



DERBY CITY COUNCIL

**COUNCIL CABINET
6 SEPTEMBER 2005**

Cabinet Member for Children's and Education Services

Re-inspection of the Adult Learning Service

SUMMARY

- 1.1 We need to consider the outcomes of the re-inspection of the Adult Learning Service and the draft post-inspection action plan.
- 1.2 The draft post-inspection plan is attached to the Report of the Director of Education.
- 1.3 Subject to any issues raised at the meeting, I support the following recommendations.

RECOMMENDATIONS

- 2.1 To note the outcomes of the Adult Learning Inspectorate (ALI) re-inspection of the Adult Learning Service.
- 2.2 To approve the draft post-inspection action plan.
- 2.3 To refer the report and the action plan to the Education Commission prior to the submission to full Council.

REASON FOR RECOMMENDATIONS

3. The Adult Learning Service was re-inspected by ALI in the week beginning 16 May 2005. This report summarises the outcomes of that inspection and sets out actions for improvements.



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Report of the Director of Education

Re-inspection of the Adult Learning Service

SUPPORTING INFORMATION

- 1.1 The Adult Learning Inspectorate (ALI) conducts inspections of local authority Adult Learning Services under the Learning and Skills Act 2000.
- 1.2 This re-inspection follows an unsatisfactory inspection in January 2004 where the quality of provision was assessed as not adequate to meet the reasonable needs of learners.
- 1.3 During the week of the re-inspection Adult Learning Service provision was assessed by 9 Inspectors. A Lead Inspector assessed Equalities, and an Assistant Lead Inspector assessed Quality in Leadership and Management. They were assisted by 7 Area of Learning Inspectors, two of whom assessed the Foundation Curriculum (Basic Literacy, Numeracy, English as a Second Language, and provision for adults with learning difficulties) and 5 who each inspected a single area of learning including IT, English, Languages and Communications, Visual and Performing Arts, Hospitality Sports and Leisure and Family Learning.
- 1.4 During the re-inspection 357 learners and 126 staff were interviewed, 86 venues were visited and 10 partner organisations were interviewed. 78 learning sessions were observed and 380 individual learning plans and 227 pieces of assessed work were seen.
- 1.5 Inspectors used 4 grade descriptions for learning sessions:
 - Grade 1 outstanding
 - Grade 2 good
 - Grade 3 satisfactory
 - Grade 4 inadequate

Of the 78 learning sessions observed
3 were graded as outstanding
45 were graded as good
25 were graded as satisfactory

5 were graded as inadequate.

In the 2004 Inspection 25% of all classes were graded as inadequate. This had reduced to 6.4% by May 2005.

1.6 Inspectors used 5 grade descriptors for areas of learning:

- Grade 1 outstanding
- Grade 2 good
- Grade 3 satisfactory
- Grade 4 inadequate
- Grade 5 very weak.

The following is a comparison of area of learning grades between January 2004 and May 2005.

Areas of Learning	2004	2005
ICT	4	3
Hospitality, Sport and Leisure	5	3
Visual and Performing Arts	3	3
English, Languages and Communications	3	3
Foundation	4	2
Family Learning	4	3

1.7 In 2004, Leadership and Management was assessed as Grade 5 with contributory grades of 4 for Equality of Opportunity and 5 for Quality Assurance. In 2005, Leadership and Management was assessed as Grade 3 with contributory grades of 3 for Equality of Opportunity and 3 for Quality Assurance.

1.8 Areas of strengths and weaknesses were identified as follows:

Leadership and Management

Strengths

- good strategic partnerships
- effective actions to improve the provision
- effective actions to engage under-represented groups.

Weaknesses

- insufficient use of data to monitor and measure performance
- ineffective target setting
- insufficient strategic planning in the smaller areas of learning.

ICT

Strengths

- good achievement on examination based computer courses

- effective initiatives to improve teaching and learning
- effective strategies to widen participation.

