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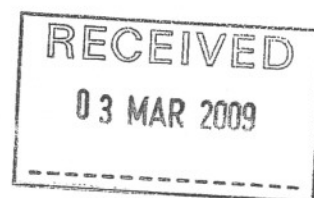
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20 February 2009

Mr G Baldouf-Good  
ACL co-ordinator  
1<sup>st</sup> Floor  
Norfolk House  
Walker Place  
Rotherham  
S65 1AS



Dear Gavin

### **Ofsted initial survey of the Impact of the Workforce Reforms**

Thank you for your hospitality and co-operation during my visit on 10 February 2009. I am particularly grateful to you and all your colleagues for the hard work involved in preparing for the visit and for giving up a great deal of time during the visit to meet with me. Please pass on my thanks to all those concerned.

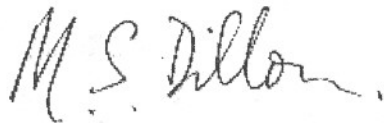
The visit provided much useful evidence for the survey of the impact of the workforce reforms. Managers are well aware of the reforms and have taken action to comply with the requirements with their own staff. They have also included the requirements in contracts with their large number of commissioned providers, but are unable to guarantee that these partners comply. Managers have used funding well to support their staff in achieving the new initial teacher education and Skills for Life qualifications. The professional development review (PDR) system is good; it links to staff development needs and the authority's strategic and operational needs. The quality of the targets agreed with staff in their PDRs is very variable; whilst many are very well expressed, others are too general and are incomplete. Teachers' developmental needs relate appropriately to the outcomes of their lesson observations. Requests for staff development are considered rigorously, with due reference to organisational aims and professional needs. Because of the nature of the outreach provision, many tutors leave and start each year. This makes monitoring the quality of the provision difficult. It is also difficult to guarantee consistent improvements in teaching and learning and learners' success rates. The analysis of the effectiveness of staff development is underdeveloped. While staff provide feedback on training events, managers do not determine systematically their full impact on the quality of service they provide. Nevertheless, development related to accredited qualifications has enabled staff to gain promotion, confidence, new skills and to become valued employees. Managers work well with other organisations at local and regional levels and share good practice on aspects of workforce reform.

The published survey report will list the names of the contributing organisations in an appendix. If we wish to cite specific aspects of what we observed on this visit in the

form of a detailed case study, we will of course contact you first. We will let you know the date of publication of the survey report when it is confirmed and provide you with details of any other arrangements to disseminate the survey's findings.

Once again, many thanks for your help

Yours sincerely

A handwritten signature in black ink that reads "M. S. Dillon". The signature is written in a cursive style with a long, sweeping underline.

Shaun Dillon HMI

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8<sup>th</sup> October 2008

Glynis Briddon  
Rotherham MBC

Dear Glynis

### **Ofsted Good Practice Survey Programme 2008/09**

#### **An evaluation of the benefits of family learning for individuals, families and communities**

Thank you for your hospitality and co-operation during my visit on the 2<sup>nd</sup> of October 2008. I am particularly grateful to you and all your staff for the hard work involved in preparing for the visit and for giving up a great deal of time during the visit to meet with me. Please pass on my thanks to all those concerned.

The visit provided much useful evidence, which will contribute to our national evaluation and reporting for the family learning survey. It was particularly interesting to see provision in 'Rowdy Robots', and its success in recruiting significant numbers of fathers and male carers into family learning.

The evidence used to inform the judgements made on this one day visit included: interviews with staff, partners and learners; scrutiny of the examples of good practice provided including visits to family learning activities. A range of documents was reviewed.

Overall, the family learning provision I sampled during my one-day visit at Rotherham MBC is outstanding. I agreed to provide a summary of the good practice seen and to identify some areas for development, and I outline the main findings as bulleted points below.



The main strengths are:

- Very good progress made by parents and children in their learning and development of personal and interpersonal skills
- High success rates on accredited long courses and in Skills for Life qualifications, for those who progress
- Very good teaching
- Very effective partnership work with schools to support the recruitment of targeted families and in the development of school staff to sustain provision
- Good curriculum management to promote a well balanced curriculum that maximises the impact of family learning on target areas
- Particularly successful initiative that engages significant numbers of men into family learning with their children
- Clear strategic direction that links family learning into the council's mainstream planning for children and young people.

