

REINSPECTION REPORT

Royal Borough of Kensington and Chelsea LEA Reinspection

12 May 2006



ADULT LEARNING
INSPECTORATE

Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. 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.*

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.
- adult information, advice and guidance services (**nextstep**)

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The local authority's provision of adult and community learning in the Royal Borough of Kensington and Chelsea (RBKC) is the responsibility of the adult and family learning team. The team forms part of the community learning group within the family and children's services directorate. The team comprises a head of adult and family learning, a manager for contracts and diversity, a manager for quality, and a family learning co-ordinator.

2. RBKC contracts out its entire adult and community learning provision. Operating on a commissioning basis, RBKC secures service delivery agreements with 17 organisations. The largest of these, Kensington and Chelsea College, accounts for approximately 70 per cent of the provision. The remainder comprise a range of voluntary sector organisations. Classes are held at 28 separate locations. In addition, RBKC has a small but developing family learning provision.

3. In 2004-05 there were 6,140 learners generating 9,438 enrolments on 874 courses. Some 21 per cent were male learners, 22 per cent were from minority ethnic groups, and 38 per cent were entitled to concessionary fees. At the reinspection, leadership and management and the provision in hospitality, sport and leisure were inspected. Courses in the other areas of learning that were satisfactory or better at the previous inspection, and some new provision in foundation, were also sampled.

4. RBKC has two wards that are among the most deprived 10 per cent in the country and further areas of deprivation in the south west. The economic base of RBKC is largely business services dominated by retail, hotels, distribution and catering. According to the 2001 census, approximately 21 per cent of RBKC's population is from a minority ethnic group, compared with 9.1 per cent nationally.

SCOPE OF PROVISION

Hospitality, sport, leisure & travel

5. From September 2005 to the time of the inspection, 1,308 learners enrolled on 108 different courses. This accounts for 14 per cent of the RBKC's provision overall. Some 60 per cent of enrolments are on to courses at Kensington and Chelsea College, and the remainder are on to courses run by community-based providers located at various venues around the borough. Courses cover a range of sports, yoga classes and exercise sessions for all ages. Female learners comprise 80 per cent of the enrolments, half of whom are aged between 25 to 49. Courses run for 10 weeks. Classes last between one and two hours and take place at various times of the day. Most are taught by part-time tutors.

ABOUT THE REINSPECTION

Number of inspectors	6
Number of inspection days	28
Number of learners interviewed	187
Number of staff interviewed	28
Number of subcontractors interviewed	17
Number of locations/sites/learning centres visited	14

OVERALL JUDGEMENT

6. At the previous inspection in February 2005, RBKC's leadership and management of adult and community learning were unsatisfactory as were its arrangements for equality of opportunity and quality assurance. The provision was good in visual and performing arts and media, and satisfactory in English, languages and communications, and in humanities. Provision in hospitality, sport, leisure and travel was unsatisfactory. At the end of the reinspection process all aspects that were formerly unsatisfactory are now satisfactory. Standards have also been maintained in the other areas which were satisfactory or better at the previous inspection.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Grades awarded at previous inspection

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

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Adult and community learning	Not available	4

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Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
Arts - Adult and community learning	Not available	2
Crafts - Adult and community learning	Not available	2
Music - Adult and community learning	Not available	2

Humanities		3
Contributory areas:	Number of learners	Contributory grade
Other contributory areas - Adult and community learning	Not available	3

English, languages & communications		3
Contributory areas:	Number of learners	Contributory grade
Languages - Adult and community learning	Not available	3

Grades awarded at reinspection

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

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation - Adult and community learning	1308	3

KEY FINDINGS

Achievement and standards

7. Learners develop their skills to a good standard in leisure, sport and recreation.

Learners in yoga classes demonstrate a good understanding of correct body alignment and perform sequences effectively. There is also good enhancement of learners’ health and wellbeing on courses in leisure, sport and recreation.

