

INSPECTION REPORT

Lewisham LEA

20 January 2003



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

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 training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people 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.

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 judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

SUMMARY

The provider

Community Education Lewisham is part of the Culture and Community services division within Lewisham council's directorate for education and culture of the Local Education Authority. It provides adult and community learning courses throughout Lewisham using five main learning centres and over 30 local community venues. It also runs in partnership with other agencies and organisation's learning initiatives to attract new learners. In January 2003 there were 6,698 learners enrolled on courses in nine areas of learning.

Overall judgement

The quality of the provision is adequate to meet the reasonable needs of learners. More specifically, the quality of learning is good in early years and health, food studies and physical recreation, music and dance, visual arts and crafts, and in literacy and numeracy. Provision is satisfactory in information and communications technology, English, languages, family learning and access to positive health. Provision in community learning and community action for adults with learning difficulties and/or disabilities are unsatisfactory. Leadership and management are satisfactory. Equality of opportunity and quality assurance are satisfactory.

GRADES

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

Areas of learning	Grade
Information & communications technology	3
Hospitality, sport, leisure & travel	2
Health, social care & public services	2
Visual & performing arts & media	2
English, languages & communications	3
Foundation programmes	2
Family learning	3
Community action	4
Community learning	4

KEY STRENGTHS

- good range of courses
- effective strategic development of adult and community learning
- effective measures to widen participation
- very good work produced by many learners
- very good teaching
- some good specialist accommodation
- good provision in five areas of learning
- experienced and generally well-qualified tutors

KEY WEAKNESSES

- unsatisfactory provision for ESOL and adults with additional learning needs
- insufficient monitoring of learners' progress in many areas
- insufficient access for people with mobility difficulties
- unsatisfactory arrangements for initial assessment
- unsatisfactory arrangements to assess learners' additional needs
- insufficient application of quality assurance procedures
- ineffective analysis and use of management data

OTHER IMPROVEMENTS NEEDED

- better sharing of good practice
- wider consultation on self-assessment

THE INSPECTION

1. A team of 22 inspectors spent a total of 123 days at Community Education Lewisham (CEL) during January 2003. They met with over 900 learners. They conducted 182 interviews with the Local Education Authority's (LEA) staff and observed 183 lessons. A meeting was held with the cabinet member for lifelong learning. Inspectors examined a range of documents including the adult learning plan, a range of policies and staff records, learners' portfolios of evidence and examples of their work. Specialist resources used to support learning were also examined. Inspectors carried out 54 visits to learning centres and local community venues throughout Lewisham. Inspectors also studied the LEA's self-assessment report and action plan produced in 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	1	9	2	6	1	0	0	19
Hospitality, sport, leisure & travel	1	7	11	4	0	0	0	23
Health, social care & public services	1	2	9	0	0	0	0	12
Visual & performing arts & media	3	5	10	7	0	0	0	25
English, languages & communications	0	2	6	1	3	0	0	12
Foundation programmes	2	5	8	9	0	1	0	25
Family learning	1	8	3	0	0	0	0	12
Community action	0	0	5	4	6	0	1	16
Community learning	0	1	9	8	5	2	0	25
Total	9	39	63	39	15	3	1	169
per cent	65.68%		23.08%		11.24%			

THE PROVIDER AS A WHOLE

Context

2. The London Borough of Lewisham secures adult and community learning through direct provision made by Community Education Lewisham, a service unit within the council's directorate of education and culture. Community Education Lewisham operates from five directly managed sites and over 25 community venues including libraries, community centres, schools and a museum. Its strategic aims include the provision of entry and first step qualifications into key economic growth areas. Adult and community learning is funded by the London East Learning and Skills Council (LSC). Other providers of adult and community learning in Lewisham include Lewisham College and Goldsmiths College.

3. In 2001-02, 10,631 learners made 16,147 enrolments. The main areas of provision comprise the visual and performing arts, information and communications technology (ICT), sports and leisure, English for speakers of other languages (ESOL), and basic skills. Of those learners on courses in 2001-02, 77 per cent were women and 18 per cent were aged 60 or over. Many learners have used the service for a number of years. There is a small but developing provision in family and community learning. Sixty per cent of learners are from minority ethnic groups. Approximately 50 per cent of the courses are non-accredited. Most courses run for 30 weeks of the year over three terms. Courses are scheduled for weekday mornings, afternoons and evenings, although there is a growing number of courses held on Saturdays. In most cases, groups meet once a week and lessons last for two hours. There is also a growing programme of summer activities including taster courses.

4. Lewisham, an inner southeast London borough, is the second largest London borough. It is highly diverse, ethnically and culturally. One third of the overall population and 50 per cent of pupils in local schools are from minority ethnic communities. There are over 134 language communities in the borough. Local unemployment rates have continued to decline and currently stand at 4.2 per cent, compared with the national average of 3 per cent. There are low levels of adult literacy and numeracy in Lewisham and significant problems of poor health. The proportion of young people achieving five or more general certificates of secondary education (GCSEs) at grade C or above in 2001 in Lewisham was 35.2 per cent, compared with the national average of 47.9 per cent.

Adult and Community Learning

5. Learning opportunities for adults are good in five of the 10 curriculum areas inspected. The overall quality of teaching and learning is satisfactory or better in 89 per cent of lessons observed. It is good or better in 63 per cent and very good or better in almost 33 per cent of lessons observed. Provision in ESOL and for learners with learning difficulties and/or disabilities is unsatisfactory. There is a lot of very good teaching in ICT, family learning, music and dance and visual arts and crafts. Most unsatisfactory teaching is concentrated in languages, ESOL, and provision for learners with learning difficulties and/or disabilities. Learners make good progress towards their learning goals and produce work of a high standard in ICT, early years and health, food studies and physical recreation, visual arts and crafts and family learning. Learners who enter for examinations on accredited courses are generally successful. There is an extensive range of courses available to the local community in learning centres close to where they live. In most of these learning centres, some parts of the curriculum are insufficiently accessible to learners with mobility difficulties. Teachers are appropriately qualified and many are very experienced in the teaching of adults. There are effective measures in most areas to widen participation by new learners.

6. Initial assessment and the identification of learners' needs is ineffective in a several areas such as ICT and languages. The monitoring of learners' progress is unsatisfactory in family learning and ESOL. Arrangements to support learners' additional learning needs are generally unsatisfactory. Programme management is satisfactory in most areas although there is scope for better communications with part-time tutors and sharing of good practice between tutors. Arrangements to assure the quality of teaching and learning are not applied consistently in many areas.

LEADERSHIP AND MANAGEMENT

Grade 3

7. CEL provides adult and community learning in the London borough of Lewisham. It operates as a service unit within the culture and community services division of the directorate of education and culture. CEL is lead by a service unit manager. She reports to the divisional manager for culture and community services who, in turn, reports to the executive director for education and culture. The executive director is also the borough's chief education officer. There is a council cabinet member responsible for lifelong learning. An adult learning plan for Lewisham is prepared annually and submitted to the cabinet for approval. The adult learning plan for 2002-03 includes a service plan for CEL. The council also funds learning activities carried out by external agencies, such as those in the voluntary sector. A manager within the directorate is responsible for external funding and partnership development.

8. An operations manager, a finance manager, and a lead officer for the curriculum assist the service unit manager, forming the senior management team for the service. The operations manager is responsible for five learning centre managers, and the manager responsible for the management information system, resources, and central administrative staff. Learning centre managers are also responsible for the associated learning centres in their local area. The council administers the payroll and fee policies, which are reviewed annually by the executive director. CEL currently receives two separate funding allocations from the LSC, for its work formerly funded by the Further Education Funding Council (FEFC), which is primarily the accredited programmes, and for the non-accredited provision, which was formerly funded by the LEA.

9. The service unit manager is responsible for health and safety and equality of opportunity. There are borough council policies for health and safety, equality of opportunity, diversity, disability, and anti-harassment. The operations manager chairs a health, safety and welfare committee, which includes the learning centre managers. A part-time training and development officer co-ordinates staff development. The lead officer is responsible for the day-to-day monitoring of the curriculum and the quality assurance system, and supervises 10 mainstream programme managers. A further four programme managers, responsible for social inclusion and learner support, are managed by the service unit manager. Programme managers are responsible for curriculum development and lead teams of part-time tutors, with the support of administrative and other staff. There are over 300 part-time tutors employed by the service. The lead officer prepared the second self-assessment report in 2002. The service unit manager prepared the development plan for 2002-03.

STRENGTHS

- effective strategic development of adult and community learning
- good range of courses
- effective measures to widen participation

WEAKNESSES

- ineffective use and analysis of management data
- unsatisfactory arrangements to assess learners' additional learning needs
- insufficient application of quality assurance procedures

OTHER IMPROVEMENTS NEEDED

- further development of ways of measuring achievement in non-accredited learning
- better communication with some staff
- better initial course and progression guidance
- better awareness by learners of complaints and anti-harassment procedures
- wider consultation on self-assessment process
- more consistent induction for learners

10. There is an effective strategy for adult and community learning. The adult learning plan sets out the borough council's mission and the strategic priorities of the LEA. A thorough needs analysis identifies current levels of educational attainments in areas of particular social deprivation, and barriers to participation and progression. CEL has a well-established role as a learning provider and as a source of expertise in working with the community. There is good collaborative working with other service units in the directorate for education and culture, and with other directorates in the borough council. CEL contributes to council strategies for regeneration, health, and the promotion of social inclusion. The CEL service plan for 2002-03 sets a clear direction for the service and identifies seven key service objectives. These include encouraging additional demand for learning, improving achievement in accredited and non-accredited learning, and improving basic skills provision across the curriculum. There is a detailed plan to monitor the implementation of objectives over the 12-month operational period of the service plan. Performance is reviewed regularly by senior managers in the directorate and by council members. Policies and procedures are in place for most aspects of the provision, but many are not dated and have not been kept up to date.

