

Leicester City Council

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In arriving at their judgements, inspectors sampled and graded provision that is funded through various strands of publicly funded provision. Inspectors took account of the previous inspection reports, monitoring visit reports, position statements and had interviews with providers of provision to help them arrive at judgements on the provision as a whole. Inspectors also used evidence from other subject sector areas not inspected and reported upon to inform the inspection findings.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Information and communication technology
- Arts, media and publishing
- Literacy, numeracy and ESOL
- Community development

Description of the provider

1. Leicester City Council (LCC) holds contracts with Leicestershire LSC to provide a range of Further Education (FE) and adult safeguarded learning for approximately 6,500 learners. Contracts include: wider family learning; family literacy, language and numeracy; personal and community development learning; neighbourhood learning in deprived communities (NLDC); Train to Gain, and modern apprenticeships.
2. Since April 2007, LCC has established Leicester Adult Skills and Learning Service, (the service) by merging Leicester Adult Education College and Leicester Adult Learning Service. The service is located within the safer and stronger communities division of the Adults and Housing Department.
3. The population of Leicester is approximately 290,000. Some 40% of its population are from minority ethnic groups. Leicester is ranked 20 as the most deprived local authority in the country out of 354. The unemployment rate in Leicester is 11.4%, compared with the national average of 5.4%. Nearly 25% of the local working population do not have any qualifications, compared with the national average of 14.8%.
4. The proportion of learners achieving five or more GCSEs at grade A*-C, including English and mathematics, in Leicester is 36.4%, compared with the national average of 46%.
5. The provision as it now stands has not been previously inspected. LCC was inspected in June 2004 when most aspects were judged to be satisfactory. Its unsatisfactory provision was reinspected in May 2005 when the provision in hospitality, sport, leisure and travel was judged to be satisfactory, and English for speakers of other languages (ESOL) and literacy were judged to be good.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Outstanding: Grade 1

Sector subject areas

Information and communication technology	Good: Grade 2
Arts, media and publishing	Good: Grade 2
Literacy, numeracy and ESOL	Good: Grade 2
Community development	Outstanding: Grade 1

Overall judgement

Effectiveness of provision

Good: Grade 2

6. Overall effectiveness of the provision is good. More specifically, provision is outstanding in community development and good in: information and communication technology (ICT); arts, media and publishing, and literacy, numeracy and ESOL. Leadership and management are also good.
7. Achievement and standards are good. Learners develop good personal, social, vocational and employability skills and retention rates on most accredited and non-accredited programmes are high. Most learners achieve their personal objectives and an increasing number achieve a satisfactory range of qualifications.
8. The quality of provision is good. Teaching and learning are satisfactory overall, and good in ESOL and community development programmes. Initial assessments and progress reviews are thorough. The range of programmes is extensive and meets the needs of learners, communities and employers. LCC provides programmes at a number of easily accessible venues in partnership with many local groups and organisations. Pastoral and learning support including information, advice and guidance are good. Support for learners on community development programmes is outstanding.
9. Curriculum management is good overall. Staff development, support and communications are good. Most quality improvement processes are effective. Promotion of equality of opportunity is outstanding. LCC makes good use of partnerships to widen participation.
10. LCC has a clear strategic vision. Its management structure focuses on new measures of quality and performance. The provision has been rationalised to meet the local and national priorities. LCC's community development strategy is outstanding. The merger of two providers to create the Leicester Adult Skills and Learning Service was effective. Some of the leisure classes have given additional support to ensure sufficient learners are enrolled. The service is fully integrated within the structure of the council and is working to develop and improve education and training in Leicester.

Capacity to improve

Good: Grade 2

11. Capacity to improve is good. LCC has dealt with most of the areas for improvement identified at the previous inspection. Curriculum coordination, and the use of management information, both identified as weaknesses at the previous inspection, are now strengths. In 2007/08, LCC successfully removed a notice-to-improve, issued by the LSC in 2005/06 following identification of poor success rates on long programmes. Current success rates are near national

averages and are being maintained. Staff are highly skilled and are fully committed to providing an excellent service.

