

Derby City Council

Inspection report

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Type of provider: Local Authority

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Information about the provider

- Derby Adult Learning Service (DALs) is part of Derby City Council's Children and Young People's Directorate. The service is funded by the Skills Funding Agency through the three funding strands; Adult Learner Responsive, Employer Responsive and Adult Safeguarded Learning. These correspond respectively to the three reporting strands of learning for qualifications, learning for qualifications in employment and learning for social and personal development. In addition, the service receives a small allocation of funding from the Young People's Learning Agency for learners aged 16 to 18, which was not included in this inspection. The service does not engage in any business other than government funded training. At inspection there were 936 learners on programmes in learning for qualifications, 649 in learning for social and personal development and a further 222 learners working towards qualifications in employment. Approximately 37% of learners are from minority ethnic backgrounds and 67% are women. Courses are offered in 10 subject areas, some of which some are offered under more than one of the learning strands.
- The population of Derby is 243,000. The city is racially diverse with 78% of the population being white British, but with some 180 other nationalities. The largest minority ethnic group is Asian, accounting for 10.9% of the population. Among them the largest sub group is of Pakistani heritage. The city has significantly more residents with no qualifications than either the regional or national average and almost twice the national average percentage of deaf residents.

Type of provision	Number of learners in 2009/10
Young learner provision: Foundation Learning	59 part-time learners
Adult learner provision: Further education (19+)	1,253 part- time learners
Employer provision: Train to Gain	223 learners
Informal adult learning	2,349 learners

Summary report

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

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

Learning for qualifications in employment	Grade
Information and communications technology	1
Learning for qualifications	Grade
Literacy, numeracy and ESOL	3
Independent living and leisure skills	2
Learning for social and personal development	Grade
Classical and modern foreign languages	2

Overall effectiveness

- The overall effectiveness of the provision is good. All aspects of provision are good, and in work based learning they are outstanding. Most learners gain their intended qualification or develop new skills well. In programmes run at their place of work all learners achieve the qualification they are working towards, and within the intended timeframe. All the programmes help learners to develop their confidence and improve their employability prospects. Teaching and learning overall are good. Teachers and students make good use of resources including on-line material. The programmes are well designed to meet the needs of learners and particularly those who have had poor academic experiences in the past or who have no qualifications. This is closely aligned to the council's strategic priorities. DALs provides particularly good value for

money for the limited government funding by careful management of its budget, and through a fees strategy that enables the service to maintain a broad curriculum offer. The service works particularly effectively in partnership with other council departments and organisations in Derby including employers and the probation service.

Main findings

- Outcomes for learners in the achievement of their personal objectives are good. Learners develop good levels of personal skills, such as confidence and self-esteem, and social and vocational skills. Learners' retention rates are high. They improve their employment prospects. Many become independent learners; they improve their personal well-being and communication skills which enriches the quality of their lives.
- The achievement of qualifications is good overall. Employed learners and those on probation have outstanding achievement. Most employed learners complete their qualifications within the allocated time. Success rates on literacy and numeracy programmes for substantial numbers of probation learners are outstanding. Progression through the qualification, the development of skills and the standard of learners' practical work are outstanding, considering their very low starting points.
- Learners and their children feel safe and welcome in secure, safe and pleasant learning centres. They display awareness of risks, safeguarding and health and safety, including e-safety. They develop responsible attitudes towards managing their own safety in their daily lives and adopt safe working practices.
- Learners enjoy learning and develop highly effective skills in a variety of subjects. They are proud of their achievements and motivated to engage in further learning. Many learners overcome isolation and become socially active; they report that they have a more positive outlook on life through classes in independent living and arts and crafts. Teaching assistants use their skills gained to assume more responsibility in class and in the wider community.
- Most teaching and learning sessions are fun, challenging, interactive and informative. Learners gain new knowledge and acquire and develop new skills that they practice in their daily lives. However a number of tutors tend to dominate lessons, making insufficient use of learners' expertise, knowledge and skills to build confidence and motivation. In these lessons learners' progress is hampered by inappropriate levels of challenge.
- Tutors make good use of the outstanding range of learning resources which include digital cameras and smart boards to enrich the learning experience. There is excellent use of e-learning. Tutors and learners make extensive use of DAL's well-developed virtual learning platform both in and out of the classroom to complement and enhance learning.