Weaknesses

- unsatisfactory planning and monitoring of learning in computer workshops
- inadequate use of data to monitor and improve performance.

Hospitality, Sport and Leisure

Strengths

- good development of skills
- good teaching and learning
- good support for learners.

Weaknesses

- low pass rates on wines and spirits courses
- low retention rates
- insufficient curriculum development.

Visual and Performing Arts

Strengths

- high standard of learners' work
- thorough assessment practices to record learning and progress
- good learning support.

Weaknesses

- insufficient planning and promotion of provision.

English, Languages and Communications

Strengths

- good attainment
- effective use of target language
- good enrichment activities
- well planned provision in BSL
- good support for tutors.

Weaknesses

- insufficient focus on meeting the needs of individual learners
- narrow range of provision in modern foreign languages and English
- inadequate use of data to improve provision.

Foundation

Strengths

- good development of skills

- high rates of retention and achievement
- good teaching
- wide range of provision
- good support for learners.

Weaknesses

- insufficient continuous assessment of progress in literacy, numeracy and for adults with learning difficulties and disabilities
- insufficient use of data
- poor use of accommodation at one centre.

Family Learning

Strengths

- beneficial impact of family learning on school communities
- good support for learners
- good curriculum management.

Weaknesses

- poor target setting for individual learners
- insufficient attention to the adult curriculum on family literacy and numeracy courses.

1.9 A Post Inspection Action Plan has to be submitted to the Derbyshire Learning and Skills Council on 30 September 2005. The attached draft shows the actions to be taken. This is a work in progress. Timescales, milestones and success criteria will be agreed with the LSC during September. The full re-inspection report can be found on the ALI website at www.ali.gov.uk.

OTHER OPTIONS CONSIDERED

2. The Adult Learning Service is required to submit a post-inspection action plan.

For more information contact:	Jenny German / 01332 716957 / jenny.german@derby.gov.uk
Background papers:	Inspection Report – Derby City Adult Learning Service
List of appendices:	Appendix 1 – Implications Appendix 2 – Draft Post-Inspection Action Plan

IMPLICATIONS

Financial

1. Staff development requirements resulting from and in support of the PIAP will need to be funded from the LSC core budget.

Legal

2. The Learning and Skills Act 2000 provides for the Inspection of Adult Learning by the Adult Learning Inspectorate.

Personnel

3. None resulting from this report.

Equalities impact

4. The report highlights good strategic partnerships, allowing the Adult Learning Service to meet its strategic objectives and priorities, and effective actions to engage underrepresented groups as strengths in terms of Leadership and Management. These reflect the Council's commitment to equality and social inclusion.

Corporate Objectives and Priorities for Change

5. The report links to the following of the Council's corporate objectives:
 - a stimulating and high quality learning environment
 - healthy, safe and independent communities
 - a lively, energetic cultural life
 - a shared commitment to regenerating our communities.

Draft Post-Inspection Action Plan

Appendix 2

Leadership and Management

Strength to be maintained	Strategy
<ul style="list-style-type: none"> • Good strategic partnerships 	<ul style="list-style-type: none"> • Maintain existing partnerships • Refine and develop new partnerships • Ensure LSC and corporate priorities and objectives are met within each partnership arrangement • Establish franchise agreement with Central Education and Training
<ul style="list-style-type: none"> • Effective actions to improve the provision 	<ul style="list-style-type: none"> • Review, refine and improve Self Assessment Review (SAR) procedures to meet new Common Inspection Framework (CIF) criteria • Review, refine and improve Quality Assurance (QA) system • Expand and develop existing strategies to promote Equality of Opportunity (EO) • Set new minimum qualifications criteria for recruitment and selection (R & S) of tutors for each area of learning (AOL) • Include terms and conditions of employment with every letter of appointment • Develop on-line Tutor Induction • Maintain and develop provision in areas of deprivation to meet identified learner need • Implement recommendations of risk assessments carried out by external consultant April/May 05
<ul style="list-style-type: none"> • Effective actions to engage under-represented groups 	<ul style="list-style-type: none"> • Maintain existing arrangements • Use data to identify needs in areas of deprivation and inform programme planning • Promote provision appropriately, sensitively and effectively in areas of deprivation, to under represented groups and via appropriate community outlets and referral agencies