8. Learners develop particularly high levels of fluency on higher-level courses in modern foreign languages. They engage in sustained oral exchanges with impressive ease and respond to challenging material with an accurate and authentic use of the taught language. However, poor punctuality disrupts learning in classes in modern foreign languages, and is not challenged by tutors. **Learners develop good technical skills in courses in visual and performing arts and media.** Standards of work on these programmes are good. Standards of work in foundation programmes are satisfactory.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Hospitality, sport, leisure & travel	0	3	5	0	8
Total	0	3	5	0	8

9. Overall standards of teaching and learning have improved since the previous inspection. The weakness in teaching in sports, leisure and recreation identified at the previous inspection has been rectified. Teaching and learning are now satisfactory. In the better sessions, learners receive good individual attention to ensure effective learning and safe participation. In the less effective sessions, activities are insufficiently adapted to meet individual learning needs or to facilitate individual progression.

10. Tutors in modern foreign language classes make good and sustained use of the taught language. In a number of classes there is too much tutor-led learning. Teaching is good in visual and performing arts and media. Tutors give particularly good individual tuition and guidance in art and dance classes.

11. **Good resources are used well to enhance learning in sports, leisure and recreation.** All classes are held in good-quality accommodation both in the college and at the community centres. A good range of equipment is provided.

12. The range of programmes meets the needs and interests of learners in sports, leisure and recreation. There is a good range of courses in modern foreign languages and in visual and performing arts and media. There are good enrichment activities in visual and performing arts and media, and innovative community-based courses for older people in humanities. The recent development of the foundation and family learning provision has been effective in widening participation.

13. **There is insufficient initial assessment and recording of learner progress in sport, leisure and recreation.** This weakness was identified at the previous inspection. Few tutors check learners’ starting points at the beginning of their courses and progress is rarely measured against individual goals. There is little evidence of progress being

regularly recorded.

14. There is insufficient recording of progress and achievement in courses in visual and performing arts and media, and in foundation programmes. Procedures for the use of individual learning plans and the recording of learners' progress are not followed consistently by tutors.

Leadership and management

15. **The strategic direction for the overall development of adult and community learning is well formulated.** This was identified as a weakness at the previous inspection. RBKC has determined a vision for the development of the adult and community learning provision in consultation with its partners. A new tendering process has been implemented to ensure that RBKC can appoint subcontractors who are best able to meet RBKC's priorities. The new approach to determining strategy is well supported by elected council members and subject to review by the scrutiny committee.

16. **The management of provider contracts is good** and has significantly improved since the previous inspection when this aspect was identified as a weakness. Development plans, agreed with each provider, are monitored at each visit. Significant developmental and capacity building work has been undertaken with the community-based subcontractors to support the network in delivering the objectives of RBKC.

17. **RBKC works with a good range of specialist community organisations to target particular groups who are not traditionally well represented in learning.** The locations and venues for learning are chosen well to provide local access and to concentrate provision in areas of the borough where social deprivation is most marked.

18. The weakness identified at the previous inspection of inadequate promotion and monitoring of equality of opportunity by RBKC has been rectified and arrangements are now satisfactory. Providers' arrangements to ensure equality of opportunity are a central feature of the new tendering process. There is a designated equalities champion in the adult and community learning team and links have been profitably extended with wider business groups within RBKC.

19. Staff training and development was identified as satisfactory at the previous inspection and remains so. Health and safety issues identified at the previous inspection have been satisfactorily resolved, particularly in the hospitality, sport and leisure area of learning.

20. External and internal communications are satisfactory. The adult learning forum which convenes on a quarterly basis is effective in giving direction to the subcontractor network. Individual area of learning cluster groups have recently been established in order that subject specialists can meet and share good practice. However, some of these groups have only recently met and not all are well attended.