- Partnership working is very strong and the learners benefit from the synergy and support from these arrangements. The service works very closely with a range of internal and external partners from the public and the private sectors to provide a broad range of provision in their communities with high levels of support.
- Pastoral and study support from tutors, classroom assistants, learning partners and support workers are good. The good, locally available childcare is highly valued by the learners. Learners receive high quality information and advice to inform their course choices; however the guidance for learners about their medium- and long-term goals and in particular about employment and learning routes beyond DALs's provision is of variable quality.
- Strategic direction is good. Senior managers make effective use of local demographic information, data and target-setting to successfully focus the provision on the priorities of the council, developing skills, employability and social inclusion. Senior managers closely monitor possible changes in national funding arrangements and carry out risk assessments to minimise any negative impact on the most vulnerable groups of learners.
- Safeguarding and equality and diversity are both afforded high priority. The provider has extended the good arrangements required by the council to particularly reflect the nature of its learners and the provision within an adult learning service. Staff training has been thorough and staff demonstrate a good understanding, which is reflected in the attention paid to both aspects in their dealings with learners.
- Quality improvement measures are comprehensive and effective, with shared responsibility across all levels of the management team. Measures include a range of interventions such as classroom visits, observations of support workers and a robust system of observation of teaching and learning. However observers do not focus sufficiently on learners' attainment or skills development.
- DALs uses its resources efficiently and effectively to secure outstanding value for money. It has maintained a wide curriculum offer through a fees policy that supplements the funding it receives. Through careful husbanding of resources, such as stationery, and by recommissioning council owned redundant buildings, the service has saved money, which it has then used to improve the service to learners. It also pursues energy saving measures, and a policy of purchasing fair trade products.

What does DALs need to do to improve further

- Further improve information, advice and guidance to learners by making it available on site in the service's own centres.
- Ensure that observers focus on learning and the recording of learners' attainment in their observations.

- Meet the learning needs of all learners through better lesson planning and involving them in the delivery of lessons through more interactive activities.

Summary of the views of users as confirmed by inspectors

What learners like:

- the friendly and helpful tutors
- the access to online information and learning material
- the easy access to local centres
- the variety of classes available
- the teaching styles
- having fun while learning
- the small classes
- the crèche facilities.

What learners would like to see improved:

- both the advertising and the quality of information on courses
- the number of sessions per week
- the cost of courses
- the number of courses in the centre
- the amount of form filling
- car parking
- refreshment café facilities.

Summary of the views of employers as confirmed by inspectors

What employers like:

- helpful and friendly staff
- training which complements the work they do
- implementing the skills learned in the workplace
- being able to use the service for staff development
- the training provided that helps learners to secure employment
- that learners are positive about their training.

What employers would like to see improved:

- better consultation about making appointments
- the punctuality of assessors

- involvement beyond assessment.

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Main inspection report

Capacity to make and sustain improvement

Grade 2

5. DALS has demonstrated a good capacity to improve. Overall effectiveness, the quality of the provision, and leadership and management are all now good and a grade higher than at inspection in 2007. Quality improvement arrangements are effective and managers at all levels actively seek further improvements. Self assessment is thorough, self critical and accurate. The service includes measures to address areas for improvement identified through self assessment or other quality improvement measures in its numerous development plans. It then monitors them, to ensure that the required actions are taken, and also effectively evaluates the impact of any measures introduced. Outcomes in learning for qualifications in employment are now outstanding. Recognising and Recording Progress and Achievement (RARPA) is embedded, and tutors use the process to improve their courses. Arrangements for the observation of teaching and learning are now systematic and robust. Extensive use of information and communications technology has improved the teaching and learning.

