

# INSPECTION REPORT

## **St George's College of Technology**

**24 November 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 aged 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.
- adult information, advice and guidance services (**nextstep**)

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.

Where a provider has received 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 in 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*

# INSPECTION REPORT

## St George's College of Technology

### Contents

#### Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for St George's College of Technology	1
Grades	2
About the inspection	2
Key Findings	2
What learners like about St George's College of Technology	5
What learners think St George's College of Technology could improve	5

#### Detailed inspection findings

Leadership and management	9
Equality of opportunity	10
Quality improvement	10
Preparation for life and work	12

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. St George's College of Technology (the college) contracts with Lincolnshire and Rutland Learning and Skills Council as an external institution providing accredited adult and community learning programmes for Lincolnshire County Council. The college's main site and administrative centre is at a secondary school in Sleaford. It delivers programmes directly, offering 70 community development courses for 495 learners in 2004-05.

2. In 2005-06, the college is providing 27 courses at 10 venues within a 20 mile radius of Sleaford, including Lincolnshire County Council and privately owned premises and a military base. Community learning programmes are offered in accountancy, information and communications technology (ICT), archaeology, psychology, horticulture, law, literacy and numeracy and English for speakers of other languages (ESOL).

3. Until very recently, the college's adult and community learning provision was managed by a full-time community education development officer who was responsible for all aspects of curriculum management. At the time of the inspection, Lincolnshire County Council had just completed a restructuring programme and the provision is now managed by a curriculum officer employed by the council's adult learning service. There are 21 part-time tutors and three part-time administrative staff.

### OVERALL EFFECTIVENESS

**Grade 3**

4. **The overall effectiveness of the provision is satisfactory.** The provider's leadership and management and its arrangements for quality improvement and equality of opportunity are satisfactory, as is community learning provision.

5. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process is generally inclusive. The curriculum officer was responsible for producing the most recent self-assessment report. Most tutors contributed to the process. Satisfactory use was made of learners' evaluations and of data to make judgements. The provider identified many strengths and weaknesses found by inspectors. Inspectors gave the same grades as those in the self-assessment report.

6. **The provider has demonstrated that it has sufficient capacity to make improvements.** Retention and achievement rates for most courses are satisfactory or better. They are consistently high and improving in many general certificate of secondary education (GCSE) and AS level courses. The provider has recently been restructured. It is too early to judge the effect of this exercise on the quality of provision.

### KEY CHALLENGES FOR ST GEORGE'S COLLEGE OF TECHNOLOGY:

- develop a strategy to identify and meet learners' literacy and numeracy skills support needs

- implement an effective procedure for improving the quality of the provision
- improve retention and achievement rates on ESOL courses

## GRADES

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

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

Preparation for life and work			3
Contributory areas:	Number of learners	Contributory grade	
<i>Community learning</i>		3	
Adult and community learning	210	3	

## ABOUT THE INSPECTION

7. One area of learning was reported on and graded. There were too few learners in mathematics, teacher training, childcare and British Sign Language for these areas to be separately graded.

Number of inspectors	3
Number of inspection days	9
Number of learners interviewed	27
Number of staff interviewed	9
Number of locations/sites/learning centres visited	7
Number of partners/external agencies interviewed	2

## KEY FINDINGS

### Achievements and standards

8. **Retention and achievement rates are good for GCSE psychology, English, AS level law and computerised accounts courses.** Retention rates for GCSE courses are good and generally range from 90 to 100 per cent. GCSE achievement rates are consistently high. Achievement in AS level law is good and improving.

9. **Learners' achievement of skills and confidence is good.** Learners with learning disabilities and difficulties have an opportunity to interact socially and to maintain and

develop skills in working co-operatively. They take pride in their high level of skills. Learners also develop good social and behavioural skills which improve their attitude to learning. Tutors help to develop learners' confidence by encouraging and supporting them in the classroom. Retention and achievement rates for literacy, numeracy and ICT courses are satisfactory.

**10. Retention and achievement rates for ESOL learners are unsatisfactory.** In 2004-05, just over half the learners who enrolled on the one-year course were retained and achieved their qualification. In the same year, only half the learners on the ESOL short course were retained and 42 per cent achieved the qualification.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Preparation for life and work	1	5	4	1	11
<b>Total</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>11</b>

**11. Teaching is good on GCSE and AS level courses.** Schemes of work and lesson plans are thorough and tutors plan carefully to meet each learner's individual needs. Tutors make good use of question and answer techniques to elicit responses and to check and reinforce learners' knowledge and understanding. Lessons move at a swift pace and learners participate enthusiastically. Tutors make good use of a wide variety of teaching and learning methods.