12. Quality improvement is effective. Learner feedback is used very well to make improvements. The self-assessment process is well established and good use is made of the views of most stakeholders. The self-assessment report is accurate and identified all the strengths and most areas for improvement. However, inspectors disagreed with some of the strengths in teaching and learning.

Key strengths

- Good development of self-confidence and social, technical and employability skills
- High retention rates on most programmes
- Extensive range of programmes to meet the needs of the learners, communities and employers
- Good support including information, advice and guidance
- Good management of change
- Good staff development
- Good use of data
- Highly effective use of learner feedback to improve the provision
- Good arrangements to recognise and record progress and achievement
- Outstanding promotion of equality of opportunities

Key areas for improvement

- Insufficiently thorough observations of teaching and learning

Main findings

Achievement and standards

Good: Grade 2

13. Achievement and standards are good, a strength identified in the self-assessment report. Success rates for all long and short courses are now satisfactory having improved significantly from 33% and 43% respectively in 2005/06 to 68% and 88% in 2007/08. Learners on the recently established Train to Gain provision are also making good progress. Retention rates are high on all programmes and excellent on community development and adult safeguarded learning programmes. Learners develop good personal, social, employment and technical skills. They improve their self-confidence and self-esteem and apply their skills well to improve their quality of life and job prospects. Most learners achieve their qualifications regardless of their gender, age and disability. However, Bangladeshi and Pakistani learners on FE courses achieve at a lower rate than other learners.
14. The standard of learners' work is good. Progression in to employment and further training is good. Attendance is satisfactory but punctuality for some courses is poor.

Quality of provision

Good: Grade 2

15. The quality of provision is good. Teaching and learning are satisfactory overall and good in ESOL and community development. Individual coaching in ICT is good, but tutors do not always use an adequate range of teaching methods. The identification of learners' literacy, numeracy and language needs is satisfactory. However, these needs are not sufficiently met in ICT classes.
16. The range of programmes is good and includes provision at entry to level 3. Taster sessions are provided in local venues to promote the provision and enrol new learners. Courses are run at local schools, community centres and community colleges throughout the day and evening. Subjects available for study are based well on the needs and interests of the local community. The range of community development programmes is outstanding. They focus on work-placements, job interviews and work trials.
17. Staff provide good personal and learning support. Employers support learners well and provide sufficient time during work to attend their programmes. Provision of information, advice and guidance is very effective. The LCC website is clear and easy to understand and provides a good range of relevant information.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Outstanding: Grade 1

18. Leadership and management are good overall and inspectors agreed with the judgements in the self-assessment report. LCC has managed a key merger and other changes very well. It has a clear vision and direction for the service which is understood well by all staff. The service is working well to fulfil Leicester's corporate strategic ambitions to develop the capacity of disadvantaged communities in partnership with voluntary and community groups.
19. LCC has invested well in staff development. Staff are highly knowledgeable and skilled. They are encouraged to research and pilot their own initiatives before implementing them across the service. Staff work well to develop their expertise and skills in coaching and peer support. Communications are good, as is curriculum management, which was identified as a weakness across some subject sector areas at the previous inspection.
20. Data management is good. LCC has a new computer-based data management system. Partners, staff and managers work very effectively to analyse data on attendance, exam entries, withdrawals and success rates to monitor performance and develop the curriculum.
21. LCC is particularly effective at using learner feedback. Learners' views are collected through course reviews, an early leavers' survey, a learners' destination survey and focus groups. In response to this feedback, LCC has improved the design and content of course information sheets, relocated some courses and provided cheaper canteen food. Good practice is shared very well between curriculum groups, ACL providers and FE colleges, and it has its own good practice database.
22. Arrangements to recognise and record progress and achievement are good and used regularly by all learners and staff. Initial assessment, learning targets and progress reviews are very effective. They are moderated well to improve consistency and raise standards.
23. Equality of opportunity is outstanding. Learners and staff have a very good understanding of diversity issues. Tutors ensure topics and learning materials match the diverse local communities. Staff work well to celebrate diversity and community cohesion. Mutual respect, tolerance and understanding are promoted well. A large number of staff are from minority ethnic groups.
24. Procedures for safeguarding children and vulnerable adults meet current government requirements. Clear and detailed policies and procedures for safeguarding, the vetting of staff and volunteers and risk assessments, combined

with extensive links with other referral agencies, are used well to protect and support learners.

