

# INSPECTION REPORT

## **Feltham Community College**

**13 April 2005**



ADULT LEARNING  
INSPECTORATE

## **Adult Learning Inspectorate**

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

### **Pre-inspection analysis**

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

If satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

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## Feltham Community College

### Contents

#### Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for Feltham Community College	2
Grades	2
About the inspection	2
Key Findings	2
What learners like about Feltham Community College	7
What learners think Feltham Community College could improve	7

#### Detailed inspection findings

Leadership and management	8
Equality of opportunity	10
Quality improvement	11
Foundation programmes	13

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Feltham Community College's (the college's) Entry to Employment (E2E) provision is based in a community school setting in the Borough of Hounslow, West London, where school and adult and community learning services are provided. Its E2E provision (Jumpstart) developed from earlier courses supported by European Social Fund special projects funding, which offered skills for life, the government's strategy on training in literacy, numeracy and the use of language, and catering training for young people. E2E training was established in September 2003. It offers 30 places to young people living in and around the borough and is funded by the London West Learning and Skills Council (LSC). The programme is managed by a course co-ordinator and two full-time staff with a part-time administrator. The team is managed by the head of community learning, who works closely with the school head.
2. Learners attend for 16 hours each week and follow a core programme of literacy and numeracy, information and communications technology (ICT), and personal and social skills training. Preparation for work is a priority and learners follow additional courses to gain qualifications. Work-experience opportunities are available. Learners have considerable barriers to learning and employment, including drug and alcohol dependency, mental, emotional and physical health problems, and histories of poor attendance and behaviour often resulting in exclusion from school.
3. Members of minority ethnic groups make up 16 per cent of the residents of Hounslow. However, this rises to 26 per cent of primary school-aged children. Educational attainment and participation at aged 16 is significantly lower than benchmarks. Literacy and numeracy levels of the local population are low. Many jobs available are at low pay and low skill levels in transport, retailing, wholesale distribution, and hotels and catering.

### OVERALL EFFECTIVENESS

**Grade 3**

4. **The overall effectiveness of the provider is satisfactory.** Leadership and management and quality assurance are satisfactory. Equality of opportunity is good. The foundation E2E provision is satisfactory.
5. **The inspection team were broadly confident in the reliability of the self-assessment process.** This is the first report produced by the college. The self-assessment process is inclusive of all staff and effective. It recognised most of the strengths and weaknesses found by inspectors in the area of learning and in leadership and management.
6. **The provider has demonstrated that it is in a good position to make improvements.** The college has sound development plans to rectify the weaknesses in its self-assessment report. Strategies that focus on improvements in retention and achievement are effective. Timescales to improve resources have been over-optimistic, but senior managers are committed to improving the quality of provision and have plans in place to rectify this.

## KEY CHALLENGES FOR FELTHAM COMMUNITY COLLEGE:

- develop specialist literacy, numeracy and language provision
- develop the curriculum to offer more practical options
- improve the management of resources
- improve formal recording

## GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		3
Contributory grades:		
Equality of opportunity		2
Quality improvement		3

Foundation programmes			3
Contributory areas:	Number of learners	Contributory grade	
<i>Employability/employment training</i>		3	
Entry to Employment	29	3	

## ABOUT THE INSPECTION

7. This is the first report for Feltham Community College E2E provision. The provision was established in September 2003. The foundation area of learning was reported on and graded.

Number of inspectors	2
Number of inspection days	6
Number of learners interviewed	16
Number of staff interviewed	6
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	3

## KEY FINDINGS

### Achievements and standards

8. **There are good rates of progress into employment.** In 2003-04, 47 per cent of learners got jobs. In the current year, 43 per cent of starters have already successfully found

employment. The average length of stay in training is 5.3 months.