Weakness to be addressed	Strategy
<ul style="list-style-type: none"> • Insufficient use of data 	<ul style="list-style-type: none"> • Improve the system of 1 to 1 meetings with tutors by including the analysis of recruitment, retention and achievement data by age, gender, ethnicity and learning difficulties and disability for each course • Establish a system of course review that includes the use of qualitative and quantitative data
<ul style="list-style-type: none"> • Insufficient target setting 	<ul style="list-style-type: none"> • Increase staff awareness and understanding of the need for target setting • Promote the value of target setting as a tool for service improvement • Require targets to be set at a course level within a given timescale • Introduce target setting within all operational activities
<ul style="list-style-type: none"> • Insufficient strategic planning in the smaller areas of learning 	<ul style="list-style-type: none"> • Develop the programme review process to inform the curriculum offer • Analyse the new ACL funding methodology to ensure an appropriate strategic response to programme planning for 06-07

Information & Communications Technology

Strength to be maintained	Strategy
<ul style="list-style-type: none"> • Good achievements on examination-based computer courses 	<ul style="list-style-type: none"> • Review existing arrangements for managing and monitoring examination-based computer courses • Ensure all new tutors receive induction on management and monitoring procedures
<ul style="list-style-type: none"> • Effective initiatives to improve teaching and learning 	<ul style="list-style-type: none"> • Maintain tutor network meetings • Improve arrangements for sharing good practice e.g use of DerbyLearn
<ul style="list-style-type: none"> • Effective strategies to widen participation 	<ul style="list-style-type: none"> • Introduce Development Plan for Mobile Learning Units • Review arrangements for BBC Bus Project

Weakness to be addressed	Strategy
<ul style="list-style-type: none"> • Unsatisfactory planning and monitoring of learning in computer workshops 	<ul style="list-style-type: none"> • Ensure all managers provide computer workshops that are planned as part of the Programme Review • Ensure specialist observers undertake OTL's for workshop type courses
<ul style="list-style-type: none"> • Inadequate use of data to monitor and improve performance 	<ul style="list-style-type: none"> • Work with tutors and managers to improve their ability to understand and analyse performance data in order to improve provision • Develop timetable for regular monitoring of data at course level

Hospitality, Sports, Leisure and Travel

Strength to be maintained	Strategy
<ul style="list-style-type: none"> • Good development of skills 	<ul style="list-style-type: none"> • Continue to monitor through class observations and regular tutor and learner feedback • Identify and share good practice and celebrate successes on a regular basis in tutor network meetings, on the staff web pages and through promotional events
<ul style="list-style-type: none"> • Good teaching and learning 	<ul style="list-style-type: none"> • Ensure all tutors are part of the tutor network and receive regular relevant support • Continue to hold regular tutor network meetings, at least one per term • Continue to monitor grade profile on a termly basis, and take appropriate action with tutors with an unsatisfactory grade • Continue to identify and share good practice through the tutor network • Identify and provide appropriate training in collaboration with the Continuing Professional Development Coordinator
<ul style="list-style-type: none"> • Good support for learners 	<ul style="list-style-type: none"> • Continue to assess support for learners on a termly basis through Programmes Review, tutor observations and tutor and learner feedback.

