

Merton Adult Education Service (MAES)

Inspection report

Unique reference number: 53325

Name of lead inspector: Richard Beynon HMI

Last day of inspection: 4 November 2011

Type of provider: Local authority

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Information about the provider

1. Merton Adult Education Service (MAES) is a London Borough of Merton service and a division within the council's community and housing department. The service is managed by the head of community education, who reports directly to the director of community and housing. MAES operates out of three main centres and a number of venues such as libraries, children's centres and other community locations across the borough. The service employs over 150 staff, of whom around 110 are tutors.
2. The service offers a broad range of programmes across ten subject areas, available six days a week and over four evenings. Around four fifths of provision is non-accredited adult safeguarded learning. MAES receives around three-quarters of its funding from the Skills Funding Agency (SFA), the remainder deriving from course fees and project funding.
3. Merton is an outer London borough, characterised by the difference between the poorer, more deprived east of the borough (Mitcham) and the wealthier, more prosperous west (Wimbledon). According to the 2001 census, 25% of borough residents were from a minority ethnic group, compared with 9.1% nationally. Around three quarters of MAES' learners are female, and 85% of all enrolments are from Merton residents.

Type of provision	Number of enrolled learners in 2010/11
Provision for adult learners: Further education (19+)	1,388 part-time learners
Adult and community learning: Adult safeguarded learning (ASL)	4,043 part-time learners

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
Subject Areas	
Art and crafts	2
Independent living and leisure skills	2
English for speakers of other languages (ESOL)	3

Overall effectiveness

- Success rates for learners have improved in most non-accredited areas since the previous inspection and are above average for such courses nationally. However, for the much smaller number of accredited course areas, success rates have been affected for some years by poor retention and are generally around national averages. Managers have initiated a strategy to improve retention, which is beginning to have a positive impact, although it is too early yet to identify shifts in success rates. Learners in all areas feel safe and are made very welcome by staff, particularly those learners with learning difficulties and/or disabilities for whom care and support are exceptional. Measures to gather and respond to the views of learners and other stakeholders are adequate at service level, although good at individual levels between tutors and learners. The service has been streamlined and made more efficient during the past two years, with communications and curriculum management improved. A good range of staff development and training has enhanced understanding of quality improvement, safeguarding and self-assessment. In most areas staff have an improved understanding of data. Teaching and learning are good overall, and the service has significantly increased the number and reliability of its teaching and learning observations. However, not all teachers are making

best use of individual learning plans to plan and deliver lessons that meet each learner's needs. Managers have a clear strategy to provide courses for the varied communities across the borough. Service planning is effective and senior managers are dynamic in their search for new sources of funding.

Main findings

- Outcomes for learners are good overall, but satisfactory for the one fifth of courses that are examined. For non-examined courses learners have good outcomes across all subjects. Retention has begun to improve as a result of new monitoring and support strategies, for example in English for speakers of other languages (ESOL), where most provision is accredited. It is too early to assess whether improved retention will affect success rates for learners.
- Teaching and learning are effective. Learners enjoy their lessons and gain valuable skills and confidence, particularly those learners with learning difficulties or disabilities. Teachers are supportive, enthusiastic and know their learners well. In some subject areas, a minority of teachers dominate classes and learners do not receive sufficient encouragement to learn for themselves.
- Initial diagnostic assessment does not always inform lesson planning so that all learners' needs are met. As a result, in some lessons, learners are insufficiently stretched, and some learners' targets do not help to drive their progress. Tracking and monitoring of learners' progress are good, but targets in some individual learning plans are not individualised, specific and measurable.
- Service staff create a very supportive and welcoming environment at all centres, and this is valued highly by learners. Learners appreciate the high levels of personal support they receive both in classes and around centres. Learners report that they feel safe, enjoy their learning and enjoy meeting, working and interacting with others.
- Support and guidance are good across all subjects. In particular, support for those with learning difficulties and/or disabilities is of a high standard. Many learners, for example those on Skills for Life programmes and those for whom English is not a first language, find their employability much enhanced by their courses.
- Senior managers and council leaders engage in effective strategic planning to meet the challenges facing the service. The head of service and other managers have worked very effectively to enhance the economic viability and flexibility of the service and are resourceful in their search for new and varied sources of funding.
- Managers have established a clear agenda for the improvement of provision since the previous inspection. The service has been streamlined and positioned to more effectively meet the needs of the communities in the borough.
- Measures to promote equality and diversity are good. At all centres the diversity of learners' backgrounds is celebrated and respected. However, in art and crafts, some opportunities to develop more diverse cultural and artistic

references are missed. Managers monitor the performance of identifiable groups thoroughly. Safeguarding is good, staff understand their responsibilities well, and vulnerable learners are very well cared for by the service.