9. **The achievement of key learning goals is also good.** Half of the learners from 2003-04 improved their literacy and/or numeracy by at least one level and, in some cases, by two or three levels. A highly effective pilot scheme for intensive literacy training was withdrawn due to unforeseen circumstances. It is planned to reintroduce this teaching in the near future. Many learners also achieve at least one additional qualification, such as first aid, lift-truck operation and aviation security. Learners increase their soft skills and gain in confidence and self-esteem.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Foundation programmes	0	0	3	0	3
<b>Total</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>

10. **There is thorough monitoring of learners' development of soft skills.** Tutors record how learners have behaved in sessions and these outcomes are monitored over each 10-week term and used to produce a graph, which indicates peaks and troughs against external influences. Along with confidential notes, these are discussed with learners and personal advisers at the eight-week reviews and used to measure improvements or deteriorations in attitudes and behaviour.

11. **Personal support for learners is good.** Staff have a very good understanding of the external influences that affect their learners' concentration and attitudes to learning. Learners have multiple barriers to education, learning and employment, such as homelessness, leaving care, self-harm, suicide risk, offending background and emotional issues or aggressive behaviour. Many have been excluded from mainstream school or college. Tutors are non-confrontational and allow learners space and time to deal with some very sensitive issues. Support is individualised and carefully considered for each learner. Good examples have been seen of involving outside agencies in helping to solve learners' ongoing problems.

12. Arrangements for initial assessment of learners' literacy and numeracy skills are satisfactory. Learners receive an initial screening of their literacy and numeracy skills and then complete further diagnostic assessments, including indicators for dyslexia. Preferred learning styles and personal and social needs are identified through discussions with learners.

13. Teaching and learning are satisfactory overall. However, there is a narrow range of teaching methods in taught sessions. In observed sessions, only the whiteboard and some visual images were used. There was over-reliance on worksheets and workbooks that are black and white print and small font, with few colours or images. There was little evidence of individualised learning materials.

14. **Accommodation and resources are poor.** Insufficient computers are available for learners to develop skills in information technology (IT) during lessons or for support with literacy, numeracy or production of work. There are three computers between an average of 10 learners in each lesson. The software is out of date and there is no internet access for

research or jobsearch. The accommodation for most sessions is in one open-plan classroom.

**15. There are insufficient work-based or practical activities to prepare learners for the world of work or to broaden their experiences outside the local area.** Although progress into employment is good for half of the learners, for the remainder there are insufficient opportunities for work tasters or work experience. There are too few external activities or visits. There is an emphasis on general national vocational qualification (GNVQ) and other academic adult education courses that do not meet the needs of all learners. Most of these courses run in college term times rather than continuously.

### **Leadership and management**

**16. The college's staff have innovative strategies to engage disadvantaged learners.** Learners are offered a variety of short and long courses to gain additional qualifications. Staff are innovative in closely analysing disruptive and anti-social behaviour and using the principles of anger management to improve the quality of teaching and learning. Other strategies include payment of a bonus for regular attendance in sessions considered a priority. Learners face a penalty of losing a portion of their training allowance if they do not observe their weekly contract for attendance.

**17. Support is responsive, well planned and well managed.** Staff are appropriately qualified and experienced in dealing with learners with complex barriers to learning. Learners gain confidence and self-esteem from their individually devised learning plans. They have demanding targets. Staff are highly knowledgeable about the personal and learning needs of young people. They provide advice and guidance on health, housing, financial and social issues. They provide personal support in the evenings and weekends. Staff continue to support learners when they complete their programmes. Attendance is arranged sensitively and flexibly to enable learners to continue in learning.

**18. Communication is good at the college.** Managers and the course co-ordinator have an open management style and seek constructive criticism and suggestions from staff and learners. Staff have particularly effective and regular contact with many support agencies. These partners are very positive about the progress made by learners and describe how the college's staff are honest and realistic in dealing with the learning and employment barriers of their learners.

**19. Learners and staff treat each other with mutual respect.** Staff display extraordinary patience and high-level listening skills as they allow learners to express their disappointments and aspirations. They encourage them to express their learning in the way they choose.

**20. Staff are highly knowledgeable about individual learners.** They share information about their needs and progress to organise 'wrap around' care. During their course, the college takes extreme care to match learners to an appropriate work placement. Staff keep in touch with learners when they complete their courses and many return to learn at a later date.

**21. The understanding and promotion of equality of opportunity for people with multiple disadvantages is good.** Learners experience no overt discrimination and tutors challenge negative attitudes.

