

INSPECTION REPORT

Bromley LEA

25 November 2005



ADULT LEARNING
INSPECTORATE

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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** 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.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

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

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

INSPECTION REPORT

Bromley LEA

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Bromley Local Education Authority's (the LEA) adult and community learning service (the service) is provided through Bromley Adult Education College (BAEC). In addition, the LEA has a number of small learning programmes in partnership with other directorates within Bromley Council (the council) and external agencies. There are also close working relationships for the provision of adult education with Bromley College of Further and Higher Education and Orpington College of Further Education through the adult learning consortium. The adult and community learning work is funded by the London South Learning and Skills Council (LSC). Responsibility for adult and community learning in Bromley lies within the council's education and libraries directorate. The service contributes to the council's delivery plan, which is part of their local economy portfolio. BAEC offers courses in all but one of the 15 areas of learning. The offer is available throughout the London Borough of Bromley. Seven areas of learning were covered by this inspection and included the additional areas of community development and family learning. The inspection included only adult and community learning provision.

2. The London Borough of Bromley's local economy is prosperous and local people have a wide range of job opportunities within a relatively small area. There are accessible opportunities to acquire new skills, new businesses are helped to start and established businesses grow. Unemployment in the borough is low at 3 per cent. However, there are pockets of social deprivation in the area and Bromley has the second lowest paid workforce in London. Approximately 24 per cent of the population are qualified to national vocational qualifications at level 1.

OVERALL EFFECTIVENESS

Grade 2

3. **The overall effectiveness of the provision is good.** BAEC's leadership and management and its approach to equality of opportunity are good. The organisation's quality improvement is good. The provision is satisfactory in agriculture, horticulture and animal care, leisure, travel and tourism, and languages, literature and culture. Information and communications technology (ICT), retail and commercial enterprise, arts, media and publishing, preparation for life and work, and family learning are good. The community development provision is outstanding.

4. **The inspection team was broadly confident in the reliability of the self-assessment process.** The 2005-06 self-assessment report used for inspection is in its first draft. It has been sent out for consultation with staff and senior managers, as well as the governing body. Staff have been involved in the self-assessment process, although not all of the tutors. BAEC makes good use of learners' feedback from focus groups held at each main centre, the complaints and compliments process, and through learners' questionnaires. The self-assessment report used for the inspection is well structured and accurate in its assessment of leadership and management. In the areas of learning, the inspectors judged that most of the findings in the report reflected the inspection findings, and managers were aware of weaknesses and actions for improvement. BAEC produced an overall

BROMLEY LEA

development plan but did not have focused action plans in each area of learning.

5. The provider has demonstrated that it is in a good position to make improvements.

BAEC's senior management team and governing body have made good progress in implementing the action plan accompanying the self-assessment report of 2004-05. Some initiatives have been introduced slowly, but those put into action have already improved the quality of teaching and learning. The service has reviewed the management structure and has established a faculty system. It has created and filled new posts and plans additional appointments for the new year. The staff are sufficiently self-critical and strive for improvement.

KEY CHALLENGES FOR BROMLEY LEA:

- continue to develop and introduce quality improvement processes
- more effective use of data to help develop planning
- raise awareness of equality of opportunity and cultural diversity with staff and learners
- strengthen initial assessment procedures
- improve assessment practice and records
- further develop the recording of learners' achievements and progress

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		2
Contributory grades:		
Equality of opportunity		2
Quality improvement		2

Agriculture, horticulture and animal care			3
Contributory areas:	Number of learners	Contributory grade	
Horticulture			3
Adult and community learning	238		3

Information and communications technology			2
Contributory areas:	Number of learners	Contributory grade	
ICT for users			2
Adult and community learning	368		2

Retail and commercial enterprise		2
Contributory areas:	Number of learners	Contributory grade
Hospitality and catering		2
Adult and community learning	191	2
Leisure, travel and tourism		3
Contributory areas:	Number of learners	Contributory grade
Sport, leisure and recreation		3
Adult and community learning	950	3
Arts, media and publishing		2
Contributory areas:	Number of learners	Contributory grade
Dramatic arts		2
Adult and community learning	530	2
Fine arts		2
Adult and community learning	1,172	2
Crafts		2
Adult and community learning	979	2
Languages, literature and culture		3
Contributory areas:	Number of learners	Contributory grade
Other languages, literature and culture		3
Adult and community learning	1,860	3
Preparation for life and work		2
Contributory areas:	Number of learners	Contributory grade
ESOL		3
Adult and community learning	254	3
Literacy and numeracy		2
Adult and community learning	853	2
Independent living and leisure skills		2
Adult and community learning	146	2

Family learning		2
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i> Adult and community learning	502	2 2

Community development		1
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i> Adult and community learning	675	1 1

ABOUT THE INSPECTION

6. The inspectors inspected and graded leadership and management, including quality improvement and equality of opportunity. They also inspected and graded agriculture, horticulture and animal care, which includes floristry, flower arranging and gardening, ICT, retail and commercial enterprise, incorporating hospitality and catering, leisure travel and tourism, incorporating sport and leisure, art, media and publishing, including art, crafts and performing arts, languages, literature and culture, covering modern foreign languages, British Sign Language (BSL) and lip reading, preparation for life and work, with contributory grades and reports for literacy and numeracy, English for speakers of other languages (ESOL) and independent living and leisure skills. In addition, community development was inspected and graded, incorporating BAEC's widening participation provision and older learners' project, and family learning was inspected and graded, including family language, literacy and numeracy (FLLN). Health, public services and care, science and mathematics, engineering and manufacturing technologies, construction, planning and the built environment, history, philosophy and theology, social sciences, education and training, and business administration and law were not included in the inspection due to too few courses on offer, few teachers delivering the courses, or the nature of delivery, for example, one-day taster courses.

Number of inspectors	17
Number of inspection days	72
Number of learners interviewed	1056
Number of staff interviewed	190
Number of locations/sites/learning centres visited	50
Number of partners/external agencies interviewed	10
Number of visits	2

KEY FINDINGS

Achievements and standards

7. **On the general horticulture course the achievement rates are high.** In 2004-05, 85 per cent of learners achieved the general horticulture certificate. This increased from 67 per cent in 2003-04. Learners are prepared effectively for externally assessed exams through regular class tests of knowledge. Achievement rates of modules towards the certificate in gardening have improved to 79 per cent. The achievement rates for literacy, numeracy and general certificates of secondary education (GCSE) in English and mathematics are very good. Learners make significant improvement in their skills and achieve their learning goals. In 2004-05, achievement on national qualifications was 91 per cent. There is good achievement on accredited sugarcraft courses at level 2 and good achievement of learners' goals in family learning. Learners readily talk about their impressive gains in skills and confidence. Schools record improvements in pupils' performance and improvements in home-school relationships. Retention and achievements on all community development programmes are good and success rates on the accredited programmes are excellent. In 2004-05, 100 per cent of learners achieved the health and safety certificate, 95 per cent the emergency first-aid award and 93 per cent the food hygiene certificate.

8. **Accredited and non-accredited courses in hospitality have high retention and achievement rates.** In 2004-05, retention was 100 per cent for accredited courses and 98 per cent for non-accredited courses. Retention rates are good on ICT courses. On average, 96 per cent of all learners complete their courses. Attendance is consistently good. Eighty-seven per cent were in attendance during the week of inspection. Learners' retention rates are good on sports and leisure courses and have consistently improved every year, from 90 per cent in 2002-03 to 97 per cent in 2004-05. Older learners gain particularly good health and social benefits from attending classes.

9. **Learners are producing a high standard of work in art, craft and performing arts classes.** They work to good effect with a range of media and scale in art. Learners incorporate a variety of creative techniques into jewellery classes. Learners of all ability levels are producing a good standard of practical work. Those learners on singing courses develop an extensive repertoire, which they perform both in-house and to the local community, for example, in care homes. Learners make good progress in most language lessons. There is evident enjoyment of learning and learners have high levels of satisfaction. However, there is poor achievement on BSL courses at level 2. Out of 16 learners who started the course in 2004-05, only nine completed the course and four achieved their qualification. In ESOL classes, most learners develop their reading, writing, listening and speaking skills in balanced proportions and reach good standards of attainment. Most of the learners in the most advanced class have progressed to other courses within the college. Many of the skills developed through the community development programmes offered are directly used to benefit and enrich the local community. Computer skills are used to support employment and, among older learners, in the production of community newsletters and in advertising community activities.

10. **BAEC offers clear progression routes for accredited gardening courses.** In 2004-05, nine gardening learners progressed to a general certificate in horticulture. This increased to

21 in 2005-06. There are good, clear opportunities for progression in both cookery and sugarcraft classes. BAEC offers demonstration classes in cookery, which can encourage learners to consider practical classes.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Agriculture, horticulture and animal care	0	1	6	1	8
Information and communications technology	1	6	8	1	16
Retail and commercial enterprise	1	5	1	1	8
Leisure, travel and tourism	1	10	3	0	14
Arts, media and publishing	6	20	8	1	35
Languages, literature and culture	1	12	6	1	20
Preparation for life and work	6	14	16	2	38
Family learning	5	0	2	0	7
Community development	3	5	0	0	8
Total	24	73	50	7	154

11. BAEC provides good teaching and learning in its art, craft and performing arts provision. Tutors use a variety of delivery methods and activities in art, including demonstrations, peer assessment and critiques, as well as giving considerable individual attention. Tutors encourage the learners to make good and creative use of mixed media and intuitive experimentation to stimulate and inspire their work in craft lessons. Tutors use some very engaging and learner-centred activities to enhance the learning experience, with some good use of information learning technology (ILT) in some performing arts classes.

12. There is some good teaching on ICT courses. Forty-four per cent of lessons observed were graded as good or above. Fifty per cent of lessons were graded as satisfactory. In some lessons, tutors make very good use of interactive whiteboards to demonstrate new applications to learners.

13. There is much good teaching and learning in hospitality classes. In the most effective lessons there are good lesson plans and schemes of work, which clearly identify the objectives to be achieved. In the best classes, tutors maintain good class management and make the best use of their time.

14. There is good teaching and learning on sports and leisure courses. Seventy-nine per cent of lessons observed during inspection were good or better. In these classes, the tutors are inspirational. Learning is very well planned and structured to provide progressive development of skills and knowledge.

15. In language courses there is much good teaching. Tutors are enthusiastic and the best lessons are well planned and evaluated. Activities are varied and well paced, using a range of resources, such as computer presentations. Good teaching providing individual learning programmes is a strong feature of the literacy and numeracy provision. Sixty per cent of lessons were judged to be good or better and there was no unsatisfactory teaching. Class numbers are small and all of them include learners with a range of abilities. In ESOL, there is some good teaching and learning. In the better lessons, there is detailed course planning and lesson preparation. Lesson objectives are clearly explained, the learners understand them, and there are regular checks on individual understanding and learning.

16. **The teaching and learning in family learning sessions are good.** Teaching is very supportive of learners, with some good planning and very effective teamwork.

17. **Teaching and learning in community development are consistently good, and in some cases they are outstanding.** BAEC identifies the aims and objectives of courses clearly, the learners understand them and they make clear and measurable progress towards the learning goals.

18. **Accredited gardening programmes make very effective use of online tutor support materials.** Most tutors regularly upload detailed class notes to an online tutor support website. The site also enables effective e-mail and chatroom use. However, handouts in some language course classes are poorly handwritten and photocopied. The traditional approach to the rigid use of textbooks in some foreign language classes limits learners' experience. Use of ILT is incomplete in literacy and numeracy. The use of whiteboards, overhead projectors and video was satisfactory. There are networked computers in most of the teaching rooms, but these are only used to demonstrate the use of a computer in teaching.

19. **Initial assessment processes are well established for both accredited and non-accredited courses in community development.** The literacy and numeracy assessment for teaching and classroom assistants takes place before enrolment. This helps selection for programmes and enables effective additional support from the beginning of term.