11. In 2001-02 there was a significant increase in literacy and numeracy provision. However, to date this growth has not been sustained in 2002-03. CEL is a member of the local learning partnership which has recently developed a strategy to develop basic skills provision throughout the borough.

12. There is a good range of courses. Courses are run at five local learning centres directly managed by CEL and at a further 25 venues in the local community including a museum, libraries, schools, community centres and day centres run by social services. The wide distribution of venues effectively reduces learners' need to travel to attend

courses and promotes community involvement in learning. Courses are provided in a variety of less formal contexts, and through provision targeted at particular learner groups. Crèche facilities are available at all five directly managed learning centres and at two centres in the local community. Learning centre managers, responsible for time-tabling classes at each centre, work well together to improve learning provision. Learners have a good choice of times when they can study and in the length of course they attend. There is a wide range of non-accredited learning, with a particular focus on provision to get people back into learning. A good range of methods is used to promote courses. In the summer of 2002 a two-week programme of taster courses successfully generated interest from new learners.

13. Resources meet the needs of learners in most areas of learning. There are particularly good specialist facilities for art, dance and music, and ICT. Accommodation in food studies and learning resources in ESOL are unsatisfactory. Tutors are appropriately qualified and experienced. Most part-time tutors are salaried. Their contract requires them to participate in staff development. New tutors without a formal teaching qualification are required to have professional training. This is provided by CEL free of charge. The tutors' handbook provides a concise review of service policies and procedures. Appraisal for managers and administrative staff, through a performance and evaluation system, has only recently been introduced. Part-time tutors are appraised through lesson observation. A scheme of lesson observation is not consistently applied in all areas of learning. Service priorities are set for staff development. Priority has been given to the development of staff skills in information technology (IT) and basic skills. Attendance records are kept. Courses are evaluated by staff but are not analysed fully. All learning centre managers have attended health and safety training.

14. Financial management of the service is satisfactory. The service has operated within its budget in the last three years. Programme managers have a delegated share of the budget and are guided by the senior management team to determine priorities for expenditure. A budget monitoring assistant ensures that learning centres are managed efficiently. There is good monitoring of expenditure with monthly checks. Course fees are banded in relation to course popularity. Fee policies reflect the key strategic objective of widening participation. In 2001-02, 68 per cent of learners were granted fee concessions.

15. The analysis and use of management data are ineffective. Data on learner performance has not been collected systematically to establish performance trends for service planning, a weakness identified in the self-assessment report. The management information system is inadequate. For example, reports are not produced on the monitoring of learner progress. Some staff are not trained in data handling. A project group has been working to commission a better system. Data are recorded effectively on learners' recruitment and attendance. Demographic analysis is carried out and comparisons are made over several operating years. The overall retention rates cannot be produced. Data on the achievement of learners on accredited courses have only been established for 2001-02. Retention rates are produced for each term but are not

calculated for courses which last longer than one term. Achievement rates are measured against learners' entries for the examination, but are not compared with the total number of starters. Data on learners' progression are not recorded. Staff in some areas of learning do not fully understand the performance data produced centrally.

16. There are unsatisfactory arrangements to assess learners' additional learning needs in most curriculum areas. There are no systematic procedures for the identification of learners' additional learning needs in literacy, numeracy and language skills. There are no written guidelines for staff to identify basic skills needs. It is left to the discretion of individual tutors as to if and how they carry this out. There is no monitoring of assessment outcomes. In some cases, additional learning needs only become evident after courses have started. Some learners remain on courses without support from appropriately qualified tutors, and others have had to discontinue their course. During the autumn term of 2002, a number of ICT courses were cancelled because the additional learning needs of the learners could not be met. Although there is good publicity for additional learning support, specialist tutors are not available at all sites. However, CEL's dedicated literacy and numeracy provision is of a high standard. Initial counselling and diagnostic interviews are conducted and each learner has an individual learning plan. This good practice is not being applied consistently across all of the provision.

17. Management team meetings are effective and are well documented. However, there are poor communications within some curriculum teams and between programme and learning centre teams and the central administration. Tutors and learners are not always aware that courses have been cancelled. Some programme managers do not maintain accurate records of their provision and are not aware of cancellations or the full range of courses that are running. Learners on waiting lists are not always informed when places become available. There are insufficient resources to ensure effective management in some areas of learning. There is insufficient dissemination of good practice. Tutors are very well-supported by programme managers, but some programme area team meetings are too infrequent to be effective and are not properly recorded. Some learners receive insufficient information on courses. It is not clear where learners are able to progress on courses to more advanced provision. A pilot project to measure achievement in non-accredited learning has been started, but the outcomes have not been analysed. A scheme to introduce individual learning plans in non-accredited learning has been started, but only partially implemented.

Equality of opportunity**Contributory grade 3**

18. There are effective measures to widen participation. The council has made social inclusion one of its 10 main objectives in the 2002-03 performance plan. There is a particularly well-written equal opportunities policy statement and a comprehensive range of associated policies. Provision has been specifically designed to meet the needs of learners who are unable to travel easily, such as housebound older people and those in a drug rehabilitation unit. These courses have successfully attracted new learners, many of whom have progressed into mainstream learning. The proportion of learners from minority ethnic groups attending courses is significantly larger than the proportion of the local population as a whole. All main learning centres have crèche facilities to encourage parents to attend courses. Lewisham's multi-lingual advice service has been recently reintroduced. The learners' agreement, and many of the signs in the learning centres, have been translated into the five main languages used in the borough. Advertising literature and posters promote non-stereotypical images. Thirty-seven per cent of learners are from minority ethnic groups.

19. Through effective partnerships with external organisations, new courses have been developed to reach socially excluded learners. For example, the Mindlift project provides mental health information and support to staff and learners, encouraging those with mental health difficulties to enrol on adult learning courses. This project currently works with over 150 learners. Approximately 30 per cent of these learners have progressed to mainstream classes. One project provides support for people experiencing depression, anxiety or stress. All GPs in the borough can refer people with non-critical mental health problems to discrete and mainstream courses. The computer project provides various courses for learners with learning difficulties and/or disabilities. This project is funded by a partnership between the health authority and social services.

20. CEL advertises its provision in a variety of ways to widen participation. Prospectuses are delivered to all households in the borough. Advertisements are placed in local and the council's own newspapers. Staff attend learning fairs and community events and details of all courses are on the Lewisham council website. Taster courses are run at the start of the academic year and specific days are set aside for prospective learners to visit the learning centres for more information before they enrol.

21. The complaints procedure, published in the prospectus, is not usually referred to after a learner has started a course. Learners are unaware of its existence. There is no published anti bullying and anti harassment policy, however, learners state that bullying and harassment does not take place. Managers attended diversity training in November 2001 but there has been no recent training for tutors in this area. The organisation understands its obligations under the Disability and Discrimination Act (1995) for staff training, but no training has been provided to reinforce this.

22. There is insufficient access to some courses for learners with restricted mobility. The provider has identified this in its self-assessment report and plans to improve access as a key feature of its accommodation review. The additional support needs of some learners

in ESOL and access to positive health learning courses, and those with learning difficulties and/or disabilities are not adequately supported by the providers' procedures to ensure that they experience effective teaching and successful learning.

Quality assurance**Contributory grade 3**

23. Lewisham LEA has a comprehensive quality assurance manual for adult and community learning, which is held at all of the learning centres. Managers fully understand the quality assurance procedures. Although tutors and administrators understand the arrangements which directly affect their everyday work, they do not fully understand the full range of quality assurance procedures, which have not been communicated effectively to all staff. There are no procedures to keep staff up to date with changes to the quality assurance arrangements. Several different forms used by tutors exist for the same purpose, including individual learning plans and progress review forms. Tutors often design their own forms, but these are not monitored. There is insufficient routine sharing of good practice between areas of learning.

24. An annual cycle of course reviews ensures curriculum development is related to service objectives. Programme planning involves consultation with learning centre managers and learners' user groups at two learning centres. In some areas of learning, there is not enough consultation with learners or from non-users. In others such as physical recreation, good feedback from learners is collected. There is insufficient consultation with other providers to co-ordinate and plan provision.

25. Targets are set for participation rates, recruitment and retention and learners' satisfaction. There is a detailed scheme for the monitoring and implementation of objectives over the 12-month operational period of the service plan. Performance is reviewed regularly by senior managers in the directorate and by council members. CEL has met its targets for growth. In each of the past three years, CEL has increased learners' enrolments, with 12 per cent of learners new to the service in autumn term 2002. The numbers of learners involved in courses leading to certification has also increased. CEL has continued to extend its involvement in projects and partnerships to promote social inclusion. In 2001-02 there was a significant increase in literacy and numeracy provision. However, this growth has not been sustained in 2002-03.