21. Arrangements for the provision of additional support for adult and community

learners are satisfactory. RBKC has recently devised a strategy for literacy, numeracy and language support. Some of the community providers provide good specialist support for their specific client groups, such as the provision targeted for learners with mental health difficulties and for learners with disabilities. A few venues have poor accessibility. Where possible, alternative venues are identified to facilitate learners with restricted mobility.

22. The provision of information advice and guidance is satisfactory overall. However, some adult and community learning course information is insufficiently detailed, particularly in visual and performing arts and media.

23. RBKC's arrangements for quality assurance are much improved since the previous inspection and are now satisfactory. The collection and analysis of data has improved. The collection and analysis of learner feedback is satisfactory. Surveys are undertaken on an annual basis and mystery shopper activities have been undertaken.

24. The self-assessment process has improved since the previous inspection and is now satisfactory. The RBKC self-assessment report has been fully informed by reports separately produced by each subcontractor. The RBKC report was judged by inspectors to be a broadly accurate reflection of the provision. The post-inspection action plan clearly identifies actions to address weaknesses and has been closely monitored during the year. Since the previous inspection, RBKC has been successful in improving aspects of leadership and management, the quality of provision in hospitality, sport and leisure, and in maintaining quality within the remaining areas of learning.

25. **Attendance rates are poor.** For the current year, the overall attendance rates are 52 per cent with the attendance rates of the main subcontractor at 58 per cent. The attendance target set for the provider network is insufficiently challenging at 50 per cent.

26. Comparative analysis of the overall performance and progression of learners by different type, such as by ethnicity, or by prior attainment, has not been routinely conducted to establish trends.

27. **The quality assurance procedures in community providers are insufficiently established.** Whilst RBKC has undertaken developmental and capacity-building events for its community providers since the previous inspection, a formal manual of quality assurance procedures has only very recently been introduced. Inspectors found a wide difference in the quality of course documentation and the completion of individual learning plans and monitoring of learners' progress in all areas of learning. The observation of teaching and learning in community provision has commenced since the previous inspection. However, not all areas of learning have been observed and the observations in sport and leisure lack clear judgements.

Leadership and management

Strengths

- well-formulated strategic direction

- good contract management
- good partnership working to widen participation

Weaknesses

- poor attendance
- insufficient analysis of the performance of different learner groups
- insufficiently established quality assurance procedures in community providers

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good development of technical skills
- good enhancement of learners' health and wellbeing
- good resources

Weaknesses

- insufficient initial assessment and recording of learner progress
- ineffective use of course paperwork
- ineffective observation of teaching and learning in community provision

Language of the Adult and Community Learning Sector

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	Person teaching adult learners or guiding or facilitating their learning.
	Mentor	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
Learning goals	Main 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.
	Secondary learning goals	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.

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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.

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- well-formulated strategic direction
- good contract management
- good partnership working to widen participation

Weaknesses

- poor attendance
- insufficient analysis of the performance of different learner groups
- insufficiently established quality assurance procedures in community providers

28. The strategic direction for the overall development of adult and community learning is well formulated. This was identified as a weakness at the previous inspection. RBKC has determined a vision for the development of the adult and community learning provision in consultation with its partners. The strategy is based on extensive use of labour market and demographic research. It clearly identifies how the provision will meet the needs of the most disadvantaged sections of the community. Following consultations and research RBKC has, for example, established a need for additional family learning, English for speakers of other languages (ESOL) and information and communications technology (ICT) courses. A new tendering process has been implemented to ensure that RBKC can appoint those subcontractors best able to meet its priorities. The new approach to determining strategy is well supported by elected council members and subject to review by the scrutiny committee.

29. The management of provider contracts is good and has significantly improved since the previous inspection when this aspect was identified as a weakness. All contractors are visited on a quarterly basis or more frequently if significant issues need to be resolved. Visit dates are planned well in advance with the content of the visit determined by a detailed audit schedule of the contractual aspects to be reviewed. Development plans, agreed with each provider, are monitored at each visit. At the end of each quarter, RBKC reviews all of its subcontracted provision and identifies common patterns and trends, and determines the development needs of its network. Significant development and capacity-building work has been carried out with the community-based subcontractors in order to support the network in delivering the objectives of RBKC. This has included training courses in recognising and recording prior achievement, self-assessment processes and working with people with disabilities.