12. In the less effective lessons, learners are not sufficiently involved in the learning activities. The pace is slow and the lessons are too tutor-centred. Tutors do not sufficiently check or reinforce learners' knowledge and understanding.

13. Courses are planned effectively to meet learners' needs. Many classes take place in accessible community venues which learners value. The provider uses a 'mobile learning unit' to deliver learning programmes in rural parts of the county. Progression opportunities for most learners are satisfactory.

14. Tutors make satisfactory use of individual learning plans to set appropriate targets and to monitor and record learners' progress. However, some individual learning plans are not sufficiently thorough and contain vague targets.

**15. Accommodation is inadequate at Carre's Grammar School,** which is one of the venues used by the provider. There are no toilets for women, and no refreshment facilities. Inspectors observed one class in which the tutor and learners were making hot drinks in the classroom at some risk to themselves. The chairs are small and uncomfortable.

### Leadership and management

**16. Provision is planned well locally to meet community needs.** The provider works effectively with schools, voluntary organisations, employers and healthcare providers to identify provision to meet local priorities. The funding body supports the provider in this work and contributes to identifying target groups.

17. **A good range of venues is used to promote learning.** Courses are provided in schools, community centres and libraries across Sleaford and in rural communities in Lincolnshire. One literacy class takes place in the lounge of a public house on a deprived estate in Grantham. ICT classes are delivered in community venues using the provider's laptop computers. A horticulture course for adults with learning difficulties and disabilities takes place at a well-resourced social services skills unit in Sleaford.

18. Arrangements for managing literacy and numeracy skills support are weak. Apart from ESOL learners, adults with learning difficulties and disabilities, and those following programmes in literacy and numeracy, learners do not receive a formal initial assessment before they start a course. A few learners do receive extra help, but this is not recorded or formally evaluated.

19. Arrangements for quality improvement are incomplete. Learners' feedback is collected by means of a mid-term survey and an end-of-course survey. Actions arising from feedback are implemented but these action points are not formally recorded. The results of learners' feedback are not used to monitor the quality of provision over time. Key stakeholders don't have enough involvement in the self-assessment process.

## **Leadership and management**

### **Strengths**

- good local planning of provision to meet community needs
- good range of venues

### **Weaknesses**

- weak arrangements for managing literacy and numeracy skills support
- incomplete quality improvement arrangements

## **Preparation for life and work**

### ***Community learning***

***Grade 3***

#### *Strengths*

- good retention and achievement rates on GCSE, AS level and computerised accounts courses
- good achievement of skills and confidence
- good teaching on GCSE and AS level courses

#### *Weaknesses*

- poor retention and achievement rates in ESOL
- inadequate accommodation at Carre's Grammar School

## **WHAT LEARNERS LIKE ABOUT ST GEORGE'S COLLEGE OF TECHNOLOGY:**

- meeting people
- learning about other cultures
- the friendly and accessible tutors
- the local and convenient venues

## **WHAT LEARNERS THINK ST GEORGE'S COLLEGE OF TECHNOLOGY COULD IMPROVE:**

- the heating in the classroom
- the speed with which certificates are awarded
- the facilities at Carre's Grammar School

## Language of the Adult and Community Learning Sector

Terminology varies across the range of education and training settings covered by the *Common Inspection Framework*. The table below indicates the terms appropriate to Adult and Community Learning.

Single term used in the framework		Relating the term to Adult and Community Learning
<b>Provider</b>	<b>Provider</b>	Any organisation providing opportunities for adults to meet personal or collective goals through the experience of learning. Providers include local authorities, specialist designated institutions, voluntary and community sector organisations, regeneration partnerships and further education colleges.
<b>Learner</b>	<b>Learner</b>	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
<b>Teacher/ Trainer</b>	<b>Tutor</b> <b>Mentor</b>	Person teaching adult learners or guiding or facilitating their learning Person providing individual, additional support, guidance and advice to learners to help them
<b>Learning goals</b>	<b>Main learning goals</b>  <b>Secondary</b>	Intended gains in skills, knowledge or understanding. Gains may be reflected in the achievement of nationally recognised qualifications. Or they may be reflected in the ability of learners to apply learning in contexts outside the learning situation, e.g. in the family, community, or workplace. Learners' main goal/s should be recorded on an individual or, in some cases, group learning plan. Plans should be revised as progress is made and new goals emerge. These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
<b>Personal and learning skills</b>	<b>Personal and learning skills</b>	These include being able to study independently, willingness to collaborate with others, and readiness to take up another opportunity for education or training.