20. **Learners have good access to horticulture and floristry provision.** Courses are offered at different locations around the borough. Classes start at a range of different times, including mornings, afternoons and evenings from Monday to Thursday. Often, programmes in gardening support learners in their jobs. There is a broad range of ICT courses available, which gives learners satisfactory options to meet their interests and needs. There is accessible provision of lunchtime, twilight and Saturday courses in French, German, Italian and Spanish, which learners commend. Year one programmes are condensed into a one-hour lesson each week, while the pace remains the same as in traditional two-hour lessons. The literacy and numeracy curriculum offer is extensive, with 14 courses running during the inspection. Provision is across the borough and meets the needs of learners in the curriculum and at any level. The rolling enrolment programme on the literacy and numeracy classes is responsive to the learners' needs. The range of ESOL provision at the three main centres is good.

21. **Learners receive exceptionally good support on ICT courses.** BAEC makes highly effective use of classroom support assistants and volunteers in classes. Classroom assistants sometimes work with individual learners with a specific support need, but they also provide general support to groups of learners. Some of the support is highly specialised. Family learning staff encourage the learners to engage in adult learning, with sensitive planning of courses taking into account learners' needs. There is very extensive support for vulnerable learners to help them engage in learning.

22. **The formal initial assessment process is inadequate in arts, crafts and performing arts.** Where tutors do use the college's format, the information is inappropriate for the specific courses and has little value to either the tutor or the learners. Where learners are

on inappropriate courses, the questions asked on the initial assessment form cannot identify this. Initial assessment practice is varied and not always effective in ICT. The college has issued an initial assessment template to tutors and encourages them to adapt it to suit their own learner groups. This has led to a wide range of initial assessment practices. Some tutors have a poor understanding of initial assessment requirements. Initial assessment and the recording of learners' achievement is weak in hospitality. There is a newly introduced generic form for initial assessment but this lacks specific, detailed information on the extent of the learners' current practical skills and subject knowledge. In sports and leisure courses, individual learner assessment and monitoring of progress are insufficiently developed. In most classes, tutors identify and prescribe group learning objectives without sufficient consultation with learners.

23. On horticulture and floristry courses, **learners' individual needs receive insufficient attention.** Few learners receive individual advice, support or guidance. Learners complete forms at induction but receive no further advice and guidance beyond that found in the prospectus.

24. **The formal recording of learners' progress is inadequate.** Tutors set learning objectives and do not generally negotiate them with the learners. There are no individual learning goals. BAEC forms do not accommodate any formative evaluative assessment comments. Achievement of an objective is signified purely by inserting the completion date on a form. This provides a way of measuring completion but has little meaningful value to the learners. In language courses, learning goals at the start of courses are not sufficiently detailed and specific. There are no individual learning plans and very little ongoing recording of learners' progress. Learners are unaware of what progress they have made in relation to their learning goals. There is some ineffective implementation of assessment procedures in literacy and numeracy provision and ESOL courses. The use of the individual learning plans drawn up after initial assessment is weak. The language of the plans is often too technical and they do not clearly match the needs and perceptions of the learner.

Leadership and management

25. **BAEC has managed change particularly well.** It has successfully moved forward to modernise and raise its profile. There has been good recognition of staff skills and the opportunity for them to develop as the college has restructured, particularly at senior management level. Significant and strong strategic links have been established, particularly with other providers of adult education and training within the borough. The teaching and learning profile has shown a steady improvement in the grades awarded, from a large proportion that were satisfactory, now being good. Useful quality assurance policies and procedures have been established that relate to all aspects of BAEC's work.

26. **BAEC continually refines the lesson observation procedures to enable effective methods of moderating grades awarded and applying agreed criteria on which to grade.** It has recently put in place a new and useful management information system. Variants in the use of quality improvement measures are very much linked to the quality of the curriculum management.

27. **The college works very effectively with learners who have a wide range of learning difficulties and/or disabilities.** This includes work with sensory impaired people and older

learners. BAEC identifies learners with disabilities at enrolment and provide them with appropriate support, either within the classroom, through classroom support assistants or outside, through external agencies. Tutors demonstrate a good understanding of the needs of disabled learners and wider disability issues in their teaching. Specialist facilities for disabled learners are good. Very good initiatives to widen the participation of learners from under-represented groups have begun to attract learners who would otherwise not normally use the adult education service. A well-developed complaints procedure is displayed in each classroom. Learners are made aware of the procedure using a wide variety of means. However, staff and learners are unaware of their equal opportunities rights, roles and responsibilities. Although publicity reflects minority ethnic groups, there are few references to other cultures in the common areas of the main centres.

28. The curriculum management is good in art, craft and performing arts. The programme management team is receptive and responsive. The faculty structure is new, and tutors are confident in the skills of the new management team. The two programme managers and the faculty head make themselves available, although the two managers only have nine hours each every week to carry out their management duties. The team have a good awareness of how the curriculum area works, and are also aware of the main areas for improvement. The ICT curriculum is well managed. There has been effective management of change over the past two years that has led to greater consistency and better sharing of good practice. There is good communication between staff and effective management of the hospitality area of learning. The team co-ordinator meets individually with all tutors running regular weekly classes, as well as contacting them by telephone and e-mail. Leadership and management in community development are good. The self-assessment report is detailed and the judgements are supported by strong evidence. Development plans are similarly detailed and well focused.

29. The adult and community learning service has very effective partnerships and networks to help develop family learning and community development. It has good partnerships in planning and providing courses, and good collaborations in supporting learners and children. However, there are insufficient resources to meet the demands of the communities served. The demand by older people for information technology (IT) courses is far in excess of provision.

30. Quality improvement is good. However, BAEC has placed too much emphasis on the completion of paperwork during its own observation of teaching and learning. The self-assessment process is satisfactory, and it is sufficiently inclusive and self-critical. The system for the observation of teaching and learning is well established and effective. However, other aspects of the learning process, such as induction and assessment, are not adequately observed.

31. Equal opportunities are satisfactory in arts, crafts and performing arts, although not all of the tutors understand equality of opportunity. Access is good for learners with disabilities, and in performing arts there is a good attendance of younger learners, as well as men and some minority ethnic groups. There is satisfactory participation of learners from under-represented groups in ICT courses. Most of the centres have good access for people with mobility difficulties, except for one high school. In literacy and numeracy, participation on the provision spans all age groups and the inclusive approach enables learners with learning difficulties and disabilities to access mainstream provision.

32. **Curriculum management and planning are weak in sports and leisure courses.** The service recognises this and has recently appointed a manager with specific responsibilities for the area. However, the manager has not been there long enough and has very few hours in his contract to have had any significant effect on the management and planning of the curriculum. Leadership and management of ESOL are incomplete. The service collects data on attendance, but there is no qualitative analysis of the data to help develop policies to improve attendance.

33. **Risk assessment is inadequate in sports and leisure.** The service is developing new paperwork and processes but it has not implemented these yet. There is insufficient risk assessment of individual activities, the equipment used, the rooms where they take place, or for the particular types of learners attending.

34. **Internal verification of certificates in floristry courses is poor.** In floristry courses, internal verifiers' comments focus on the quality of learners' work and competences. Very little attention is paid to the quality of the assessment practice and how assessors can improve their performance.

Leadership and management

Strengths

- good leadership and management of change
- strong strategic and operational partnerships
- very effective inclusion of and provision for learners with learning difficulties and/or disabilities
- very good initiatives to widen the participation in learning from under-represented groups

Weaknesses

- insufficient awareness by staff and learners of their equal opportunities rights, roles and responsibilities
- slow implementation of quality improvement processes

Agriculture, horticulture and animal care

Horticulture

Grade 3

Strengths

- high achievement rates on the general horticulture course
- high achievement on the certificate in design and floristry course
- very effective use of online tutor support materials for accredited gardening programmes
- good access to provision

Weaknesses

- insufficient attention to individual learners' needs

- poor internal verification of certificates in floristry courses

Information and communications technology

ICT for users

Grade 2

Strengths

- good retention rates
- some good teaching
- excellent support for learners
- very good curriculum management

Weaknesses

- some weak initial assessment

Retail and commercial enterprise

Hospitality and catering

Grade 2

Strengths

- high retention and achievement rates
- good, clear progression opportunities
- good skills and knowledge development
- much good teaching and learning

Weaknesses

- weak initial assessment and recording of learners' achievements

Leisure, travel and tourism

Sport, leisure and recreation

Grade 3

Strengths

- good and improving retention rates
- particularly good health and social benefits for older learners
- much good teaching and learning

Weaknesses

- insufficiently developed assessment of learners and monitoring of progress
- inadequate risk assessment
- weak curriculum management and planning

Arts, media and publishing

Dramatic arts

Grade 2

Strengths

- particularly good celebration of learners' work
- good development of performance skills
- good teaching and learning
- good curriculum management

Weaknesses

- insufficiently thorough initial assessment
- inadequate formal recording of learners' progress

Fine arts

Grade 2

Strengths

- high standard of learners' work
- good teaching and learning
- very good resources and accommodation
- good curriculum management

Weaknesses

- inadequate formal initial assessment
- inadequate formal recording of learners' progress

Crafts

Grade 2

Strengths

- high standard of learners' work
- broad range of opportunities for the celebration of learners' achievements
- good teaching and learning
- good resources and accommodation
- good curriculum management

Weaknesses

- inadequate initial assessment
- inadequate formal recording of learners' progress

Languages, literature and culture

Other languages, literature and culture

Grade 3

Strengths

- good teaching and learning
- responsive, accessible provision for four main languages

Weaknesses

- poor achievement rates on BSL at level 2
- ineffective assessment procedures
- insufficient use of ILT in lessons

Preparation for life and work

ESOL

Grade 3

Strengths

- good development of learners' reading, writing, listening and speaking skills
- some good teaching and learning
- wide range of provision

Weaknesses

- poor recording of learners' achievement
- some poor quality and use of individual learning plans
- incomplete leadership and management

Literacy and numeracy

Grade 2

Strengths

- good achievement of national qualifications and individual learning goals
- good teaching to meet the needs of individual learners
- flexible, responsive and accessible provision

Weaknesses

- some ineffective implementation of assessment processes
- incomplete use of ILT

Independent living and leisure skills

Grade 2

Strengths

- good teaching
- good support for learners
- wide range of provision across whole spectrum of disability
- strong leadership and effective management

Weaknesses

- insufficiently precise individual learning objectives
- weak monitoring of achieved learning

Family learning

Adult and community learning

Grade 2

Strengths

- good achievement of learners' goals
- good teaching and learning
- very good learner participation
- particularly good support for learners
- very effective partnerships and networks

Weaknesses

- some weak recording and planning of learning
- insufficient curriculum offer
- weak quality assurance of externally delivered provision

Community development

Adult and community learning

Grade 1

Strengths

- excellent learner achievements
- good teaching and learning
- effective initial assessment
- productive partnerships with a wide range of community organisations
- particularly good community benefits

Weaknesses

- insufficient resources to meet community demand

WHAT LEARNERS LIKE ABOUT BROMLEY LEA:

- 'I can now walk as a result of attending tai chi' (a wheelchair user)
- health and social benefits from attending classes
- the locality, times and breadth of courses
- 'what started as gobbledygook now makes perfect sense'
- 'keeps me mentally engaged'
- 'the two-week prompt card helped me to return after an absence'
- good supporting materials
- knowledgeable and skilled tutors
- 'I feel confident to speak up and ask questions'
- 'lots of laughter and learning'
- 'having the opportunity to have terminology explained' (a deaf learner)

WHAT LEARNERS THINK BROMLEY LEA COULD IMPROVE:

- the parking arrangements and provision for bicycles
- the equipment
- canteen facilities in the evening
- the cost of the food
- the speed at which it reimburses fees when classes are cancelled
- the help with childcare costs for low income learners
- the use of computers
- the amount of classes throughout the borough

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

Active citizenship	The process whereby people recognise the power they have to improve the quality of life for others and make 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.
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DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- good leadership and management of change
- strong strategic and operational partnerships
- very effective inclusion of and provision for learners with learning difficulties and/or disabilities
- very good initiatives to widen the participation in learning from under-represented groups

Weaknesses

- insufficient awareness by staff and learners of their equal opportunities rights, roles and responsibilities
- slow implementation of quality improvement processes

35. BAEC's leadership and management of change are good. Under the guidance of the principal who was appointed in 2004, BAEC has successfully moved forward to modernise and raise its profile in the wider community. There has been good recognition of staff skills and the opportunity for them to develop as the college has restructured, particularly at senior management level. This has been carried out successfully, without causing any stress or loss of staff. There is effective communication of the college's objectives to all staff through a wide variety of methods. Staff appreciate the inclusive management style and the opportunity to contribute to the development of the college. Staff turnover is low. Many members of staff started at BAEC as learners or classroom assistants, developed their skills and became tutors. Some of them have now progressed to the senior management team. The college has implemented a detailed action plan to improve the number of middle managers which includes a move to fractional working. This effective management of change has been supported by a strong, positive governing body. Members of the governing body have a good range of different skills to contribute towards the broad operational and strategic management of the college.