25. Partnerships within the council, and with employers and voluntary and community groups, are good. LCC is highly effective at engaging hard-to-reach groups and disadvantaged communities. Partnerships with other agencies, such as the local learning partnership, employers and the LSC are highly effective. They share information, research, funds, ideas and contacts to provide excellent value for money. For example, a multi-access centre was established in the adult college over a weekend when one of the partners could not fulfil its obligations.
26. LCC has secured a valuable contract to provide apprenticeships in business and administration to young people including looked after children and young offenders. A Train to Gain contract has been secured to provide literacy and numeracy skills to council employees. Strong links exist with a range of council departments, the youth service, Connexions and schools. The service has successfully commissioned 37 voluntary and community sector organisations to use their venues and staff to provide a range of services in their locality.

What learners like:

- 'Not scared or hesitant any more and I do not need an interpreter'
- 'The course has changed my life. I have now got a job because I can speak English'
- 'Meeting new people. Social networking'
- 'Friendly and welcoming classes. Brilliant tutors'
- 'Improving myself. Gaining new skills including confidence'
- 'Getting me thinking again'
- 'Improving my employment prospects'
- 'Learning from each other'
- 'The society is a lot richer for having adult learning'
- 'Having a named contact is very helpful'
- 'I like it because you can go at your own pace'
- 'Supportive staff. Nothing is too much to ask'
- 'I love it here - I get treated like a gentleman'

What learners think could improve:

- 'Having to listen to tutors repeat aspects of lessons to latecomers and so waste my time'
- 'Too much information too fast'
- 'Level 1 and 2 in the same class causes problems for learning'
- Information on courses - 'Some of the course information sheets are not as informative'
- 'Would like more speaking classes and more classes in the week'
- Timing of some classes- 'Crèche opening times make us late for classes'
- 'I would like to go back to interactive learning in ICT learning sessions'
- 'More classes over the long summer holidays'
- 'Student union card to get discounts on learning materials'

Sector subject areas

Information and communication technology

Good: Grade 2

Context

27. LCC provides 63 ICT courses to some 760 learners in basic computing and a range of applications including internet and email, word processing, spreadsheets, databases, and digital photography. Courses are offered from entry level to level 3 and last between six and 114 guided learning hours and take place during the day and evening. Accreditation is available through two awarding bodies. Approximately 35% of the provision is non-accredited. Courses are held in 17 venues across the city including community halls and schools. Eighteen tutors teach on these programmes. Currently 35% of the learners are male, 28% have a declared disability, 46% are from minority ethnic groups and 11% aged over 60.

Strengths

- Good development of skills and self-confidence
- Particularly effective initial advice, guidance and support
- Good promotion of equality of opportunity
- Good curriculum management

Areas for improvement

- Narrow range of teaching methods
- Insufficient reinforcement of literacy and numeracy skills

Achievement and standards

28. Achievement and standards are good overall. Learners make good progress. Learners develop good skills and self-confidence. Those who are new to computers quickly develop a range of computer skills which they use very effectively in their work and personal lives. They are well motivated and enjoy their learning. Many learners acquire skills to improve their job prospects and to help their children with homework.

29. Retention rates are good and have improved from 79% in 2005/06 to 92% in 2007/08. This strength was identified in the self-assessment report. Success rates are now satisfactory and have improved from 23% in 2005/06 to 73% currently.

Quality of provision

30. The quality of teaching and learning is satisfactory overall. Tutors provide good individual coaching to help learners understand difficult and/or new concepts. Monitoring of individual progress is good. Records of learning are thorough. Individual learning plans are detailed and used well. Working relationships

between learners and tutors are very effective and tutors demonstrate a clear understanding of the needs of learners who are new to computers.