22. The college has focused on the needs of the learners in establishing its quality improvement plans. For example, behaviour management was identified as an area of priority, as lessons were frequently disrupted. A highly successful course of anger management training for staff and learners is established.

23. The college's arrangements for the provision of literacy, numeracy and language support are satisfactory. Assessment and further diagnosis of need is good, with the use of a variety of assessment tools. Learners are clear about their strengths and weaknesses. Target-setting to gain new skills is too broad. A highly successful specialised literacy course has been withdrawn recently.

24. The college's procedures for quality assurance and improvement are satisfactory. Managers give clear direction for improvements and guidelines are clearly stated for tutors and for learners in a handbook. Retention and the achievement of job outcomes are improving. The college has established a satisfactory system of planned lesson observations and provides thorough feedback verbally and in writing. Effective strategies for individualised teaching make the courses accessible and relevant to most of its learners.

25. Quality improvement processes are satisfactory overall. However, the monitoring of key components of the provision is not sufficiently systematic. For example, the induction of learners, which takes place within the teaching room, is not reviewed regularly.

26. Self-assessment arrangements are satisfactory. This is the first report the organisation has produced. All of the college's staff understand the self-assessment process. Course level self-assessment is frequent and effective, and rates of retention and job outcomes are improving.

27. **Progress in carrying out action plans for improving accommodation and facilities is slow.** The main training room where learners spend most their time is shabby and unwelcoming. There is no quiet space for individual interviews. The provision of ICT is inadequate in the main teaching room. The provision of the wider range of activities, such as work sampling, opportunities for outdoor adventure activities, visits and voluntary work is insufficient.

28. **The recording of information is insufficient.** In learners' personal files, initial assessment is well recorded, but follow-up activity is less detailed. Targets are long term and interim activity is not described. Reviews do not always take place and the reasons are not recorded. Some aspects of review documents are not completed. Personal learner data is collected and staff have extensive and useful knowledge of their individual progress in gaining soft skills. However, not enough information is recorded or analysed about learners who leave longer vocational and academic courses.

## Leadership and management

### Strengths

- innovative strategies for engaging disadvantaged learners
- responsive planning and management of learners' support

- good communication

### **Weaknesses**

- slow progress in improving resources and accommodation
- insufficient recording of information

### **Foundation programmes**

#### ***Employability/employment training***

**Grade 3**

#### *Strengths*

- good progress and outcomes for learners with multiple barriers to learning
- thorough monitoring of learners' development of personal and soft skills
- good individualised personal support

#### *Weaknesses*

- narrow range of teaching styles in taught sessions
- some poor accommodation and teaching resources
- insufficient work-based practical activities

## **WHAT LEARNERS LIKE ABOUT FELTHAM COMMUNITY COLLEGE:**

- the learning on the literacy course
- the friendly staff
- being in a group where everyone gets on together
- the tutors being able to work at any level
- being more confident
- being helped with housing and how to cope with life

## **WHAT LEARNERS THINK FELTHAM COMMUNITY COLLEGE COULD IMPROVE:**

- the literacy training - it could be more intensive
- the amount of sport and practical activities
- the amount of time to socialise with other learners
- the number and quality of the computers and access to the internet
- the canteen facilities

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 3

#### Strengths

- innovative strategies for engaging disadvantaged learners
- responsive planning and management of learners' support
- good communication

#### Weaknesses

- slow progress in improving resources and accommodation
- insufficient recording of information

29. The college's staff have innovative strategies to engage disadvantaged learners. The E2E provision (Jumpstart) is based in a community school setting where learners benefit from the facilities of both school and adult education services on site. Governors and school and community education managers work together to engage young people with many barriers to learning. Many are referred from young offenders' institutions and care organisations. Learners are able to attend a variety of short and long courses to gain additional qualifications. Their learning and personal needs are assessed thoroughly, using a range of screening and diagnostic tests and interviews. Staff are innovative in closely analysing disruptive and anti-social behaviour, and using the principles of anger management to improve the quality of teaching and learning. Considerable resources have been allocated to providing intensive literacy support for learners. Other strategies include payment of a bonus for regular attendance in sessions considered a priority, such as the anger management sessions. Learners face a penalty of loss of a portion of their training allowance if they do not observe their weekly contract for attendance. They are rewarded with free life membership of the gym if they complete their courses successfully.