36. BAEC has established significant and strong strategic links, particularly with other providers of adult education and training within the borough. A Bromley adult learning consortium has been established, currently chaired by BAEC's principal, which has raised the profile of the college as a prime deliverer of training in the borough. Members of the consortium work together effectively on a number of joint developments to enable learning opportunities in a wide range of centres throughout the borough. BAEC is strongly supported by Bromley Council, the learning and skills partnership and the LEA, which has enabled it to move forward to its prominent position within the community, and work effectively towards meeting the strategic objectives of the borough's adult learning development plan. The college has established excellent working relationships with a variety of organisations in the borough to enable successful learning such as schools, sheltered housing, residential care homes, and other adult and youth organisations.

37. To support the changes within the college there has been a positive and effective process of developing all staff. BAEC observes all tutors' lessons once a year and has a

well-developed coaching support system for tutors. However, the lesson observation process also includes the completion of college paperwork and does not always focus on identifying learners' activity and vocational skills development.

38. The teaching and learning profile has shown a steady improvement in grades, from a large proportion that were satisfactory to good. All unqualified teaching staff have a monetary incentive to work towards a teaching qualification. Currently, 65 per cent of all staff are either trained teachers or working towards a qualification. Each year, BAEC holds a particularly good staff day, with workshops during the morning specifically related to the development needs of the college, and the afternoon workshops giving the opportunity to explore vocational and recreational classes. The college promotes the opportunity for all staff and governors to enrol free of charge on any of its courses up to 56 hours. During 2004-05, 62 per cent of all staff took advantage of this offer.

39. BAEC has successfully carried out a major refurbishment of all three major centres, including a major improvement to the reception area of the Widmore Centre. The centres have a good standard of physical resources, creating friendly and comfortable learning environments that all of the users respect. Learners' work is attractively displayed at all three main centres. Health and safety monitoring, including risk assessments, are carried out at all centres and there has been a decrease in reported health and safety incidences. Risk assessments are not always carried out for vocational class activities.

Equality of opportunity

Contributory grade 2

40. BAEC has an equal opportunities policy, an anti-bullying and anti-harassment policy, and complaints procedures reflecting those of the local authority. These are promoted by learners and staff, through displays in each classroom and learning venues. More recently, BAEC has developed a social inclusion policy. The local authority and governors monitor the effectiveness of the procedures through regular reports from senior managers. A new management information data system has been installed that enables the production of useful reports, such as those relating to learners' participation rates across areas of learning and within subject sectors. BAEC has made plans to collect data to show achievement and retention rates by ethnicity, gender, and for people with disabilities. BAEC will use this information to help develop management decisions about the curriculum offer and to target services or support. As yet, this information has not been routinely available.

41. BAEC works very effectively with learners who have a wide range of learning difficulties and/or disabilities. This includes work with sensory-impaired people and older learners. BAEC identifies learners with disabilities at enrolment and provides them with appropriate support, either within the classroom, through classroom support assistants, or outside, through external agencies. External partner agencies provide very good support in identifying needs, particularly for visually impaired learners. BAEC has used funding effectively to significantly improve the accessibility of its own centres. Major building adaptations, including refurbishment to the Poverest Centre, have resulted in a wider range of learning opportunities for disabled people. The prospectus and guidance materials are accessible to disabled people. This has included adapting the complaints procedures to make them user-friendly and to ensure people with disabilities have a good, clear route to making complaints. Tutors demonstrate a good understanding of the needs of disabled learners and wider disability issues in their teaching. Specialist facilities for disabled learners are good. Staff and learners have access to a range of adaptive technology. Staff and governors have been trained in disability awareness and hosted a training event for LSC

staff. Governors, senior managers and administrative staff are equally committed to providing an inclusive learning environment.

42. BAEC has very good initiatives to widen the participation of learners from under-represented groups. It has begun to attract learners that would otherwise not normally use the adult education service. The provision is designed to meet the needs of parents, older learners and learners from minority ethnic groups. Many learners progress onto other learning opportunities in community venues. For many learners, the accredited programmes enhance their employability. Very good collaborative work and productive links with community organisations has been central to this development. BAEC's strategic objectives include offering support to widening participation projects and increasing learning participation and achievement. The largest minority ethnic group in the borough are settled travellers. BAEC works closely with schools through family learning projects to try and establish links with the traveller community and to encourage their participation in learning. One school very successfully works with travellers. BAEC provides registered nurseries at its main centres, to enable access for adult learners with childcare needs. However, at the main centre only 5 per cent of the places are taken up by learners. BAEC effectively uses learner support funds, and internal resources, to provide individual assistance for learners.

43. A well-developed complaints procedure is displayed in each classroom. Learners are made aware of the procedure using a wide variety of means. A member of the senior management team handles complaints and provides termly reports on complaints and learners' feedback. BAEC regularly publicises learners' feedback on learners' noticeboards and communicates messages to staff through the regular newsletter. Complaints procedures have been made accessible to learners with sensory impairments and learning difficulties, and they are available in large print, Braille and on audio tape. More recently, these have been translated into the main community languages.

44. Staff and learners are unaware of their equal opportunities rights, roles and responsibilities. BAEC's arrangements to promote and monitor equality of opportunity are inadequate. It promotes disability awareness among staff and learners but its race and gender equality awareness is incomplete. There has been no training for staff or governors on equal opportunities. Although publicity reflects minority ethnic groups, there are few cultural and ethnic references in the common areas of the main centres that reflect wider ethnic diversity. Learners are aware of the equal opportunities policy displayed in classrooms, but they are unable to recall its promotion other than during induction. Tutors do not routinely refer to broader, diverse cultural references as part of their teaching or lesson planning. Information in community languages has only recently been written. BAEC has been slow in formalising its response to the Race Relations (Amendment) Act 2000. A draft policy has been written but it has yet to be presented to the governors.

Quality improvement

Contributory grade 2

45. BAEC has been using self-assessment for the past four years and has gradually developed to the stage where most stakeholders have the opportunity to contribute. The college recognises that not all subject areas have all of the tutors' involvement and that the learners' voice is only presented through surveys, course feedback and the complaints and compliments process. It has effectively produced a self-assessment report and identified most strengths and weaknesses found on inspection. The establishment of learners' forums, carried out by the principal in all centres, are particularly successful and enable

learners to feed back any issues or concerns. Development plans are prominent throughout the organisation, for example the health and safety co-ordinator has a development plan on implementing improvements. There is also one for the refurbishment and maintenance of the buildings and, in some cases, programme leaders have developed good plans for improving the provision within their sectors. BAEC uses some benchmarking data in establishing trends and communicates this information to staff through the self-assessment process. Internal verification takes place for accredited programmes, but in one area it is mainly used to check the standard of work, not the method of assessment.

46. BAEC has established useful quality assurance policies and procedures that relate to all aspects of BAEC's work. It has a good quality improvement cycle, but this is so new that BAEC has not yet provided a method for checking that all systems are implemented effectively. There have been a number of initiatives to improve the quality of BAEC's provision, but their implementation has been slow. BAEC has recently introduced a new and useful management information system, which has enabled the suitable monitoring of recruitment data and course numbers. Staff training on the use of this data, particularly for faculty heads, has only just begun. Senior managers are not yet using the data to contribute to management decisions. A quality assurance file for all tutors has been introduced that includes recording of initial assessment, lesson plans, schemes of work and monitoring of learners' progress. BAEC has provided insufficient information on how to use these processes effectively and they are not always used correctly. Some tutors are unsure about what needs to be done, while others are very effectively recording initial assessment, the creation of learning goals, and cross-referencing these to lesson plans. BAEC was used as a pilot to implement the recognition and recording of progress and achievement, but there is no overall policy relating to its implementation. Variants in the use of quality improvement measures are very much linked to the quality of curriculum management. Strategies for improving the use of IT in the classroom have been tried, including the appointment of e-guides, but these measures have not been effective across a few of the curriculum areas. BAEC does not always share good practice.

AREAS OF LEARNING

Agriculture, horticulture and animal care

Grade 3

Contributory areas:	Number of learners	Contributory grade
Horticulture Adult and community learning	238	3 3

47. BAEC runs four courses which are accredited at levels 1 and 2 in horticulture and floristry. The courses offered are certificates in floristry, a general certificate in horticulture and a certificate in gardening. The centre also offers a number of non-accredited gardening and floral art courses.

48. There are 238 learners in this area of learning, of whom 45 learners are working towards the general certificate in horticulture and 78 are enrolled on a certificate in gardening. The gardening course is offered on a module accreditation basis. No learners are enrolled on courses for certificates in floristry, which start in the spring term. Twenty-five learners are studying non-accredited gardening and 90 are studying floral art courses. Eighty-one per cent of these learners are women.

49. In 2004-05, 580 learners enrolled on these courses, of whom 362 studied accredited courses in gardening, 13 studied general horticulture and 27 studied floristry. One hundred and seventy-eight learners studied non-accredited courses, including 46 learners who took gardening and 132 that studied floral art.

50. All courses are part-time morning, afternoon or evening classes that last from two to four and a half hours. The teaching sessions take place between Monday and Thursday and vary in length from four to 62 weeks. Classes take place at three centres, varying from semi-rural to urban locations. There are five part-time tutors, all of whom have at least an initial qualification in teaching.

Horticulture

Grade 3

Strengths

- high achievement rates on the general horticulture course
- high achievement on the certificate in design and floristry course
- very effective use of online tutor support materials for accredited gardening programmes
- good access to provision

Weaknesses

- insufficient attention to individual learners' needs
- poor internal verification of certificates in floristry courses

Achievement and standards

51. In 2004-05, 85 per cent of learners achieved the general horticulture certificate. This increased from 67 per cent in 2003-04. Learners are prepared effectively for externally assessed examinations through regular class tests of knowledge. Tutors record learners' performance but this does not affect their learning plans. Achievement rates of modules towards the certificate in gardening have improved to 79 per cent. However, not all learners enter for the examination. In 2004-05, 48 learners successfully completed the full certificate in gardening. Achievements in non-accredited gardening courses are limited to completing the stated outcomes of the learning programme. In 2004-05, 100 per cent of learners achieved the design and floristry certificate. Achievement has increased from 50 per cent in 2003-04, following tutors' interviews of applicants for the course. The level 1 certificate achievement rates have risen from 56 per cent in 2003-04 to 85 per cent in 2004-05. On non-accredited courses, achievements are recorded as learners complete the stated outcomes of the learning programme.

The quality of provision

52. BAEC makes very effective use of online support materials for accredited gardening programmes. Most tutors regularly download detailed class notes from an online support website. The site also enables effective e-mail and chatroom use. Most learners access the online support site for class notes and others have received handouts. Learning opportunities are further enhanced through a good plant database and list of useful websites that the learners use regularly. These are often supported by regular, current and informative notes that the tutors write on relevant gardening topics. Learners value this resource highly and make extensive use of the site. The site is used effectively and learners' files contain information from the site that have been annotated by appropriate additional comments. The tutors have also prepared a good interactive CD-ROM on garden history and other topics. Tutors also use the site to give updated information on BAEC's events and to stimulate effective chatroom and e-mail use between learners.

53. Learners have good access to training provision. BAEC offers courses at different locations around the borough. Classes start at a range of different times, including morning, afternoon and evenings from Monday to Thursday. Often the skills learnt on programmes in gardening support learners in their jobs. There are opportunities to study both accredited and non-accredited courses.

