

# REINSPECTION REPORT

## **Lewisham LEA Reinspection**

**27 May 2004**



ADULT LEARNING  
INSPECTORATE

## LEWISHAM LEA REINSPECTION

### 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	

## LEWISHAM LEA REINSPECTION

### **Adult Learning Inspectorate**

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people 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.

# **INSPECTION REPORT**

## **Lewisham LEA Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Community Education Lewisham (CEL) is the adult and community learning service of the London Borough of Lewisham and is part of the directorate of education and culture. It provides courses in five main local learning centres across the borough and in over 35 community venues including libraries, schools, community centres, social services day centres and a museum. Provision is funded by the London East Learning and Skills Council. Since the previous inspection, the borough council has conducted a review of adult and community learning. Key recommendations to be implemented over the next five years include focusing upon establishing a Lewisham federation of adult and community learning, developing accommodation, strengthening management and increasing the amount of accredited provision. As part of this, the intention is to increase the already substantial provision for basic skills including English for speakers of other languages (ESOL) and to widen the participation of learners with learning difficulties and/or disabilities. In 2003-04, up to the time of the reinspection, a total of 6,823 learners had enrolled on CEL's courses. Of these, 615 were ESOL learners and 477 were learners with learning difficulties and/or disabilities.

2. The London Borough of Lewisham is the second largest London borough. It is highly diverse, both ethnically and culturally. One-third of the population and 50 per cent of pupils in local schools are from minority ethnic groups, with over 130 different language communities in the borough. Locally, there are low levels of adult literacy and numeracy and significant problems of poor health.

### SCOPE OF PROVISION

#### **Learners with learning difficulties and/or disabilities**

3. The learning support department of CEL provides 71 courses for people with learning difficulties and/or disabilities, mental health problems, physical disabilities and sensory impairments. Classes are at 12 sites across the borough, with most provided at the Mornington and Brockley Rise learning centres. Most classes are for one and a half to two hours each week, last from 10 to 30 weeks and are largely unaccredited. Subjects include a range of creative and expressive arts, information and communications technology (ICT), cookery, personal development and self-advocacy. At the time of the reinspection, 477 learners were enrolled on the programmes.

#### **English for speakers of other languages**

4. CEL runs ESOL courses on both directly managed sites and in community venues, such as libraries, community centres and schools. Most of the 71 courses are held at the Mornington, Kirkdale and Brockley Rise learning centres. Courses are of between eight to 10 hours each week, usually during the day, but with some evening and a few late afternoon classes. Learners enrol each term for courses which last for between 10 to 30 weeks. Courses are provided at each level from entry level 1 to level 1, with most provision at entry levels 2 and 3. Courses are often accredited. Learners may join programmes at any time of the year and attend linked courses such as ICT and cookery to supplement their main ESOL learning programmes. All learners receive an initial

assessment for appropriate placement. At the time of the reinspection, 615 learners were enrolled on the programmes.

## ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	6
Number of learner interviews	60
Number of staff interviews	34
Number of locations/sites/learning centres visited	13

## OVERALL JUDGEMENT

5. At the previous inspection, Lewisham Local Education Authority's provision for community action, now provision for learners' with learning difficulties and/or disabilities, and community learning, now ESOL, was judged to be unsatisfactory. All other aspects were at least satisfactory. At the end of the reinspection process, provision for learners with learning difficulties and/or disabilities, and ESOL were judged to be satisfactory.

## GRADES

Grades awarded at previous inspection

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= unsatisfactory, grade 5= very weak

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 (learners with learning difficulties and/or disabilities)	4
Community learning (English for speakers of other languages)	4

Grades awarded at reinspection

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= unsatisfactory, grade 5= very weak

Areas of learning	Grade
Learners with learning difficulties and/or disabilities	3
English for speakers of other languages	3

## AREAS OF LEARNING

Learners with learning difficulties and/or disabilities		Grade 3
Programmes inspected	Number of learners	Contributory grade
Adult and community learning	477	3

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### Strengths

- good teaching and learning for learners recovering from mental illness
- good use of partnerships to meet learners' needs

### Weaknesses

- unsatisfactory aspects of support in many teaching sessions
- insufficient systematic use of data for improvements

### Achievement and standards

6. The standard of learners' work is satisfactory overall. Learners enjoy their courses and most make adequate progress, including those with very restricted abilities. Learners grow in self-confidence and are able to make contact with others, give their opinions, ask for help and help each other. On some courses learners produce a high standard of work. Learners with mental health difficulties write interesting and thought-provoking prose and poetry, and comment with insight on other learners' work. In a paper-sculpture class, learners with very high support needs produced very good and particularly individual portrait busts. On a computer project for people with learning difficulties, learners produced well-designed presentations on Egypt and on local bus routes. No reliable data was available on retention or on achievement of individual goals on courses. Attendance is satisfactory.