Weakness to be addressed	Strategy
<ul style="list-style-type: none"> • Low pass rate in Wine and Spirits courses 	<ul style="list-style-type: none"> • Ensure all learners are assessed prior to enrolling • Set target pass rates for Wine and Spirits courses • Monitor pass rates
<ul style="list-style-type: none"> • Low Retention rates 	<ul style="list-style-type: none"> • Undertake systematic analysis of retention rates across all centres • Set retention rates at course and centre level • Ensure courses designed to take account of factors impacting on retention • Ensure all staff aware of retention rates and their part in monitoring and achieving them • Ensure that all learners receive course induction and initial and ongoing assessment • Share good practice on retaining learners
<ul style="list-style-type: none"> • Insufficient curriculum development 	<ul style="list-style-type: none"> • Ensure Curriculum group prepares Curriculum Development Plan, with links to the “Getting Derby Active” strategy • Establish minimum response time for partnership work • Programmes team to ensure the three geographic Area Plans specify the actions required to improve curriculum delivery linked to Development Plan • Adhere to minimum class sizes and ensure appropriate actions taken to reach targets
<ul style="list-style-type: none"> • Learning is not well planned in weaker classes 	<ul style="list-style-type: none"> • Ensure all tutors provide their line manager with a scheme of work prior to starting the course • Through Course File assessments and observations identify tutors who need additional training and support on course and session planning
<ul style="list-style-type: none"> • Specialist staff do not carry out observations(sports classes) 	<ul style="list-style-type: none"> • Establish if sports specialist available within DALs, and employ to undertake sports observations • If no specialist available work with Sports and Leisure Service to identify appropriate member of staff to undertake observations

<ul style="list-style-type: none"> • Some new staff have not had sufficient time to fully plan course content 	<ul style="list-style-type: none"> • Circulate all existing and new tutors with their terms and conditions including course preparation • Ensure all newly appointed tutors complete Tutor Induction part one before taking up a post, and complete parts two and three within six weeks of starting to teach • Ensure all new tutors are assigned a mentor within 2 weeks of notification of appointment
<ul style="list-style-type: none"> • Some rooms for yoga and pilates are not clean and appropriate for these activities 	<ul style="list-style-type: none"> • Set minimum standards for all sports classes • Ensure that Risk Assessment carried out before the start of all courses • Ensure that on an annual basis a Risk Assessment is done for every sports course • Ensure Service Level Agreements are in place and reviewed on a termly basis
<ul style="list-style-type: none"> • Poor punctuality in some classes 	<ul style="list-style-type: none"> • Re-inforce expectations regarding learners attendance with tutors at September tutor meetings and in reminder memo • All tutors establish Learner Rights and Responsibilities with them when they enrolment • Tutors negotiate any adjustments with learners and inform their Programme Manager
<ul style="list-style-type: none"> • Self-Assessment Report did not include all of the strengths and weaknesses identified by inspectors 	<ul style="list-style-type: none"> • Ensure every member of the Curriculum Group involved in both tri-annual Programmes Review and annual self-assessment • Divide Curriculum Group in two, to enable one smaller appropriately staffed group can concentrate on assessing the Hospitality, Sports, Leisure and Travel • Moderate draft assessment report within Curriculum group prior to completion • Self and peer evaluation of process

Visual and Performing Arts

Strength to be maintained	Strategy
<ul style="list-style-type: none"> • High standard of learners work 	<ul style="list-style-type: none"> • Ensure that regular opportunities to celebrate learners' achievements are planned throughout the year. This will include displays of visual work • Establish a Picture Gallery of learners work on the Learning Platform for reference and to promote new courses • Continue to resource this area of learning adequately
<ul style="list-style-type: none"> • Thorough assessment practices to record learning and progress 	<ul style="list-style-type: none"> • Identify examples of effective assessment and share with all tutors • Provide support, including peer support, to ensure all tutors use appropriate methods to evidence learner assessment • Ensure that all new tutors receive Curriculum Induction which will include assessment methods appropriate to this area of learning
<ul style="list-style-type: none"> • Good learning support 	<ul style="list-style-type: none"> • Work with the Learner Support Co-ordinator to ensure learners needs are assessed at the earliest stage by front line staff and tutors • Work with the Learner Support Organiser to identify appropriate learning opportunities for Learning Partners • Ensure learning support included on regular basis as a topic within the tutor network meetings and briefings, and that good practice is shared