54. During the inspection, 12.5 per cent of lessons observed were good, 75 per cent were satisfactory and 12.5 per cent were inadequate. All lessons are planned and the content appropriately covered. There is effective examination preparation for accredited gardening and horticulture learners. Classes often start with a useful test of prior learning in preparation for externally set examinations. Most classes are tutor-centred and use a limited range of teaching methods with learners making notes. Most tutors use helpful IT presentations. In the better classes, there is effective use of IT to support the learning experience and background knowledge of garden design principles. This is combined with an effective lesson summary, engaging all learners, which encourages them to discuss and evaluate each other's designs. Retention rates on gardening programmes in 2004-05 was good, ranging from 92-100 per cent. Average attendance during the inspection was low, at 75 per cent.

55. Resources are satisfactory. Learners and tutors bring appropriate plants, books and other resources into class. Some tutors effectively use plants and illustrations to explore theory principles and enliven the learning experience.

56. BAEC offers clear progression routes for accredited gardening courses. Tutors and learners have a clear understanding of progression routes. In 2004-05, nine gardening learners progressed to a general certificate in horticulture, and this increased to 21 in 2005-06. However, there is no effective monitoring of progression from non-accredited to accredited courses.

57. BAEC pays insufficient attention to individual learners' needs. Few learners receive individual advice, support or guidance while in training. They complete forms at induction, but receive no further advice and guidance beyond that found in the prospectus and course leaflets. Gardening and floristry tutors do not make use of individual learning plans. The centre-devised initial assessment questionnaires are analysed and aggregated, but they do not contribute to the teaching and learning process or lead to action-planning. Lessons are mostly tutor-centred, with little regard for the learners' individual needs. Not all learners are engaged in the learning session. Tutors ask open questions that are rarely targeted and individual learners can dominate the feedback. Some tutors are unaware of differentiated teaching methods and how to practise them in their classes.

Leadership and management

58. The programme manager and tutors are part time but communicate well with each other through telephone and e-mail contacts, and they attend three team meetings each year. The programme manager attends centre meetings, and disseminates and collates course information. However, BAEC does not use targets to drive the curriculum effectively and tutors are unclear on the policy of coffee breaks and their effect on guided learning hours. Tutors and learners appreciate equal opportunities and their effect on individuals and the approaches adopted by the centre. Practice does not always work its way through to classes and some font sizes and visual projections are too small for learners with visual impairments.

59. In floristry courses, internal verification of certificates is poor. Internal verifiers' comments focus on the quality of learners' work and their competences and pay little attention to the quality of the assessment practice and how assessors can improve their performance. All tutors in the programme area use a class quality assurance folder, which is standard practice at BAEC, but it does not lead to action-planning and has little effect on the quality of the curriculum.

Information and communications technology**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		2
Adult and community learning	368	2

60. There are currently 824 enrolments, amounting to 368 ICT learners, of whom 90 per cent are on accredited courses. ICT learners account for 11 per cent of all learners at the college. There was a total of 2,485 ICT learners in 2004-05 enrolled on 248 courses. Sixty-six per cent of the current learners are women. Seventeen per cent are learners from minority ethnic groups, and 15 per cent of learners have declared an additional learning support need. Thirty-two per cent of learners are aged over 60. Eighty-five per cent of learners are working towards pre-level 1 or level 1 courses. Fourteen per cent of learners are on level 2 qualifications and the remaining 1 per cent of all learners are working towards a level 3 qualification. A full-time programme manager and deputy programme manager manage the ICT curriculum and also work as tutors. There are also 24 part-time tutors and eight part-time classroom assistants. ICT courses are delivered in three main centres belonging to BAEC and in two high schools.

ICT for users***Grade 2******Strengths***

- good retention rates
- some good teaching
- excellent support for learners
- very good curriculum management

Weaknesses

- some weak initial assessment

Achievement and standards

61. Retention rates are good. On average, 96 per cent of all learners complete their courses. Attendance is consistently good. Eighty-seven per cent of learners were in attendance during the week of inspection. Achievement rates are satisfactory. Approximately 64 per cent of learners who start on ICT programmes achieve their course objectives. The achievement rate for accredited and non-accredited courses is the same. Approximately 80 per cent of learners on accredited courses are working towards a certificate of competence, which has been offered to all learners on introductory courses.

62. The standard of work produced in lessons is appropriate to the course level and some learners' work is particularly good. Most learners enrol on ICT courses for personal interest and development. Some courses are aimed specifically for the development of employment skills, such as using presentation software. Many learners easily recognise their progress and are pleased with it. For example, one learner was able to navigate the internet for the first time and check details of an important auction, and another was able to

design a complete set of publicity materials and invitations for a celebration event. One blind learner is now able to encourage her two children more effectively with their schoolwork, and another blind learner is now able to monitor her children's use of the internet.

63. Although the college does not have data to show the progression of learners from one level to another, there are numerous examples of learners enrolling on higher-level courses after attending introductory ICT classes. Twenty-eight per cent of all learners enrolled on courses this year had previously taken ICT courses with BAEC.

The quality of provision

64. There is some good teaching. Forty-four per cent of the lessons observed were graded as good or above. Fifty per cent of lessons were graded as satisfactory. In some lessons, tutors make very good use of interactive whiteboards to demonstrate new applications to learners. Some tutors have particularly good specialist expertise. Learners enjoy themselves in class and have a high sense of achievement. One blind learner has gained a 100 per cent pass in every ICT exam she has taken so far. In many lessons, learners work effectively together to support each other and solve problems. Lessons are generally well planned. In the better lessons, tutors are able to meet the needs of learners working at different levels by preparing challenging extension activities for those that complete the work ahead of others. However, in some classes, learners who are working more quickly are held back while the rest of the class catches up. There is good variety of teaching in some cases.

65. Learners receive exceptionally good support. BAEC makes highly effective use of classroom support assistants and volunteers in classes. Classroom assistants sometimes work with individual learners with a specific support need but also provide general support to groups of learners. Some of the support is highly specialised. For example, one assistant is blind and is teaching a blind learner how to use e-mail. Managers are highly responsive to requests from tutors for support assistants when the need is identified. For example, support assistants have been placed in a class that is targeted at learners who speak English as an additional language in large mixed-ability classes, and in classes with a large proportion of older learners. BAEC also offers dedicated classes to learners with visual or hearing impairments. The ratio of tutors to learners is generally good. Managers have established effective partnerships with external specialist agencies. For example, BAEC works closely with a charity that supports visually impaired people. There are also good links with the local authority's sensory awareness unit, which has kept college staff up to date with technological advances in resources to support visually and hearing-impaired learners. These arrangements contribute to staff development sessions for tutors and classroom assistants.

66. Some tutors provide good remote support for learners between lessons. This includes e-mail contact and online progress reviews. Some tutors have designed their own websites so that learners can access all of the learning materials from previous and current modules. BAEC encourages every learner to access advice about suitable courses either over the telephone or in person. Reception and administration staff who are involved in telephone enrolments have annual training in identifying the most appropriate ICT courses to offer learners. Approximately 50 per cent of learners participate in advisory sessions. However, these are not formally recorded.

67. Tutors provide effective and appropriate learning materials. Computer equipment is satisfactory. However, some visually impaired learners feel that they would benefit from access to larger screens when using the specialised software that has been designed to support their learning. Classrooms are generally satisfactory, although some are bland and uninspiring.

68. BAEC monitors learners' progress satisfactorily. Some tutors use paper-based records and others prefer to use an ICT-based approach. Learners are well aware of their progress and tutors take appropriate opportunities to review progress and support learners in meeting their goals.

69. Learners' induction to their course is satisfactory. BAEC uses a comprehensive checklist to ensure that it covers all aspects of induction. Tutors use a variety of methods for producing individual and group learning plans. The initial assessment results do not always contribute to the learning plans.

70. There is a broad range of ICT courses available which gives the learners satisfactory options to meet their interests and needs. The scope of courses has steadily increased over the past three years to reflect learners' growing interest in a more diverse range of ICT applications.

71. Initial assessment practice varies and it is not always effective. BAEC has issued an initial assessment template to tutors and encourages them to adapt it to suit their own learner groups. This has led to a wide range of initial assessment practices. Some tutors have a poor understanding of initial assessment requirements. Tutors do not always have a clear strategy for initial assessment. For example, some include questions about literacy and numeracy and others do not, even when it is important for learning certain applications, such as spreadsheets and databases. Some explore learning styles and others do not. Some focus on health issues relating to ICT and others do not. There is an especially good initial assessment for learners with visual and hearing impairments. Tutors have not been given sufficiently detailed guidelines about how to adapt the process to meet the needs of their classes. As yet, there has been no evaluation of the application and effect of the initial assessment process.

Leadership and management

72. The ICT curriculum is well managed. There has been effective management of change over the past two years that has led to greater consistency and better sharing of good practice. Internal communication is good and keeps all staff informed effectively. BAEC holds regular meetings that are well attended by all staff, including part-time tutors and classroom assistants. BAEC shares key performance data with all of its staff. Staff development opportunities are good. Most staff have level 3 and 4 teaching qualifications or are working towards them. All have appropriate ICT backgrounds and qualifications. The programme manager carefully keeps abreast of developments in ICT. This includes reviewing a broad range of market information, such as technical reports, employment trends and retail sales analyses. The programme manager uses this information to identify emerging trends in the use of ICT and responds accordingly. For example, one report last year identified an increase in sales of digital video cameras. BAEC responded by offering a digital video editing course, which was well subscribed. Staff are currently designing a course to respond to a new report about the increase in internet shopping. The programme manager has recently introduced a new approach to certificating traditionally

non-accredited ICT courses. This has provided greater structure to the programme. It has also resulted in more formal recognition of achievement for many learners.

73. BAEC is still developing quality improvement arrangements. It has an effective and established system for observation of teaching and learning. However, other aspects of the learning process, such as induction and assessment, are not observed adequately. Each tutor has an appropriate quality file that contains key documents, such as lesson plans and evaluation forms. These are audited to promote consistency and good practice. Most learners study on courses where their tutors assess their competence. However, the assessment practice is not adequately checked for accuracy or moderated to ensure best practice. Some tutors do not evaluate their own lessons effectively.

74. The participation in learning of learners from under-represented groups is satisfactory. Most of the centres have good access for people with mobility difficulties, except for one high school. Learners feel they are in a safe environment and know about the complaints process and how to access it. BAEC's marketing material promotes equality satisfactorily.

Retail and commercial enterprise**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> Adult and community learning	191	2 2

75. Currently, BAEC is running 14 cookery and sugarcraft courses. These are usually two hours in length and are offered for up to 28 weeks. In addition, there are short courses offered as one-day, Saturday courses, or courses that last between four and 11 weeks. These courses include taster sessions on specialist cooking like Australian dishes, wine appreciation, Christmas cookery or cake decorations. Some certificated courses are also offered in sugarcraft, with learners working towards accredited courses at level 2 and 3 in design and sugar flowers, or design and sugar decoration. In 2004-05, 3 per cent of learners on sugarcraft courses chose to work towards accreditation. As learners have up to three years to complete the work, more learners may chose to gain the qualification. The courses take place mainly on weekdays, with classes held during the daytime and evenings. Courses are mostly provided at one centre, Kentwood, in Penge, which has specialist accommodation for cookery classes. Only one class is held at the Widmore centre and one class is held at Poverest. There are cookery courses at beginners, intermediate and advanced levels. In the last academic year, there were 55 non-accredited and 12 accredited courses. There are 191 learners currently enrolled on courses, with 364 accumulative enrolments this academic year to date. Of these, 75 per cent are women. In the current academic year, 286 learners have taken courses. Last year, 80 per cent were female learners and 3 per cent of learners had a learning or physical disability. Seventeen per cent of learners are from minority ethnic groups. Forty-four per cent of learners are aged between 40 to 59, 36 per cent aged between 25 to 39, 17 per cent are over 60 years old and 2.5 per cent are aged between 19 to 24.

76. The learning area is managed by one part-time co-ordinator for two hours each week and the programme is delivered by nine part-time tutors.