30. Support is responsive, and planned and managed well. Staff are appropriately qualified and experienced in dealing with learners with complex barriers to learning. One young traveller has remained in training because her particular needs have been supported. Initial assessment is thorough and staff work together closely to respond to the learners' core needs. The college encourages each of the learners to reach their potential in three phases of development. Learners gain confidence and self-esteem from their individually devised learning plans. They have demanding targets. Course reviews take place regularly and involve the learners, tutors and their Connexions personal adviser. Staff are highly knowledgeable about young people's personal and learning needs. They provide them with advice and guidance on health, housing, and financial and social issues. They refer learners to specialist agencies if further help is needed. They assist learners in preparing for court appearances and accompany them where necessary. Access funds are well deployed to provide childcare, travel, exam fees and other support expenses to enable young people to remain on their courses. They provide personal support in the evenings and at weekends. The curriculum is designed to allow maximum flexibility for learners to follow individual learning programmes. Lessons are well planned, with all sessions taught by two tutors. Increased monitoring of attendance and punctuality have improved rates of retention and the learners' employability. Staff continue to support learners when they

complete their programmes.

31. Communication is good at the college. Managers and the course co-ordinator have an open management style and seek constructive criticism and suggestions from staff and learners. Frequent informal meetings take place in addition to planned weekly team meetings, where minutes are produced and distributed. Each learner's progress is discussed in detail. Staff are highly knowledgeable about individual learners and share information about their needs and progress. In addition, discussions focus on the barriers faced by learners and how they can help them with health, welfare and other personal matters. They act as advocates for them where appropriate. Senior managers attend team meetings and demonstrate a high level of knowledge and involvement in day-to-day issues. Noticeboards and posters across the site are updated frequently and give information on activities. Staff have particularly effective and regular contact with Connexions personal advisers, the young offender service, referral and other support agencies. These partners are very positive about the learners' progress and describe how the college's staff are honest and realistic in dealing with the learners' barriers to learning and employment.

32. Progress in carrying out action plans for improving accommodation and facilities is slow. Plans to extend available accommodation are dependent on school use. The main training room where learners spend most their time is shabby and unwelcoming. There is no quiet space for individual interviews. The provision of ICT is inadequate in the main teaching room, with no access to printing facilities or the internet within sessions. There are alternative learning centres on site, but learners say they are more comfortable remaining with their tutors and colleagues in the main teaching room. The college recognises that refurbishment of facilities is a priority, but delays have occurred. In response to learners' demand there are well-developed plans to refurbish facilities in the technology department of the school to offer training in construction skills. In partnership with other local providers there are also plans to offer access to wider vocational opportunities, including hairdressing and retailing. There is insufficient provision of the wider range of activities, such as work sampling, outdoor activities opportunities, visits and voluntary work.

33. The recording of information is insufficient and the college recognises this as a weakness. In learners' personal files, initial assessment is well recorded, but follow-up activity is less detailed. Targets are long term and interim activity is not described. Reviews do not always take place and the reasons are not recorded. Some aspects of review documents are not filled in. Learners' personal data is collected and staff have extensive and useful knowledge of their individual progress in gaining soft skills. Not enough information is recorded or analysed about learners who leave longer vocational and academic courses. Data is used insufficiently to strengthen quality improvement through self-assessment and development planning. There is insufficient administrative support to support staff in the completion of records, and information returns to the local LSC are sometimes late.

34. The college's arrangements for the provision of literacy, numeracy and language support are satisfactory. Each of the three full-time members of staff is responsible for one area. Initial assessment and further diagnosis of need is good, with the use of a variety of assessment tools. Learners are clear about their strengths and weaknesses. Target-setting to gain new skills is too broad. The teaching of literacy and numeracy is satisfactory and resources available are satisfactory. The provision of ICT to support learning in class is unsatisfactory. Two learners have been assessed as having language support needs and this

is satisfactorily provided for by two staff, who are adequately qualified and experienced in working with learners who speak English as an additional language.

