes are satisfactory. The overall standard of learners' work is good. Learners in creative and practical skills classes produce work of a high standard, with learners from AS photography classes progressing on to foundation courses in local art colleges. Learners develop much confidence and discover talents they never knew they had. Many gain practical and computer skills which they use very effectively to improve their employment prospects. Learners in language classes gain the confidence and skills to communicate better when travelling or when working with businesses in other countries. Family learning programmes give fathers good opportunities to work with their children in outdoor activities.
9. Learners make good progress on their courses and learn new techniques in creative and practical skills classes. Effective processes are in place to monitor the achievement of learning aims and the progress of learners in non-accredited provision, but there is insufficient cross-organisation monitoring to ensure that all programme areas implement these with the same rigour. Learners in family learning programmes progress well onto further learning opportunities. CALAT effectively monitors progression of learners within the organisation.
10. Learners gain much enjoyment from attending the classes and develop good friendships. They feel safe and are well able to apply safe working practices in their work spaces. Staff celebrate the achievements of learners well by organising events with local dignitaries, and by exhibitions and displays in the communal areas of the college.
11. Success rates are satisfactory and have improved over the past three years from 61% in 2006/07, 70% in 2007/08 and 74% 2008/09. They have also improved on Train to Gain programmes, with 85% achieving their qualification.

However, timely success rates are good with 77% of learners completing within the appropriate timeframe. Success rates on Train to Gain for health and social care learners are high at 96% this year. Retention rates on Train to Gain programmes have increased from 82% in 2006/07 to 90% in 08/09 and are now satisfactory. The overall attendance rate is low at 75%. CALAT does not make use of sufficiently robust data to accurately measure the attendance of learners in lessons. Recent strategies have been put in place to improve attendance in lessons; however it is still too early to measure the impact of these.

## The quality of provision

Grade 2

12. Most teaching and learning is good or better. CALAT has in place a much improved system for the observation of teaching and learning. Observation reports are detailed and include comments on attendance and retention, and a clear focus on learning. Observers effectively check the actions needed to be completed by the teacher since their last observation before setting actions for improvement. Learners also provide useful feedback on the quality of their programmes and the centres overall. However, reports do not always accurately describe the outstanding features of the grade 1 lessons observed and are often insufficiently judgemental. Tutors receive good support and are encouraged to take part in a well managed peer observation programme.
13. Learners are very well engaged in classes and are often challenged by the tasks set for them. Tutors make good use of demonstration in creative and practical skills classes. Learners are well supported to find solutions on how to complete a task and they receive positive and constructive feedback on their work. In language and English for speakers of other languages (ESOL) classes, learners have many opportunities to practise speaking skills and extend their vocabulary by taking part in well prepared and well managed small group activities. However, some sessions for learners with learning difficulties and disabilities are too teacher centred and do not provide learners with enough opportunities to interact with each other or work in groups to discuss the topic.
14. Tutors are well qualified and experienced in their specialist field. Many are making increasingly good use of information learning technology resources in their classes, while others encourage their learners to access a wide range of materials and resources on CALAT's virtual learning environment. However, this is not consistently applied across all subject areas and is insufficiently well developed. Some language tutors make good use of interactive presentations to illustrate the use of gender in grammar lessons. In some ESOL classes tutors rely too heavily on paper-based, photocopied resources.
15. The initial assessment of learners' literacy and numeracy skills is satisfactory. Individual learning plans and workbooks are effectively used in many areas to record and measure the progress and achievement of learners. However, many learning plans for learners with learning difficulties and disabilities contain insufficient measurable and specific targets, and do not rigorously record the progress of learners. Tutors in languages and ESOL classes make very effective



use of tracking systems to ensure that learners' achievement of units of accreditation lead to full a qualification.

16. The range of provision is good. Courses are run in most subject areas and include accredited and non-accredited provision. Times and modes of delivery vary to meet the wide range of learners' needs. Courses are run in areas of high disadvantage in the borough and a quarter of learners are from wards recognised as having high levels of multiple deprivation. In an effort to make space for new learners, some courses are being developed into club provision. For example, Fit Club allows learners to buy a card of class tickets that they can use at their discretion.
17. Outstanding partnerships are highly effective. Work with the youth offending team, social services, care homes and the occupational therapy unit has been particularly successful in developing wider opportunities for education and training. Courses are also offered for lads and dads at Crystal Palace Football club. CALAT works with 61 different employers very well. Big Lottery funding, a joint bid between CALAT and the London Borough of Wandsworth resulted in funding for 500 parents in each borough. This work led directly to funding for a Mighty Men of Valour project working to break the cycle of re-offending and with young fathers to improve parenting skills. The project has been recognised by The Fathers Institute. The project delivers quality and excellence with some of the men involved in these projects becoming mentors in the community, providing positive role models for other learners at risk of offending or disengagement with their children.
18. Good learning support is provided where needs are identified at a thorough initial assessment. Volunteers have been trained to provide good in-class support where no funding is available. CALAT information and guidance team members provide very effective dedicated support for learners in lessons to develop skills in employability such as job application writing, curriculum vitae completion and interview skills. All learners receive a course outline and are aware of the requirements for participation. Learners self declare additional learning needs or are referred by teaching staff once need arises. Good learning support is provided in lessons, for example, for learners with physical disabilities in subject-specific tasks such as loading a kiln in a pottery class. Learners with dyslexia and other learning difficulties receive good support to enable them to continue their studies and successfully complete the courses.