## Other terms used in Adult and Community Learning

Relating the term to Adult Community Learning	
<b>Unanticipated or unintended learning outcome</b>	Adults often experience unanticipated gains as a result of being involved in learning. These include improved self-esteem, greater self-confidence and a growing sense of belonging to a community. Gains of this kind should be acknowledged and recorded in any record of achievement.
<b>Subject-based programme</b>	A programme organised around body of knowledge, e.g. the structure and usage of the French language or ceramic glazing techniques. Students could be expected to progress from one aspect of the subject to another, to grasp increasingly complex concepts or analyses or to develop greater levels of skill or to apply skills to a new area of work.
<b>Issue-based programme</b>	A programme that is based on the concerns, interests and aspirations of particular groups, for example members of a Sikh Gurdwara wanting to address inter-faith relations in their town, or parents worried about the incidence of drug abuse in their locality. Issue-based learning tends to be associated with geographically defined communities, but the increasing use of electronic means of communication means that this need no longer be the case. Progress is defined in terms of the group's increasing ability to analyse its situation, to access new information and skills which will help it resolve its difficulties and generate solutions and its growing confidence in dealing with others to implement those solutions.
<b>Outreach provision</b>	Provision established in a community setting in addition to provision made at an organisation's main site(s). Outreach programmes may be similar to courses at the main site(s) or be designed to meet the specific requirements of that community.
<b>Neighbourhood-based work</b>	The provider's staff have a long-term presence in a local community with a specific remit to understand the concerns of the local residents and develop learning activities to meet local needs and interests.
<b>Community regeneration</b>	The process of improving the quality of life in communities by investing in their infrastructure and facilities, creating opportunities for training and employment and tackling poor health and educational under-achievement. Community regeneration requires the active participation of local residents in decision-making. Changes and improvements are often achieved either directly or indirectly as a result of the adult learning activities which arise from this.
<b>Community capacity building</b>	The process of enabling local people to develop the knowledge, skills and confidence to take advantage of opportunities for employment, training and further education and to become self managing, sustainable communities.

<b>Active citizenship</b>	The process whereby people recognise the power they have to improve the quality of life for others and make conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.
---------------------------	--

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- good local planning of provision to meet community needs
- good range of venues

#### Weaknesses

- weak arrangements for managing literacy and numeracy skills support
- incomplete quality improvement arrangements

20. Provision is planned well locally to meet community needs. The provider works effectively with schools, voluntary organisations, employers and healthcare providers to identify provision to meet local priorities. The funding body supports the provider in this work and contributes to identifying target groups. A course in ICT for learners with mental health difficulties was set up at an NHS day centre. The initiative helped learners to gain confidence and skills to support them in future employment. In another successful initiative, the provider's ICT co-ordinator worked with an NHS trust to establish ICT courses at accessible community venues for health service workers in dental practices. The provider has recently begun to develop provision to meet the skills for life agenda, the government's strategy on training in literacy, numeracy and the use of language.

21. A good range of venues is used to promote learning. Courses are provided in schools, community centres and libraries across Sleaford and in rural communities in Lincolnshire. One literacy class takes place in the lounge of a public house on a deprived estate in Grantham. ICT classes are delivered in community venues using the provider's laptop computers. A horticulture course for adults with learning difficulties and disabilities takes place at a well-resourced social services skills unit in Sleaford. Learners are able to do further learning and work in the market garden in their own time. An ICT class is taught at the library in the small village of Ruskington. The library has its own bank of computers for community use and learners are able to use these during class time, as well as the provider's laptop computers. They can also use the library's computer during normal opening times.

22. The provider's collection and analysis of data is satisfactory. Managers use information about learners' recruitment, retention and achievement rates to help plan the provision. Data is not effectively used to understand trends over time, however.

23. Staff are appropriately qualified and experienced. Most tutors have a teaching qualification and the remainder are working towards one. The provider supports new and existing tutors to gain a teaching qualification. Arrangements for staff training and development are satisfactory. Tutors have attended recent training on lesson planning, diversity and teaching literacy and numeracy skills. Most training is delivered in-house by Lincolnshire County Council. The community education and development officer is appraised every year by a senior officer of Lincolnshire County Council's adult learning service. Administrative staff and tutors do not receive an appraisal.

24. There are weak arrangements for managing literacy and numeracy skills support. Apart from ESOL learners, adults with learning difficulties and disabilities, and those following programmes in literacy and numeracy, learners do not receive a formal initial assessment before they start a course. A few learners do receive extra help, but this is not recorded or formally evaluated. Course brochures and the tutors' handbook clearly direct learners and tutors to sources of appropriate support. Some tutors have devised their own strategy for identifying learners who may need extra help with literacy or numeracy.