35. The college's arrangements for the health and safety of E2E staff and learners are satisfactory, with recent risk assessments and audits. An officer for the protection of children and vulnerable adults is based on site.

### **Equality of opportunity**

### **Contributory grade 2**

36. Support for learners is particularly strong and responsive to their individual personal and learning needs. The college's ethos and activities help young people to overcome their significant barriers to participation in learning and gaining employment. A thorough initial and continuous assessment of needs develops the level and type of support needed. These reviews take account of changes in the individual's personal life while maintaining a secure and flexible learning environment. Attendance is arranged sensitively and flexibly to enable learners to continue in learning. They encourage them to practise and record their learning in the way that they choose. One learner creates posters and another uses new writing skills in rap music.

37. Staff are highly knowledgeable about individual learners and share information about their needs and progress to organise 'wrap around' care. During their course, the college takes extreme care to match learners to an appropriate work placement. Work placements are carefully selected for the employers' supportive attitudes to learners with multiple disadvantages. Risk assessments are made before a learner attends and problems are rare because of the level of support. However, insufficient numbers of learners take advantage of a work placement.

38. Learners and staff treat each other with mutual respect. Staff display extraordinary patience and high-level listening skills as learners express their disappointments and aspirations. Staff act as advocates for their learners in dealings with probation, court and social services. They direct them to specialist services where appropriate and frequently for intensive support from Connexions advisers. Resources are well deployed to ensure learners have access to funding for childcare and transport. Personal records are detailed and well organised. Staff keep in touch with learners when they complete their courses and many return to learn at a later date.

39. The college's policy and procedures for equality of opportunity are updated regularly and have been simplified for learners. Staff development in equality of opportunity is available through the adult education service. Equality of opportunity and the wider issues of diversity are covered thoroughly with learners during enrolment and induction, and detailed information is included in a handbook. The college's response to the requirements of the Disability Discrimination Act 1995 is satisfactory and covered by local authority audits. All facilities are accessible for use by people with disabilities and restricted mobility, and there is a centre for the physically disabled on site to provide advice if required.

40. The use of data for equal opportunities monitoring is satisfactory. Seventy-five per cent of learners are men and 23 per cent of learners are from minority ethnic groups, which is representative of young people of the local area. Learners experience no overt discrimination and tutors challenge negative attitudes. The understanding and promotion of equality of opportunity for people with multiple disadvantages is good. Rights and responsibilities are clearly stated and agreed with learners, and tutors challenge them when

these codes are not upheld.

### Quality improvement

### Contributory grade 3

41. The college's procedures for quality assurance and improvement for its E2E courses are satisfactory. Managers give clear direction for improvements and guidelines are clearly stated for tutors and for learners in a handbook. Documents are audited each term. Staff are able to explain the organisation's strategies for improvement. They are highly committed and responsive to the improvements that learners request. Complaints, appeals, grievance, harassment and bullying are covered in induction. Complaints are dealt with promptly, but there is no central record of actions to identify potential improvements.

42. Retention and the achievement of job outcomes are improving, although not to the level of the ambitious targets for growth included in development plans. Strategies such as highly successful intensive literacy programmes held in 2003-04 achieved good results for a small number of learners, but it has not been repeated for the current intake. The college's managers recognise where improvements need to be made and have well-advanced plans to increase staff and accommodation in the future. For example, specialist additional support provided for learners with language needs is insufficient. The programme is to be expanded, but in the short term, the organisation refers learners to other providers.

43. The college has established a satisfactory system of planned lesson observations and thorough feedback is provided orally and in a written report. Lesson observation reports are moderated by the head of community services. However, the profile of grades awarded in internal lesson observations is higher than those awarded in the inspection. These teaching observation reports are referred to in the staff member's annual review and they contribute to their individual development plan. Tutors teach in pairs, and evaluate their performance informally. Issues are explored with the course co-ordinator in weekly meetings. All staff have additional performance monitoring within their teacher training courses. Effective strategies for individualised teaching make the courses accessible and relevant to most E2E learners. However, there is insufficient sharing of good practice with other local providers to help improve the overall quality of teaching.