26. There is very good teaching in over half of the areas of learning. Approximately 30 per cent of the teaching is very good or excellent. The standard of teaching and learning is significantly better where lesson observations regularly take place. Programme managers observe tutors teaching at least once a year, but in practice concentrate on new tutors or those causing concern. For example, in foundation programmes, all staff are observed annually and new staff have three teaching observations during their first year. This usually ensures that courses taught by new tutors are good. Programme managers carry out informal and unannounced observations if a problem is identified, such as a fall in learner numbers. Lesson observations form the basis of tutors' appraisal, and a personal development plan. There is inadequate overall monitoring of teaching and learning. However, some observations are not taking place due to insufficient management time. Records of observations are generally detailed and thorough. Some tutors have not been observed for over a year. Tutors are able to attend additional training, but this is not mandatory. Many tutors do not have individual targets for retention and achievement rates, however, group targets are set in some areas of

learning.

27. Induction is satisfactory. Most tutors issue a course plan at the start of a term or course. The length and content of the induction varies between tutors and courses. Learners who join courses part way through a course do not always receive an adequate induction.

28. User groups are able to influence effectively council policy. For example, following representation by learners, one centre threatened with closure, is now to stay open for a further year. Learners have also contributed their views on CEL's longer-term accommodation strategy. There are representative user groups currently in two learning centres. Tutors are required to collect feedback from their classes, daily, halfway through the term, or at the end of term. There is no procedure to ensure this is carried out systematically and some feedback is not evaluated. Although an annual learner survey is carried out, some learners are unaware of this. There is no collection of feedback from learners who leave their courses early.

29. CEL produced its second self-assessment report in 2002. The area of learning sections were compiled by programme managers with some input from tutors. No views were sought from learners. Each area of learning identified priorities for development which were incorporated into the development plan. In most curriculum areas inspectors gave the same grades as those identified in the self-assessment report. Inspectors identified some additional weaknesses.

AREAS OF LEARNING

Information & communications technology

Grade 3

30. Currently, there are 100 planned regular ICT courses, including two summer courses provided at seven learning centres. More specifically, there are 95 computer courses, of which 45 are accredited, and five non-accredited typing courses. Courses last from two weeks to 30 weeks. Taster summer courses last for two weeks. In 2001-02 there were 1,454 enrolments. Learners' ages vary considerably as do their educational and cultural backgrounds. Many learners enrol on more than one course. Currently there are 1,063 learners. The average attendance in 2001-02 was 63 per cent and currently it is 68 per cent. There is a full-time department head and 25 part-time tutors. A new learning centre was opened in Bellingham in 2002, staffed by a full-time tutor/administrator. Most of the ICT suites are networked and serviced by a technician. Basic skills, additional learning needs tuition and crèche facilities are available at some learning centres.

STRENGTHS

- good progress by learners
- good teaching
- good range of courses

WEAKNESSES

- insufficient support and guidance for learners with additional learning needs
- insufficient initial information and advice for learners
- inadequate use of initial assessment

OTHER IMPROVEMENTS NEEDED

- better monitoring and recording of learners' progress
- better resource maintenance and computer security
- better sharing of good practice

31. The achievement rates for accredited courses are satisfactory at 69 per cent for 2001-02. There are no data for the achievement of learning goals in non-accredited courses. Learners make good progress towards their learning goals. Learners are able to work at their own pace and progress well. They gain self-confidence from the good feedback given to them by their tutors. Some learners are very proud of their progress in learning the basics of computing and in achieving their personal goals. Many learners

understand quickly, the complex computer techniques in areas such as the use of spreadsheets, graphics, typing, word-processing and databases. Clear teaching notes enable learners to retain their knowledge from week to week and to make rapid progress. For accredited courses, most tests and examination dates are arranged according to the needs of learners. Some learners who progress more slowly have other barriers to learning including poor memory retention in old age, or basic skills needs. Attendance is satisfactory with an average of 63 per cent of learners attending in 2001-02 and 68 per cent currently. In 2001-02, retention rates improved from 81 per cent to 88 per cent.

32. There is good individual and group teaching for both accredited and non-accredited courses. Tutors work well with individual learners, have a good understanding of their individual needs, and communicate effectively new or complex ideas and methods. There is effective monitoring of learners' progress and understanding and learners' problems are dealt with quickly and effectively. Group sessions are well planned with good use of discussion. Learners work well together and provide each other with support and advice. Most schemes of work and lesson plans are well designed and easy to understand. All staff are well qualified, have a high level of technical expertise, and in some cases hold very high levels of qualification including one member of staff with a doctorate.

33. Teaching facilities are good, with a very wide range of appropriate resources for learners, including computers, colour laser printers and computer projectors. The working environment is good, with adequate lighting and ventilation and good work stations for learners. One classroom has no computer projector. Many tutors produce very good learning materials. There is a well-equipped ICT suite for learners with disabilities. The suite has good music-making and colour printing facilities. This is run as a separate project from the mainstream learning process.

34. Although many tutors have devised good systems for monitoring learners' progress, there is no standardisation of these methods. There is no written or verbal agreement as to what is monitored and how information should be kept and presented to managers. There is inadequate use of initial assessment. There is no initial assessment of learners' basic skills and additional learning needs. Appropriate learner support is only available if and when these needs become apparent during the course. Some learners have to be referred away from the course for which they enrolled, to a course at a more appropriate level. Not all learners have individual learning plans.

35. There is a good range of accredited and non-accredited courses. These include basic courses on how to use computers at home, basic and intermediate typing, word-processing, spreadsheets and databases, and more advanced graphic and web-design programmes. The courses are designed particularly to suit learners who want to improve their knowledge of computers and to be able to use them at home and in the workplace. The best attended courses involve learning about operating systems and multimedia, introductions to the use of computers for beginners and courses involving office software integrated with business technology systems. The number of available

courses is dropping in line with the reduction in enrolment. Between September 2002 and January 2003 of the 55 courses timetabled, 20 were cancelled. However, the range and frequency of courses is still able to meet local demand. Time available for individual teaching has improved as class sizes have reduced.

36. There is insufficient support and guidance for learners with additional learning needs and/or disabilities. Many tutors do not know how to provide appropriate support for learners with additional learning needs. These learners remain on a small number of basic-level courses which do not have properly qualified tutor support. Basic skills and additional learning needs tutors are not available at all learning centres. Managers state that there has been a significant rise in the number of learners with learning difficulties and/or disabilities. Currently there is no strategy to deal with this situation.

37. Insufficient initial advice and guidance is given to learners. The course information brochure is not distributed adequately and is difficult to read. Text sizes are too small for learners with visual impairments. The local community does not receive sufficient information about courses. The brochure is not properly cross-referenced. For example, a new learner wishing to learn hypertext mark-up language (HTML) would not be able to find this in the index even though it is taught at a basic level on some web-design courses. There is not sufficient information on the content of the courses. Learners do not have a good understanding of the progression routes to more advanced courses. Learners receive satisfactory pastoral support from their tutors.

38. When some courses are cancelled at short notice, this information is not properly given to potential learners. Computer security is not adequate. Computer hard drive information storage disks are only cleared at the end of term. There is a small financial charge made for the use of floppy discs and many learners do not use this facility. Passwords are not used well and learners are able to find, access, copy or change other people's working material. One computer suite is not well maintained and this restricts use by learners in later classes. The servicing of computers and associated equipment is not carried out consistently. There is only one all-staff meeting each year. Most good practice is shared informally between tutors.

39. Most learners are positive about their learning experience and their tutors and they have good working relationships with their tutors and most learners are happy with their course. Some learners stated that they did not fully understand the content of the course until the course began. Learners are not asked to provide feedback on the courses.

Good Practice

The opening of a new learning centre was promoted effectively to the local community. This included one member of staff meeting people outside the learning centre and distributing leaflets about the courses available.

Poor Practice

Some courses are cancelled at very short notice without informing the head of department, the tutors or learners. Learners are not given the opportunity to move to other provision at the appropriate time.

Hospitality, sport, leisure & travel**Grade 2**

40. Currently, there are 55 physical education courses and 37 food studies courses, provided at 12 venues in the borough, which includes adult learning centres, community centres, day centres, schools, church halls, leisure centres, sports clubs, and a bowling centre. Some of the sports courses are provided in partnership with individual sports clubs, voluntary organisations, and the youth service. Sports courses include badminton, table tennis, bowls, tai chi, pilates, keep fit, aerobics, and yoga. Food courses include a range of bakery subjects, cake decorating, sugarcraft, food for the freezer, and adventurous cooking. Some courses are provided specifically for learners' groups, such as the elderly, men only, families, and people with identified health and/or learning needs. Most courses last for 10, 20 or 30 weeks, and are run on a termly basis. Some courses are provided only during the summer months. Sessions are held throughout the day, Monday to Saturday, and last for between one and a half and two hours. Five accredited courses are also provided. Learners can attend taster sessions and open days. Additional support is available for those learners who identify themselves as requiring additional support, or who have basic skills needs. Most learners are women. All courses are advertised in an adult prospectus, newspapers, and learning centre brochures. In 2001-02, there were 1,033 enrolments onto sports courses and 658 enrolments onto food courses. To date in 2002-03, there are 775 enrolments on sports courses and 343 enrolments on food courses. There is a programme manager for sport and one for food provision. There are 15 part-time tutors on the food courses, and a number of kitchen assistants who service the kitchen equipment. There are 28 part-time tutors on the sports courses.