- Self-assessment at subject and service level has improved and is generally accurate. Staff and managers have begun to work towards a continuous cycle of self-assessment which gives better opportunities to reflect on performance throughout the year. Observations of the quality of teaching and learning have improved in rigour and scale. A number of lesson observations took place in 2010/11. Inspectors agreed with the grades awarded by the service observers.

What does MAES need to do to improve further?

- Further develop recent strategies to improve retention, and so success rates, particularly for accredited provision.
- Improve the quality and use of individual learning plans by ensuring that targets give students meaningful goals that teachers use to plan effective lessons.
- Ensure that the service has more effective and comprehensive measures in place to gather and respond to users' views across the provision.

Summary of the views of users as confirmed by inspectors

What learners like:

- the welcoming and helpful staff
- the safe and inclusive environment, with communal areas which encourage good social interaction
- tutors giving each individual the time needed and the chance to make mistakes in lessons while feeling safe and supported
- gaining confidence and making new friends from a wide mix of people.

What learners would like to see improved:

- the administrative systems which involve filling in too many forms.

Main inspection report

Capacity to make and sustain improvement

Grade 2

5. MAES is in a good position to make and sustain improvements. Outcomes for learners have improved steadily since the previous inspection, and are now good in most of the provision. The quality of provision has improved since the previous inspection, with teaching and learning grades rising year on year. Managers have a clear vision and strategy for the future of the service despite the economic challenges it faces. Learners and their needs are at the centre of the service's activities. Recent re-structuring has provided greater clarity in lines of reporting and responsibility across subjects. Managers have made steady improvements to quality assurance and self-assessment processes. Staff have a good understanding of self-assessment, and nearly all staff use data more effectively to assess trends in outcomes for learners. Measures to observe and improve the quality of teaching and learning are now more reliable. Tutors engage well with such quality measures and a clear ethos of continuous improvement characterises most areas.

Outcomes for learners

Grade 2

6. Across the provision, outcomes are good overall, and satisfactory in the fifth of provision that is accredited. For learners on non-accredited courses, outcomes have risen steadily since the previous inspection and in some areas success rates are very good. Outcomes for learners on the accredited courses have also improved since the previous inspection and are now generally at, or just above, national averages. In some course areas, for example in ESOL, a clear focus on improving retention has begun to show results, although it is too early to assess the impact on outcomes. During inspection, attendance and punctuality were good in most classes.
7. Skills development is very rapid on many courses, and good across the provision. Learners, particularly those on Skills for Life, ESOL and family learning courses, gain good employability skills at classes in children's centres and other local community venues. They are able to develop useful interview skills and create curriculum vitae. Destination data reveal that a good proportion of learners make successful transitions to work or continue in further learning.
8. Learners feel safe. Good e-learning safety procedures are established and useful information on safeguarding is displayed in classrooms, including helpful pictorial prompts for learners with learning difficulties and/or disabilities. Learners are aware of, and use, safe working practices in main and community venues. Learners arriving from care and other supported environments are very well safeguarded during their journey to and from centres and there is good liaison between carers and service staff. Adult and family learning activities held

at children's centres within the borough promote healthy eating and learners on towards independence courses enjoy learning to cook.

9. Learners make a good contribution to the community. Information about events and activities is displayed in learning centres and staff are well informed about the neighbourhoods in which they work. Charitable activities carried out by learners are recorded and celebrated, for example the outcomes from a fundraising campaign for local charities are displayed with photographs of those involved.