44. The college has focused on the needs of the learner in establishing its quality improvement plans. For example, behaviour management was identified as a priority, as lessons were frequently disrupted. A highly successful course of anger management training for staff and learners is provided by an external specialist trainer. Staff are now being trained to diploma level to enable them to provide this course for future learners. As many learners have histories of non-attendance and exclusion from the school, plans include the training of school staff to use these principles earlier in managing pupils' behaviour. Other improvement strategies have affected learners' achievement. For example, the weekly negotiation of flexible attendance and a system of reward and penalty for compliance with these contracts have resulted in the average length of course for learners extending to over five months.

45. Quality improvement processes are satisfactory overall. However, the monitoring of key components of the provision is not sufficiently systematic. For example, the learners' induction, which takes place within the teaching room, is not reviewed regularly. Attendance at reviews is erratic and some documents in files are incomplete. Responses to mid- and end-of-course questionnaires are analysed and the views of learners are gained informally, but they do not contribute directly to improvements in development plans.

Complaints are dealt with promptly as they arise, but there is no central record of actions to identify potential improvements. Arrangements for internal verification and moderation for additional courses are satisfactory but not sufficiently clear to all staff.

46. Self-assessment arrangements are satisfactory. This is the first report the organisation has produced. All of the college's staff understand the self-assessment process. Course level self-assessment is frequent and effective, and rates of retention and job outcomes are improving. All staff are aware of improvement objectives and targets to achieve them, and they contribute to the organisation's development plans. Identification of actions, who is to carry them out and in what timescale are insufficiently systematic for improving each aspect of the course. The views of staff and partners are taken into account in self-assessment and development action plans. The report responds to the key questions of the 'Common Inspection Framework' and strengths and weaknesses identified are broadly similar to inspection findings.

## AREAS OF LEARNING

### Foundation programmes

### Grade 3

Contributory areas:	Number of learners	Contributory grade
<b><i>Employability/employment training</i></b>		<b>3</b>
Entry to Employment	29	3

47. The college provides training for 30 learners on E2E programmes, which is designed for learners who are not yet ready to enter mainstream education, training and/or employment. At the time of inspection, 29 learners were enrolled. The programme is run by one full-time co-ordinator, two full-time tutors and one part-time administrator. Learners are referred to the programme by Connexions, other agencies, or are self-referred. Learners follow a range of programme options, including personal and social development, IT, and literacy and numeracy. Attendance on the programme is for a minimum of 16 hours each week. Learners may attend a work experience trial or placement during the E2E programme. There are no learners on placement. Opportunities are available for learners to gain externally accredited certificates in literacy, numeracy, first aid, lift-truck operation and aviation security.

### ***Employability/employment training***

### **Grade 3**

#### *Strengths*

- good progress and outcomes for learners with multiple barriers to learning
- thorough monitoring of learners' development of personal and soft skills
- good individualised personal support

#### *Weaknesses*

- narrow range of teaching styles in taught sessions
- some poor accommodation and teaching resources
- insufficient work-based practical activities

### **Achievement and standards**

48. There are good rates of progress into employment. In 2003-04, 47 per cent of learners got jobs. In the current year, 43 per cent of starters have already successfully found employment. The average length of stay in training is 5.3 months.

49. The achievement of key learning goals is also good, with half of learners from 2003-04 improving their literacy and/or numeracy by at least one level, and in some cases by two or three levels. A highly effective pilot scheme for intensive literacy training was withdrawn due to unforeseen circumstances. It is planned to reintroduce this teaching in the near future. Many learners also achieve at least one additional qualification such as first aid, lift-truck operation and aviation security.

50. Learners increase their soft skills and gain confidence and self-esteem.

## The quality of provision

51. There is thorough monitoring of the learners' development of soft skills, such as attendance, punctuality, focus, attitude and coping with other issues, such as housing and family crisis or emotional trauma. Tutors record how learners have behaved in sessions and these outcomes are monitored over each 10-week term and used to produce a graph to indicate peaks and troughs against external influences. Along with confidential notes, these are discussed with learners and personal advisers at the eight-week reviews and used to measure improvements or deteriorations in attitudes and behaviour.