Outcomes for learners

Grade 2

6. Outcomes for learners are good on course leading to qualifications and for social, personal and vocational development. High-level skills gained improve learners' employability and quality of life. The vast majority of learners make substantial gains in confidence and self-esteem. Learners enjoy coming to the classes and retention rates, which were low, have improved and are now mainly good. Managers have put substantial effort into reinforcing the importance of regular attendance and absence reporting. In English for Speakers of other Languages (ESOL) attendance rates have not improved substantially. Learners face a range of difficult challenges to attend classes.
7. Learners make good progress against their personal learning objectives that are specific and measurable. They acquire new skills and, where relevant, make rapid progress through their qualifications. The standard of learners' practical work in classes and in the workplace is high, particularly when considering their very low starting points.
8. Many learners progress to further learning within the service or elsewhere. Whereas DALS has good records of learners' progression within the service, it does not systematically monitor the progression of learners into further learning and employment.
9. Success rates are outstanding for Train to Gain learners. All complete their training within the planned timescale. Progression into employment is good despite the current economic climate. Employers appreciate the high standard of learners' work. Outcomes for the substantial number of probation learners are excellent as they gain highly valuable literacy and numeracy qualifications and skills, often for the first time. Some of the learners learn to concentrate and

relax as they learn. Success rates for other courses leading to qualifications are gradually improving and are now at least satisfactory.

10. Learners make good use of the skills learned to benefit themselves and their communities. For example, learners on IT courses help their local scout groups to organise events and offer useful support in the schools. Learners on wine tasting course develop an interest in foreign travel, culture and food and attend cultural events. Learners go on themed visits to Europe or London, combining language, food, music and culture. Yoga learners learn to breathe more efficiently and through exercises, they improve their flexibility and mental well being. ESOL learners develop their listening skills and Practise their language skills with their neighbours, in shops and with their children.
11. Learners feel safe and adopt good health and safety practices. They enjoy learning and develop an adequate level of skills to make informed choices about their own health and well being. They adopt healthy life styles, to include healthy eating and exercise, they overcome isolation and develop a positive outlook on life. Volunteers develop valuable skills to help learners in literacy and numeracy classes.

The quality of provision

Grade 2

12. Teaching and learning on all programmes, except some of those in preparation for life and work are good, with many outstanding features. Learners draw substantial benefits from highly informative teaching sessions to gain new knowledge and acquire new skills. On-the-job training and assessments are good and actively involve employers. Experienced and well-qualified tutors know their learners well. They make full use of an outstanding range of e-learning resources to make learning fun and to develop learners' confidence with technology. The tutors use a variety of activities and techniques including information learning technology to enliven learning sessions.
13. Tutors are highly professional, highly motivated and have a genuine desire and passion to further improve their teaching and learning. Both tutors and assessors are appropriately qualified, or are working towards improving their teaching skills and qualifications. Staff development is extensive and well planned. Peer support is highly effective.
14. Assessment is competent. Tutors make thorough assessments of learners' prior skills and learning, for example in ICT and literacy and numeracy, to allocate learners to appropriate classes. Additional support is provided by the support workers or carefully recruited and matched learning partners. Initial assessment is supportive and developmental. Assessors use their relevant occupational experience and skills well.
15. The range of provision is good and meets the needs and interests of the communities, employers and learners. All users and beneficiaries speak very highly of the range, easily accessible venues, convenient times, the flexibility

and the responsiveness of the service to establish new programmes or adapt the current ones. Learners can progress from pre-entry to intermediate level courses.

16. Partnership working is outstanding. Learners benefit from the synergy and support of a wide range of partners from within the council, and from the private and voluntary sectors. Strong co-ordination through partnership meetings results in improved referrals, support and an improved range of opportunities for learners. All partners work in an atmosphere of mutual trust and respect to develop the facilities to enrich the lives of the residents of Derby.
17. Pastoral and study support, including crèche support are good. Learning partners are carefully selected and matched with the learners they are supporting. They learn alongside the learner in an arrangement that is mutually beneficial. All staff take proactive steps to integrate learners sensitively into classes. However not all learners receive high quality advice and guidance to plan their learning in the medium and long-term.