31. Tutors use a narrow range of teaching and learning methods. This was partially identified in the self-assessment report. Most teaching comprises activities led by the tutor or individual work. Learners are not given sufficient opportunity to take part in paired and group work activities.
32. Reinforcement of learners' literacy and numeracy skills is insufficient. All learners who need such help are referred to extra classes. Tutors do not develop learners' literacy skills when typing letters or their numeracy skills when using spreadsheets.
33. The range of provision is good. Learners are able to choose a wide range of courses from beginner to advanced levels. Training venues are conveniently located in communities and schools to attract non-traditional learners. Learners are able to take their children to school and then attend their own course at the same venue.
34. Initial advice, guidance and support are particularly effective. The process for recruitment and initial assessment is thorough. Many learners sample a range of programmes through taster courses before they enrol. Course information sheets outline clearly what each course entails. Tutors work well to understand and meet learners' learning and personal support needs.

Leadership and management

35. Leadership and management are good. Curriculum management is good. Strategies to improve and maintain high standards are successful. Quality improvement processes are good. For example, the processes to monitor learners' progress are particularly effective at raising achievement.
36. Communications are good. Tutors make good use of informal and formal opportunities to keep up-to-date with the development of the curriculum and learners' progress. Tutor and learner feedback is collected regularly and used well to make improvements. Tutors are supported well by managers. Resources are industry standard and managed well. Learning venues are well maintained. Staff development is focused well on improving the provision.
37. Promotion of equality of opportunity is good. For example, of those learners on ICT courses, 25% have mental health needs. They gain useful skills and make good progress on to other courses. The service has been very successful at improving its recruitment processes to widen participation. For example, learners can enrol online and at their local learning centre.
38. The self-assessment process is inclusive and accurate. The report includes a wide range of evidence such as learner and staff views, data, course reviews and observations of teaching and learning. Inspection judgements closely match those in the self-assessment report.

39. LCC has a clear vision and strategy to teach Skills for Life as an integral part of all its provision, but this has not been fully implemented. Teaching and learning observations are generally accurate, but inspectors did not agree with some of the grades.

Arts, media and publishing

Good: Grade 2

Context

40. Currently, approximately 700 learners are on courses in: drawing and painting; textiles; performance; creative writing; ceramics; garment construction; pattern cutting; watercolours; stained glass, and photography. Courses are provided at 16 venues across the city throughout the day and evening with some specialist Saturday workshops also provided. Currently 703 learners are undertaking learning. Most courses run for two or three hours each week for 10 weeks. A team of 41 part-time tutors, learning support assistants and subject specialist managers provide the courses.
41. Some 77% of learners are female, 27% are from minority ethnic groups, 17% are aged over 60, 24% have a declared disability and/or learning difficulty, and 17% are referred from agencies that work with clients with mental health issues.

Strengths

- Good achievement of vocational, personal and social skills
- Extensive range of provision
- Good arrangements to recognise and record progress and achievement
- Very effective promotion of equality of opportunity
- Good curriculum management

Areas for improvement

- Inappropriate accommodation at some venues
- Ineffective teaching observations

Achievement and standards

42. Achievement and standards are good overall. Achievement rates have improved from 82% in 2005/06 to 91% currently. Attendance and punctuality are satisfactory. Learners develop good levels of vocational, personal and social skills, as identified in the self-assessment report. They quickly develop good self-confidence and enjoy their learning. For many learners this is their only, or main, source of interaction with other people. Learners develop good levels of vocational skills and produce work of a professional standard. Some learners' work is displayed in a local arts museum. Progression to other courses is good for many learners with mental health needs.
43. Overall the standard of learners work is good. In stained glass and floristry courses, learners' work is of a particularly high standard. Many learners have no prior experience of visual arts and progress well, particularly when compared with their prior attainment.