The quality of provision

Grade 2

10. Good training activities ensure a continued focus on learning and improved recording of observations. Helpful exemplars of good and outstanding teaching and learning enable tutors to set goals for themselves. Tutors are encouraged to self-assess their performance against set criteria and identify areas with which they need further help. The observation profile has improved over the past three years and now the service judges that 75% of lessons are good or better. Inspectors agreed with the service's judgements on the quality of teaching and learning.
11. The service has a clear and comprehensive process to record progress and recognise achievement on non-accredited courses. Teachers have helpful guidance on how to identify and record progress and apply this well. Individual learning plans (ILPs) are generally fit for purpose across the service and enable teachers to monitor learners' progress well. Good training is provided to support teachers in helping learners to set specific, measurable, achievable, realistic targets. However, target setting and ILPs remain variable in some subject areas with teachers failing to make effective use of ILPs in lesson planning. Accredited courses are informed by appropriate initial assessment to ensure learners are on courses at the right level.
12. Assessment of learners' work is satisfactory. Assignments are marked appropriately and feedback on how to improve is given promptly. In some areas the types of assessment are flexible and match the needs of learners, for example in the towards independence courses where a greater emphasis is placed on verbal and photographic evidence.
13. Provision is well planned to meet the needs of the borough's various communities. A good range of large main centres are supported by local community venues for those learners less likely to travel or approach larger centres. Tutors give careful attention to meeting learners' needs in both lessons and in the design of courses. Managers are effective in their development and application of fees policies so that those least able to afford courses are supported in their learning. The service has engaged in good collaborative work to enhance learning opportunities in the community and this has led to more local courses tailored to community needs.

14. Productive partnerships support a range of learning opportunities. Good links exist with specialist agencies and council departments to establish and promote specialist provision. Effective communication enables social care clients to access a range of learning opportunities, not only at learning centres but also within social care day services provision. Strong partnership arrangements between MAES and children's centres enable parents using the centres to develop language skills and successfully complete qualifications. Case studies developed by the children's centres clearly show learners progressing from initial family learning activities to vocational qualifications, and on to paid employment.
15. Effective systems identify and meet learners' support needs. Additional learning needs are carefully assessed for those accessing accredited learning and tutors are also able to refer those on non-accredited courses to support services. A wide range of resources are available for those with sensory impairment and aids and adaptations are available for those with physical disabilities. Comprehensive records are kept of support provided, and these inform the learning support strategy. Learners accessing learning support do better than their peers, with success rates six percentage points above those who do not receive support. Learning support is very successful in helping learners stay on their programmes, with retention rates at 95% for those receiving support. Recruitment and enrolment processes are clear and comprehensive. Pre-course information is detailed and induction activities are useful in making learners feel welcome.

Leadership and management

Grade 2

16. Strategic management and leadership of the service are strong and dynamic. Clear priorities have been established for service development and improvement, and these are well communicated to staff and stakeholders. The head of service has good contact with, and support from, senior leaders in the council. An effective two-tier appraisal system ensures that senior managers at the council and within the service have a good understanding and oversight of management activity at all levels.
17. Staffing and management of the provision have been reviewed and rationalised in recent years, affording improved lines of accountability, better communication and more effective quality assurance. The service development plan sets realistic targets for improvement and provides a clear focus for management activity, articulated successfully through departmental forward plans. Communications are good within the service, with users, and with partners.
18. Safeguarding arrangements are clear and comprehensive and communicated particularly well to staff and learners. Staff selection and recruitment arrangements including records of Criminal Records Bureau checks, references and qualifications of staff, are good and meet statutory requirements. Safeguarding is promoted to learners well, with attractive and easy to understand information displayed in all classrooms. All posters have easy to

follow prompts and pictorial clues to help learners with learning difficulties and/or disabilities to follow procedures. Designated staff who champion safeguarding have their photographs displayed so all learners are able to identify to whom they should go if they need help or want to report a concern. Learners' induction arrangements include information about safeguarding. Lessons for vulnerable adult learners reinforce safe working practices and show learners how best to protect themselves, with tutors emphasising good social behaviour.

19. Measures to promote equality of opportunity are good throughout the service. Staff receive adequate levels of training in equality and diversity matters, and are able to discuss equalities issues with their learners. Managers make effective use of existing council policies where appropriate, or adapt these to better suit learners' circumstances. In most curriculum areas, equality and diversity are suitably promoted through teaching and learning materials and activities. In art and crafts, however, some opportunities for consideration of styles, materials and products from other cultures are missed. Managers and staff routinely monitor performance data relating to different learner groups, and there are no gaps in performance or outcomes between these groups.
20. Managers liaise well with partners and stakeholders, and act upon their views to improve links and provision. Formal arrangements to gather and respond to the views of learners are broadly satisfactory. End-of-course questionnaires provide adequate opportunities for learners to comment on their experiences, but the response rate is low, particularly for short courses. Currently, managers are exploring more effective ways to gather learners' views.
21. Quality improvement measures have been enhanced since the previous inspection. Observations of teaching and learning are undertaken more frequently, and with greater reliability, and are well linked to annual appraisal. The moderation system for graded observations enables senior managers to review outcomes, action plan for teachers, and set out strategies and cross service staff development and training. Course teams have a better understanding of data and course reviews are more analytical. Self-assessment reporting has improved at subject and whole-service levels.
22. The service provides good value for money. Learning resources are good in most areas and some good specialist resources and facilities provide quality learning opportunities in art and crafts. Accommodation on the three main sites provides a bright and welcoming learning environment. The service is positioned well to meet future challenges and the head of service currently leads council work on entrepreneurship and business development.