Leadership and management

Grade 2

18. Senior managers set a clear strategic direction for the service. DALs's strategic plans clearly reflect the city council's priorities which place adult learning as a core tenet of the newly formulated Derby Plan. Service managers work from its education centres located in the areas of most need in the city. They maintain contact with each other and direct the rest of the service by particularly good use of modern technology including the service's well developed virtual learning platform 'DerbyLearn' in addition to the usual management and departmental meetings.
19. The service makes good use of local demographic information, data and target-setting to successfully focus the provision on developing skills, employability and social inclusion. It recognises that despite the high numbers of very well qualified residents in the city there remains a high incidence of those with no qualifications, and those who have not been engaged by education. Senior managers are adept at the management of change. They closely monitor possible changes in national funding arrangements and risk assess the probable impacts on the service in order to minimise any negative effect on the most vulnerable groups of learners.
20. Elected members and senior council officers take a particular interest in the service's direction and all aspects of its performance. In addition to the councillor with overall scrutiny of the children's service directorate of which the service is a part, another councillor, who holds the portfolio for adult learning takes a very close interest in the development and performance of the service.
21. Safeguarding arrangements are good. DALs has developed its safeguarding policies and procedures to go beyond the council's good overarching arrangements. All staff are subjected to enhanced CRB checks which are

renewed every three years with a traffic light system in the central record to indicate when renewal action is imminent. The nominated safeguarding officer is trained to level 3. Her contact details are well publicised to both staff and learners, with alternative contacts for when she is not available. Safeguarding was the focus of staff training in 2009/10. Both staff and learners' awareness of safeguarding issues is good. Reminder posters are widespread and additional information and links to further information and other relevant sites are accessible through the virtual learning platform. Safeguarding is a standard agenda item in all management and tutor meetings. All potential safeguarding cases are appropriately logged, investigated and recorded. Links with the local adult safeguarding board and other relevant agencies are good. The same manager is responsible for equality and diversity; effectively ensuring that any incident is dealt with appropriately and that none fall between the two areas.

22. The promotion of equality and diversity is good. Social inclusion and the engagement of learners in the most deprived areas of the city are central to the ethos of the service. Managers implement equality and diversity impact measures effectively to minimise the adverse impact on the most vulnerable learners by any changes in policy. Following a fall in the success of learners from Pakistani origins in 2010, DALs carried out an in depth investigation and took effective corrective actions. Equality and diversity were the focus of staff training in 2009 and are due to be the focus this year. Observers comment on both equality and diversity and safeguarding during observations of teaching and learning. The virtual learning platform contains a lot of equality and diversity material and links to other sites to provide supplementary material and information to support the topics in the informative equality and diversity calendar.
23. The provider engages with users particularly well to support and promote improvement. Arrangements to involve learners are well developed and effective. In addition to questionnaires and surveys of existing learners the service draws on input from the council's wider Pointer Panel which elicit residents' views on all council services. Learners express their views through membership of on-line forums for their class groups through the virtual learning platform, and also through forums based on the education centres in the community. Employer engagement is good with employers active in tailoring the work based programmes to both their own and the learners' needs. DALs is an active member of a peer development review group.
24. Self assessment is well established with good involvement of stakeholders. The service also draws on staff surveys from administrative staff to inform self assessment. Managers use data well to identify trends and to improve performance. Areas for improvement identified through self assessment are addressed thoroughly and well in the associated development and improvement plans. Observation of teaching and learning had been identified previously as an area for improvement and improved. Robust reporting procedures and documentation have been recently introduced, however they are not yet fully embedded and some do not pay sufficient attention to learning and grade over generously.

25. The service provides outstanding value for money. The policy of maintaining a wide curriculum offer, supported by a fees policy, which charges full cost to learners other than those on concessionary rates allows far greater choice of course to learners than in most adult learning services. Resources are excellent with interactive whiteboards available in all teaching rooms and full use made of information learning technology, and particularly well developed and accessible online resources. The good outcomes for many learners with low academic starting points also represents good value for money. Careful husbanding of resources such as stationery has enabled the service to spend the resultant savings on further improvements in the provision. DALs is committed to managing its resources in a sustainable way. It has a policy of buying from fair trade suppliers and actively pursues energy saving policies.

