

REINSPECTION REPORT

Salford City Council Reinspection

30 November 2006



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
- **learndirect** 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.

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*

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DESCRIPTION OF THE PROVIDER

1. Since 2003-04, Salford City Council (SCC) has been a direct provider of adult learning through the family, adult and community learning (FACL) service. The organisation holds a direct contract with Greater Manchester Learning and Skills Council to provide city-wide community accredited and non-accredited programmes. The main areas of learning are preparation for life and work, including literacy, numeracy and English for speakers of other languages (ESOL), family learning, information and communications technology (ICT) and vocational learning in health, public services and care. It also provides personal and community development learning (PCDL) programmes in arts, media and publishing. The majority of these courses are subcontracted to Salford College.

2. FACL sits within lifelong learning, a service within the children's services directorate of the city council. Restructuring of the FACL service took place in November 2005, with the creation of three new key posts, comprising two team leaders and a quality assurance manager. The new team was formed in April 2006 and is led by the FACL manager. The FACL manager is line managed by the head of lifelong learning. Two team leader posts in skills for life and family learning provide co-ordination for tutors. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. The team is supported by a quality and contracts manager, a management information systems officer and an administrative assistant. All tutors and team leaders are employed on a term-time only basis and the rest of staff are full time. The provider has no commercial work.

3. Salford is part of the Greater Manchester conurbation. The city ranks as the 12th most deprived authority in the UK, with 40 per cent of the population living in the 10 most deprived wards in the country. Eight of its wards are within the top 1 per cent of the most deprived in Britain, with low income and employment, poor health and a high crime rate. The unemployment rate is 3.1 per cent, compared with a national average of 2.6 per cent. The proportion of the city from minority ethnic groups is 3.9 per cent, compared with a national average of 9.1 per cent. Central Salford has the largest Orthodox Jewish population outside of London.

OVERALL EFFECTIVENESS

Reinspection Grade 3

4. **The overall effectiveness of the provision is satisfactory.** Leadership and management, and the contributory areas of equality of opportunity and quality improvement, are satisfactory. Family learning is good and preparation for life and work is satisfactory.

5. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process is for the most part inclusive. It is an honest and self-critical appraisal of the provision. Many of the strengths and weaknesses reflected the inspection findings and all of the grades awarded matched them.

6. **The provider has demonstrated that it is in a good position to make improvements.**

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SCC has successfully managed the restructuring of the new service. Management of the post-inspection action plan has been systematic with thorough monitoring. Weaknesses in leadership and management and the areas of learning have improved to satisfactory, and the organisation has maintained the strengths identified at the previous inspection.

GRADES

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

Grades awarded at previous inspection

Leadership and management		4
Contributory grades:		
Equality of opportunity		4
Quality improvement		4

Preparation for life and work			3
Contributory areas:	Number of learners	Contributory grade	
ESOL			
Adult and community learning	43	3	
Literacy and numeracy			
Adult and community learning	33	3	

Family learning			3
Contributory areas:	Number of learners	Contributory grade	
Adult and community learning			
Adult and community learning	50	3	

Grades awarded at reinspection

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	
ESOL			
Adult and community learning	63	3	
Literacy and numeracy			
Adult and community learning	77	3	

Family learning		2
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i> Adult and community learning	434	2 2

ABOUT THE REINSPECTION

7. The reinspection took place over 20 days and included three separate pre-inspection visits, one with the assisting lead inspector, and four days' continuous inspection activity with four inspectors. The areas of learning covered by this inspection are preparation for life and work programmes, including literacy, numeracy and ESOL, and family learning.

8. Areas not covered by the reinspection are ICT community programmes that provide accredited and non-accredited outcomes, vocational learning accredited courses in health, public services and care, and arts, media and publishing PCDL programmes, which are mostly subcontracted to Salford College.

Number of inspectors	4
Number of inspection days	19
Number of learners interviewed	29
Number of staff interviewed	37
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	14
Number of partners/external agencies interviewed	19
Number of visits	4

Leadership and management

Strengths

- good management of change
- particularly effective strategic partnerships
- good awareness raising of equality
- good use of accessible venues
- good use of feedback to improve provision

Weaknesses

- insufficient use of data to help develop planning and decision-making
- insufficient application of diversity practice
- insufficient target-setting for improvement

Preparation for life and work

Strengths

- good progress for learners
- good teaching and learning
- well-matched courses to learners' needs and interests

Weaknesses

- low attendance in literacy and numeracy sessions
- poor access to information and learning technology (ILT)

Family learning

Adult and community learning

Strengths

- very good achievement
- well-structured learning activities
- well-planned programmes to meet learners' needs
- very good support to help learners' progress

Weaknesses

- insufficient use of individual target-setting
- insufficient promotion of diversity through the curriculum