### Quality of education and training

7. Teaching and learning for learners with mental health problems continues to be consistently good. The strengths which were identified in the previous inspection remain. Teaching is well planned and tackles the individual needs of learners, helping them to develop new skills, build self-confidence and self-esteem and develop their communication skills. Overall, teaching and learning have improved significantly since the previous inspection and are now mostly satisfactory or better. The proportion of teaching sessions graded good or better in the reinspection was 58 per cent, compared with 31 per cent at the previous inspection. The proportion of lessons graded as unsatisfactory fell from 44 per cent to 8 per cent. The improvement in the teaching is most noticeable in the work with learners with learning difficulties and/or disabilities. The tutors better understand the needs of these learners and plan carefully for very small steps in learning. Several have attended training on the pre-entry core curriculum or on learning difficulty awareness. They are better able to identify achievable targets for individual learners and increasingly devise questions and tasks appropriate to learners' different abilities and needs. In the less successful teaching, tutors do not match tasks sufficiently

closely to learners' needs. For example, in a computing session, a learner's progress was slowed by the use of numeracy software which was above the level of her competence.

8. The good use of partnerships, including productive external links, was identified as strength in the previous inspection. Inspectors agreed with the self-assessment report that these continue and have been extended to include joint working with colleagues within health and social services. For example, there has been work on the development of agreed symbols for a visual prospectus. Speech and language therapists and psychologists in the borough's multi-disciplinary support team advise on appropriate learning targets for learners with high support needs. A stroke recovery course has been jointly planned with help from the borough's sport and leisure department. The CEL mental health project manager works with the borough's community opportunities service to extend access to courses for people with mental health needs.

9. Resources have improved since the previous inspection and are now satisfactory. Most tutors have teaching qualifications or are working towards them. Over half have attended awareness training on working with learners with learning difficulties and/or mental health issues. However, some tutors who help learners to develop literacy and numeracy skills on computer courses have insufficient specialist literacy and numeracy expertise. Teaching and learning materials are satisfactory in most sessions. There are very good resources on the computer project for people with learning difficulties. These include assistive and adaptive technology and a variety of communicative aids that allow learners with high support needs to participate.

10. As identified in the self-assessment report, initial assessment, monitoring of learners' progress and recording achievements have improved and are now satisfactory. A learners' information form now includes more information and is copied to all learners' tutors. The results of learners' initial assessments for literacy and numeracy are copied to their other tutors to inform their planning of teaching. Systems to establish learners' subject skills, as a starting point from which to measure progress, are not as well developed. The department has piloted a number of ways of recording learners' progress and achievement. The most effective are being used successfully by tutors who are skilled at identifying achievable individual goals and targets for individual learners. Some tutors are unclear about how to reconcile the recording of progress towards group goals with individual targets. CEL has not yet established how to record end-of-course achievements on the management information system.

11. Aspects of support for learners in many teaching sessions remain unsatisfactory. Outside support workers change frequently, without notice. Tutors often lose time with learners in briefing new supporters. When there are staff shortages at learners' residences or day centres, learners are often unable to attend classes. Tutors have become more skilled at directing supporters but some supporters still do not allow learners sufficient independence in teaching sessions. Others have difficulty following the tutors' directions. Some supporters talk too much and divert learners' attention from their work. Managers have worked hard to improve support workers' skills. They have organised frequent training events and issued written agreements. In some teaching sessions, supporters provide unobtrusive and very effective help.

## Leadership and management

12. Leadership and management have improved since the previous inspection. There are additional staff. A very good range of training events and meetings is well attended by staff, who also receive individual support with session planning. All tutors are observed in their teaching, as part of the new internal scheme, the criteria for which are closely related to the *Common Inspection Framework*. Action points are followed up with support and repeat visits. All weaknesses identified in the previous inspection report have been rectified. The self-assessment report is more rigorous, although tutors still do not contribute directly through end-of-course reviews. Inspectors agreed with many of its judgements. The department effectively promotes disability rights.

13. Managers make insufficient systematic use of learners' data to implement improvements and programme developments. They are not well supported by the new central management information system, introduced in September 2003, which does not yet provide timely and reliable data. Learning support managers do not have reliable data on learners' enrolments, retention or attendance rates to help with analysis and planning. There is a useful spreadsheet which records all tutors' qualifications, training and development activity.

**English for speakers of other languages****Grade 3**

<b>Programmes inspected</b>	<b>Number of learners</b>	<b>Contributory grade</b>
Adult and community learning	615	3

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

**Strengths**

- good personal development for many learners
- significant teaching improvements

**Weaknesses**

- insufficient attention to meeting the individual needs of some learners
- poorer teaching accommodation and resources in some venues

**Achievement and standards**

14. Personal development is good for many learners. They develop good levels of self-confidence and self-esteem and apply their new skills in everyday life. This strength is more marked than at the previous inspection. Learners become more accurate in expressing themselves and at understanding others without interpreters. For example, they are able to communicate effectively with school teachers, colleagues or in their local council office. They relate better to other people and have a greater sense of being part of their local communities. Most learners make good progress in completing set tasks during learning sessions and show interest and take pride in their work. They maintain a good level of concentration, respond well to tutors' prompting and are keen to complete their set tasks. There is a good atmosphere in most sessions, where learners are keen to support and encourage each other. Most learners follow courses with accredited qualifications and recent examination results are good. The standard of learners' work is satisfactory. Work is well organised and suitably marked. Learners' attendance is satisfactory.