STRENGTHS

- wide variety of additional learning outcomes
- good achievement on accredited and non-accredited courses
- effective teaching and learning
- effective programme planning to meet learners' needs
- varied annual programmes to ensure new experiences for continuing learners

WEAKNESSES

- poor retention and attendance on some sports courses
- inadequate training rooms and equipment for larger classes

OTHER IMPROVEMENTS NEEDED

- further develop monitoring and assessment process for non-accredited courses
- better course information for individual learners
- more systematic identification of additional learning needs

41. Most learners achieve a wide variety of additional learning outcomes. Learners develop a good range of skills and knowledge at appropriate levels relevant to their everyday lives. On some food studies courses, learners achieve very good standards of work. Learners on cake decoration courses are able to progress to more advanced work and are achieving commercial standards. Achievements are good on accredited and non-accredited courses. For those learners on accredited food courses, achievement rates are very good. Learners working towards a sugarcraft qualification achieved a 100 per cent pass rate. The achievement rates on accredited physical education courses are also high. The average attendance on food studies and physical education courses is 68 per cent and 61 per cent respectively. Retention on catering courses is high at 90 per cent. Some classes have low attendance rates. Of the 90 classes advertised, 22 had either been closed due to low numbers or had given a deferred start date. Retention and attendance is poor on some sports courses. On several courses, scheduled to run for 30 weeks over three terms, a significant number of learners attended in the first term, but not in the second or third terms.

42. Teaching and learning is effective. Eighty per cent of teaching is good or better. Courses and schemes of work in food studies are planned according to learners' demand. Course information sheets are well detailed. Lessons are planned according to individual learners' needs and include tasks for a range of abilities. Most classes comprise practical work by the learners with demonstrations and individual tuition from the tutors. Demonstrations in food studies are well planned and informative and good use is made of tutors' background knowledge. In all practical work, there is a lot of emphasis on health, safety and hygiene. The lessons develop learners' enthusiasm as well as their skills and knowledge. When learners have particular interests or needs these are incorporated into the lesson either for the individual, or if appropriate, for the whole group. Some rooms do not have adequate space for learners to carry out their work. Tutors on physical education courses use various teaching methods including oral explanation, question and answer, and reflective analysis. In some yoga, keep fit, and food classes, learners are encouraged to support and learn from each other. Good use is made of more able learners demonstrating good practice. Tutors use a good range of voice skills. Tutors also make good use of music to motivate learners on some physical education courses.

43. Programmes are planned effectively to meet learners' needs. Learners' evaluations of food courses are collected at the end of each course and these are used to aid the planning process. Over 60 per cent of learners on food courses return to take similar courses again. Food course programmes are revised to provide a fresh learning

experience for returning learners while still providing new learners with the essential features of the course. The content of the food studies courses has been revised following analysis of the learners' feedback. For example, end of course evaluations by learners asked for more emphasis to be given to healthy eating which is now an integral part of many of the food studies courses. Although regular staff meetings take place many staff have outside commitments and do not attend. Programme managers visits classes frequently and in food studies, formal observations take place twice a year. The results of these observations are discussed with the tutors.

44. Training rooms and equipment are inadequate for larger classes. Some cookery classes take place in rooms which do not have sufficient room or resources. For example, in a cookery class, 13 learners were each cooking two complex dishes, and had access to only a small work surface, five domestic stoves and one double sink. Although there is access to the kitchens for learners with disabilities, the room is not appropriate for learners using wheelchairs. One room being used for a practical cookery demonstration contains inappropriate furniture and equipment. One room used for badminton is not suitable for the size of the class. Rooms used for physical education are generally adequate and provide a safe learning environment. However, some are located in buildings with poor access for learners with mobility difficulties. One of the facilities used is an excellent new purpose-built indoor bowling centre. Five of the six main learning centres have crèche facilities. Tutors are well qualified, knowledgeable and skilled practitioners and provide good group and individual learner support.

45. Procedures have recently been introduced to monitor and assess learners' progress and achievements on non-accredited courses. It is too early to assess their effectiveness. This process is not yet fully implemented into the class routine. Staff and learners do not yet fully understand the process.

46. Some course information is not appropriately detailed. Learners are not interviewed at enrolment and do not always receive the course information before they enrol. Learners are not given sufficient advice to enable them to choose the most appropriate course. Courses related primarily to domestic cookery are sometimes attended by learners whose main goal is to obtain employment in professional cookery. Support available for learners with particular learning or social difficulties is well publicised around the learning centres. The arrangements to identify learners' additional needs are not fully developed.

47. Learners are very satisfied with their courses. For example, one learner is using her new cooking skills at home rather than being dependent on convenience foods. In addition to improving fitness and developing physical skills and abilities, sports learners' state that they appreciate the social, personal and health benefits from attending courses. They improve and develop their self-confidence and social communication skills. Learners enjoy meeting new people and make new friends. Learners on some courses report that they have increased concentration levels, overcome depression and loneliness, and gain relief from ailments such as osteoporosis, asthma, back ache,

arthritis and rheumatism. Learners make good progress and are able to recognise improvements in their own capabilities which have a positive effect on their everyday lives.

Health, social care & public services**Grade 2**

48. Currently, there are 31 health and childcare courses, ranging from short introductory courses, to NVQs at level 3. Most courses last for 30 weeks, with each session lasting for two hours. These courses are provided through seven learning centres, as well as through local schools, community centres and libraries. Courses run during the day and the evening. There were 677 enrolments in 2001-02. Eleven per cent of learners were men, and 10 per cent of learners stated that they had a disability. Fifty per cent of learners are aged between 26 and 45 and 64 per cent claimed concessionary fees. There is one full-time manager for health courses who is also responsible for food services, one part-time manager for childcare courses, and 28 part-time tutors.

STRENGTHS

- good achievement of additional learning outcomes
- good teaching and learning
- effective learner support
- particularly good support for part-time tutors

WEAKNESSES

- poor use of individual learning goals on accredited courses

OTHER IMPROVEMENTS NEEDED

- clearer information in course information sheets
- better teaching of equality of opportunity issues earlier in the courses

49. There is good achievement of additional learning outcomes as well as the course aims by learners. They produce clear, detailed portfolios of evidence and clearly understand topics discussed. Learners improve their self-confidence and develop good social and communication skills. Employed learners gain skills and knowledge which helps improve their performance at work. For example, learners gain a more detailed understanding of childcare protection and abuse.

50. All teaching is good or better. Lessons are well planned with clear objectives that are shared effectively with learners. Teaching methods take account of the different individual needs of learners. Tasks set challenge and encourage learners to progress. Learners are enthusiastic and work well. The tutors make good use of their specialist knowledge and experience. For example, in complementary therapies courses, tutors

make good use of their voice projection skills. Tutors are very dedicated and supportive. Those teaching accredited courses give learners their telephone numbers or email addresses so that they can be contacted outside of the class hours.

51. Learner support is effective. Learners attending accredited classes fully understand how to access this support and how to book or arrange tutorials. Most learners can get support by phone or email when working on assignments at home. Learners are aware of the extra classes available if additional support is needed. Learners working towards NVQs at level 3 have an option of attending a support club where they can get help in putting together their portfolios. Most learners attend pre-course advice sessions before enrolment. Course information sheets are not used effectively. Some learners do not receive these sheets and others receive them at different stages of the course. Not all of the sheets have sufficient information on topics such as reading lists and guidance on accreditation of prior learning. Learners are aware of the availability of access funds, but do not know that they can apply for learning resources. Learners are not sufficiently informed of other sources of financial help such as the early years partnerships. Programme managers work effectively with learners to help with their enquiries and to provide general advice and information relating to their learning programmes.

52. There is good staff development for programme managers and part-time tutors, including conferences and support towards developing and keeping their own professional practice up to date. Tutors were not sufficiently involved in the self-assessment process. One tutor did not know that the service had a self-assessment report.

53. Managers provide part-time tutors with particularly good support. Tutors attended regular meetings with their line managers and receive prompt support and guidance. Lessons are observed regularly and feedback is used effectively to improve the provision. Tutors are developing their own learning materials, procedures and forms. These are not monitored effectively to ensure that they meet awarding body criteria. Learners do not fully understand the equal opportunities policies and practices. Topics to rectify this are introduced too late in the courses. Only one class gave clear and appropriate answers on the subject. Learners are not sufficiently prepared to effectively implement these policies within the workplace.

54. Tutors are suitably qualified. All NVQ level 2 accredited childcare classes have an assigned learning support assistant, who has previously completed the same training as the learners and provide general learner support. Learning resources, including handouts, are well prepared and used effectively. Not all training sites have access for disabled learners and some only have one or two ground floor rooms. Some tutors do not have access to relevant equipment. However, tutors provide their own learning materials during courses. Most accommodation is suitable for all learners.

55. Tutors of accredited courses develop their own records to monitor learners' progress. Course files contain detailed records on learners and their progress and are updated regularly. Assessment and moderation procedures for all accredited

programmes meet the requirements of awarding bodies. Tutors on non-accredited programmes keep their own detailed records. Learners fully understand their progress. There is poor use of individual learning plans on accredited courses. Learning targets are only used in the non-accredited provision. Three different types of individual learning plan are currently being piloted in mainly non-accredited classes in health. Individual learning plans are not used within the accredited learning programmes for childcare.