52. Personal support for learners is good. Staff have a very good understanding of the external influences that affect their learners' concentration and attitudes to learning. Learners have multiple barriers to education, learning and employment, such as homelessness, leaving care, self-harm, suicide risk, offending background and emotional issues or aggressive behaviour. Many have been excluded from mainstream school or college. Tutors are non-confrontational and allow learners space and time to deal with some very sensitive issues. The high ratio of staff to learners in all taught sessions benefits individual learning support. Support is individualised and carefully considered for each learner. Where issues are identified, staff members work effectively with learners and personal advisers to support them, including informal counselling sessions and referral to specialist agencies where appropriate. For example, family crisis, pregnancy, bereavement support, court appearances and sign posting to social services, housing agencies and drug and alcohol support services. Good examples have been seen of involving outside agencies in helping to solve ongoing learner problems. These include help with supporting learners to live independently and keep to a budget, help with dealing with violence and supporting young parents. Staff maintain contact with learners who are serving custodial sentences, many of whom return to learning on release.

53. Arrangements for the initial assessment of learners' literacy and numeracy skills are satisfactory. Learners receive an initial screening of their literacy and numeracy skills and then complete further diagnostic assessments, including learning styles and indicators for dyslexia. Personal and social needs are identified through discussions with learners and ongoing observation of their behaviour.

54. The learners' understanding of key induction topics is satisfactory, including equality of opportunity, and health and safety. The assessment and planning of individual learning programmes is satisfactory for social skills and literacy and numeracy. Reviews of progress and development are satisfactory and involve the Connexions personal adviser and E2E staff. However, targets are often too broad and, in many cases, records are incomplete.

55. There is a narrow range of teaching methods in taught sessions. In observed sessions, only the whiteboard and some visual images were used. There was over-reliance on worksheets and workbooks that are black and white print and small font, with few colours or images. There was little evidence of differentiated learning materials. Planning and classroom management are satisfactory overall, but some disruption of other learners occurs when a learner is late or has issues that result in the need for one member of staff to take a learner out of the training room. However, teaching and learning are satisfactory overall, with no weak classes observed.

56. Accommodation and teaching resources are poor. Insufficient computers are available

for learners to develop skills in IT during lessons, or to support their literacy, numeracy or production of work. There are three computers between an average of 10 learners in each lesson. One machine is not operational. The software is out of date and there is no internet access for research or jobsearch. There is no printer available and no easy access to TV, video or DVD equipment. The accommodation for most sessions is in one open-plan classroom. There is no private space for individual discussions or quiet study. There is obsolete kitchen equipment in the room and bits of broken or unwanted furniture. It is difficult for tutors to manage the space or the learning.

57. There are insufficient work-based or practical activities to prepare learners for the world of work, or to broaden their experiences outside the local area. Although progress into employment is good for half of the learners, for the remainder there are insufficient opportunities for work tasters or work experience. There are too few external activities or visits. These are limited to football and the gym. Female learners report that they do not have enough options to interest them. There is an emphasis on GNVQ and other academic adult education courses that do not meet the needs of all learners. Most of these courses run in college term times rather than continuously. Many learners drop out of sessions. The co-ordinator recognises this and has recruited a sessional tutor to put on specific classes for E2E learners. These also only run in term time.

### **Leadership and management**

58. Communication is good. Staff regularly discuss individual learners' problems and learning barriers in a daily de-brief. Meetings take place each week and minutes are circulated. Arrangements for staff development are good and all staff are working towards teaching qualifications. There are regular training updates, including sessions on anger management, and literacy and numeracy awareness. Staff and learners have a good understanding of equality and diversity issues. There is a strong ethos of inclusiveness and a mutual respect displayed between learners and staff.

59. The self-assessment report was informative in setting E2E in context. It contained too few judgements but recognised many of the strengths and weaknesses found at inspection.