Learning for qualifications in employment

Other learning for qualifications in employment provision considered as part of the main findings but not separately graded: *Health and social care, Preparation for life and work.*

Information and communications technology Grade 1

Context

26. Derby Adult Learning Service provides Employer Responsive Information Communication Technology (ICT) qualifications at levels 2 and 3. At the time of inspection 34 of the 36 learners were female. Thirteen learners were completing a level 2 European Computer Driving Licence (ECDL) qualification, 20 learners were completing a level 2 Certificate for IT users (ITQ) qualification and three learners were completing ITQ level 3. The majority of learners are employed by Derby City Council. ECDL courses are provided at five community venues dispersed around the city. ITQ is delivered to teaching assistants in local schools and to staff in council offices. Ten tutors and assessors deliver the qualifications.

Key findings

- Outcomes for learners are outstanding. In 2008/09, 87% of Train to Gain learners on level 2 courses and all those on level 3 courses successfully completed their qualifications within the predicted timescale. In 2009/2010, all learners at both levels did so. To date 19 learners have already completed a level 2 qualification and four learners a level 3 qualification in 2010/11. The remaining learners are progressing quickly.
- Learners' attainment of practical skills is excellent. Learners often enter training from a low skills base and quickly improve their future employability, for example by using a variety of MS Office applications. They gain in confidence and take on more responsibilities at work. Learners produce a high standard of work. Teaching assistants use their skills to take on more responsibility in class and in the local community.
- Learners feel safe. Learning venues and workplaces offer safe learning environments. Safe working practices are employed in the classrooms, literature is displayed on walls and tutors reinforce health and safety procedures. E-safety, including cyber bullying, is covered during induction and reinforced throughout the learning process. In a minority of workplaces, tutors do not reinforce some Visual Display Unit (VDU) safe working practices.
- Teaching and learning are very good. Teachers use a variety of learning resources to inspire learners and encourage independent learning. Learners progress at a fast pace, often supporting and encouraging each other. They

receive frequent constructive feedback from tutors. Comprehensive ICT learning resources are available on DerbyLearn, which is well used by learners.

- Initial assessment of IT functional skills is very good. Classroom learners complete an on-line questionnaire, whilst workplace learners email examples of their work to their tutor. They discuss the results with their tutor, which ensures that they are placed on the correct programme. Learners have their literacy and numeracy needs assessed, but these are not always recorded accurately. However, those requiring additional support always receive it.
- Excellent short-term action planning helps learners to progress quickly. Tutors set clear time-bound targets, ensure that learners have the skills and knowledge required to complete the actions, and offer practical support between sessions. They promote on-line learning resources and provide additional workbooks. Tutors are very flexible in their workplace visits, which is welcomed by both learners and employers.
- Partnership working is very effective. DALs has developed an excellent working relationship with Derby City Council. The partnership manager participates in the corporate learning committee and has built an excellent rapport with both the workplace learning managers, and union learning representatives. Employers are fully involved in the learning process by assisting in choosing units and monitoring learners' progress at work.
- Support for learners is very good. Qualification information sheets inform learners thoroughly of the course content and expectations. Learners are able to choose from a wide range of optional units. Many have progressed from previous qualifications. Individual learning objectives are agreed with learners at the outset and the recording and monitoring of progress and attainment is excellent. Tutors provide individual coaching support to learners who need it.
- Curriculum management is excellent. Local priorities have been recognised and there is good use of data and target setting to ensure outcomes are achieved. Tutors communicate with managers regularly and are involved in all aspects of curriculum development and planning. DALs are the first adult learning service to obtain the Training Quality Standard.
- Arrangements to safeguard learners are good. All ICT staff have completed safeguarding training and are enhanced CRB checked. Safeguarding is reinforced through the learners' handbook and DerbyLearn. There is good promotion of equality and diversity, which is reinforced in class and during the regular assessor visits. Community venues and workplaces provide safe learning environments. Risk assessments are completed and updated regularly.
- The quality improvement process is very rigorous and well planned. There is thorough sampling of learners' work and regular observations of teaching and learning. The self-assessment report is accurate. All tutors had the opportunity to contribute and it comprehensively covers all aspects of the provision. There

has been a significant emphasis on implementing improvement plans over the last 12 months.