Hospitality and catering**Grade 2***Strengths*

- high retention and achievement rates
- good, clear progression opportunities
- good skills and knowledge development
- much good teaching and learning

Weaknesses

- weak initial assessment and recording of learners' achievements

Achievement and standards

77. Accredited and non-accredited courses have high retention and achievement rates. In 2004-05, retention was 100 per cent for accredited courses and 98 per cent for

non-accredited courses. There is good achievement on accredited sugarcraft courses at level 2. Learners complete a creative skills certificate, and in 2004-05 there was 100 per cent achievement in both the certificate for sugar flowers, with three learners, and for sugarcraft, with four learners. Learners have up to three years to complete the qualification. For non-accredited courses, learners are assessed using an internal scoring system measuring achievement against course objectives. Of the 225 learners taking non-accredited sugarcraft classes, 75 per cent completed the objective set and 25 per cent partially completed them. This is particularly noteworthy, as these learners follow the same syllabus as the accredited courses. In non-accredited cookery courses, 73 per cent of the 530 learners fully achieved and 27 per cent partially achieved the objectives set.

78. There are good, clear opportunities for progression in cookery and sugarcraft classes. BAEC offers demonstration classes in cookery, which can encourage learners to consider practical classes. Cookery classes are designated for beginners, and intermediate or advanced cooks, although it is not always possible for learners to attend the appropriate class on the day offered. There are three courses available for sugarcraft learners. Two are two-year level 2 courses in design and sugar decoration or design and sugar flowers, and there is a level 3 course in design and sugar decoration, which is a three-year course.

79. Many learners have good skills and knowledge of cookery or sugarcraft. They are able to carry out a variety of cooking skills, like slicing, dicing and chopping vegetables and meat, and they are able to prepare fresh food rather than packaged or 'ready' meals. Learners use cooking terminology effectively and show an increase in confidence in trying out new dishes. Learners pick up new ideas and tips while watching demonstrations. Sugarcraft learners make sugarpaste flowers, such as ivy leaves, berries and Christmas roses, to a high standard, and learners completing the certificate course are able to use marzipan and royal icing to decorate cakes to accreditation standards. Learners increase their observation skills and notice colour, texture and detail on flowers and leaves to improve the quality of the flower sprays they create.

The quality of provision

80. There is much good teaching and learning. In the most effective lessons, there are good lesson plans and schemes of work that clearly identify the objectives. In the best classes, tutors maintain good class management and make the best use of their time. They give effective, whole-class, step-by-step demonstrations. Tutors give tips to avoid problems in making dishes and clear information about safety issues, such as ivy being poisonous when used in sugarcraft, and the safe use of uncooked egg dishes. They use effective questioning to draw out learners' knowledge and contributions. They offer individual help to learners as appropriate, without interfering in their creations. Learners demonstrate their skills and knowledge, working calmly and purposefully in the best sessions. Some tutors successfully use a range of teaching methods to meet the needs of all learners and to allow their more skilled learners to make additional dishes.

81. Resources are satisfactory and meet the learners' needs. The classroom used for cookery is light, airy and spacious, and it is only used for adult education classes. It has been refurbished recently. The small equipment is adequate, with no reasonable requests for replacement refused. Tutors produce good-quality handouts, with tips on hygiene and safety techniques and how to avoid problems. In sugarcraft, tutors use an extensive range of resources, with fresh ivy leaves and berries, pressed flowers and digital camera pictures available to assist the learners. All tutors taking classes regularly have a teaching

qualification, but not all of them are at level 4.

82. Course programmes are satisfactory and meet the learners' needs. Many learners are elderly and they like the daytime classes on offer. The short taster courses offered help learners access some provision without a big investment of time, or help them to decide if they would like to do a longer course. Occasionally, BAEC provides special courses for particular groups, such as those who are blind. A course for learners with learning disabilities is run at the Poverest centre. However, practical classes are only run at Kentwood and some learners would prefer courses in other parts of the borough. There is insufficient provision for wine appreciation, as the college has not been able to recruit another tutor.

83. Guidance and support for learners are satisfactory. BAEC identifies any additional support needs at enrolment, when it asks learners if they need specific help to support their learning, and it gives individual help as appropriate. BAEC offers specific support to learners with physical disabilities and sought advice when refurbishing the kitchen to ensure it is accessible to all learners. BAEC provides good course brochures on sugarcraft courses, detailing information on the accredited courses available. The sugarcraft tutor encourages individuals to consider accreditation. All tutors are very approachable and learners feel able to ask for any advice needed.

84. Initial assessment and the recording of learners' achievement are weak. There is a recently introduced generic form for initial assessment, but this lacks specific, detailed information on the extent of learners' current practical skills and subject knowledge. Some tutors are recording more detailed information gained by learners' current experience and their interest in qualifications. Not all tutors are able to identify sufficient appropriate, yet challenging, learning objectives. Some tutors are resetting learning objectives each term, but BAEC does not share this good practice.

85. Access to additional support for learners with additional learning needs is available, but no current learners have requested or been identified as needing support. There is little requirement for writing in these practical classes, although difficulty with reading is identified.

Leadership and management

86. There is good communication between staff and effective management of the curriculum area. The team co-ordinator regularly meets individually with all tutors running weekly classes as well as contacting them by telephone and e-mail. There are regular curriculum group meetings each term and curriculum co-ordinators also meet together. BAEC encourages its staff to share issues frankly and honestly, and they are well supported by management. There is insufficient time for team co-ordination in the two hours each week allocated for this area. BAEC collects and analyses data for enrolment purposes, but it does not use it for target-setting or reviewing numbers and achievement levels, particularly on accredited courses.

87. Equal opportunities is included as an item on the induction checklist, but it is not discussed or referred to, although no issues have arisen with learners attending hospitality classes. All classrooms display the equal opportunities policy, harassment and anti-bullying information, the learners' code of conduct and learners' handbook. BAEC is aware of the requirements of the Disability Discrimination Act 1995 and the kitchen is accessible for

learners using wheelchairs. A deaf learner in a practical cookery class has a college signer to support her. There are few learners from minority ethnic groups on courses, although some provision like British cookery has attracted these groups. Courses in cookery from other cultures like Indian, Thai and Australian cooking are available, but they are usually run as taster sessions.

88. All staff comply with quality assurance procedures and complete the quality assurance folder records. Three staff were involved in the self-assessment report. All staff have an annual teaching observation, but this is the only review of their performance. Observations include useful, constructive detail to improve performance. Feedback is obtained from learners' surveys, which are completed termly and BAEC acts on the suggestions. There are very high satisfaction levels, with several learners stating some of the courses are the best they have ever been on and that the sessions are the highlights of their week. The self-assessment report accurately reflects the inspection results, identifying most strengths and part of the weakness.

Leisure, travel and tourism**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		3
Adult and community learning	950	3

89. BAEC currently offers 56 sports and leisure courses to 950 learners from 1,185 enrolments. There is one externally accredited course in dinghy sailing. BAEC offers 13 different non-accredited courses, including yoga, Pilates, tai chi, medau, bridge, archery, fencing, badminton, short-mat bowls and keep fit. Most classes are for mixed-ability learners and several offer progression to intermediate level. Two courses are targeted at specific groups of learners. These are keep fit for blind or partially sighted learners, and for those who have retired from work. Courses are offered during the day and evening on weekdays and occasionally on Saturdays. Courses range in length from one day to 28 weeks. Most courses follow school term dates. BAEC uses nine different venues throughout the borough to deliver courses, including three main adult education centres, church halls and schools. The largest centre delivers over half of all courses. In 2004-05 there were 1,965 learners, with just over 9 per cent identified as having a physical disability or learning difficulty, 5 per cent were from minority ethnic groups and 83 per cent of learners are women. Twenty per cent of learners are in receipt of fee remission. There are 26 tutors who generally work between one and six hours each week. Some tutors work at more than one centre. There is a designated manager for the area of learning who reports to a faculty manager.

Sport, leisure and recreation**Grade 3***Strengths*

- good and improving retention rates
- particularly good health and social benefits for older learners
- much good teaching and learning

Weaknesses

- insufficiently developed assessment of learners and monitoring of progress
- inadequate risk assessment
- weak curriculum management and planning

Achievement and standards

90. Learners' retention rates are good. They have improved consistently from 90 per cent in 2002-03 to 97 per cent in 2004-05.

91. Older learners gain particularly good health and social benefits from attending classes. For many learners, the classes they attend represent their only sustained form of exercise. Approximately two-thirds of all learners are over the age of 55. Many of these learners perceive achievement as maintaining health and fitness for independent living and preventing the natural deterioration of fitness associated with the ageing process. Learners

recognise and place a high value on the effect that attending classes has had on raising the quality of their everyday lives. Health benefits include increased flexibility, better posture, balance and co-ordination, more energy, relief of ailments such as back pain, arthritis, rheumatism, varicose veins and relief from stress. These benefits improve learners' capacity to carry out everyday domestic tasks and many have increased personal confidence and self-esteem. The standard of learners' performance in playing games or taking part in exercise activities is satisfactory. Overall attendance rates are satisfactory but were poor during the week of inspection at an average of 64 per cent.

The quality of provision

92. Much of the teaching and learning is good. Seventy-nine per cent of lessons observed during inspection were good or better. In these classes the tutors are inspirational. Learning is very well planned and structured to provide progressive development of skills and knowledge. Tutors use a variety of teaching methods to challenge and engage the learners. They make good use of pre-exercise health screening to take account of individual conditions when asking learners to perform exercises. Different activities are provided according to different ability levels and tutors pay close attention to refine and improve individual learners' performance. Complex activities such as tai chi are taught well. All tutors are vocationally qualified and experienced, and make good use of available resources to promote learning and facilitate individual learners' performance of activities. Several tutors also provide good handout leaflets to improve the learners' knowledge and allow them to practise outside of classes. In badminton, fencing, short-mat bowls and bridge, learners develop good tactical and technical skills, which enable them to increase their personal enjoyment levels. Some learners have developed in confidence to such an extent that they have joined clubs and enter into competitions. Overall, resources to support learning are satisfactory, but some classes are held in poor facilities with inadequate heating and lighting and use equipment that is poorly maintained.

93. The range of non-accredited courses offered and progression opportunities available are satisfactory. Courses are offered at times of the day and in different locations that are accessible for learners. There is insufficient continuity of some programmes over long holiday periods, which is particularly relevant for older learners as they quickly lose the fitness gains made from attending classes.

94. Pre-course information and advice are satisfactory. Learners find out about programmes and any pre-course requirements through prospectuses, which are posted to all households throughout the borough, individual course leaflets, the internet, newspaper adverts, and by contacting trained advice and guidance staff at BAEC centres, and word of mouth. There are individual course leaflets available to learners, and BAEC offers learners the opportunity to try taster sessions to enable them to decide whether they would like to enrol on a course. Tutors are caring and supportive. In keep fit for partially sighted learners and fencing, BAEC makes good use of support assistants and volunteers to provide individual assistance to learners.

95. Individual assessment and monitoring of the learners' progress are insufficiently developed. In most classes, tutors identify and prescribe group learning objectives without sufficient consultation with learners. Initial assessment paperwork provided by the service for this purpose is not used effectively to identify individual aspirations and set personal learning goals. Completion of paperwork for this purpose is viewed largely as a requirement of the service, not as a tool for identifying and meeting individual learners'

needs. Individual or group learning objectives are not routinely shared with learners to identify and inform them of their progress and further areas for improvement. Many learners are unaware that tutors complete records of their progress towards group learning goals. There is an over-reliance on individual learners' self-evaluations and informal tutor feedback, which not all of the learners receive. None of the learners have an individual learning plan. There is much improved identification, monitoring and recording of learners' achievement in two classes that took part in a pilot project using recognition and recording of progress and achievement guidelines. These improvements have not been effectively shared and adopted by all other subject tutors.