Subject areas

Art and crafts

Grade 2

Context

23. Currently 1,668 students study part-time art and craft courses at the service's two main centres. The 121 craft courses include upholstery, photography, ceramics, beaded jewellery, textiles, woodwork and stained glass. The 50 art courses include painting, watercolour, life drawing and portrait painting. None of the courses is accredited. Classes take place during the daytime, evenings and weekends. A small number of courses take place in the community and in local libraries. The majority of students are aged over 19 and around 80% are female.

Key findings

- Outcomes for learners are good. Retention and success rates are high. Students enjoy their classes and work with enthusiasm. A supportive environment is established for learners to develop their creative and technical skills. New learners make rapid progress.
- Learners demonstrate high standards of work. Embroidery and upholstery skills are exceptional and often to a professional standard; ceramics, bead jewellery and stained glass skills are of a high standard. Drawing and painting techniques are well developed. However, in some classes there is a lack of creative impetus for more experienced learners to produce more ambitious personal work. Learners report improved concentration and other health benefits from attending classes.
- Learners feel safe in the centres and on their public transport journeys. Safeguarding is well promoted to learners on course leaflets, and given high profile in displays around the buildings. Good health and safety procedures are in place in most lessons, with high expectations of safe working practices. However, in a small number of cases, studios have insufficient housekeeping and activities lack thorough risk assessment.
- Teaching and learning are good. Better lessons are student led and highly interactive, and make good use of goals from individual learner plans. Analysis of contemporary art and craft practice challenges learners to raise their aspirations and peer evaluation promotes confidence. Less effective lessons are too teacher led with insufficient planning to stimulate students in mixed ability groups. Some learners who have been attending for many years and have the potential to work at a more skilled level are insufficiently challenged.
- Target setting has improved significantly following staff training. However, the quality of learning plans in a minority of classes is variable. The best plans have clear personal and group goals and have become working documents for learners to monitor their own progress and in some cases to plan for

independent learning. Some staff, however, have yet to embed learning plans into their teaching and learning strategies.

- A wide range of courses is available throughout the year according to demand. Successful and increasing partnerships complement the curriculum, many in response to community needs. Short taster sessions held in community venues offer the opportunity for new learners, particularly from disadvantaged areas, to sample the art and craft activities. Many such learners subsequently enrol onto courses.
- Good initial support and guidance are provided before enrolment. Course leaflets explain the syllabus, experience needed, materials required and fees. Teachers often contact students to give further guidance, particularly for craft areas. In lessons, teachers provide students with good individual support and give helpful guidance on techniques and progress.
- Resources are good with specialist ceramics, textiles and woodworking studios. The new ceramics and art block enjoys good light and has well designed working areas with adequate display and storage facilities. Many other classrooms are multipurpose and staff work hard to ensure that an appropriate environment is created with ready access to materials. Learners' work is celebrated on walls and in display cabinets around the centre.
- Equality and diversity are well promoted and reinforced. The careful monitoring of new and returning learners' ethnicity and postcode data assists in the planning of curriculum to meet needs. However, course teams have yet to explore sufficiently the available variety of cultural and historical themes in all areas of the curriculum. In some lessons teachers fail to fully celebrate and extend cultural diversity through the choice of medium, style or artistic movement studied.
- Leadership and management are good. Collaborative working has successfully widened participation in the east of the borough and planning for the future is impressive. The self-assessment report is suitably self-critical, involves appropriate analysis of data, and is updated termly. Self-assessment involves a continuous cycle of data analysis and monitoring the quality improvement plan. Communication between managers and the part-time teaching staff is good.
- The observation of teaching and learning is robust and constructive. There is a clear understanding of quality issues among staff and a commitment to raise their standards. Topics for improvement are in place and the senior tutors and head of department monitor these. The teaching and learning observation grades have improved significantly in the past academic year.