- ICT resources are excellent. The venues, which are accessible by all members of the local community, are welcoming, spacious, well-lit and provide an excellent ICT learning environment. ICT resources are well maintained, up to date and used effectively by learners. Ancillary equipment such as tracker balls, magnifying screens and footrests are available. Digital cameras were provided in a digital imaging class.

What does DALs need to do to improve further?

- Workplace tutors should ensure that learners are regularly reminded of, and follow, VDU safe working practices.
- The initial assessment of learners' literacy and numeracy skills should be accurately recorded during induction to help inform future progress.

Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: *Health and social care, Information and communications technology, Retail and commercial enterprise, Classical and modern foreign languages, Education and training.*

Literacy, numeracy and ESOL

Grade 3

Context

27. Currently there are 116 learners attending literacy courses, 99 learners on numeracy courses and 227 on language courses. Courses range from entry level to level 2. Learning is provided at all main centres and venues in the community. Most learners are aged over 19 years.

Key findings

- Outcomes for learners are satisfactory. Learners develop an appropriate range of skills whilst attending programmes. Learners on ESOL programmes practice and reinforce their speaking and listening skills on class trips. Those on literacy and numeracy courses also make satisfactory progress. In some classes learners' progress is hampered by work being too easy or too complex to meet their needs.
- Success rates on literacy and numeracy probation programmes are outstanding. All 115 learners enrolled between August 2009 and July 2010 achieved their qualification. DALs was unable to provide reliable data for other literacy, numeracy and ESOL courses, partly due to problems with course coding. This has now been resolved. Attendance at many lessons remains stubbornly low despite rigorous follow-up of learners' absences.
- Learners feel safe. They especially enjoy practical lessons that are linked specifically to everyday life such as being able to calculate the costs of items or to complete forms. Learners develop a good understanding of topics including sustainability and recycling, and the standard of their work is good.
- Teaching and learning are satisfactory. In the best lessons, tutors use a wide range of everyday life topics to engage learners. These lessons are delivered imaginatively and challenge learners. Resources are used well, especially interactive whiteboards and the internet. A significant minority of lessons do not focus sufficiently on meeting individual learning needs.
- Individual learning plans are not used effectively to plan and monitor learning programmes. A list of topics covered in lessons is recorded with a general comment on progress. This is not sufficiently detailed to be helpful to learners. Lesson plans are rarely used well to record individual learning objectives for learners.

- Initial and diagnostic assessments of learners' development needs vary in quality and use. DALs has recognised this and introduced 10-hour programmes of enrolment, induction and assessment activities prior to course allocation. However, the diverse range of learners' needs and abilities can lead to difficulties in managing these sessions.
- The provision meets the needs of learners well. Courses are provided in well-situated community venues. Many centres offer a range of other services including childcare facilities. Accommodation is good, with centres well resourced with interactive whiteboards, computers and internet access. Courses are provided from entry level to level 2. Work experience has not been provided since December 2010 when the employment adviser post became vacant.
- Enrichment activities are used well and add value to learning programmes including guest speakers, visits to libraries and museums. These boost learners' confidence and broaden their experiences outside their own communities. ESOL learners in particular benefit from these visits practising their speaking and listening skills in the community.
- Support for learners is good. Learning partners and support staff work effectively with tutors to support learners in classes. Learners speak highly of the support they receive. Personal support, including help with debt and housing problems, is very effective. Learners are supported in accessing external specialist support where appropriate.
- Team working and communication amongst staff is good. Meetings, including termly team meetings, standardisation meetings and meetings between managers and individual staff members are particularly effective. Staff value these meetings to share best practice and to support each other.
- Staff development is extensive. Most tutors have relevant teaching and subject specialist qualifications in ESOL, literacy and/or numeracy. Good use is made of externally provided courses such as safeguarding, functional skills and equality and diversity. Equality and diversity are effectively promoted in learning environments and learners have a satisfactory understanding of their rights and responsibilities.
- The self-assessment process was inclusive and included most of the findings of inspectors. However, observations of teaching and learning focused too much on teaching with insufficient attention to learning, and in some cases the grading of observations was over generous.