Weakness to be addressed	Strategy
<ul style="list-style-type: none"> • Insufficient planning and promotion of provision • Unsatisfactory range of provision 	<ul style="list-style-type: none"> • Ensure Curriculum Group prepares Curriculum Development Plan, including building links to arts organisations and events in the city, e.g. Black History Month • Programmes team to ensure the three Area Plans specify the actions required to develop the provision • Develop more focused promotions of arts programme including exhibitions of learners work and taster courses • Review existing provision and set new improvement targets to extend range of provision to include attracting more learners from ethnic minority groups. • Extend provision by agreeing franchise agreement with Central Education and Training for fashion courses.
<ul style="list-style-type: none"> • Insufficient monitoring of class sizes 	<ul style="list-style-type: none"> • Adhere to minimum class sizes and ensure that appropriate prompt action taken to address any shortfalls in order to achieve targets
<ul style="list-style-type: none"> • Key strength in relation to learner assessment not identified in the Self – Assessment Report(SAR) 	<ul style="list-style-type: none"> • Ensure every member of the Curriculum group contributes to the tri- annual Programmes Reviews and the annual SAR • Set up two smaller groups from the existing Curriculum group in order to more effectively concentrate on assessing the Visual and Performing Arts • Moderate draft SAR within the whole group prior to completion • Include peer and self assessment of the SAR process
<ul style="list-style-type: none"> • Reluctance in some classes to carry out assessment 	<ul style="list-style-type: none"> • Through course file assessment and tutor observations identify tutors who this applies to • Set improvement targets with individual tutors and provide appropriate support and training for them, including peer support

<ul style="list-style-type: none">• Accommodation is only satisfactory in venues other than schools	<ul style="list-style-type: none">• Set minimum standards for arts courses in venues other than schools• Ensure that Risk Assessments are carried out on relevant venues before the start of courses• Ensure that there is an annual check, including a Risk Assessment of all relevant courses and venues• Ensure that Service level agreements are in place and reviewed on a termly basis
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English, Languages and Communications

Strength to be maintained	Strategy
<ul style="list-style-type: none"> • Good attainment 	<ul style="list-style-type: none"> • Continue to monitor retention and achievement of learners at a curriculum and delivery level • Work with tutors to improve their ability to analyse performance data in order to improve provision
<ul style="list-style-type: none"> • Effective use of target language 	<ul style="list-style-type: none"> • Continue to monitor through OTL process and learner feedback and provide report back to programme team • Ensure all new language tutors receive an induction on use of target language
<ul style="list-style-type: none"> • Good enrichment activities 	<ul style="list-style-type: none"> • Monitor through OTL process and learner feedback • Collect examples of good practice via Tutor Network meetings • Ensure all new tutors receive an induction on enrichment activities
<ul style="list-style-type: none"> • Well planned provision in BSL 	<ul style="list-style-type: none"> • Continue to monitor BSL courses/progression/accreditation • Continue to identify need and respond appropriately • Develop bespoke packages for work force development purposes
<ul style="list-style-type: none"> • Good support for tutors 	<ul style="list-style-type: none"> • Continue to provide regular network meetings • Work with staff development co-ordinator to identify and provide additional training in response to identified need

Weakness to be addressed	Strategy
<ul style="list-style-type: none"> Narrow range of provision 	<ul style="list-style-type: none"> Additional range of languages available in 05-06 programme and advertised in the brochure, on the website and via the learner helpline. Additional languages include: Portuguese Russian Japanese Urdu is planned for January 06 Franchise agreement with Central Education and Training will include additional Arabic provision and Islamic studies
<ul style="list-style-type: none"> Insufficient focus on meeting the needs of learners 	<ul style="list-style-type: none"> Differentiated learning workshop for all language tutors providing training on the provision of a more varied learning experience taking account of the range and levels of skills within groups
<ul style="list-style-type: none"> Inadequate use of data to improve the provision 	<ul style="list-style-type: none"> Data to be drilled down to course level to analyse participation and non participation of various groups of learners, to enable comparisons across centres and between individual courses Data analysis and comparison at course level to become a regular feature of one to one meetings between tutors and managers Curriculum group to analyse and identify trends and feed these back through the SMT reporting system Data to form a regular item on the Tutor Network meeting and Curriculum Group agendas