Quality of provision

44. The quality of provision is satisfactory. Teaching and learning are satisfactory overall. This was wrongly identified as a strength in the self-assessment report. In the best learning sessions, schemes of work and session plans include a range of sufficiently challenging learning activities. Tutors provide good verbal feedback to learners to improve their skills. In less successful sessions, tutors focus on the development of a narrow range of technical skills such as basic sewing techniques.
45. Arrangements to recognise and record learners' progress and achievement targets are good. Most individual learning plans contain generic as well as individual targets. Tutors work well with learners to identify clear learning outcomes. They use effective assessment methods that record progress. These are reviewed and updated regularly with learners. Tutors share good practice in planning learning goals and setting targets through staff development activities and individual peer support. Tutors are well qualified and experienced. Many tutors are professional artists and most hold teaching qualifications.
46. The standard of specialist accommodation and resources is satisfactory. Most studios have sufficient equipment to enable learners to develop a range of technical skills. However, some venues do not have appropriate accommodation. For example, some learning centres do not have adequate ventilation for those learners using oil paints.
47. The range of provision is good and meets learners' needs and interests, a strength correctly identified in the self-assessment report. Access to the provision across the city is good. A recent externally funded project for hard to reach women involved running classes in a range of venues including a local Mosque, a library and an Asian women's centre. Links with other providers are good and learners are able to progress to other accredited provision.
48. Advice, guidance and support are generally satisfactory and are good for learners with mental health needs. Learners are given an appropriate level of additional learning support throughout their learning.

Leadership and management

49. Curriculum management is good. Achievement rates have improved, as identified in the self-assessment report. Line management accountabilities are now sufficiently clear and staff are supported well. LCC has a clear strategic direction to focus on adult and community learning.
50. Weaknesses identified at the previous inspection have been rectified. The process for monitoring quality improvement processes is highly effective. Thorough and regular course reviews are used well to produce the self-assessment report and devise quality improvement plans.
51. Promotion of equality of opportunity is very effective. Tutors often set projects that involve the research of other cultures. Staff have a good understanding of

how to promote equality and diversity and design projects that reflect the diversity of a range of cultures. Staff development to ensure the curriculum meets the needs of minorities, learners with mental health and other needs is strong.

52. Observations of teaching and learning are ineffective. Inspectors gave lower grades for learning sessions than those awarded through LCC's system for observing teaching and learning. The observation process does not sufficiently focus on learning. Tutors are not given sufficient guidance to improve their teaching and learning.

Literacy, numeracy and ESOL

Good: Grade 2

Context

53. Currently approximately 1400 learners are enrolled on a range of accredited and non-accredited courses in literacy, numeracy and ESOL from pre-entry level to level 2. A small number of learners are attending learning under a Train to Gain contract. Courses are taught at the main Adult Education College, as well as at 17 community venues across the city during the day or evening. Most courses vary between two-and-a-half and three hours and learners attend for between 10 and 30 weeks. A Skills for Life manager is supported by four coordinators, seven full-time tutors and 54 part-time tutors. Around 80% of the provision is accredited. Approximately 25% of learners are male and seven per cent have declared a disability.

Strengths

- Very good development of employability and social skills
- Good teaching and learning in ESOL
- Broad range of provision
- Good curriculum management

Areas for improvement

- Inadequate planning to rectify poor punctuality
- Inaccurate identification and use of real life targets

Achievement and standards

54. Achievement and standards are good. Learners gain good listening, speaking, reading and writing skills to improve their social skills and prepare them for employment. Their self-confidence, self-esteem and communication skills improve considerably during their courses.

55. Progression is good. Many ESOL learners progress on to higher levels of ESOL, literacy, numeracy and vocational courses as well as childcare and other higher education courses. Train to Gain learners develop good skills to analyse information, interpret data and write reports.

56. Success rates are satisfactory. Success rates in ESOL, literacy and numeracy have improved very well in the last two years from 23%, 36% and 44%, to 64%, 77% and 71% respectively. Attendance rates are satisfactory.

Quality of provision

57. Teaching and learning are satisfactory overall and good in ESOL. Learning sessions are very well planned, managed and delivered. ESOL tutors use a wide

range of teaching strategies to fully develop the learners' listening, speaking, reading and writing skills. A wide range of learning resources, including information learning technology and topical resources, are used well to motivate learners and teach them new concepts and functions. Learners gain good knowledge and apply these skills well. All learners receive good individual teaching and coaching during learning sessions. In most sessions, learners work at an appropriate pace.