What does MAES need to do to improve further?

- Improve teaching and learning methods and establish more opportunities for information and learning technology (ILT) to enhance learning where appropriate.
- Explore more thoroughly a diverse range of cultural and historical themes throughout the curriculum, and provide opportunities to engage students in the

discussion of diverse cultural and historical themes related to their studio activity.

- Ensure health and safety are adequately considered in the planning of all learning activities, supported by appropriate risk assessments.

Independent living and leisure skills

Grade 2

Context

24. Currently 117 learners are on courses for those with learning difficulties and/or disabilities. All courses are at entry level and delivered during the day at the service's main site or in community locations. Most courses lead to external qualifications and all are part time. Around 45% of learners are recruited from wards identified as having high levels of deprivation. Male and female learners are represented equally and around a third of learners are from a diverse range of ethnic backgrounds and origins.

Key findings

- Outcomes for learners and achievement and standards are good. Success rates in qualifications at entry level 1 are particularly high despite a recent fall in retention caused by learner illness. Learners enjoy their learning, develop a positive approach to good health and have participated in community events that have raised money for charity. The standard of learners' work is good as is attendance in lessons.
- Learners substantially improve their confidence and some take up voluntary or other work whilst others progress to living more independently. Learners make sound progress in developing their communication skills, enabling them to make new friends and interact well with others in new situations. Learners are confident in expressing their views and opinions within the exceptionally safe environment provided by the service.
- The quality of provision is good. Teaching and learning are good. All teachers make very effective use of discussion, actively promoting the confidence and skills of learners. Learners contribute well in all lessons and know their teachers and peers value their opinions. The management of learners with a diverse range of behavioural needs is particularly good.
- In all classes teachers integrate literacy and numeracy very well. Good differentiation in learner activity in, for example, pottery, cookery, art and Tai Chi enriches the quality of learners' lives, gives them new skills and reinforces positive social interaction and communication. Lessons in advocacy and culture guide the learners well in ways to communicate effectively with their peers and others, within an ethos of unconditional positive regard.
- Individual learners' targets on session plans do not focus sufficiently on the development of skills but relate, in the main, to the personal, social or health needs of the learner. The use of information and communication technology (ICT) in some lessons is weak and resources are not always used effectively to illustrate learning points or give further interest to topics.
- The service provides a range of programmes that meets the needs of individuals well. A robust initial advice and guidance procedure takes account of the choices of learners and the skills they need to acquire. A variety of subjects

is offered to learners and the programme is rigorously reviewed to ensure it remains relevant to learners and their daily lives.

- Communication with adult social care teams and others is particularly productive, ensuring effective support is in place for learners to enable them to attend. Good liaison with partners has led to classes being provided in community venues and partners report favourably on the impact and popularity of classes with their clients.
- Teachers provide a supportive learning environment in lessons and learning support assistants, and support teachers, give one-to-one learning support for individuals as required. Good arrangements are in place to ensure individual care and support during travel from learners' care providers.
- Curriculum management and communication between staff are good, with a shared ethos of improvement. The focus on learners' progression and the attainment of learners' aspirations is productive. Effective curriculum planning takes close account of the needs and interests of learners and leads to improvements in programmes. Enrolment and initial assessment procedures are effective in directing learners to appropriate courses.
- Good partnership work has had a positive impact on the service. Teaching and learning observations are rigorous and inform staff appraisal and training. Internal moderation processes are robust. Arrangements for the safeguarding of learners are very effective and well understood. The promotion of equality and diversity is good. The self-assessment process is inclusive and accurate. ICT resources are now available in lessons but these are not yet used effectively.

What does MAES need to do to improve further?

- Further improve planning for individual learning by including learners' attainment targets, as identified at assessment, in session plans.
- Develop the use of ICT in lessons to enrich and inform teaching and learning.

English for speakers of other languages (ESOL)

Grade 3

Context

25. Currently 481 learners are enrolled on ESOL courses at levels from pre-entry to level 2. Long and short part-time courses are delivered during the day and evening at a range of main centres and community venues. Learners are from a diverse range of backgrounds and ethnic origins and the majority of learners are female.