Leadership and management

96. Curriculum management and planning are weak. The service recognises this and has recently appointed a manager with specific responsibilities for the area. However, the manager has not been there long enough and has very few hours in his contract to have had any significant effect on the management and planning of the curriculum. There is no clear vision and coherent strategy within the area of learning for its future development that is based upon identified community needs, or takes into consideration the provision offered by other providers and the strategic aims of the service. Senior managers have ideas for the potential future development of the area, but these have not yet been formulated into a development plan. There is insufficient internal and external networking to increase capacity and to provide clear learning pathways to meet learners' needs. There is no specific action plan for the area based on the findings of its self-assessment report. Several tutors are unaware of a self-assessment report for the area. Much of the current provision is historically determined and there is considerable imbalance in gender and age profile. Women and older learners comprise approximately two-thirds of all enrolments. There are very few opportunities for learners to obtain recognised qualifications. There is insufficient analysis and use of data to identify targets and set performance indicators and milestones for improvement. Attendance of staff at curriculum management and staff development meetings are poor. The college does not use quality assurance folders effectively to help develop specific areas for improvement. Quality improvement and assurance arrangements for teaching and learning are satisfactory. BAEC observes all tutors annually and there are good support arrangements to improve those tutors graded by the service as satisfactory or below.

97. Risk assessment is inadequate. BAEC is developing new paperwork and processes but it has not implemented these yet. There is insufficient risk assessment of individual activities, the equipment used, rooms where they take place, or for the particular types of learners attending. Tutors are unsure of whose responsibility it is to carry out risk assessments. Management does not routinely monitor if risk assessments of activities have been completed and there are no completed risk assessments in management files. Some tutors carry out their own risk assessments using paperwork from their professional associations. Management records of tutor qualifications are incomplete. Records were available for 16 out of 26 tutors who are actively engaged in continuing professional development.

Arts, media and publishing**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Dramatic arts</i> Adult and community learning	530	2 2
<i>Fine arts</i> Adult and community learning	1,172	2 2
<i>Crafts</i> Adult and community learning	979	2 2

98. BAEC offers a range of performing arts courses, including music appreciation, guitar, folk dance, ballroom dancing, creative writing, singing, magic and conjuring, and theatre appreciation. Presently, there are 18 courses in performing arts. There are 530 learners on performing arts courses. The provision takes place in three main adult education centres, in addition to a number of satellite centres across the borough. There are two programme managers and 16 part-time tutors. Courses consist of day and evening provision, with some Saturday courses offered, ranging from one day to the full academic year. There are no accredited courses.

99. BAEC offers a range of art courses, including drawing and painting, life drawing, botanical illustration, art appreciation, etching and printmaking, watercolour painting, interior design and calligraphy. There are 54 art courses. In 2004-05, there were 3,547 learners on arts courses. Currently, there are 1,172 learners on arts courses. The provision takes place in three main adult education centres, in addition to a number of satellite centres across the borough. There are two programme managers and 17 part-time tutors. Courses consist of day and evening provision, with some Saturday courses offered, ranging from one day to the full academic year. There are no accredited courses in art.

100. BAEC offers a range of craft courses, including jewellery, silversmithing, sculpture, pottery, doll-making, Christmas craft, upholstery, patchwork, dressmaking and embroidery. There are 62 craft courses. Currently, there are 979 learners on craft courses. There are also four accredited course offered across the area of learning. The accredited provision makes up 6 per cent of the craft offer. The provision takes place in three main adult education centres, in addition to a number of satellite centres across the borough. There were two programme managers and 39 part-time tutors. Courses consist of day and evening provision with some Saturday courses offered, ranging from one day to the full academic year, and with some accredited courses of two to three years' duration.

Dramatic arts***Grade 2******Strengths***

- particularly good celebration of learners' work
- good development of performance skills
- good teaching and learning
- good curriculum management

Weaknesses

- insufficiently thorough initial assessment
- inadequate formal recording of learners' progress

Achievement and standards

101. The celebration of learners' work and achievements is particularly good. There are numerous opportunities for the learners engaged on performing arts courses to employ their skills. Those learners on singing courses develop an extensive repertoire, which they perform both in-house and to the local community, for example in care homes. Singers are also able to perform at the local music festivals. Learners on a guitar course are able to perform in public at least five times each academic year. Learners participating in dance classes are able to apply their skills at social functions and gain more confidence.

102. Learners develop their performance skills well and gain a thorough knowledge of their craft. The standard of skills acquisition is good across all levels of learners. Vocal technique is carefully nurtured, with good attention to warming up, placement of breath, and use of the whole body to support the singing process. The learners learn intricate sequences quickly in folk, Latin and ballroom dance classes, with learners conscientiously paying close attention to accurate deportment and footwork. Guitar learners are developing the essential playing skills well and are confident to tackle bar chords and three-chord theory, as well as more complex chords.

103. Retention is satisfactory, with achievement recorded at 96 per cent for the whole area. There is no available data for performing arts as a separate area. There are no accredited courses in the performing arts provision. Where achievement is measured, the data is not always reliable due to the process used to collect it.

The quality of provision

104. Good teaching and learning are taking place across the performing arts provision. Tutors use some very engaging and learner-centred activities to enhance the learning experience, with some good use of ILT in some classes. Some tutors are particularly dynamic and their own enthusiasm is clearly infectious within the classes. This is particularly evident in a guitar class for beginners, theatre appreciation and international folk dancing. Tutors manage larger classes well. Learners receive good individual attention, without the group as a whole becoming disengaged. In one guitar for beginners class, the different methods and styles in learning activities are used by the tutor to encourage the learners to support each other and develop their confidence, while enabling him to provide individual guidance.

105. Resources are satisfactory in performing arts. Rooms used are appropriate for the activities taking place, although in one guitar class space is restricted. The main hall has recently had a mirror installed for the dance classes. In singing, the tutor is supported by an accompanist, who allows the tutor to focus more completely on the technique of the learners.

106. Support for learners is satisfactory. There are support workers available where necessary, and the accommodation has been suitably modified to allow access to all learners. The quality of pre-course information is satisfactory, but not all learners choose to

access this, which can lead to them selecting inappropriate levels. Where this is identified, the college transfers learners to other more suitable courses.

107. The initial assessment is insufficiently thorough. Where tutors do use the college's format, the information is inappropriate for the specific courses and so has little value to either the tutor or the learners. The generic nature of the questions asked is unsuitable for the learners. Where learners are on inappropriate courses, this cannot be identified from the questions asked on the initial assessment form. In the better classes, tutors have devised their own initial assessment methods which they use effectively within the planning of their course. This is particularly true in ballroom and Latin American dance. At present, the college does not share this practice.

108. The formal recording of learners' progress is inadequate. The tutor sets learning objectives and does not generally negotiate them with the learners. There are no individual learning goals. BAEC's forms do not accommodate any formative or evaluative assessment comments. Achievement of an objective is signified purely by the dating or ticking of a box, which provides a means of measuring completion but has little meaningful value to the learners. In the learner satisfaction survey of 2004-05, only 74 per cent of learners said that they receive regular feedback on their progress. In the better classes, tutors have devised documents that are more valuable and effective at capturing progress. For example, in one guitar for beginners course, the tutor has devised an observational chart for all their learners, upon which he records their developing strengths and areas for improvement. The tutor updates the document regularly, and this was noted during a quality observation visit. However, BAEC does not share this practice.

Leadership and management

109. The curriculum management is good in performing arts. The programme management team is receptive and responsive. The faculty structure is new, and tutors feel confident in most members of the new management team. The two programme managers and the faculty head make themselves available, although the two managers only have nine hours each every week to carry out their management duties. There are plans to convert these to fractional posts in the future. The team have a good awareness of how the curriculum area works, and are also aware of the main areas of improvement. There is some visionary leadership from some of the team. However, data is not yet sufficiently collected and analysed to help develop broader strategic planning. The collection of achievement data is dependent on tutors using the restrictive college system. Where tutors have devised their own system, this has a negative effect on the completion statistics. The management have identified this and are considering alternative methods.

110. Equal opportunities are satisfactory, although not all of the tutors understand the concept of equality of opportunity. In most classes, there is no reference to any wider cultural influences, although the international folk dance class focus around other cultures. BAEC has held staff awareness sessions, but attendance has varied. Access is good for learners with disabilities, and in performing arts there is a good attendance of younger learners, as well as men and some learners from minority ethnic groups. However, there is no strategic use or programming of music classes to widen the participation of these non-traditional learners. There are no prominent, positive multi-cultural images visible around the main learning centres.

111. Quality improvement is satisfactory, although too much emphasis has been put on

the completion of paperwork over the quality of the teaching and learning during the college's own observation visits. Some tutors have found the feedback demoralising and have commented that they have not been observed by subject specialists. Where tutors have been found to need support, an action plan is developed and a good coaching system is in place. There is no mandatory requirement at present for existing tutors to gain a recognised teaching qualification.

112. The self-assessment process is satisfactory and sufficiently inclusive. The inspectors broadly agree with BAEC's findings, although in some cases the grading has differed in both directions.

Fine arts

Grade 2

Strengths

- high standard of learners' work
- good teaching and learning
- very good resources and accommodation
- good curriculum management

Weaknesses

- inadequate formal initial assessment
- inadequate formal recording of learners' progress

Achievement and standards

113. Learners are producing a high standard of work in art classes. They work to good effect with a range of media and scale. In botanical illustration, the learners work from primary sources to produce detailed, accurate and skilful illustrations. Good watercolour techniques are employed in many classes, including wet-on-wet and wax resist. Where work is in progress, learners demonstrate good appreciation and application of tone, texture, perspective, composition, line and colour. More accomplished learners work successfully in different media, including dry point, copperplate, soft ground and aquatint in printmaking.

114. Retention is satisfactory for art classes. Achievement is recorded at 96 per cent for the whole of the area of learning, with no data available for art classes as a contributory area. There is no accredited provision in the arts. For non-accredited provision, achievement is determined by the completion of learning objectives that the tutor sets, but this system is not always reliable.

The quality of provision

115. Good teaching and learning is taking place across the art provision. Tutors use an extensive variety of delivery methods and activities in art, including demonstrations, peer assessment and critiques, as well as considerable individual attention. Tutors are particularly good at nurturing and encouraging individual learners' confidence and promoting their ability to observe and analyse. In many classes, learners are set challenging tasks to broaden their own skills base and to further enhance their confidence with the media. The learners benefit from the tutors' considerable expertise, many of whom are

experienced practitioners in their field. One tutor runs their own gallery. In some cases, learners have been able to sell some of their work. Learners attending full-time art schools attend the classes at BAEC to enhance their degree work, and comment on how comparable the service is to a dedicated art college.

116. The resources and accommodation for art classes are very good. The studios are well lit, with both natural and artificial light, and they are particularly well equipped. The studios contain good working space, and are fully equipped with easels, good storage and display areas, and for life drawing, suitable plinths for the life models to pose upon. In the print room there is excellent equipment and facilities, with five presses and the capacity to offer a wide range of printmaking techniques, including the opportunity to work to an unusually large scale.

117. The range of courses in arts is satisfactory. However, there are no accredited courses. In some cases, learners attend the same course for many years, although these learners do maintain skills, as well as continually improving and honing them.

118. Support for learners is satisfactory. There are support workers available where necessary, and the accommodation has been suitably modified to allow access to all learners. The quality of pre-course information is satisfactory, but not all learners choose to access this, which can lead to them selecting inappropriate levels. Where this is identified, the college transfers them to other, more suitable, courses.

119. The formal initial assessment process is inadequate. Where tutors do use BAEC's format, the information is inappropriate for the specific courses and has little value to either the tutor or the learners. Where learners are on inappropriate courses, this cannot be identified from the questions asked on the initial assessment form. In the better classes, tutors have devised their own initial assessment methods, which they use effectively within the planning of their course.

120. The formal recording of learners' progress is inadequate. The tutor sets learning objectives and does not generally negotiate these with the learners. There are no individual learning goals. BAEC's forms do not accommodate any formative evaluative assessment comments. Achievement of an objective is signified purely inserting the completion date on a form, which provides a means of measuring completion but has little meaningful value to the learners. In the better classes, tutors use digital cameras to record stages of work and so contribute to recognising the learners' progress and achievement. In other classes, tutors have devised documents that are more valuable and effective at capturing progress.

Leadership and management

121. The curriculum management is good. The programme management team is receptive and responsive. The faculty structure is new, and tutors are confident in the skills of the new management team. The two programme managers and the faculty head make themselves available, although the two managers only have nine hours each every week to carry out their management duties. The team has a good awareness of how the curriculum area works, and are also aware of the main areas for improvement. There is some visionary leadership from some of the team.