30. Staff training and development was identified as satisfactory at the previous inspection and remains so. Staff are appraised on an annual basis and complete a mid-year review. Appraisals include the identification of individual training and development

needs. All staff have completed recent training relevant to their job roles.

31. Attention to health and safety is satisfactory. Health and safety issues identified at the previous inspection have been satisfactorily resolved particularly in hospitality, sport and leisure.

32. Internal and external communications are satisfactory. The adult learning forum meets on a quarterly basis and gives effective direction to the subcontractor network. Individual area of learning groups have recently been established to enable subject specialists to meet and share good practice. However, some of these groups have only recently met and not all are well attended. The adult and community learning team meetings are frequent and staff attend a variety of RBKC departmental strategic and operational meetings.

33. RBKC has recently devised a strategy for literacy, numeracy and language support. Learners have access to comprehensive support arrangements at Kensington and Chelsea college and some community providers refer learners to other local providers when necessary.

34. Attendance rates are poor. For the current year the overall attendance rate is 52 per cent with the attendance rate of the main subcontractor at 58 per cent. Recent improvements to the collection and analysis of data have enabled RBKC to identify this weakness. However, the attendance target set for the provider network is not adequate at 50 per cent.

Equality of opportunity

Contributory grade 3

35. There is good partnership working to widen participation. RBKC works with a good range of specialist community organisations to target particular groups who are not traditionally well represented in learning. Organisations include those that engage with minority ethnic communities, young men, learners with physical disabilities, older learners, and learners with mental health difficulties. The locations and venues for learning are chosen well to provide local access and to concentrate provision in areas of the borough where social deprivation is most marked. Participation in wider family learning programmes has increased in the current year with a particular focus on working in partnership with schools in deprived areas. Good use is made of an analysis of learners' postcodes and of RBKC's data at ward level in the planning of provision. The proportion of learners entitled to concessionary fees and of those with a declared disability has increased in 2004-05 on the previous year. The proportion of minority ethnic learners has remained in line with that of the borough as a whole. The proportion of male learners has not increased during this period.

36. The weakness identified at the previous inspection of inadequate promotion and monitoring of equality of opportunity by RBKC has been rectified and arrangements are now satisfactory. An audit of providers' equalities policies has been completed and some providers have been required to submit revised policies to meet RBKC's standards. Equality of opportunity is a regular feature of monitoring visits to providers to

ensure responsibilities in this area are clearly established. Providers' arrangements to ensure equality of opportunity are a central feature of the new tendering process. Providers are to set specific recruitment targets that reflect their own particular working context as part of the new commissioning arrangements.

37. A recent and well-attended workshop for providers gave an update on legislation and providing support in reviewing policies. A programme of further training planned for the next academic year includes a focus on equality impact assessment. Not all community providers have developed promotional material in an appropriate range of different forms, or have reviewed their procedures to meet the legislative requirements for safeguarding vulnerable adults.

38. RBKC's policies and procedures for equality of opportunity are satisfactory and meet legislative requirements. The adult and community learning service has established a set of guiding principles that apply corporate policy to the specific working context of the provision of adult and community learning. There is a designated equalities champion in the adult and community learning team and links have been extended with wider business groups within RBKC. An adult and community learning service delivery plan includes equality and diversity targets for the service team and are regularly monitored. Arrangements for dealing with learners' complaints are satisfactory.