56. There is a good range of courses. The crèche provision in the seven main learning centres enables learners with childcare needs to attend courses. The outcomes of end-of-course evaluations are used well by programme managers to review provision during their planning. Programme managers make good use of information gained from community open days to market courses and to identify new community needs.

57. Learners enjoy their courses. In health, learners have a good understanding of health and safety issues. For example, more attention is given to what medicines are taken by the learners. These learners also fully understand the impact of alcohol and other drugs on the body and other relevant issues. Childcare learners use the knowledge they gain to support their own children's development. Most learners regularly attend their courses. At the end of a lesson, learners are very positive about the relevance of their studies and look forward to the next lesson.

Good Practice

Learners on childcare courses have access to a dedicated learning support assistant. The assistant has previously completed training within this area of learning.

Visual & performing arts & media**Grade 2**

58. There are 162 visual arts and crafts courses provided in eight learning centres. Courses are held in the morning, afternoon and evening, on weekdays and on Saturday mornings. Most courses run for 30 weeks, with some running for 10 or 20 weeks only. Short intensive courses have recently been introduced. Courses cover a range of visual arts and creative crafts. Currently there are 1,724 enrolments. Many learners are older women. The programme of courses is reviewed on an annual basis.

STRENGTHS

- very good work produced by learners
- very good teaching
- good range of provision

WEAKNESSES

- some inadequate accommodation and resources
- ineffective co-ordination of provision

OTHER IMPROVEMENTS NEEDED

- better systems for monitoring learners' progress
- better co-ordination of information on learners
- better centrally available learning resources for part-time staff

59. Much of the work produced by learners is very good. Learners agree individual learning plans with their tutors and achieve standards appropriate to their own abilities, the course aims and requirements. Learners produce good work in drawing and painting, small scale three dimensional models, and clothes-making courses. Many learners acquire new skills quickly and are able to apply these skills effectively in their work. For example, in a jewellery class, one learner has completed six pieces in copper, including an enamel pendant, and is starting a new project in silver. Most learners do not want to progress to further or higher full-time or part-time courses. However, some learners do move on to other courses at the same level, where they can use their new skills. Other learners repeat the same course to improve their skills on more challenging projects. Tutors are currently researching accreditation for some courses. Attendance and retention rates are currently good. Punctuality is poor in some classes, but this is generally due to local travel difficulties.

60. There is some very good teaching. Tutors are appropriately qualified and

experienced. There is good use of course plans, lesson plans, teaching support material, and individual learning plans. Teaching is based on demonstration and individual tuition and guidance. In some classes there are particularly good examples of learning and teaching. For example, tutors provide very good visual reference and comprehensive handouts, effective group and individual guidance, help learners share ideas and review their work, and record progress and achievement. In some classes learners fully understand the outcomes for the session. In one session, the tutor worked effectively with learners at basic and introductory levels, as well as with those at post-graduate levels. There is some inadequate teaching. Some tutors do not manage groups well or make effective use of visual examples to help improve learners' understanding of their work.

61. There is a good range of provision which meets the needs and interests of learners. For example, one learner recovering from an illness attended some art lessons at his place of treatment and is now doing part-time art sessions at CEL, building a folder in order to apply to a foundation course. Recruitment is ongoing throughout the year. The range of locations with crèche facilities enable learners without transport, and/or with young children, to access provision. Managers are responsive to new needs and the setting up of an intensive programme was an example of responding to changing needs.

62. Co-ordination of the provision is ineffective. Three people are currently responsible for co-ordinating the provision. There are insufficient appropriate data or systems to collect them to improve provision. There is insufficient sharing of good practice. Monitoring of attendance and retention, achievement and progression is not thorough. Completion of forms on learners' progress is also poor. The management information system is not effective and there is too much reliance on information on enrolment, attendance and completion of learning goals, collected in the classroom. Some staff are not involved in the self-assessment process and do not take up staff development opportunities. Some two-hour lessons are too short for practical classes. General studio lessons and intensive courses have also been tried as alternatives.

63. Some accommodation and resources are inadequate. Many courses are provided in old buildings which are of an adequate standard. Some accommodation is very good, for example, the facilities for jewellery at the Kirkdale learning centre. Most accommodation has poor access for learners with mobility difficulties. For example, one learner with back problems was unable to attend a course at one centre. In one learning centre, access to upholstery courses is by a staircase making it difficult to move furniture in and out and restricting the size available for use. There is insufficient equipment in some areas, for example, easels for painting and drawing, and tables in silk screening. Arrangements are inadequate for the maintenance of some resources. There is insufficient storage for staff and learners' work. Learning centres are not always clearly signposted, and entrances are difficult to find. There is no central bank of learning materials and many tutors spend a considerable amount of their own time preparing teaching materials. There is insufficient technician support and tutors have to set up their own classrooms.

64. There is not enough formal assessment or recording of learners' progress. Initial assessment includes consideration of the learning agreement and individual learning plans. In one lesson a practical exercise was set in week one to assess learners' ability. Some tutors have written progress reports on learners. Some tutors also conduct formal tutorials to monitor learners' progress on accredited courses. Some tutors review group and individual learner's progress at the end of each lesson. Learners with additional learning needs are identified in some areas, and their progress is more effectively monitored. Evidence of learners' progress is collected through a portfolio of work, which can be exhibited or used as a record of progress. However, there are insufficient records to show when this takes place.

65. On accredited courses learners receive an induction, tutorial support and continuous assessment, the outcomes of which are recorded. The mechanisms for ongoing feedback and evaluation of learners are not sufficiently thorough on non-accredited courses. Tutors inform learners of their progress and give support and guidance on an individual basis during lesson time, but this is not recorded.

66. All learners express a high level of satisfaction with the support they receive from their tutors. Some value the good support and timely responses to enquiries from the administrative staff. They appreciate the range of learning opportunities that are accessible locally. In practical classes some learners state that there is not enough time for setting and clearing up. Learners are able to gain considerable skills and knowledge and many now have the confidence to work on their own and outside of the class. They appreciate the recognition they get from building up a portfolio of the work they have carried out.

English, languages & communications**Grade 3**

67. Currently, there are 58 language courses provided at seven learning centres. Courses are available in French, German, Italian, Spanish, Greek, Turkish, Arabic, Welsh, and British Sign Language (BSL). Most courses last for 30 weeks, with learners attending for two hours each week. Courses take place during the day and in the evening, and two courses are provided on Saturdays. Most courses are at beginner level. Learners are able to progress to higher levels in French, Italian, Turkish and BSL. In 2002-03, there were 812 enrolments. There is one part-time programme manager and 37 part-time tutors. Recent initiatives to widen participation include family BSL and holiday Italian.

STRENGTHS

- good achievement of main learning goals on all courses
- good development by learners of language skills
- good range of languages to meet the needs of the local community

WEAKNESSES

- poor attendance and retention
- insufficient initial assessment
- insufficient course monitoring and evaluation

OTHER IMPROVEMENTS NEEDED

- better pass rates for BSL courses

68. Learners achieve their main learning goals on all courses. Pass rates are very good on accredited language courses. In most language lessons learners make good progress across a range of language skills and their written work is at an appropriate level. Many learners demonstrate good oral skills. Pass rates on accredited BSL courses have fallen from 83 per cent in 2001 to 67 per cent in 2002. In BSL lessons learners communicate effectively in sign language. Learners make good use of their new skills outside of the classes. For example, one learner on a BSL course has trained as a communicator and is now working in this capacity for the LEA. Another learner has taken part in a sponsored cycle ride to Patagonia where Welsh is spoken. Another learner of Italian has been inspired to progress to studying in Italy. There has been no co-ordination or analysis of information about achievements on non-accredited courses. Learners' attendance is poor at around 60 per cent. Retention is improving, but is still unsatisfactory.

69. Learners develop a good range of language skills. Most tutors are appropriately qualified and are fluent in their specific language. Many tutors make extensive use of the language in lessons and use a range of teaching strategies which promote successful learning. In one lesson at intermediate level, the tutor prepared learners to give oral presentations which were then assessed against set criteria by other learners. There are good working relationships between tutors and learners and there is good learner support. In some lessons, however, tutors do not plan sufficiently to meet the needs of all learners. In one lesson, an activity to help learners learn new vocabulary was dominated by the teacher speaking English. Learners were not given sufficient time to practise and learn the new words. There is insufficient use of videos or IT in lessons.

70. A good range of language courses are provided to meet the needs of the local community. The courses cater for those who want to learn a new language for family or cultural reasons and also for those who are interested in using the language for holidays, work or social reasons. Enrolments on language courses have increased overall, although there has been a slight decrease in Arabic, German, Turkish and Welsh. Approximately 19 per cent of learners took examinations last year and numbers joining examination courses this year are increasing. Currently new curriculum initiatives include family BSL, holiday languages and some short courses.

71. Accommodation and resources are adequate and most tutors have access to cassette recorders, whiteboards and overhead projectors. There is not enough access to IT facilities for tutors and learners. Facilities for independent study are not available to learners, however this can be arranged in exceptional circumstances. Tutors are appropriately qualified and approximately 55 per cent have recently attended staff development activities.

72. Learners receive satisfactory pre-enrolment information and guidance. There is a brief, clear course leaflet, which also contains information about where to find further advice. There is no systematic process in place for identifying, recording and monitoring learners' additional learning needs. However, this support is available through the curriculum manager or the director of special needs at the request of the tutor. During lessons, tutors provide good individual learner support and many provide additional support for absentees.