122. Equal opportunities are satisfactory, although not all of the tutors understand equality of opportunity. In most classes, there is no reference to any wider cultural influences, nor

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any significant drive to target non-traditional learners. BAEC has held staff awareness sessions, but staff attendance varies. Access is good for learners with disabilities, but there is little evidence of any curriculum-based strategies to attract male or younger learners, or those from minority ethnic groups.

123. Quality improvement is satisfactory, although too much emphasis has been put on the completion of paperwork during BAEC's own observation of teaching and learning visits. Some tutors have found the feedback demoralising and have commented that they have not been observed by subject specialists. Where tutors have been found to need support, an action plan is developed and a good coaching system is in place. There is no mandatory requirement at present for tutors to gain a recognised teaching qualification.

124. The self-assessment process is satisfactory, and sufficiently inclusive. The inspectors broadly agree with its findings, although in some cases the grading has differed in both directions.

Crafts

Grade 2

Strengths

- high standard of learners' work
- broad range of opportunities for the celebration of learners' achievements
- good teaching and learning
- good resources and accommodation
- good curriculum management

Weaknesses

- inadequate initial assessment
- inadequate formal recording of learners' progress

Achievement and standards

125. Learners demonstrate a high standard of work in craft classes. They incorporate a variety of creative techniques into the jewellery classes. Learners of all ability levels are producing a good standard of practical work, particularly in pottery and sculpture classes. In embroidery, the learners are developing their own designs from source material. In the better classes, learners are producing sketchbooks in which they record their work in a variety of scales and with considerable annotation and sampling. Learners talk competently about their work and their development and acquisition of creative skills.

126. There is a broad range of opportunities for the celebration of learners' achievements. Learners are invited to exhibit their work at various points around the main centres, and in some cases, learners are invited to exhibit at the Bromley library. Many learners participate in an end-of-year exhibition at the Kentwood centre. One learner has achieved a gold medal with a national awarding body. Learners are inspired by the good-quality work on display in the pottery and sculpture workshops. The art shop sells a collection of created products and is very popular and successful.

127. Retention is satisfactory, with achievement recorded at 96 per cent for the whole

area. There is no available data for craft as a separate area. There are four accredited courses, and achievement for these is low for this area of learning at 66 per cent. However, learners are able to take these qualifications over the three-year duration of their registration, which affects the final data. The accredited classes comprise 6 per cent of the whole craft provision.

The quality of provision

128. Teaching and learning are good across the craft classes. Many of the tutors are practising artists and their professional enthusiasm is infectious within the classes. Tutors encourage the learners to make good and creative use of mixed media and intuitive experimentation to stimulate and inspire their work. Tutors make good use of a wide range of teaching methods, with some particularly well-paced demonstrations. Sessions are well planned and tutors accommodate different learners' needs through a variety of tasks. Lesson planning was particularly good in embroidery. In clothesmaking, learners work successfully with difficult fabrics, including organza and loose-weave silks. In jewellery and clothes-making, elderly learners are able to maintain their physical and creative dexterity, overcoming arthritis and impaired vision.

129. Resources and accommodation in craft are good. The workshops are well equipped with a range of specialist equipment and subject-specific resources. The rooms had both good natural and artificial light, and ICT was available in some classes. For example, in stained glass, the learners have direct access to the internet to research designs and techniques during the lesson. ICT is also used to good effect in interior design. Workshops have adequate storage for larger projects, such as in upholstery, but this is not the case in every class. Some classes are overcrowded and cramped. Technical support is made available in sculpture and pottery areas. Many of the workshops have displays of learners' work, which many find inspiring and motivational.

130. Support for learners is satisfactory. There are support workers available where necessary, and the accommodation has been suitably modified to allow access to all learners. The quality of pre-course information is satisfactory, but not all learners choose to access this, which can lead to them selecting inappropriate levels. Where this is identified, BAEC transfers learners to other, more suitable courses.

131. The formal initial assessment diagnosis is inadequate. Where tutors do use BAEC's format, the information is inappropriate for the specific courses and so has little value to either the tutor or the learners. Where learners are on inappropriate courses, this cannot be identified from the questions asked on the initial assessment form. In the better classes, tutors have devised their own initial assessment methods, which they use effectively within the planning of their course.

132. The formal recording of learners' progress is inadequate. The tutors set learning objectives and do not generally negotiate them with the learners. There are no individual learning goals. BAEC's forms do not accommodate any formative evaluative assessment comments. Achievement of an objective is signified purely by inserting the completion date on a form, which provides a way of measuring completion but has little meaningful value to the learners. In the learner satisfaction survey of 2004-05, only 74 per cent of learners said that they receive regular feedback on their progress. In the better classes, tutors use digital cameras to record stages of work and so contribute to recognising the learners' progress and achievement. In other classes, tutors have devised documents that

are more valuable and effective at capturing progress.

Leadership and management

133. The curriculum management is good in craft. The programme management team is receptive and responsive. The faculty structure is new, and tutors feel confident in most members of the new management team. The two programme managers and the faculty head make themselves available, although the two managers only have nine hours each week to carry out their management duties. There are plans to convert these to fractional posts in the future. The team have a good awareness of how the curriculum area works, and are also aware of the main areas of improvement. There is some visionary leadership from some of the team. However, data is not yet sufficiently collected and analysed to help develop broader strategic planning, particularly with the accredited provision.

134. Equal opportunities are satisfactory, although not all of the tutors understand the concept of equality of opportunity. In most classes, there is no reference to any wider cultural influences, nor any significant drive to target non-traditional learners. BAEC has held staff awareness sessions, but staff attendance varies. Access is good for learners with disabilities, but there is little evidence of any curriculum-based strategies to attract younger learners, men or those from minority ethnic groups.

135. Quality improvement is satisfactory, although too much emphasis has been put on the completion of paperwork during BAEC's own observation of teaching and learning visits. Some tutors have found the feedback demoralising and have commented that they have not been observed by subject specialists. Where tutors have been found to need support, an action plan is developed and a good coaching system is in place. There is no mandatory requirement at present for tutors to gain a recognised teaching qualification.

136. The self-assessment process is satisfactory and sufficiently inclusive. The inspectors broadly agree with its findings, although in some cases their findings did not agree with those in the most recent self-assessment report.

Languages, literature and culture**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Other languages, literature and culture</i> Adult and community learning	1,860	3 3

137. There are five courses in BSL, all leading to nationally recognised qualifications. Four of these courses are at level 1 and one is at level 2. There are four non-accredited courses in lip reading, which are offered at three different centres and all of them are daytime courses. BSL is offered during the day and evening at two different centres. Five tutors teach sign language and lip reading courses. Three teach BSL and two teach lip reading, and all of them are hourly paid. There are 112 learners on the nine courses.

138. In modern foreign languages, BAEC offers 10 languages. It offers German to level 3, Italian to advanced level 2, and French and Spanish to proficiency. They are run either as 30-week courses or termly, to enable people at work to attend in lunchtimes or early evenings. Courses are run at the three main centres and at five satellite centres. There are also one-day Saturday courses, and summer taster courses. Language courses are not accredited. There are 1,710 learners on language programmes.

139. Seventy-three per cent of the learners are white British. Nine per cent of learners registered themselves as having a disability, 3 per cent as having learning difficulties and 2 per cent as having other difficulties. Sixty-seven per cent of the learners are women.

140. The courses are under the management of a 0.5 sessional manager for languages, literature and culture, and are part of the skills for work faculty.

Other languages, literature and culture**Grade 3***Strengths*

- good teaching and learning
- responsive, accessible provision for four main languages

Weaknesses

- poor achievement rates on BSL at level 2
- ineffective assessment procedures
- insufficient use of ILT in lessons

Achievement and standards

141. Learners make good progress in most lessons. There is evident enjoyment of learning and learners have high levels of satisfaction. As a result of the course in lip reading, learners have more confidence when dealing with people who can hear. All language learners are improving their confidence when dealing with foreign language speakers. Retention is good. Many learners on high-level language courses have been attending for a number of years and continue to have their skills extended by their programmes of study. Tutors pay

careful attention to developing learners' skills and accuracy in all aspects of the language.

142. Achievement in BSL at level 1 is satisfactory. Achievement in BSL at level 2 is poor. Out of 16 learners who started the course in 2004-05, only nine completed the course and four achieved the qualification. On the level 1 course for the same period, 28 learners started the course, 21 completed the course and 20 achieved the qualification.

The quality of provision

143. Much of the teaching is good. The best lessons are well planned and evaluated. Tutors are enthusiastic. Activities are varied and well paced and use a range of resources. There is some good use of computer presentations. Tutors encourage the learners to contribute and there is a positive atmosphere in all classes. Most tutors offer a variety of enrichment activities, including trips to the restaurant and theatre, and visits to the relevant foreign country. There is a quick response to additional physical support needs. For example, the college has loaned a laptop computer to a learner who attends two courses because she has problems writing manually.

144. There is accessible provision of lunchtime, twilight and Saturday courses in French, German, Italian and Spanish, which the learners commend. Year-one programmes are condensed into a one-hourly lesson each week, while the pace remains the same as in traditional two-hour lessons. There is only a limited number of Chinese and Japanese level 1 courses, and BSL at stage 2. There are only four lip reading courses, none of which are held in community venues.

145. Foreign language course information is clear and accessible. Languages and levels are clearly described and learners are interviewed by language staff either face to face or by telephone before enrolling. However, pre-enrolment questionnaires are generic and learners are sometimes placed on the wrong level, especially when transferring from other centres or training providers. There is little capacity for transfer between level 1 and 2 courses. Learners reported poor course information for BSL classes.

146. Learning goals at the start of courses are not sufficiently detailed and specific. There are no individual learning plans and very little ongoing recording of learners' progress. Learners are unaware of their progress in relation to their learning goals. There is some discrepancy between levels, for example some level 2 and 3 classes seem to be studying the same thing and there are non-beginners in some beginners' classes. In many lessons, tutors do not use assessment to help develop planning and there is no provision made for learners who need additional help with particular aspects of the course. If learners do not attain full achievement at the end of each topic, there is no planning to ensure that they achieve at a later date. Mid-course reviews are used to adapt delivery methods where appropriate.

147. There is little use of interactive ILT in lessons and classrooms are poorly equipped to allow this. Learners are unable to access the internet and engage in interactions with native speakers or texts in the target language. The handouts in some classes are poorly handwritten and photocopied. The traditional approach to the rigid use of textbooks in some foreign language classes limits the learners' experience. However, there was excellent production and use of handouts in one BSL class, where great care was taken to present exceptionally clear diagrams of hand shapes, enabling the learners to achieve high levels of accuracy.

Leadership and management

148. There is a thorough observation of the teaching and learning system, where BAEC observes all tutors in the course of an academic year. The programme-based self-assessment is thorough. All tutors produce a course evaluation, which includes learners' progress reviews, and these together contribute to the area's self-assessment review. There are strategies in place to drive forward improvement, such as the production of language-based initial assessments, and research is underway to find the most suitable form of assessment for introducing accredited courses in foreign languages. BAEC supplies quality assurance folders to all staff, but as yet they are not used in a standardised way. There is a high percentage of qualified staff and native speakers, with mechanisms in place to enable staff to gain qualified teacher status.

Preparation for life and work**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> Adult and community learning	254	3 3
<i>Literacy and numeracy</i> Adult and community learning	853	2 2
<i>Independent living and leisure skills</i> Adult and community learning	146	2 2

149. There are 254 learners on 24 ESOL courses at three main centres. Seven courses are run at the Widmore Centre in Bromley, 15 courses at the Kentwood Centre in Penge, and two courses in the Poverest Centre in Orpington. Three ESOL classes in the community are not included in this scope because they are managed separately as part of widening participation provision, which is also part of the skills for life faculty. All of the learners are aged 19 or over, 81 per cent of them are women, 21 per cent are of Asian origin, 10 per cent are Black African, 11 per cent are Chinese, and 42 per cent are white, mostly from Eastern Europe. Courses range in level from pre-entry to level 2 and from two to seven hours each week for 32 weeks a year. They take place in the morning, afternoon and evening. All of the evening provision is for two hours each week. Learners have the option of gaining accreditation in the adult certificate in ESOL and in the national literacy test at levels 1 and 2. There are 17 tutors teaching ESOL, 16 of whom are paid for part-time sessions, and one full-time tutor with programme management responsibilities.