58. Initial assessment is good. It accurately identifies learners' needs, interest and objectives. These are recorded accurately in individual learning plans, but are not expressed as specific targets such as applying for jobs, understanding advertisements or budgeting effectively. Learners are set targets related to the levels and elements of the national curriculum, but these are not linked to personal and/or vocational aims.
59. Tutors do not plan adequately to manage the frequent interruptions caused by learners coming to classes late. Tutors frequently review learning aims and give a short summary for latecomers. This slows down the pace of learning for more able learners.
60. The range of provision is good. Courses are available at various times of the day and evening across a wide range of easily accessible venues throughout the city, including in high priority neighbourhoods. The range of provision has improved to make learning more vocationally relevant and attract hard to reach learners. Recent examples include childminding for ESOL learners and ESOL courses linked to driving. LCC is working with a wide range of partners to offer courses to enable learners to complete national tests. Learners are encouraged to progress to higher levels or vocational qualifications. For example, learners can now progress to GCSE courses in both English and mathematics.
61. Learner support is good. Information, advice and guidance are thorough and detailed. Learners receive good pastoral and learning support such as support for dyslexia and those who use sign language. The language, literacy and numeracy needs of all learners are accurately assessed and appropriate support given where needed.

Leadership and management

62. Curriculum management is good. LCC has reviewed and improved its provision. Partnerships are strong and are used effectively to increase participation. Success rates have dramatically improved over the past three years. LCC has a highly effective quality assurance framework. Professional support for staff is very comprehensive with weekly meetings to discuss and share good practice, learning materials and to cover subject-specific and personal development. The level of overall staff qualifications and experience is good.
63. Promotion of equality and diversity is good. Induction processes focus well on equal opportunities. Relevant teaching resources are available to promote equality and diversity. LCC has a strong emphasis on widening participation and works well to ensure respect for religious views.

64. Observations of learning sessions focus on the skills of the tutor rather than learning. The overall grading profile during the inspection was substantially lower than the grades recorded during the internal observation process. The self-assessment process is very inclusive, but did not identify the areas for improvement found by inspectors.

Community development

Outstanding: Grade 1

Context

65. Approximately 2000 learners are on courses in: family learning; family literacy, language and numeracy; health and social care; education and training; sports leadership, and a range of other programmes for learners with mental health issues. In addition, 37 voluntary sector organisations provide engagement activities, vocational training and employment support in the six most deprived areas of the city. Two multi-agency access centres provide employment focused information, advice and guidance, interview skills, vocational and work skills training and access to intensive vocational Routeways with guaranteed job interviews.

66. Courses are from entry level to level 3 and are held in 62 venues including schools, community centres, arts centres, children's centres and Leicester prison. Courses include short one-day taster courses, intensive weekend sports courses, four-week introductory courses, and long courses where learners attend twice a week. Currently 24% of learners are male, 26% of have a declared disability, 43% are from minority ethnic groups and five per cent aged over 60.

Strengths

- Excellent development of self-confidence and employability skills
- Very good achievement of a range of objectives, qualifications and job outcomes
- Very good use of initial assessment to plan learning
- Highly innovative curriculum
- Excellent advice, guidance and support
- Highly successful community development strategy
- Outstanding partnerships to widen participation

Areas for improvement

- No significant areas for improvement identified

Achievement and standards

67. Achievement and standards are outstanding. Development of learners' self-confidence and employability skills is excellent. They improve their communication, personal, social, vocational and practical skills and become highly confident in themselves and their abilities. Many learners have low levels of prior educational achievement and multiple barriers to employment. Attendance and punctuality is good.

68. The standard of learners' work is particularly good. On childcare courses the standards of learners' work is very good. One family learning group produced a good quality CD of stories and jokes to promote the language development of

foundation stage children. Learners with mental health needs who are on arts courses are very proud of their work which is regularly exhibited in local arts centres and museums.