73. There is insufficient initial assessment. Tutors use a variety of assessment techniques, including testing, observation, listening and self-assessment. Written work is set regularly and is generally marked in detail with helpful comments. However, there is no formal initial assessment process or diagnosis of learning needs, and assessment practices are not consistent between tutors. A process is in place for the assessment and recording of progress on non-accredited courses, but there is no monitoring or analysis of these records.

74. There are no monitored course reviews and targets are not set for improvement. There is insufficient monitoring and evaluation of provision. Not enough use is made of management information data for monitoring, review and planning. Accredited courses

are not internally verified. Tutors do not contribute to the languages self-assessment report and development plan. There is no process in place for the co-ordinating and monitoring of learners' evaluations of language and BSL courses. The programme manager communicates regularly with tutors, mainly by letter, fax or telephone. Tutors receive good support and are able to ask for help and advice at any time. The manager observes all tutors annually and gives good verbal and written feedback. There are termly meetings for all tutors, but not all attend and no minutes are taken. Good practice is shared at these meetings. Courses are planned by the manager in consultation with tutors, learners' focus groups and learning centre managers.

75. Most learners are enthusiastic about their language courses and feel that they are making good progress. They value the teaching and enjoy meeting and working with other learners. They are satisfied with the pre-enrolment information and guidance. Many learners appreciate the support provided by their tutors during lessons and the feedback on their written work. Some learners join courses for family or cultural reasons. For others, the courses provide an opportunity to acquire language skills for recreational purposes. However, some learners would like to progress to higher-level courses, especially non-accredited courses.

Foundation programmes**Grade 2**

76. Literacy and numeracy courses are provided at 10 sites throughout the borough. Courses range from beginner through to pre-GCSE and last for two, 10 or 30 weeks. On the 30-week courses, learners attend for two hours a week at the smaller sites, and two, four or eight hours a week at the main sites. All learners are part time and some enrol on more than one course. All potential learners attend an advice and guidance session. Learners are also able to complete a dyslexia assessment if they have been on their course for longer than a term and are experiencing significant difficulties with their work. All learners complete an initial assessment and have an individual learning plan. Currently there are 634 learners and 1,221 enrolments on 123 courses. In 2001-02, there were 964 learners and 2,304 enrolments on 109 courses. Of these learners, 71 per cent were women and 69 per cent were from minority ethnic groups. There is one full-time programme manager and two part-time assistant programme managers. There are also four full-time tutors, 37 part-time tutors, and a part-time administrator.

STRENGTHS

- well-planned teaching to meet individual learners' needs
- good initial assessment
- wide range of provision

WEAKNESSES

- insufficient guidance for learners on progression to employment and further training
- insufficient evaluation of courses

OTHER IMPROVEMENTS NEEDED

- more detailed records of learners' progress
- better sharing of information from initial assessment to help tutor planning
- better monitoring and sharing of learning materials

77. Teaching is well planned to meet individual learner's needs. Lessons have clearly set objectives and are matched both to the national curriculum and the needs of individual learners. Tutors have good working relationships with learners. Approximately 66 per cent of all teaching is good, with less than 5 per cent unsatisfactory. Teachers plan their teaching carefully and make good use of lesson plans and course outlines. Many tutors make good use of ICT to enable learners to word process their work. Learners work well in groups and pairs to develop good oral

and listening skills. Tutors make good use of learning materials appropriate for adult learners. Some learners make slow progress when carrying out individual work. Learning activities are designed to ensure that learners participate during the session and receive immediate feedback. Additional work to be completed at home is set in some classes. Many tutors produce very good and suitable learning materials in addition to using published worksheets. However, there is no formal procedure for the evaluation and sharing of resources. Tutors make good use of individual learning plans. Some individual learner's records are not sufficiently detailed.

78. Initial assessment is good. All learners have an individual initial counselling interview where they discuss their learning needs and complete a short assessment. Learners are able to ask questions and are directed to an appropriate class. The learner then receives an initial assessment from the tutor. Initial assessment materials have been standardised. Initial assessment results are not shared between staff. Learning is monitored through review of weekly record sheets and individual learning plans. Tutors conduct particularly good reviews of learning at the beginning and end of group sessions. Verification processes are in place and good external verification reports have been received. Classroom activities help tutors to provide feedback on learners' progress. Learners are encouraged to complete learning records, but this is not a consistent practice.

79. There is a wide range of provision. All courses are part-time, with day, evening and Saturday classes available. A two-week summer programme of courses is also provided. There is a literacy with computers course for those learners already on a literacy course. National data supplied by the Basic Skills Agency has been used to quantify the scale of local basic skills needs and targets have been set accordingly. New groups are being established in venues within the community. The authority also supports a course programme for travellers. At an introductory session, a group of learners identified and recorded their individual interests and hobbies, in order to ensure that appropriate learning materials and activities could be developed. None of the short courses are currently accredited, although there are plans to introduce accreditation to all courses. Staff development is planned to cover the new qualifications.

80. Learners make good progress in working towards their main learning goals. Individual learning plans identify learners' achievements and progress. Retention rates were low in 2001-02, but have significantly improved in 2002-03 following the introduction of a range of strategies. For example, strategies include more accurate definition of the ability levels for classes for learners, and the introduction of more short courses. Learners progress well between the different levels of courses.

81. Staff are well qualified and there is an ongoing programme of staff development. Many staff are appropriately experienced and are working towards literacy and numeracy teaching qualifications. All staff are observed annually and new staff have three teaching observations during their first year. Approximately 50 per cent of tutors hold a dyslexia qualification. Most staff have done the national curriculum training. Teaching rooms in the main learning centres are well equipped with locked cupboards

for the storage of learning materials. Space for learning resources is not always sufficient at the smaller sites. Buildings are well maintained, however access is poor at some sites for learners with mobility difficulties. Learners can obtain photocopies of some printed resources. There are well-equipped, dedicated computer suites. Many classrooms have computers, but they are not networked. Learners are able to word-process their work and develop additional IT skills. Specialist literacy and numeracy software has recently been purchased.

82. Pre-course advice is given to all new literacy and numeracy learners to help them assess their individual needs and interests. The learner is then directed to an appropriate group and the tutor receives essential information on individual learners. Learners are able to arrange further counselling at a later stage in the course or to speak to their tutor. Many tutors are qualified and able to assess learners' needs in detail. However, arrangements to assess dyslexia are only available if the learner is failing to make significant progress and has been attending for at least a term. Good childcare facilities are available with crèche provision in all the main learning centres. Learners are also able to receive financial support to use the crèche facility. All tutors provide exit counselling for their learners at the end of their course, but there is no advice and guidance for learners who may wish to progress to employment or further courses outside of CEL.

83. There is insufficient evaluation of courses. Teaching diaries have been introduced but are not kept by all staff. There are no learner evaluation forms other than the review section on the individual learning plans. Managers have introduced many changes in response to the demands of the national curriculum. All staff have been observed once during the year 2001-02. New members of staff have been observed three times. There is no formalised system for the dissemination of good practice. There is no system to quality assure learning materials, except during the observations when teaching folders are also checked. Staff meetings are held each term and tutors exchange ideas and learning materials. These meetings are well attended. Part-time staff can claim an attendance allowance for attending staff development and staff meetings. A regular newsletter is sent to all tutors keeping them up to date with developments within the department.

84. Feedback from learners is very good. One learner appreciated having a new literacy course set up in his neighbourhood. This new group has recently been set up in a housing estate with a high number of people with significant literacy needs. Learners value having a learning centre near to their home with friendly staff, a cafe and crèche facility. Learners have good working relationships with their tutors. One learner has been able to gain confidence in writing. Another learner commented that the mathematics class had helped him with his work as a scaffolder as he is now able to calculate angles and has gained a much better understanding of numbers.

Good Practice

Seventeen tutors have completed additional teacher training in assessing dyslexia in adults and providing appropriate support.

Family learning**Grade 3**

85. There are three community action course programmes, comprising access to positive health, lifestyle opportunities for older people, and connecting parents. Courses last from 10 to 30 weeks and operate for 48 weeks of the year. Most courses are run during the day, with some family courses run during the evening and on Saturdays. In 2001-02 and 2002-03 there were 435 and 346 enrolments respectively. Most learners are women and many have some form of disability. The community action provision is managed by the inclusion initiatives team, through direct project management and community development outreach work. Within the inclusion initiatives team there is one programme manager, two project managers, three assistant project development workers, and a tutor responsible for promoting ICT in the community. There are also 15 salaried part-time tutors and a family learning co-ordinator. An administrative assistant is currently being recruited.

STRENGTHS

- good achievement of learning outcomes
- good teaching
- good productive partnerships with external organisations

WEAKNESSES

- insufficient monitoring of learners' needs
- some poor management of resources
- insufficient course monitoring and review

OTHER IMPROVEMENTS NEEDED

- better sharing of good practice

86. Learning achievements are good, and set targets in all three community action course programmes have been achieved. Although the courses are non-accredited, learners achieve the aims and objectives of the courses and their progress is recorded. Some learners are able to monitor their progress through the completion of record activity sheets. Other learners have a good overall understanding of what they have learned while on the course. Learners on the health courses gain significant health benefits. For example, one learner's health improved significantly and was recommended by her doctor to stop her medication. Another learner suffering from diabetes was able to reduce her medication following health improvements gained through attending a fitness class. Learners on an ICT course have progressed from

having a poor understanding of computers to being sufficiently competent to send emails and use the Internet. Learners from the connecting parents' project have progressed into mainstream provision. Some of these learners now work with other groups in the community.