## Leadership and management

Grade 2

19. Good corporate support is evident and senior managers and the head of service provide good leadership. They have a sound understanding of both the policy environment within which adult learning takes place and of the needs of local communities. Needs analysis is good and supplemented by good local knowledge. This enables learning programmes to be planned and developed that meet needs well. A very positive culture has been established. Staff morale is very good. The head of service and managers are highly visible throughout

the provision; they are approachable and provide good support and direction for front line staff. Staff are suitably qualified and experienced in their roles.

20. The service is well positioned within the children, young people and learners' directorate and has a high profile within the council. CALAT makes a good contribution to Croydon Council's strategic objectives. Senior officers hold high ambitions for learners. A good breadth of provision has been maintained in a volatile funding and policy climate. A wide range of funding streams has been secured that enable the service to develop new areas of work in response to need. The number of partnerships has increased and strengthens the provider's ability to reach new markets.
21. The service's mission, principles and goals are clear and aligned effectively to local and national priorities. The council has considered the strategic direction of the service and opted to maintain a balance of provision that meets a wide range of community and employer needs. CALAT is active in the children's trust arrangements and is represented on all sub-groups and on the board. The performance of the service is effectively monitored. Accountability for the performance of the service is through the half-termly education and learning board. The board includes elected member and senior council officer representation.
22. CALAT provides satisfactory value for money. Retention and success rates are improving. The standard of accommodation and equipment used is generally good. Good use is made of external funding opportunities to extend and develop the range of provision. Efficiencies have been made by reducing the size of the management team. A 'course calculator' has been developed that enables the service to look at provision in light of cost, need and priorities. In a difficult financial climate CALAT has in place a range of measures to ensure that resources are used most effectively. The local authority is providing sound support to CALAT in managing its resources.
23. Arrangements for safeguarding learners are good. There are clear policies in place to safeguard vulnerable adults and children. Recruitment processes ensure that all relevant checks are made on new appointments including volunteers. Staff understand the policies well and are well supported by managers in a timely fashion when needed. They receive safeguarding training through the induction process and the vast majority have had specific training in addition to this. Bespoke training is undertaken by all staff working with children. Learners report that they feel safe.
24. The promotion of equality and diversity is good. Inclusion is given a high priority by the service and the equality and diversity group oversees the implementation of the comprehensive range of corporate and service policies which frames the promotion of equality and diversity. The single equality scheme includes a range of relevant actions to ensure that barriers to equality and diversity issues are effectively addressed. Some analysis of the performance of different learner groups has been undertaken and is ongoing.

25. An extensive range of provision ensures that wide needs are met. Main centres are well located and the reach of the service is extended through courses delivered in a wide range of community venues. A quarter of all learners attend classes in areas where there are high levels of disadvantage. Excellent partnerships further extend the reach of the service. These factors ensure that a high proportion of learners are from minority ethnic communities, those who experience economic disadvantage and are taking their first steps back into education. Centres are vibrant and reflect the rich diversity of Croydon's communities. Learners work collaboratively and lessons are undertaken in a harmonious environment. Teaching promotes equality and diversity effectively with teachers using relevant resources and exercises where appropriate. Support for learners in mainstream classes is good.
26. Croydon Adult Learning and Training engages very well with learners and partners. Learners play an important and valued role in developing provision. There is a well-established learner voice strategy. Learners enjoy their classes and groups and get good opportunities to feed in their views on provision. Lesson observations take good account of their views and regular learner forums take place. The head of service is highly visible amongst learners, not least through termly learner briefings held at each centre. These enable learners to hear about, and comment on, ongoing developments within their centre. Feedback to learners is good with regular 'we said – you did' bulletins. Learners' views are taken seriously and do impact on the development of provision, for example getting access to fresh water at centres. The learner voice is particularly strong in provision for those with learning difficulties and/or disabilities.
27. There is a good focus on improvement. Curriculum management is good. Senior officers and curriculum managers know well the strengths and weaknesses of provision. Self-assessment is seen as the key tool for driving through improvements and captures well the key strengths and areas for development. The observation of teaching and learning programme has been improved with a greater focus on learning. The quality of teaching has improved and success rates are increasing year-on-year. Staff value the observations of their work and can identify the developmental benefits for them. Regular staff appraisal is in place and staff feel well supported by managers.