What does DALs need to do to improve further?

- Improve success rates on literacy, numeracy and language courses through improved tracking of learners' progress and accurate course coding.
- Make better use of learners' ILPs to inform lesson planning in order that the particular needs of individual learners are met.

- Ensure that work experience is made available to learners by continuing to work closely with employers to create opportunities.
- Ensure that the induction and assessment programme is sufficiently resourced and planned to meet the needs of all learners.
- Ensure that observations of teaching and learning focus more on learners' progress and skills development.

Independent living and leisure skills

Grade 2

Context

28. Currently 179 learners are enrolled on discrete learning programmes for learners with learning difficulties and disabilities. These are Step up, Asdan, and National Open College Network (NOCN) programmes. Examples of the modules within the courses are human growth and development, literacy, introduction to food and drink and independent living. All learners are over 25 years old and live in Derby. Courses are part time. Most learning is externally accredited. Learning is provided at four main sites in the community.

Key findings

- Learning outcomes are good. Learners significantly develop a wide range of personal and social skills including team working. They gain confidence and self esteem and enjoy their learning. They are able to make informed choices about their health and well-being and produce a high standard of work. Attendance rates are good and most learners complete their accredited qualifications.
- The development of everyday life and employment related skills is good. Learners are able to develop and practice vocational skills and gain a good understanding of what is required in that type of job. For example, within the Rye Café, a learner is progressing to become a volunteer within the restaurant.
- Teaching and learning are good. Lessons are imaginative and challenge and engage learners well. Tutors use a range of methods including interactive learning resources to support learners' understanding. Practical activities including visits in the local community enable learners to practice and reinforce their classroom learning. For example the introduction to road safety enables learners to experience the local community environment and to learn how to keep safe.
- Individual learning plans do not always sufficiently record learning targets. Where learners attend more than one subject, coordination to plan for the development and practice of a range of skills in different settings is under-developed. The range of provision is good. It includes both courses to develop and extend learners' skills, and leisure courses which provide opportunities for learners to maintain skills and support their health and wellbeing.
- Partnership arrangements are good. The service works very effectively with other council departments and other organisations to identify and then meet local needs and priorities. The service effectively consults with service users to enable them to contribute to decisions for future provision. Learners benefit from work experience from links between job coaches and employers.
- Support for learners is good. Support staff are particularly effective in settling learners in to learning quickly and enabling them to participate fully in lessons. Learners trained as peer tutors successfully support learners understanding of

Makaton communication. Good pastoral support enables learners to find appropriate solutions to their daily queries.

- Curriculum management is good. Provision is well planned to meet the needs of the local community. Team working and communication are very good. A range of meetings are particularly effective in sharing best practice and enabling staff to support each other. A wide range of short training courses contributes well to tutors' understanding of best practice.
- The observation of teaching and learning is accurate. Action plans clearly identify appropriate actions with a mechanism for follow up. The self assessment process was inclusive and accurately identified most of the key findings during inspection.
- Equality and diversity are well promoted. All staff have been trained in equality and diversity, this is second nature to the tutors in this area and is well embedded in the teaching and learning programme. Diversity themes are incorporated well into lessons. Learners understand their rights and responsibilities and reflect this in the class ground rules they agree.

What does DALs need to do to improve further?

- Develop a system to ensure that where learners are attending more than one course, the planning for the development of a range of skills common to all courses is effectively coordinated.

Learning for social and personal development

Other social and personal development learning provision considered as part of the main findings but not separately graded: *Health and social care, Information and communications technology, Retail and commercial enterprise, Leisure, travel and tourism, Arts, media and publishing, Family learning.*

Classical and modern foreign languages

Grade 2

Context

29. Currently 217 learners are following non-accredited programmes in modern foreign languages (MFL) and eight in British sign language (BSL). A further 66 learners are on accredited modern foreign language courses and 57 on accredited sign language courses. Courses are delivered in eight venues, on a part-time basis, with the majority being in the evening. A full-time curriculum manager manages the modern foreign languages programme and 16 teachers share teaching. BSL courses are taught by a part-time curriculum manager, an organiser, and 5 teachers.