**Quality of education and training**

15. Teaching has improved significantly since the previous inspection. During reinspection, 60 per cent of observed sessions were judged as good or better, with 27 per cent being very good or outstanding, as compared with 40 per cent and 4 per cent at the previous inspection. There is also much less teaching that is less than satisfactory, falling from 28 per cent to 13 per cent, with no poor or very poor teaching observed. Schemes of work and lessons plans often clearly identify learning objectives and are well matched to the core curriculum.

16. In the best teaching, activities are well planned to ensure that all learners work at appropriate levels. Tutors give constant feedback and check learners' understanding before moving to the next task. They set challenging tasks, ensure that learners progress and provide ample opportunities for the development of speaking and listening skills. Tutors use a good range of stimulating materials, away from textbooks, to sustain interest. Language is well contextualised to learners' lives and learning materials are of direct relevance to their experiences. For example, in an entry level 1 session, learners were encouraged to reflect on their past and present occupations when practising the present

continuous tense in the context of jobs. This encouraged the production of spontaneous language, expanded vocabulary and enabled learners from different linguistic backgrounds to understand better English language structures. In other sessions where double staffing is secured, learners are well guided in producing and typing shopping lists and recipes on laptops and computers after research for ingredients and recipes through the internet. Learners' ethnic and cultural diversity is respected and their various contexts are used well in teaching.

17. Inspectors agreed with the self-assessment report that the recording and monitoring of learners' progress has improved and is now satisfactory. Tutors and learners have a good understanding of the purpose of individual learning plans and they are used to plan learning and discuss progress. Group and individual learning goals are clearly defined and progress reviews clearly identify next steps. Non-accredited goals are recorded effectively to assess and reflect upon achievement. Learners are well focused on their goals with a clear sense of direction and are able to self-assess their progress including at entry level 1. Termly progress reports are thorough and are used effectively to help improve the courses.

18. Programmes are now successfully evaluated and reviewed to help match them to learners' needs and aspirations. Short courses have been introduced and literacy and information technology (IT) courses are now been integrated well into learners' programmes. Double staffing has been successfully secured to provide effective support for learners and to help develop IT and language skills.

19. Advice, guidance and support are now satisfactory. Initial assessment clearly identifies the individual needs of learners and is used for effective placement and referral. Interviews now take place in spaces that ensure privacy. Learners have a good awareness of progression routes, a good understanding of course accreditation and of other courses available, both within and outside CEL. Crèche facilities are used well by learners although this is not consistently provided at one community venue. Learners are well supported by tutors outside of sessions and their attendance is monitored closely.

20. Resources are now satisfactory. Most tutors hold appropriate qualifications. Most staff have attended core curriculum training and others will attend shortly. Both the quality and access to audio-visual aids and IT equipment have improved since the previous inspection. Handouts are well produced. Learners now have good access to computers at most learning centres, although booking systems and the transport of laptop computers still hinders full access in some community venues. Some basic teaching aids cannot be prepared and tutors are not always able to access photocopiers and paper in venues not directly managed by CEL.

21. Insufficient attention is given to meeting the individual needs of some learners. In these cases, planning does properly reflect the different needs of all learners. Tutors do not pay enough attention to the relevance of tasks and resources and there are too few differentiated materials and tasks. In the weakest sessions, the staging of learning is not well planned. Tasks are set at a level too high for some learners, with insufficient presentation or reinforcement of language. Some activities do not challenge more able learners. Tutors do not sufficiently engage with all learners. They allow more vocal learners to dominate sessions and tend to answer their own questions to learners.

22. Although accommodation has improved since the previous inspection there is still a significant number of poorer teaching rooms. Some rooms are too small for the number of enrolled learners and are poorly furnished. Learners' work cannot always be displayed as some learning centres do not have rooms uniquely for ESOL. Some sessions are timetabled

in rooms where two classes are taking place simultaneously, preventing effective teaching and disturbing learners at work.

### **Leadership and management**

23. The scheme for the internal observation of teaching and peer support, has led to improvements in the teaching and learning. There has been extensive revision of practice. For example, in the recording and monitoring of learners' progress, the purchase and distribution of resources, and the use of course reports to evaluate and widen the curriculum offer. Management have introduced new ways of recording and assessing non-accredited achievement and staff actively pilot new systems and suggest improvements. Staff share good practice and work well as a team. Communication among staff is good. Managers are readily available and meetings are good.

24. The self-assessment report identified that management information systems are still not sufficiently robust or accurate. They do not sufficiently help staff to improve their work, to analyse data or set targets on attendance and retention. Inspectors agreed with most of the judgements in the self-assessment report. It identified most key strengths and weaknesses.