87. Teaching is good and effectively engages learners who have poor self-confidence. Tutors are well qualified and appropriately experienced, and many have health and fitness and academic qualifications. Tutors have good working relationships with the learners and provide good learner support. Many learners enrol on more than one course and attend various classes during the week. All sessions are well planned with clear aims and objectives and most tutors used a standard format for schemes of work and lesson plans. Tutors make good use of various effective teaching styles. Many learners achieve a wide range of unplanned outcomes from attending courses. For example, the self-confidence of learners on the connecting parents project has improved significantly. Many of the older learners benefit from the social, as well as the mental stimulation gained from attending the courses. Carers for learners with disabilities who attend a line dancing class notice the benefits gained by the learner of the focused sensory stimulation.

88. The inclusion initiatives team has effective working partnerships with local community centres, sheltered housing schemes, libraries, leisure centres, primary care trusts, general practitioners (GPs), hospitals, and various community-based services and organisations. Staff fully understand and are committed to the overall strategic objective of the community education department, which is to improve the quality of peoples' lives through personal, community and cultural development. These partnerships ensure that all provision is within the local community and related directly to identified community needs. This was identified as a strength in the self-assessment report. The working partnerships with the primary care trust and local GPs work particularly well. For example, many learners have been referred to health and fitness classes by their GPs who are aware of the lifestyle opportunities for older people, and access to positive health courses. The connecting parents project team works well with the police to provide drugs awareness sessions.

89. There is insufficient monitoring of learners' needs. Most tutors conduct some initial assessment to identify learners' needs. However, there is no standard procedure for initial basic skills' assessment. Learners complete health information forms and learners' agreements for all courses. Learners who want to attend ICT courses require basic literacy skills. The adult learning plan for 2003-03 states that 35,000 residents within the borough have poor literacy skills. Tutors are aware of the literacy needs of their learners and provide appropriate support.

90. There is insufficient monitoring and review of courses. The self-assessment report identified poor data collection as a weakness. Some tutors complete end of session and end of course tutor and learner evaluations. Other tutors do not record any self or learner evaluations of sessions or courses. There are no reports or evaluations available from tutors or managers of family learning courses. The processing of data and

information about courses from registers is not thorough and some registers are either missing or incomplete. Resources for most courses are adequate and for some courses are excellent. For example, all courses are substantially discounted to allow learners on low budgets to access provision. However, on line-dancing and health and fitness courses, tutors have to provide their own sound system and pay for any repairs. Tutors on other courses are not expected to provide their own or other equipment for teaching.

91. There is some very poor management of staffing resources. For example, one part-time tutor worked for several months without a contract. Another tutor was contracted to teach on a course, which for five weeks had not enrolled any learners. Some classes were suspended when it became apparent that the tutors were not appropriately qualified. Learners cannot resume their classes until tutors with appropriate qualifications are appointed. Some family learning classes have been suspended as the tutor was unavailable to attend due to illness. Although there is some informal sharing of good practice, tutors do not meet regularly to discuss and share good practice.

92. Learners are very satisfied with the courses. Many are enrolled on more than one course and many encourage friends and family to join courses. Older learners depend particularly on courses for their health and fitness and some have noticed that during holiday periods when classes are not running their fitness levels reduce.

Good Practice

On one family learning course, the tutor designed a certificate of attendance to present to children at the end of the course to acknowledge their achievements.

Community action**Grade 4**

93. There are 76 courses for people with learning difficulties and/or disabilities, mental health problems and physical and sensory disabilities provided at 12 sites across the borough. Most classes are held at the Mornington learning centre and the Brockley Rise learning centre. Courses include cookery, art, pottery, craft, music, IT, and dance. Additional courses are provided to develop learners' self-confidence, personal and social skills and self-advocacy. Some classes are held on other provider's sites including an adult training centre, a specialist mental health unit and other community locations. Most courses are available in the daytime and run for 30 weeks. There is one evening class. Most classes operate for between one and half and two hours. Learners are able to move into other courses at other levels within the provision. The learning support department is managed by a full-time programme manager. The learning support manager is responsible for all those learners identified as having a range of additional learning needs and/or disabilities. The manager is responsible for two part-time project managers, the tutors and a proportion of the budget. The other programme managers fund half of the courses. There is one part-time project manager who is responsible for Mindlift, a programme of 19 courses for learners with mental health problems which helps them to access courses in other areas of learning. There is a part-time project manager with responsibility for a computer project for people with learning and other disabilities. There are currently seven computer courses. There are 45 tutors. Currently there are 303 enrolments in the learning disabilities courses, 162 learners enrolled on Mindlift and 79 learners enrolled on the computer project. Twenty-one tutors work up to two hours a week and 23 between two and 15 hours a week.

STRENGTHS

- good teaching for learners recovering from mental illness
- good productive links with external organisations

WEAKNESSES

- unsatisfactory teaching for most learners
- inadequate initial assessment
- insufficient recording of learners' achievements
- insufficient monitoring of learners' progress

94. Teaching is good for learners recovering from mental illness. Lessons comprise effective activities which enable learners to learn new skills and build self-confidence and self-esteem and develop communication skills. Teaching takes account of the individual needs of the learners. There are planned and differentiated activities. In a craft class, learners develop new skills and benefit from the social atmosphere of the

class. Learners enjoy their learning and understand their own progress.

95. There are good productive links with a range of professional and voluntary organisations within the local area. The LEA works effectively with other organisations in the community, which have identified the learning needs of different groups, by developing new courses. For example, the computer project began as a collaborative project between social services and health funding. The most recently developed Mindlift course enables people with challenging behaviour to participate in learning within their own home. Staff from the community support team work alongside the tutors in Mindlift. In one class for people with mental health problems, an occupational therapist works with the tutor to provide good support. Links with the another project enables people with mental health difficulties to obtain vocational guidance. The LEA operates a summer school for three weeks each year, which is partly funded by external organisations for learners with learning disabilities.

96. The programme manager communicates regularly with tutors. Tutors receive good support and can ask for help and advice at any time. There are regular meetings but staff do not routinely attend. The manager visits classes on an informal basis but does not provide adequate feedback. There is a lesson observation programme, but this is insufficiently related to the 'Common Inspection Framework' and the criteria for observation does not relate to the particular needs of individuals with learning difficulties and/or disabilities. The process does not have enough impact on the overall standard of teaching. New courses are planned by the managers in consultation with the tutors and to respond to the needs of local groups. There are some unsatisfactory health and safety practice, with some learners carrying out tasks for which they were not using the appropriate safety equipment. Tutors do not contribute to the self assessment report. Inspectors agreed with many of the weaknesses identified in the report.

97. There are inconsistent standards of accommodation and resources. Some buildings visited are accessible at ground level for those with mobility difficulties. The computer software on one site is appropriate to the needs of learners with learning difficulties, but it is not available at another site used by learners with similar disabilities. Classroom accommodation is inadequate for the size of some classes. For example, when individual learners are accompanied by a supporter. Some of the classrooms are well decorated but others are poor.

98. Teaching is unsatisfactory for most learners. Most lessons are not planned to meet learners' individual learning needs. Tutors do not take sufficient account of the ways in which learners' disabilities impact on their learning. The lessons are not planned to enable learners, especially those with complex learning difficulties, to learn effectively. Many lessons are planned on whole class teaching with not enough individual tuition and guidance. Some learners are not involved effectively in the lessons, or carry out activities that they do not fully understand. Some tutors do not use effective teaching skills. In one lesson, learners with poor reading skills were given a recipe which was difficult to read. In another lesson, learners were asked to carry out a task that was too

complex. Many learners have supporters who accompany them to their classes. These supporters carry out the tasks intended for the learners. Tutors do not prevent the supporters from providing too much support or completing the tasks for the learners.

99. Initial assessment is inadequate. There is no adequate process for identifying and assessing individual learning needs for those with learning disabilities. All new learners attend an initial interview with a manager. Information collected at interview is inconsistent and dependent on the information provided by the learner, and in some cases, by the supporters. Information is not routinely passed on to teachers. Tutors are often unable to plan appropriate teaching to meet learners' needs. Many learners are accompanied by supporters. The supporters are not employed by the LEA. The LEA provides an introductory training event for supporters and guidelines on their role in the classes. In a small number of classes, the supporters are working effectively to the guidelines, but in many classes the supporters adversely affect the learning taking place. Information about the learning requirements and past achievements of learners is not routinely used to assess further appropriate courses. Some learners have attended courses for several years without progressing.

100. There is insufficient recording of learning achievements. Most learners are generally enrolled onto non-accredited courses. Where appropriate, learners work towards external awards. In 2001-02, seven learners achieved a basic food hygiene certificate. In some lessons there is good achievement by learners. Learners produce good art and pottery items. In craft classes, learners gain new skills and improve their self-confidence and develop good working relationships. In many courses, achievements are not adequately recorded. There is not enough recording of the gains made in personal and social skills as outcomes of completing courses. Many learners have attended courses for many years with insufficient evidence of ongoing achievement. The retention rate is 86 per cent. The attendance rate for the Autumn term 2002 was 52 per cent.