Foundation

Strength to be maintained	Strategy
<ul style="list-style-type: none"> • Good development of skills 	<ul style="list-style-type: none"> • Maintain tutor network meetings as a method for sharing good practice
<ul style="list-style-type: none"> • High rates of retention and achievement 	<ul style="list-style-type: none"> • Continue to offer a range of accreditation and to recognise the achievement of individual learning goals through in-house certificates
<ul style="list-style-type: none"> • Good teaching 	<ul style="list-style-type: none"> • Continue to participate in the Basic Skills Agency Better Teaching Partnership and the Skills for Life Quality Initiative to ensure continuous improvement of teaching skills
<ul style="list-style-type: none"> • Wide range of provision 	<ul style="list-style-type: none"> • Maintain current range of provision and extend the range of workforce development opportunities in Skills for Life
<ul style="list-style-type: none"> • Good support for learners 	<ul style="list-style-type: none"> • Continue to provide learner and learning support for all learners with learning difficulties and disabilities

Weakness to be addressed	Strategy
<ul style="list-style-type: none"> • Insufficient continuous assessment of progress in literacy, numeracy and for learners with learning difficulties and disabilities 	<ul style="list-style-type: none"> • Design and use a new individual learning plan to record learner progress • Establish four separate task groups to focus on the specific assessment needs of learners on ASDAN accredited courses, ALDD courses, literacy and numeracy • Participate in the trials of new DfES initial assessment tools
<ul style="list-style-type: none"> • Insufficient use of data 	<ul style="list-style-type: none"> • Use data to set individual staff performance targets through Achievement and Development and One to One meetings • Share data with tutors and clerical staff at individual and centre level
<ul style="list-style-type: none"> • Poor use of accommodation at one centre 	<ul style="list-style-type: none"> • Create a new teaching area in the hall at Derby Multicultural Centre for use from September 2005

Family Learning

Strength to be maintained	Strategy
<ul style="list-style-type: none"> Beneficial impact of family learning on school communities 	<ul style="list-style-type: none"> Continue to develop the programme to meet the needs of parents, children, schools and communities. Further expand the range of courses, fulfilling core offers of Children's Centres and Extended Schools Establish a system for collecting qualitative evidence of the impact of Family Learning Continue to broaden communication opportunities with schools and wider communities
<ul style="list-style-type: none"> Good curriculum management 	<ul style="list-style-type: none"> Continue to develop the programme review to inform future planning of provision Develop training for tutors / teachers to increase understanding of target setting and analysis of performance data in relation to achievement, retention and progression
<ul style="list-style-type: none"> Good support for learners 	<ul style="list-style-type: none"> Continue to work with Staff Development Co-ordinator to identify and provide additional training in response to identified need Further develop the range of progression routes available to learners. Increase the range of resources to enhance the quality of provision

Weakness to be addressed	Strategy
<ul style="list-style-type: none"> Insufficient attention to the adult curriculum on family literacy and numeracy courses 	<ul style="list-style-type: none"> Refine the content of the initial training for tutors to focus on the adult curriculum within the context of family learning courses Work with the Staff Development Co-ordinator to provide additional core curriculum training Re-profile the monitoring documentation to address the inclusion of adult core curriculum mapping in planning
<ul style="list-style-type: none"> Poor target setting for individual learners 	<ul style="list-style-type: none"> Increase knowledge and understanding of the value of target setting Improve the quality of support for tutors / practitioners in target setting at operational level <p>Improve the system of 1-1's and network meetings to regularly include the effective use of target setting</p>