39. Arrangements for the provision of additional support for adult and community learners are satisfactory. RBKC has recently conducted an audit of the various processes of initial assessment and the kinds of support provided by community providers. Some community providers provide good specialist support for their specific client groups, such as the provision targeted for learners with mental health difficulties and learners with disabilities. RBKC commissioned a locally based organisation to carry out an audit of providers and report on disability inclusion within the community provision. RBKC have responded to its recommendations by purchasing additional equipment for learners with sensory impairment such as hearing loops. Training for community staff and tutors is planned in the use of the new equipment and training in British Sign Language is to be provided for front-line staff. RBKC has contributed to minor adaptations on community providers' premises to improve physical access. Some venues have poor accessibility. Where possible, alternative venues are identified to help learners with restricted mobility.

40. The provision of information, advice and guidance is satisfactory overall. There are comprehensive arrangements for advice and guidance at Kensington and Chelsea College, and additional opportunities are available to learners at North Kensington opportunities centre, the third age foundation, and libraries. Specialist information is also made available by some community providers specific to their client groups, for example, media career guidance from the video college. However, some adult and community learning course information is insufficiently detailed, particularly in visual and performing arts and media. Providers have insufficient knowledge of each other's provision. A detailed prospectus is being prepared for 2006-07 following the completion of the commissioning process.

41. There is insufficient analysis of the performance of different groups of learners.

Recent improvements have been made to the collection and use of data. However, current systems do not ensure that a full range of data is collected on all learners. Information is not collected centrally on the number of learners new to learning, of their prior qualifications, or progression to further study. Comparative analysis of the overall performance and progression of learners by different type, such as by ethnicity, or by prior attainment, has not been routinely conducted to establish trends.

Quality assurance

Contributory grade 3

42. RBKC's arrangements for quality assurance are much improved since the previous inspection and are now satisfactory. Kensington and Chelsea College applies the same quality assurance procedures to the adult and community learning provision as it does for its other courses. Procedures include tutor observations, the collection and analysis of learner feedback, tutor evaluations and end-of-course reviews. Staff from RBKC contribute to the moderation of college tutor observation records. College provision is reviewed on a monthly basis between the head of adult and family learning at RBKC and the senior manager for adult and community learning at the college.

43. The collection and analysis of data is much improved since the previous inspection and is now satisfactory. The borough uses effective electronic systems to collect data from its providers on a monthly basis. Recent improvements to the management information available include data on retention and the inclusion of college attendance rates. Reports are in a clear format and are distributed to providers on a monthly basis. The reports are used well by contract management staff at contract management reviews. Areas for improvement are identified with providers and action plans are set and monitored for improvement.

44. The collection and analysis of learner feedback is satisfactory. Surveys are carried out on an annual basis and mystery shopper activities have been completed. Analysis of feedback is carried out by staff, and providers are given display posters with the analysis and information on how RBKC will respond to the issues identified.

45. The self-assessment process has improved since the previous inspection and is now satisfactory. The RBKC self-assessment report is based on reports produced separately by each subcontractor. For some subcontractors, RBKC has given considerable support to improve their self-assessment processes. The RBKC report was judged by inspectors to be a broadly accurate reflection of the provision. However, the report does not make enough use of quantitative information.

46. Action-planning is satisfactory. The detailed post-inspection action plan identifies who is responsible for actions and timescales. Close monitoring of the plan has been carried out by RBKC and its subcontractors. Since the previous inspection, RBKC has been successful in improving aspects of leadership and management, the quality of provision in hospitality, sport and leisure, and in maintaining quality within the remaining areas of learning. At the previous inspection 8 per cent of teaching was judged to be unsatisfactory. During reinspection, no unsatisfactory teaching was observed by inspectors.