101. Tutors do not monitor learners' progress effectively. There are not enough class records that show the increases in self-confidence and self-esteem which some learners say they gain from attending classes. Some assessment involves recording what activities the learners have carried out in the lessons and it is unclear what new skills have been learned. There is no ongoing assessment of skills which are being maintained or developed.

102. Pre-enrolment advice and guidance is inconsistent. The courses are advertised on leaflets which are available as Braille and audiotapes. Learners with sensory impairments are provided with interpreters, Braille information sheets and appropriate equipment. There are three portable Hearing Loop systems available. Help with transport is available for some learners with sensory impairments.

103. Most learners with disabilities enjoy the classes. They have good working relationships with the tutors and are able to make friends with other learners. Many of the learners on Mindlift courses are enthusiastic about the skills they are learning and

increase in self-confidence. They value the opportunity to participate in a class with people who understand their needs. Results from a questionnaire of learners who had completed the Mindlift courses commented positively on their increased levels of self-esteem.

Community learning**Grade 4**

104. There are 50 ESOL courses which run for 30 weeks over 10-week terms. Learners enrol termly for part-time courses of four, six or eight hours which are timetabled to coincide with crèche times on weekday mornings or afternoons. There are seven evening classes of four hours a week, and one computing session at twilight. Classes run at each level from entry 1 to level 1 with most provision at entry 2-3. All courses are accredited except entry 1 courses. There are also single session daytime ESOL courses including literacy, computers, cookery, crafts and machine skills, additional to the main course programme. Enrolment is continuous throughout the year. The department runs a small number of other English language classes, which were not inspected. Courses are based in five main learning centres and two other sites including one ESOL only learning centre based above a library. There have been 516 learners and 1,804 enrolments since the start of the academic year. The exact number of current learners is not available because re-enrolment is not fully completed. Learners enrol on each separate session of a course running over two or more days. In 2001-02, 75 per cent of learners were women. Learners come from a wide range of language backgrounds and include asylum seekers and refugees. The provision is managed by one full-time programme manager responsible for programme planning, budgetary management and quality assurance. There are three recently-appointed part-time assistant programme managers who each have a responsibility for developing ICT, examinations/literacy, or English as a foreign language (EFL). There is a vacancy for a part-time post to develop social inclusion and outreach. There are five part-time centre co-ordinators who liaise with part-time tutors, administrators, and the crèche in each learning centre. There are two part-time visiting tutors who work alongside class tutors when they are carrying out individual work with learners. There are 24 part-time tutors, including the assistant programme managers, who teach three-15 hours each week. There are six tutors who teach fewer than three hours each week.

STRENGTHS

- significant gains in learners' confidence
- good teaching of accuracy in spoken English

WEAKNESSES

- poor planning of teaching and learning
- insufficient range of learning resources and equipment
- insufficient variety of learning opportunities to meet learners' needs and aspirations
- insufficient monitoring and evaluation of the provision

OTHER IMPROVEMENTS NEEDED

- better initial assessment and guidance

105. Learners' self-confidence improves significantly during their time on their chosen course. Tutors have good working relationships with their learners and work effectively to rectify any problems such as poor attendance. In some sessions, tutors help learners to develop good strategies to use outside the classroom. For example, one class was provided with good advice on how to improve language skills by watching English television. Learners' experiences are expanded by attending well-resourced craft and IT classes.

106. There is good teaching of accuracy in spoken English. Schemes of work and lesson plans clearly identify learning objectives and are matched to the core curriculum. Learners make good progress in lessons where tutors make good use of demonstration and practice. Some tutors check thoroughly learners' understanding before moving onto a new topic. For example, in one session, learners moved from distinguishing different past verb endings to aural recognition and were able to carry out sufficient oral practice. Tutors use effective correction techniques and challenging work tasks to ensure learners make good progress. Some tutors make good use of their own monitoring records. Learners build on their own experiences and prior knowledge to improve their language skills. In some lessons, learners carry out relevant role-play activities. For example, in one session, learners progressed from talking about their own health, to talking about their child's health with other learners. Some tutors use activities that encourage learners to work together. For example, during a pronunciation session, learners worked together to repeat words and check vowel sounds in dictionaries.

107. All learners are assessed to identify their language skills. However, the interview does not meet the standards of good advice and guidance practice. One learner had to wait for 50 minutes before being interviewed. The interview room is not adequate for confidential interviews. There is not enough course information for learners. The date a learner starts a course can depend on the availability of crèche places. No other childcare alternatives are explored with learners. The interview is very language focused and does not sufficiently assess learners' other needs. Initial assessment results are made available to tutors, but tutors do not use these records to develop their course. Visiting tutors support class tutors when they carry out interviews with individual learners to produce individual learning plans. Most individual learning plans do not contain detailed individual learning targets. Many tutors do not review targets regularly with learners. There are no targets from IT, literacy or craft classes included in an individual learners' ESOL learning plan.

108. Teaching is poorly planned and attainment is poor. Learners' individual needs are not being met. For example, learning materials are poor and do not meet the diverse needs of learners. There are no differentiated materials or tasks. Many learners do not

make adequate progress. Some activities are inappropriate. Some tutors do not know how to effectively use learning materials to meet learners' language needs. Many tutors do not effectively manage groups of learners. In some lessons, tutors do not take into account individual learners' prior knowledge and experience. For example, in one class, although learners already knew and used the target vocabulary, the tutor continued to follow a poor lesson plan without introducing new language. In some sessions, too much time is used to discuss familiar topics without extending the learners' vocabulary.

109. There are insufficient learning resources and equipment. Although there is sufficient space for teaching at most of the learning centres, in one learning centre the room is too small for the number of enrolled learners. It is not always possible to display posters or students' work. Most IT rooms are well decorated and well equipped. One centre has a screen for demonstration but it is not used regularly. Currently, the computer printers are not working. Another learning centre is well equipped for online learning. In some teaching rooms whiteboards are small and poorly positioned. Some rooms are poorly laid out. Some learners with eyesight difficulties find it difficult to copy from the whiteboard. Some learning centres do not have tape players. There are some dictionaries for use in class, however, there is no facility for learners to borrow books or tapes. Some tutors produce effective learning materials, but there is no central bank of resources. Photocopies of published materials are often poorly reproduced and not appropriate for some learners. A literacy teaching pack is currently being trialled. However, the pack is not matched to the curriculum. Tutors do not readily make use of videos. Most tutors hold an appropriate initial teaching qualification and most staff have attended the training on the core curriculum. However, staff are not using the suggested activities in the core curriculum. Staff do not make use of the local professional development centre for ESOL.

110. There is insufficient variety of learning opportunities to meet learners' needs and aspirations. All courses last a year. There are no short or taster courses focusing on the specific needs and interests of learners. Courses are not designed around any focus other than the language level of the learner. There are no established links with community organisations, primary schools, training providers or employers. Although there are options, for example, cookery, machine skills, craft and IT, these are not well attended and are not promoted effectively. Literacy classes are offered as an extra but these do not sufficiently develop the reading and writing skills of learners. There are no numeracy classes and limited evidence of joint planning with Basic Skills.

111. There is insufficient monitoring and evaluation of the provision. Internal lesson observations have not taken place and there has been insufficient action following a report of observations by an external consultant. Termly class reports are prepared for the programme manager but are not used either to evaluate all courses at a particular level or within a learning centre, or to aid planning. There are no arrangements to collect learners' feedback. There is some confusion about the available data on attendance, retention and achievement. There is not enough action to analyse or improve performance. No targets are set. There is insufficient sharing of good practice. Some tutors are developing good recording systems but these are not shared

with colleagues. Some tutors do not fully understand the purpose of individual learning plans and do not set learners clear targets. There are unmet staff training needs, particularly for tutors taking on new types of work such as the higher-level ESOL classes or the teaching of basic literacy. Some part-time tutors do not receive enough support or induction to use individual learning plans effectively and to monitor learning.

112. Pass rates on accredited courses are poor. Pass rates have fallen from 89 per cent in 2000-01 to 73 per cent 2001-02. There are no systems for collecting evidence of achievement on non-accredited courses. Multiple registers make it difficult to evaluate attendance. Attendance at sessions averages at 60 per cent. Although courses last for a year, learners have to re-enrol each term. Some registers show that following the Christmas break enrolment is as low as 50 per cent.

113. Learners enjoy the courses. Some learners state that they can talk more easily to their child's teacher and that learners' writing has improved. Most learners are more confident about speaking English, and one learner attributed the support and understanding she received from her teacher as a main factor for continued attendance.

Language of the Adult and Community Learning

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	
Provider	Provider	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
Learner	Learner	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
Teacher / trainer	Tutor Mentor	Person teaching adult learners or guiding or facilitating their learning. Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
Learning goals	Main learning goals Secondary learning goals	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.
Personal and learning skills	Personal and learning skills	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 and Community Learning
Unanticipated, or unintended learning outcome	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.
Subject-based programme	A programme organised around a 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.
Issue-based programme	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.
Outreach provision	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.
Neighbourhood-based work	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.
Community regeneration	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.

Relating the term to Adult and Community Learning	
Community capacity building	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 selfmanaging, sustainable communities.
Active citizenship	The process whereby people recognise the power they have to improve the quality of life for others and make a 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.