Key findings

- Outcomes for learners on MFL courses are good overall. Retention rates have improved through more robust monitoring procedures and initial assessment. Currently retention is good and attendance has also improved to a satisfactory level.
- The standards of learners' work are good. Most learners have achieved a good level of fluency and accuracy. They are highly motivated and very keen to check understanding. Learners on most programmes progress well from one level to the next, and to accredited provision when available.
- Learners improve their confidence and raise their self-esteem well. Learners on sign language programmes communicate more effectively in the deaf community. MFL learners improve their cultural knowledge and presentation skills well, and have become better communicators when on holidays or in discussions with family living abroad. Some use their new skills at work.
- Teaching and learning are good overall. Teachers use the target language effectively and learners acquire good fluency and accuracy. Learners on sign language courses have good opportunities to demonstrate their finger signing skills. On MFL courses, learners remain involved and enjoy the stimulating discussions on various cultural differences. Learners on most programmes are directed to a good amount of e-learning activities and links for self-study.
- In the best lessons, learners make full use of their time to Practice their speaking skills and pronunciation through highly interactive activities. They make excellent use of the smart board and audio and visual aids. However, in a

few lessons there is insufficient use of the target language, learning is too tutored and more able learners are not sufficiently stretched.

- The range of learning opportunities is good with a broad variety of modern foreign languages and progression routes to a small accredited provision. Enrichment activities are well planned and attended, and include cross-curricular team-teaching to expand learners' skills. For example, learners enjoy their language and food tasting experience in local restaurants. Others develop map-reading skills on their French walk.
- Partnership working is well established to maximise learning opportunities. Polish classes are offered to Derby Council employees as tasters to enhance communication and cultural understanding with Polish residents. French teachers support primary school teachers to enhance their language skills for Key Stage 2. The sign language programme provides excellent access to the local deaf community forum.
- Support for learners is good. Feedback on work done in and out of the classroom is effective and timely. Learners evaluate and record their progress weekly. This helps them reflect on what they need to do to improve further. New learners are able to access tasters before they commit to a course. Staff contact learners at risk of dropping out to make sure that they remain engaged on their courses and catch up with missed work.
- Leadership and management are good. The MFL manager provides timely and very effective support for tutors, and uses data well to improve programmes, increase participation and monitor attendance and retention. This has resulted in improved retention this year. Curriculum planning responds particularly well to local needs. Staff have access to a good amount of well-focused developmental activity and well-developed peer support.
- Managers have been very effective in bringing about improvement. RARPA has improved and individual learning plans are used effectively to record learners' starting points and progress. Assessment practices in sign language have improved. The observation of teaching and learning is more robust, and has helped bring significant improvement in the classroom, although in some cases grades are over-generous.
- The self-assessment process was inclusive and accurately identified most of the key findings during inspection. Safeguarding for learners is well promoted and understood by staff and learners. Equality and diversity are well promoted in the classroom through good cultural input in modern foreign languages and discussions on stereotypes, and topical issues such as bullying in schools.

What does DALs need to do to improve further?

- Ensure that all teaching and learning is good or better so that learner interaction and use of target language is maximised and that more able learners are fully challenged.
- Focus more closely on learning aspects and skills development during

observation so that the quality of teaching and learning improves further.

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Information about the inspection

30. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's senior curriculum 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 Skills Funding Agency, 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 the provider. 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)

Derby City Council

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	Social and personal development
Approximate number of enrolled learners				
Full-time learners	0	0	0	0
Part-time learners	1,807	936	222	649
Overall effectiveness	2	2	1	2
Capacity to improve	2			
Outcomes for learners	2	2	1	2
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	2			
How well do learners progress?	2			
How well do learners improve their economic and social well-being through learning and development?	1			
Do learners feel safe?	2			
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?*	2			
Quality of provision	2	2	1	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 do 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?	2			
Leadership and management	2	2	1	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	2			
How effectively does the provider promote the safeguarding of learners?	2			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2			
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?	1			

*where applicable to the type of provision

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