## Learning for qualifications in employment

Other learning for qualifications in employment provision considered as part of the main findings but not separately graded: Education and training, preparation for life and work and business administration and law.

### Health, care and public services

Grade 1

#### Context

28. Croydon Adult Learning and Training has 23 health and social care learners on Train to Gain programmes taking NVQs at level 2. In addition there are 59 learners at levels 2 and 3 supported through the European Social Fund as part of a joint initiative with the London Borough of Wandsworth. Learners can attend the centre weekly or fortnightly for off-the-job training, and assessment takes place at work. Along with two curriculum managers and other programme managers and tutors, the subject area has 16 part-time assessors.

#### Key findings

- Outcomes for learners on health and social care Train to Gain programmes are high and success rates improved from 91% in 2008/09 to 96% in 2009/10. Timely success rates are high at 92%.
- The standard of learners' work is particularly good. NVQ portfolios are well ordered and well presented, with good evidence of learners' knowledge and understanding of their subject. Work practices are particularly good and demonstrated well by learners who support older care service users in maintaining their health and well-being.
- Learners feel safe and use safe working practices. The focus on health and safety is good and promoted well. Learners understand their responsibilities to work safely and in protecting the vulnerable adults and young people they work with.
- Teaching and learning are good. Learners engage in activities and discussions well and are enthused by their teachers. They demonstrate a good knowledge of their subject area and make informed contributions to debates. Learners are confident in expressing their views and ably relate theory to practice. Support for literacy skills development is good.
- Planning for individual learning is very good. Teachers support learners' individual needs in lessons particularly well. Individual learning plans are detailed and clearly informed by initial assessment. Learners ably monitor their own progress against their targets. Assessment of learners' work is thorough. Work-based assessment observations are comprehensive and detailed.
- Excellent partnerships enhance funding opportunities for learners. Joint funding initiatives in partnership with a neighbouring borough, greatly increase the

reach of Train to Gain provision. Partnerships with schools and other council departments are strong and mutually beneficial in developing the council's workforce and improving the standard of care and support for clients.

- Particularly good pastoral and practical support very effectively helps learners with complex barriers to learning to successfully complete their qualifications. Individual learning is clearly recorded and progress closely monitored. Learners are well informed about career progression opportunities. Information advice and guidance staff routinely visit learners during their courses to discuss their next steps in employment and learning.
- Careful matching of learners' abilities and work skills in health and social care ensures learners are able to successfully cover all aspects of their qualification standards. Assessors provide excellent support to learners, frequent contact and further opportunities to complete voluntary placements to ensure wider work skills development.
- The management of the provision is good. Communication is effective at all levels. Staff enthusiastically discuss subject specific issues. Many staff work across funding streams and share good practice. Staff are well supported by managers and their peers. Regular informal contact, scheduled meetings and one-to-one sessions are very effective in ensuring staff are well informed and involved in management decisions.
- Performance management is very effective. Annual appraisal, target setting for staff, monitoring of progress against targets and continuing professional development, are all well developed and a strong feature in improving provision. Links to lesson observations are clear and valued by staff. The observation scheme is robust and improved since the previous inspection to provide a sharper focus on learning.
- Equality and diversity is promoted well. Good communication with local agencies enables the provision to be well informed by external developments, partnerships and local community needs. Success rates by different groups are analysed and monitored. Learners and staff reflect the diverse community in Croydon. Learners have a good awareness of equality and diversity, which is embedded in lessons well.
- The focus on quality assurance and improvement is good. Course reviews are thorough and well supported by data and the learner voice. The internal verification process accurately identifies issues in assessment. Learners evaluate teaching and learning with confidence in influencing improvements. The views of employers are swiftly acted on. Quality improvement plans are detailed, time-scaled and closely monitored.
- Self-assessment is well established and the report is very comprehensive and detailed, based on clear and accurate data. An extensive range of evidence is produced to support judgements. Narrative is judgement rich, but is insufficiently focused on the most significant issues.

What does CALAT need to do to improve further?

- Narrow the focus in the self-assessment report to concentrate on key issues to identify more effectively the subject area strengths and areas for improvement.

## Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: Health, care and public services, science and mathematics, agriculture, engineering and manufacturing technologies, horticulture and animal care, information, communication technologies, retail and commercial enterprise, leisure, travel and tourism, languages, literature and culture, education and training, business administration and law.