### **Equality of opportunity**

### **Contributory grade 3**

25. The provider uses the equal opportunities policies and procedures of Lincolnshire County Council. These are clearly written and define well what equality of opportunity means in the lifelong learning service as a whole. The policies are up to date and cover racial and sexual harassment and bullying. A race equality scheme has been produced, as required under the Race Relations (Amendment) Act 2000. The tutors' handbook carefully outlines staff responsibilities relating to equality of opportunity. Learners receive information about their rights and responsibilities during induction. Tutors and learners have a satisfactory understanding of equality of opportunity. Staff are committed to treating learners fairly and to widening participation. Most venues are accessible to people with restricted mobility.

26. The college has a range of well-produced materials for promoting equality of opportunity, including course brochures and posters for staff and candidates. The marketing materials demonstrate the provider's commitment to equality of opportunity as an employer and as a learning provider.

27. Lincolnshire County Council runs regular training programmes in equality and diversity, which most tutors have attended. The most recent training covered strategies for inclusive learning, meeting learners' skills support needs and differentiation strategies. However, attendance at these training events is not compulsory for part-time tutors.

28. The provider collects data on learners' gender, ethnicity and disability. It has appropriate recruitment targets for different social groups, which it regularly discusses with the funding body. However, the provider carries out insufficient analysis and monitoring of trends in recruitment over time.

### **Quality improvement**

### **Contributory grade 3**

29. The provider has satisfactory policies and procedures for quality improvement, which cover most aspects of the learners' experience. There is an appropriate scheme for the observation of teaching and learning. Observers have received appropriate training. They give helpful and constructive comments and advice to tutors. Training and development needs are identified and met. A satisfactory process exists for moderating observation grades. In 2004-05, 90 per cent of tutors were observed. The provider has firm plans to observe all tutors in 2005-06.

30. There is standardised paperwork for lesson plans and schemes of work, which tutors follow. Regular audits monitor tutors' compliance with quality procedures for completing individual learning plans, assessment records and learners' evaluations. All tutors receive a tutors' handbook, which covers their responsibilities in relation to quality improvement.

31. The policy and procedure for dealing with complaints is satisfactory. The provider uses

Lincolnshire County Council's complaints procedure. Complaints from learners are logged and dealt with in a timely way. Very few complaints have been received.

32. The provider's arrangements for quality improvement are incomplete. Learners' feedback is collected by means of a mid-term survey and an end-of-course survey. The results of learners' feedback are collated and summarised by the community education development officer and shared with tutors. Actions arising from feedback are implemented but these action points are not formally recorded. The results of learners' feedback are not used to monitor the quality of provision over time. Key stakeholders have insufficient involvement in the self-assessment process.

33. The self-assessment process is generally inclusive. The curriculum officer was responsible for producing the most recent self-assessment report. Most tutors contributed to the process. Satisfactory use was made of learners' evaluations and of data to make judgements.

## AREAS OF LEARNING

### Preparation for life and work

**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<b>Community learning</b> Adult and community learning	210	<b>3</b> 3

34. At the time of the inspection, 210 learners were following 25 community learning programmes in horticulture, law, archaeology, ESOL, literacy and numeracy, psychology, accountancy and ICT. There are 62 learners on 12 ICT courses, 39 on three accountancy courses, 28 on two psychology courses and 20 on three literacy and numeracy courses. There are 61 learners on five courses in archaeology, law and horticulture. About 80 per cent of the learners are women and 7 per cent are from minority ethnic groups. Classes in law and psychology are available up to advanced level. Learners can join literacy, numeracy and ESOL courses at any time during the year. Courses take place at a variety of Lincolnshire County Council venues, as well as a military base and a public house. Courses last from six to 30 weeks and take place during the day and evening. Some of the 18 part-time tutors work at more than one venue and are assisted by support workers or volunteer helpers.

### **Community learning**

**Grade 3**

#### *Strengths*

- good retention and achievement rates on GCSE, AS level and computerised accounts courses
- good achievement of skills and confidence
- good teaching on GCSE and AS level courses

#### *Weaknesses*

- poor retention and achievement rates in ESOL
- inadequate accommodation at Carre's Grammar School

### **Achievement and standards**

35. Retention and achievement rates are good for GCSE psychology, English, AS level law and computerised accounts courses. Retention rates for GCSE courses are good and generally range from 90 per cent to 100 per cent. GCSE achievement rates are consistently high. Achievement in AS level law is good and improving. Retention rates for computerised accounts at level 1 and 2 for 2003-04 and 2004-05 were 100 per cent. Achievement rates in computerised accounts are good. The pass rate on the book-keeping module was particularly good in 2004-05 at 100 per cent.