Area for further development

- The extension of family learning provision for children at key stage 3

I hope these observations are useful as you continue to develop your Family Learning provision. If there are any points or aspects of the visit you wish to discuss, please contact me. As we will be evaluating the survey, you may be contacted in the future to find out your views. I hope you will contribute to this evaluation.

As I explained in my previous letter, a copy of this letter will be published on the Ofsted Website.

Yours sincerely

**Susan Bain**  
**Her Majesty's Inspector**

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11 February 2009

Mr G Baldauf-Good  
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Dear Mr Baldauf-Good

### **Ofsted subject survey: good practice in promoting equality**

Thank you for your hospitality and co-operation, and that of your staff during my visit on 10 February 2009 to look at success factors in promoting equality and improving the outcomes for asylum seekers and refugee learners.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included meetings with staff, providers, tutors and learners and scrutiny of documentation.

The quality of provision to promote equalities for asylum seekers and refugee learners is outstanding.

### **Features of good practice and success factors observed**

#### **Good use of external providers to deliver programmes**

Rotherham Borough Council Adult and Community Learning (RBCACL) make very good use of external providers to deliver training. The adult and community learning team work with 46 providers who know their communities well, so are able to put on classes to meet the needs of specific groups. Tutors not only deliver classes but provide excellent support for learners on a wide range of issues. This has led to high participation and success rates and good rates of progression. Uptake of education by refugees and asylum seekers is very good.

## **Successful development of projects for asylum seekers and refugee learners**

RBCACL has developed some very successful projects aimed at engaging asylum seekers and refugees in learning. Two current projects are the community cohesion project and the inclusion project. In previous years RBCACL has run a successful Refugee Week project. The aim of the community cohesion project is to assist the integration of new migrants and build stronger ethnic communities. The programme, 'Living in my Community', is ten weeks long and classes are focused on real life practical activities such as protecting the environment where learners learn about recycling and are visited by the waste management team. Other classes cover the law and legal requirements for a range of activities such as driving a car or buying alcohol, behaviour and stereotypes, health, home and the family and community services. The programme has been very effective in breaking down barriers across communities as each group is made up of learners from different communities. It has enabled learners to share information about cultures, foods, clothes and social activities, and to respect differences. Rates of progression to other courses, including ESOL, are very good.

## **Wide range of interesting programmes**

RBCACL have a very good range of programmes that tap into the interests of learners. Data shows that most learners attend classes in a wide range of topics including sewing, crafts, healthy living, exercise, yoga, DIY, henna art and culture, living in the UK and ICT before they move on to ESOL courses. Learners report that they have improved their English significantly by attending classes that interest them and have learnt new skills at the same time. The vast majority of learners progress onto ESOL courses. One learner has been in the country for four years. When she arrived she could not speak any English. She initially attended the sewing class before moving onto the ESOL course. Following this she attended the local college where she has recently completed a qualification in childcare.

## **Effective strategies to successfully integrate asylum seekers and refugees**

Managers have a clear vision for the integration of asylum seekers and refugees, and the vision is articulated in the excellent equality and diversity policy. Equality and diversity are promoted throughout the whole organisation and underpins all the work of the ACL. RBCACL provide comprehensive advice and signposting to enable asylum seekers and refugees to access all aspects of learning, education and training. The action plan linked to the strategy is thoroughly monitored and many of the objectives have been successfully achieved.

## **Areas for development**

- To continue to develop and roll out the community cohesion project to other areas in Rotherham where there are asylum seeker and refugee communities.

- Further develop the collection of progression data in order to measure impact. Anecdotally there are some very good examples of excellent progression into further training and employment but progression data is not routinely collected and analysed.

I hope these observations are useful as you continue to develop promoting equalities in the college.

As I explained previously, a copy of this letter will be sent to your local LSC and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Margaret Swift  
**Her Majesty's Inspector**

REF