## Preparation for life and work

Grade 3

### Context

29. Currently 623 learners are enrolled on 34 literacy and 24 numeracy discrete part-time accredited courses from pre-foundation to intermediate level, including 12 courses in the workplace. CALAT offers provision at five main centres, four community venues and three workplace locations. Currently 489 learners are female and 127 male. The English and mathematics programme is managed by a full-time curriculum manager, supported by four project managers. There are 22 part-time teaching staff and 15 trained volunteers.

### Key findings

- Outcomes for learners are satisfactory overall. The standard of learners' work is good. Learners at all levels produce a range of work including charts, letters and health and safety instructions. Feedback on assessed work shows good progress.
- Learners develop a good range of skills. These include employability skills, interview techniques, skills for work and information technology skills. Learners also improve their confidence and self-esteem to enable them to write letters, help children with their homework and improve personal and social skills.
- Learners feel safe and protected from harassment and bullying. Tutors ensure a strong focus on safeguarding at induction. Staff training on safeguarding has impacted favourably on classroom practice and support activities.
- Success rates are low on literacy and application of number courses. Intermediate-level long course success rates were declining in 2008/09 from the previous year and are currently 41%. Success rates on foundation-level short courses improved in 2008/09 from the previous year and are now 75%. Intermediate-level short courses also improved to a low 64%.
- Attendance rates are low and in some classes were as low as 50% during the inspection. Attendance monitoring procedures are beginning to address the issue.
- Planning for learning is very good and tutors keep detailed records of progress. Teachers use a wide variety of activities to stimulate learners. Learners contribute to good interactive discussions in a lively atmosphere and with a high

level of enjoyment. Sessions focus well on individual needs and tutors use individual targets to plan lessons, support some learners and challenge others.

- Promotion of equality and diversity in lessons is satisfactory. Support workers and volunteers provide some very good resources and specialist support to learners with particular needs, particularly for learners with hearing impairments.
- The range of courses is satisfactory and meets the needs of learners. Centres are particularly sited in areas of deprivation to attract hard-to-reach groups. A range of embedded provision has also been developed. A satisfactory range of partnerships with schools and local organisations promotes literacy and application of number courses.
- Learners benefit from good personal support. They receive good one-to-one support in classes and also receive very effective help from learning support assistants for dyslexia and other learning difficulties. Induction is satisfactory. Learners have an appropriate understanding of the course and their own rights and responsibilities. Learners receive useful impartial advice and guidance on progression opportunities.
- Leadership and management are effective. All staff are qualified and targets are used to help raise standards and meet individual learner needs. Staff appraisals work well. Meetings are used to identify issues and improve provision, particularly in teaching and learning. The observation of teaching and learning processes has improved since the last inspection.
- Staff attend a good range of professional development courses to address weaknesses identified at the previous inspection and update their professional knowledge and skills. However, good practice is not always shared across the service.
- Staff awareness and understanding of equality and diversity are satisfactory. Data for narrowing the achievement gap, however, are not yet used effectively to address inequalities. CALAT ensures that tutors adapt teaching and learning resources to meet the needs of different groups.
- Quality assurance is satisfactory. Learner feedback is collected, analysed and used in a variety of ways to help improve the provision. Benchmarking data are shared with other local colleges in the area. Tutors also give feedback on the courses at the end of their course.
- Progress since the last inspection is well recorded. The self-assessment report is realistic and identifies improvements since the last inspection which were validated at inspection. The quality improvement plan is specific and measurable and links to the self-assessment report.

What does CALAT need to do to improve further?

- Improve success rates by reviewing timetabling and course lengths so that learners can combine study with other commitments more effectively.
- Make more effective use of learner information to develop programmes and better meet the needs of individual learners.



- Continue to rigorously monitor attendance and ensure tutors follow the agreed procedures to contact and follow up absent learners.
- Make better use of data to ensure the diverse groups of learners achieve to their full potential and set targets for improvement.

## Information about the inspection

30. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the CALAT's head of teaching and learning, 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 Skills Funding Agency 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.
31. 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 CALAT. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

### CALAT

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	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	8,215	3,614	145
Part-time learners			
Overall effectiveness	2	3	1
Capacity to improve	2		
<b>A. Outcomes for learners</b>	<b>3</b>	<b>3</b>	<b>1</b>
A1. How well do learners achieve and enjoy their learning?	3		
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>B. Quality of provision</b>	<b>2</b>	<b>2</b>	<b>1</b>
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?	1		
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2		
<b>C. Leadership and management</b>	<b>2</b>	<b>3</b>	<b>2</b>
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?*	2		
C3. How effectively does the provider promote the safeguarding of learners?	2		
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?	3		

\*where applicable to the type of provision

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