Key findings

- Outcomes for learners are satisfactory overall. Success rates are good in pre-entry ESOL, and have improved to a little above national average in ESOL Skills for Life courses. Success rates in ESOL at level 1 in speaking and listening are well below national averages. Retention remains low on some courses at level 1 and whilst improvement measures are now in place, it is too soon to assess their effectiveness.
- The standard of learners' work and the development of learners' language skills are good, particularly in speaking and listening at entry levels. Learners take pride in their work and some make good progress. Learners improve their interpersonal and teamwork skills by taking part in group activities and paired working arrangements.
- The improvement of learners' economic and social well-being is good. Careers guidance sessions and the many work preparation events the provider organises develop employability skills very well. Termly careers fairs and preparation for interview and interview skills training often lead to learners successfully achieving paid employment.
- Teaching and learning are satisfactory overall. In the better lessons, good use is made of peer learning and group work to support individual learning. Such lessons are well organised and learners quickly settle into purposeful tasks planned to meet their individual needs. In these lessons, teachers set a brisk pace for tasks and activities and learners respond well. However, in some lessons, there is insufficient attention to planning individual learning and learning goals are used ineffectively.
- Teachers know their learners well and have a good knowledge of their personal circumstances. They plan realistic and appropriate learning outcomes; however, individual target setting is variable and in some instances insufficient to ensure learners understand and have ownership of their own targets.
- Well-established provision in the borough reflects the continually changing needs of a largely expanding community. Courses are widely available in a range of high-quality venues including public libraries, children centres, a housing association and local schools, and these are easily accessible. The service effectively targets individuals returning to learning through parent

groups and community centres. A strong emphasis on careers guidance effectively prepares learners for work.

- Partnership working is wide ranging and particularly enhances employability. Liaison with Jobcentre Plus helps to ensure learners complete their studies whilst actively seeking work. Termly advice and guidance surgeries significantly raise the importance of literacy and numeracy skills in career development and progression. Work with refugee agencies helps assimilation into the local community and enables learners to integrate effectively.
- Initial assessment and diagnostic processes are utilised effectively to ensure learners are placed on appropriate courses. Learners speak highly of the support they receive and are able to identify ways their confidence has improved as a result. One-to-one support in classes is good and learners receive good course and careers advice.
- Leadership and management are good. Teachers understand and support the new observation and appraisal process which has led to clear targets for improvement. Communication with staff has improved with a greater clarity and focus on operational goals and targets. Initiatives to improve retention, such as the introduction of intensive courses, are beginning to have a positive impact.
- The monitoring and use of data has recently improved to satisfactory in the area, for example, more frequent attendance and retention monitoring is now being undertaken, but it is too early to assess the impact upon the service. Learners' feedback is well used to promote improvements and has resulted in more suitable class times for some learner cohorts.
- Arrangements for the safeguarding of learners are good with clear displays and resources for induction along with training at staff conferences. The promotion of equality and diversity is good in lesson plans, with effective use made of group profiles to shape planning.
- The self-assessment process has improved and involves teachers who participate in self-assessment moderation panels and in an improved, more rigorous observation of the teaching and learning scheme which has produced useful and accurate assessments of teaching and learning in the past year.

What does MAES need to do to improve further?

- Ensure that the quality of teaching and learning improves to good or better in all lessons by making better use of targets to individualise learning and enable effective progress checking for less able students.
- Monitor and improve retention across all courses to ensure that learners have a better chance to succeed on their courses.
- Enhance teachers' understanding and use of course level data to improve the analysis of learners' performance and assist in the development of improvement strategies.

Information about the inspection

26. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's head of adult education, 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 funding body, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
27. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners. They also looked at questionnaires learners had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)
Merton Adult Education Service (MAES)
Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full-time and part-time courses, Foundation learning tier, including E2E); **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships **social and personal development:** all safeguarded provision

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive	Social and personal development
Approximate number of enrolled learners Full-time learners Part-time learners			
Overall effectiveness	2	3	2
Capacity to improve	2		
Outcomes for learners	2	3	2
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals? How well do learners progress?	2 2		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>			
<i>How well do learners make a positive contribution to the community?*</i>			
Quality of provision	2		
How effectively do teaching, training and assessment support learning and development?	2		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	2		
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	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?	3		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
How efficiently and effectively does the provider use its available resources to secure value for money?	2		

*where applicable to the type of provision

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