47. The quality assurance procedures in community providers are not sufficiently established. Whilst RBKC has carried out developmental and capacity-building events for its community providers since the previous inspection, a formal manual of quality assurance procedures has only very recently been introduced. Inspectors found a wide difference in the quality of key procedures including lesson planning, completion of individual learning plans and monitoring of learner progress in all areas of learning. The observation of teaching and learning in community provision has recently started. However, though plans are at an advanced stage to do so, not all areas of learning have been observed. Observations in hospitality, sport and leisure do not have clear judgements.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation - Adult and community learning	1308	3

Leisure, sport and recreation

Strengths

- good development of technical skills
- good enhancement of learners' health and wellbeing
- good resources

Weaknesses

- insufficient initial assessment and recording of learner progress
- ineffective use of course paperwork
- ineffective observation of teaching and learning in community provision

Achievement and standards

48. Learners develop their technical skills to a good standard. This was identified as a strength at the previous inspection and has been maintained. In a yoga class for beginners, learners manage difficult postures, balances and stretches competently. In more advanced yoga sessions, learners demonstrate a good understanding of correct body alignment. They have a good knowledge of postures and perform movement and sequences effectively. A beginners' group of tennis players engaged in tennis rallies showing good co-ordination and concentration.

49. There is good enhancement of learners' health and wellbeing. Learners report improvements to mobility, co-ordination, balance, flexibility, posture and wellbeing. The ability of older learners to perform everyday tasks involving bending and stretching is improved. In many sessions, learners enjoy the social benefits of attending regularly and have gained in confidence and self-esteem. New members to classes are made welcome and the supportive atmosphere allows them to settle quickly into the group activities. Learners enjoy working with others in the classes, and the good friendships that are developed help improve their motivation and interest in the activities.

Quality of education and training

50. The weakness in teaching identified at the previous inspection has been rectified. Teaching and learning are now satisfactory. In the better sessions, learners receive good individual attention to ensure effective learning and safe participation. Demonstrations are clear and tutors make good use of questioning to check that learning is taking place. In some cases, learning is enhanced by good use of additional information in the form of diagrams, helpful tips and well-produced handouts for the learners to take home with them to study. A variety of teaching methods are used to encourage independent learning and there are a good range of activities to meet session and course objectives. In the less effective sessions, activities are insufficiently adapted to meet individual learning needs or to facilitate individual progression. Learners' performance is not monitored effectively and insufficient individual assistance is given to enable learners to make improvements.

51. Good resources are used well to enhance learning. All classes are held in good accommodation in the college and at community centres. All provide a good learning environment and include gymnasiums, dance studios and drama halls. The borough provides a good range of equipment that is used well. Some tutors provide background music, and in one exercise class the use of a pianist who accompanied the tutor was effective in setting the pace for the session.

52. The range of programmes meets the needs and interests of learners satisfactorily. Provision includes specific courses for older learners, learners with disabilities, and for Muslim women.

53. There is insufficient initial assessment and recording of learners' progress. This weakness was identified at the previous inspection. Few tutors check learners' starting points at the beginning of their courses in terms of fitness level, stamina, mobility and flexibility. There is insufficient assessment and monitoring of individual learning and progress. Some tutors are not sure how to carry out these tasks. Progress is rarely measured against individual goals, and in many cases no individual targets are set. Some tutors assess learners' progress informally, but there is little evidence of progress being regularly recorded. Where individual learning plans are used they are often not completed in sufficient detail. Professional development sessions have been recently held to address this.

Leadership and management

54. Leadership and management are satisfactory. Improvements have been made to communication with tutors. Good use is made of the monitoring visits by RBKC's staff, and a cluster group has been formed to support tutors and promote good practice in this curriculum area. The previous inspection found inadequate attention to safe working practices. Health and safety arrangements are now satisfactory. All venues have been professionally risk assessed and the activities that take place within them. All learners are asked to complete a health questionnaire, but in some cases they have not been filled

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in. The post-inspection action plan clearly identifies actions to tackle weaknesses and has been closely monitored during the year.

55. There is ineffective use of course paperwork. Some tutors do not adequately prepare schemes of work, and in some cases lesson plans are not sufficiently detailed and consist only of a list of activities to be completed.

56. The college's programme of observation of teaching and learning is satisfactory. However, the arrangements for the observation of teaching and learning for leisure, sport and recreation in community provision are ineffective. Observation reports are too descriptive and do not have clear judgments on the quality of the teaching and learning.