69. Achievement on accredited courses is good, particularly on national vocational qualifications (NVQ) at levels 2 and 3 in childcare, a certificate in advice and guidance, and sports courses. Job outcomes are good with 141 identified job outcomes in the past year from neighbourhood learning in the deprived communities projects, multi-agency access centre, sports and youth work courses. In addition, LCC in conjunction with the Work Highcross partnership achieved jobs for 600 local unemployed people including 143 young learners not in employment, education or training.
70. Learners make highly effective use of their skills and knowledge to benefit their communities. Some work in local advice centres. Others support parents in the community whose children are exhibiting anti-social behaviour.

Quality of provision

71. The quality of provision, including teaching and learning, is good. Learners are highly motivated to learn and promote learning well to other potential learners. Tutors accurately identify learners' starting points, barriers to learning and employment and other aims to set individual targets and ensure enrolment on the correct course. Learning is good and learners learn well from each other. Tutors are highly knowledgeable and skilled and provide a good range of learning activities. Parents and children on family learning programmes have fun and work very well together. Learners with mental health issues are highly motivated on the song writing course, supporting each other well in the development of technical and composition skills. Learning resources are good.
72. LCC has a highly innovative curriculum that meets the needs of learners, employers and communities. Learners can identify immediate benefits of learning in themselves as well as their children such as better health, improved motivation and the development of employability skills. These skills include work tasters, work-placements, and access to guaranteed job interviews. Learners can identify clear links between all these initiatives and see the results through their own success and that of their peers. Partners are highly influential in shaping the contents of the programmes. Courses are diverse in range and structure and are located suitably in the areas of highest deprivation in the city.
73. Advice and guidance for learners is excellent and is provided by knowledgeable and skilled advice workers, LCC staff and partners. The range of advice in multi access centres covers issues such as learning and training, employment opportunities, housing, benefits, legal matters and personal issues. Childcare support through the on-site crèche facilities for the parents of pre-school children is excellent.

Leadership and management

74. Leadership and management are outstanding. LCC's strategy for community development is highly successful. It successfully delivers its services and support within the deprived neighbourhoods of the city. LCC works very effectively to help build self-sufficient communities that can sustain learning and tackle unemployment and financial and social deprivation.
75. LCC celebrates and promotes community diversity and cohesion. The involvement of 37 voluntary and community groups in the delivery of locally based projects is an exemplary model of multi-agency working providing a cohesive service for learners.
76. Partnerships are excellent. Strong partnerships with local employers, funding agencies and other providers help identify, target and develop the provision. Partners provide data, funding, venues, work-placements and taster courses to improve the curriculum. Well established links with a wide range of statutory organisations, and local community and religious groups enhance the experience of learners and help them progress. Homeless adults, refugees and asylum seekers, vulnerable adults with mental health needs, and other issues benefit from increased accessibility and participation in learning.
77. Team-working is excellent. Staff work well to share ideas and develop the provision with highly productive support from curriculum managers. Staff development is excellent. Managers' and tutors' commitment to equality and diversity is excellent with a strong emphasis on social inclusion and community cohesion.
78. The self-assessment report is inclusive and accurately identifies the strengths found on inspection. Quality improvement processes are good. However, quality improvement on the newly established neighbourhood learning in the deprived communities provision is not fully developed.

Learners' achievements

Learners' achievements in FE funded, accredited provision offered by Leicester City Council (ACL)

Success rates on accredited entry and level 1 (combined) and level 2 qualifications, by length, expected end year and age.

2006/07 to 2007/08, compared with the national rates for GFE colleges.

Notional Level	Exp End Year	19+			Diff
		Starts – Transfers	ACL Provider Rate	National Rate	
1 long	06/07	1974	67%	70%	-3%
	07/08*	1274	60%	N/A	
2 long	06/07	474	67%	69%	-2%
	07/08*	624	74%	N/A	
Short**	06/07	1281	71%	82%	-11%
	07/08*	1254	88%	N/A	

* ACL provider data not validated (use where complete, validated and produced using proprietary software)

** Courses over 5 weeks long