36. There is good achievement of skills and confidence. Learners with learning disabilities and difficulties have an opportunity to interact socially and to maintain and develop skills in working co-operatively. They take pride in their high level of skills. Learners also develop

good social and behavioural skills which improve their attitude to learning. Tutors help to develop learners' confidence by encouraging and supporting them in the classroom. Learners on literacy, numeracy and ESOL courses gain valuable skills which help them to fill in job application forms as well as developing speaking and listening skills.

37. Retention and achievement rates for literacy, numeracy and ICT courses are satisfactory. The provider has ensured that ICT learners are able to claim accreditation for unit achievement. This has been particularly useful for some ICT learners whose employers have withdrawn financial sponsorship or time to attend classes. Attendance and punctuality rates are satisfactory.

38. Retention and achievement rates for ESOL learners are unsatisfactory. In 2004-05, just over half the learners who enrolled on the one-year course were retained and achieved their qualification. In the same year, only half the learners on the ESOL short course were retained and 42 per cent achieved their qualification. However, most learners who left the programme early did so to take up employment or return to their home country.

### **The quality of provision**

39. Teaching on GCSE and AS level courses is good. Schemes of work and lesson plans are thorough and tutors plan carefully to meet each learner's needs. Good use is made of question and answer techniques to elicit responses and to check and reinforce learners' knowledge and understanding. Lessons move at a swift pace and learners participate enthusiastically. Tutors make good use of a wide variety of teaching and learning methods. In an AS level psychology class about the social constructionist view of mental abnormality, the tutor introduced a short video clip about the problems encountered in defining mental illness. Learners were asked to respond to questions as the video was playing. The activity was followed by a lively debate about the extent to which mental illnesses are socially constructed. In an archaeology class about the nature and purpose of henges, learners used plasticine to construct a model henge to help them visualise the object.

40. In the less effective lessons, learners have insufficient involvement in learning activities. The pace is slow and the lesson too tutor-centred. Tutors do not sufficiently check or reinforce learners' knowledge and understanding.

41. Tutors make satisfactory use of individual learning plans to set appropriate targets and to monitor and record learners' progress. However, some individual learning plans are not sufficiently thorough and contain vague targets.

42. Courses are planned effectively to meet learners' needs. Many classes take place in accessible community venues, which learners value. The provider uses a 'mobile learning unit' to deliver learning programmes in rural parts of the county. Progression opportunities for most learners are satisfactory.

43. ESOL learners and those on courses for adults with learning difficulties and disabilities receive an initial assessment and appropriate support during their courses to help them succeed. However, learners following GCSE, AS level and computerised accounts courses do not receive an initial assessment, although many tutors have devised their own strategy for identifying and meeting learners' additional needs. Learners received satisfactory guidance and support. Tutors are accessible and take a personal interest in their learners. In surveys, learners report very high levels of satisfaction with their tutors.

44. Accommodation is inadequate at Carre's Grammar School. There are no toilets for women. Women learners have to use the men's toilets, which they find embarrassing. There are no refreshment facilities. Inspectors observed one class in which the tutor and learners were making hot drinks in the classroom at some risk to themselves. The chairs are small and uncomfortable. The provider has firm plans to move these classes to its main centre in Sleaford.

### **Leadership and management**

45. The community education development officer and tutors understand their role well and are committed to Lincolnshire County Council lifelong learning service's overall aim to widen participation and promote learning. The recent restructuring has not disrupted learning and the role of the recently appointed curriculum officer is clear.

46. Equality of opportunity is covered during learners' and staff members' induction. Most staff have attended appropriate training in equality and diversity. Learners are aware of how to make a complaint. The provider collects data on learners' recruitment but does not sufficiently analyse how well different groups perform.

47. Quality improvement arrangements are generally satisfactory. Tutors are familiar with quality assurance arrangements and use standardised paperwork for lesson planning, schemes of work and individual learning plans. Most tutors are observed once every year and receive constructive and helpful advice about how to improve. Learners' views are collected and analysed and appropriate actions taken to resolve any problems. However, this process is not well recorded.

48. The self-assessment was an inclusive process and generally accurate in identifying strengths and weaknesses. A few strengths were overstated. Inspectors gave the same grade as that given in the self-assessment report.