150. Literacy, numeracy and GCSEs in English and mathematics, fall within the skills for life faculty. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. A faculty manager reporting to the deputy principal has overall responsibility for this and manages three programme managers. Most classes are free, normally run for two hours each week for 32 weeks, and are delivered mornings, afternoons and evenings. The faculty also contracts a small literacy and numeracy provision to the Bromley Field Studies Centre (BFSC). This provision, which caters for New Deal participants, was not inspected as it will form part of a separate inspection of the BFSC. During 2004-05, there were 892 enrolments by 834 learners, 69 per cent of whom were women. Currently, there are 1,094 enrolments representing 853 learners, including 150 new literacy and numeracy learners. A rolling interview and enrolment system operates, except for GCSE. The faculty has carried out 191 initial skills for life interviews and nine people were awaiting placement. The offer comprises 60 classes a week in 10 different courses delivered on the three main sites and three community venues across the borough. Courses range from entry level 1 through to level 2 in literacy and numeracy, progression into and GCSE (foundation and intermediate tiers) in English and mathematics, and two short 'options' courses focusing on help with personal finances, and a spelling workshop. All the long skills for life courses lead to nationally accredited certificates in adult literacy and adult numeracy, or GCSEs at foundation or intermediate level. In 2004-05, 22 per cent of learners took a national qualification with an average achievement of 91 per cent. BAEC employs one full-time and one fractional tutor, 26 sessional tutors and works with 60 volunteers.

151. The skills for life faculty manager supervises the provision for independent living and leisure skills, which a curriculum co-ordinator manages. There are three full-time tutors, 11 part-time tutors and 16 sessional classroom assistants. The faculty offers learning opportunities in developing independence, communication and IT, with one preparation for work course for learners across a wide spectrum of learning difficulty and/or disability. While most learners are from day centres, there are also some linked courses, with a local residential specialist college and special schools. There are 146 learners leading to 367 enrolments onto the various courses. Of these learners, 75 per cent are aged between 25 and 59, 52 per cent are women, 94 per cent are white, with 3 per cent Black British Caribbean and 3 per cent Asian, which reflects the local population. Most of the provision is now at one centre, which has been re-equipped to provide facilities for those who need significant personal care and support. The nature of the learner group has changed to include more with complex needs, including those with severe learning disabilities at 45 per cent, learners with profound and multiple disabilities at 11 per cent, and those with physical disabilities at 22 per cent. Initial assessment identifies the particular learning goals and desired activities. Sixty-three per cent follow accredited courses, including the Open College Network accredited courses, 'I can Manage' and 'Training for Change'. Where courses are not accredited, the learning outcomes are identified using assessment of elements of the adult core curriculum at the various levels to provide a comparative measure of achievement for all.

ESOL

Grade 3

Strengths

- good development of learners' reading, writing, listening and speaking skills
- some good teaching and learning
- wide range of provision

Weaknesses

- poor recording of learners' achievement
- some poor quality and use of individual learning plans
- incomplete leadership and management

Achievement and standards

152. In 2004-05, there were only 22 per cent of learners enrolled on accredited provision. In non-accredited provision, 25 per cent of enrolled learners achieved fully and 24 per cent achieved partially. ESOL retention rates have been increasing during the three-year period 2002-05, from 72 per cent to 83 per cent, which is satisfactory. In some classes, attendance is poor. In lessons observed by inspectors, the average attendance was 67 per cent.

153. Most learners develop reading, writing, listening and speaking skills in balanced proportions and reach good standards of attainment. Most of the learners in the most advanced class have progressed to other courses within the college. One learner has progressed from the beginners to the advanced class in six years, and is now in part-time employment. Other learners regard attending an ESOL course as an important preparation for employment.

The quality of provision

154. There is some good teaching and learning. In the better lessons, there is detailed course planning and lesson preparation. Lesson objectives are clearly explained and understood by learners and there are regular checks on individual understanding and learning. There is a variety of teaching and learning strategies, and learners are fully engaged and participating. Teaching is well structured and activities are planned to develop learners' reading, writing, speaking and listening skills. Forty per cent of ESOL classes observed by inspectors were graded as good or better. In the weaker lessons, there is a greater emphasis on learners' paper-based work and lessons are largely tutor-centred. Across ESOL provision, there is insufficient use of ILT.

155. The range of ESOL provision at the three main centres is good. Although there is only a small amount of evening provision, courses are available at various levels in the morning and the afternoon, and learners can attend for up to seven hours each week. Provision has expanded recently with new evening classes, increased hours for some courses, and the introduction of a literacy class.

156. In most classes, learners receive good individual, academic support in-class from tutors. Tutors provide pastoral support for their learners as and when required.

157. Individual learning plans are drawn up for all learners, but some are poor in their quality and use. All learners are assessed diagnostically at the beginning of their courses. Many tutors use the results of these assessments when planning their schemes of work. However, some information on individual assessments is not being used effectively in individual learning plans. Some tutors use the learning plans effectively and review learners' progress regularly, but others do not set learning targets effectively or review learners' progress sufficiently. Records of work often contain a list of activities rather than providing a record of learning. Tutors keep learners' plans in their course files and learners do not receive a copy. Learners' needs have been assessed satisfactorily and most tutors take these into account in their course and lesson planning. Most tutors set and mark homework regularly, providing opportunities for learners to practise and consolidate their skills independently.

Leadership and management

158. Leadership and management of ESOL is incomplete. The skills for life faculty is new and has yet to become established. The provision is managed by a full-time tutor with programme management responsibilities but a heavy teaching load. Interviews are currently being held to appoint a full-time ESOL co-ordinator and a full-time ESOL tutor. The skills for life strategy and associated action plan are also very new. Quality improvement processes are in place to improve curriculum management but they are not yet established. All of the tutors use quality assurance folders but their effect on teaching and learning has not been evaluated. The faculty collects data on attendance, but there is no qualitative analysis of the data to help develop policies to improve attendance. Processes are in place to monitor the quality of individual learning plans, but the quality of content is not checked. Communication across the three main sites is through a mixture of formal termly meetings, e-mail and newsletters. Sessional tutors are paid to attend one meeting each term, but they have to attend other meetings in their own time. Team meetings focus on the communication of information and are not developmental. The

faculty rarely holds specific ESOL meetings.

159. Equal opportunities are satisfactory. Learners and staff are treated fairly. They receive information about equality and diversity during the induction period. The faculty monitors equal opportunities data effectively. Issues relating to equality of opportunity were made explicit in teaching and learning. Learners report feeling safe in BAEC's buildings. Course publicity is translated into 12 community languages and there are plans to translate the learners' handbook similarly.

160. Resources are satisfactory. Rooms are spacious and bright. Classes often take place in well-resourced base rooms, with access to reference books and learning materials. However, there is insufficient access to, and use of, ILT. Staff are generally qualified to level 3 within the new ESOL teaching framework. All tutors are observed annually and there is a staff development plan in place to enable all tutors to gain the level 4 qualification. Staff receive training on new qualifications and curriculum developments. For example, most staff have recently attended training on citizenship within the ESOL curriculum. There are effective strategies to build capacity. Faced with a shortage of tutors to deliver expanded provision, BAEC uses its volunteer programme to identify and train new tutors.

161. The self-assessment process involves all staff. However, the report is not sufficiently self-critical. Some identified strengths were not found to be strengths by inspectors and some weaknesses had not been identified.

Literacy and numeracy

Grade 2

Strengths

- good achievement of national qualifications and individual learning goals
- good teaching to meet the needs of individual learners
- flexible, responsive and accessible provision

Weaknesses

- some ineffective implementation of assessment processes
- incomplete use of ILT

Achievement and standards

162. The achievement rates for literacy, numeracy and GCSE English and mathematics are very good. Learners make significant improvement in their skills and achieve their learning goals. In 2004-05, achievement of national qualifications was 91 per cent. Learners are highly motivated. Most learners, particularly those on numeracy and GCSE mathematics programmes overcome major fears to enrol. They develop new skills quickly, gain confidence and are immensely proud of their new-found skills. Most of them are working towards a national qualification and towards attending further, higher and vocational education, or achieving enhanced employment prospects. Most learners continue to the next level or enrol on the other skill areas and build their skills, confidence and portfolios. There is good celebration of success. The annual presentation of certificates by the mayor of the borough is an important occasion and marks the learners' achievement. However, some of the learners' attendance at lessons and punctuality is erratic, often due to other commitments. This has a negative effect on learners' progress.

The quality of provision

163. Good teaching in individual learning programmes is a strong feature of the provision. Sixty per cent of lessons were judged to be good or better and there was no unsatisfactory teaching. Class numbers are small and have learners of mixed ability. Tutors are infectiously enthusiastic about their subject. Lessons are linked to the adult core curriculum, are well planned, and allow for some whole-group learning, as well as individual skills development. Tutors use a range of teaching approaches to inspire learners and develop learners' confidence. Sessions observed covered a range of skills, including reading, tables and problem-solving. Learners were focused and lesson aims were to establish a secure knowledge to ensure confidence and foundation for further skills development. In many classes, learning materials are developed to meet learners' differing preferred learning styles, to motivate, challenge and engage them. Tutors are responsive and supportive and have a good rapport with learners, and there is good classroom management to keep the learners on course.

164. Tutors are appropriately qualified. They have, or are studying for, the appropriate teaching qualification. In addition, 53 per cent have attained the new level 4 qualification in their subject, with a further 23 per cent undergoing the training well in advance of the deadline in 2010. All volunteers carry out the relevant level 2 training before their acceptance.

165. Learners receive appropriate support to meet their learning goals. Teaching is inclusive and learners with additional learning needs are supported by volunteers, which enables them to participate in mainstream programmes as appropriate. Textbooks for those taking GCSE are free. All learners are provided with a folder for their work. Accommodation is satisfactory and accessible for most learners.

166. This curriculum offer is extensive. Fourteen courses were running during the inspection. Provision is borough-wide and meets the needs of learners in curriculum and any level. The rolling enrolment programme on the literacy and numeracy classes is responsive. The continuation of classes with small numbers and mixed-ability groups increases access for placement of new learners following initial assessment. An 'options' programme of short courses, chosen by and open only to learners in this curriculum area, is organised each term. These prove very popular. 'Options' gives learners the chance to request and have a taste of other possible courses. The aim is to run them in the other two main centres over the next two terms.

167. BAEC publicises its provision effectively and markets it through its many partnerships and networks. The use of the 'gremlin' character in some leaflets builds on an existing nationwide promotion and increases recognition and response. The programme benefits from staff's active membership in a number of partnerships and networks, which share programme plans, publicise events and make referrals to other provision.

168. Some implementation of assessment procedures is ineffective. The use of the individual learning plans drawn up after initial assessment is weak. The language of the individual learning plan is often too technical. They do not clearly match the learners' needs and perceptions. The individual learning plan is not signed. It is not a 'living' document and in most cases, once it is drawn up the tutor keeps it and brings it out for review once a term. BAEC does not identify some of the learners' additional learning needs

and it does not carry out sufficient diagnostic assessment. There is some weak formative assessment. In many cases there is no written record of ongoing assessment. In most cases, the learners only tick weekly record of learning sheets to indicate that the object was met, without giving evaluative comments. In the best classes, learners provide evaluative feedback, which the tutor uses to monitor their progress, discuss issues and plan appropriate work. The learners' journey, for some individuals, takes a few years, and is enhanced by regular, documented evaluation of their progress.

169. The use of ILT is incomplete in this area. The use of whiteboards, overhead projectors and video was satisfactory. There are networked computers in most of the teaching rooms, but these are only used to demonstrate the use of a computer in teaching. In another class, the use of the computer was assisting a learner to complete an assignment for a test. In some classes, the computers had been turned on for learners if they wished, but not included in the lesson plan. In an example of good access, a college laptop computer was loaned for use in a classroom without computers to enable a learner to practise before a test. A good system for rotating the use of the computer suite is in place and there are plans to purchase more laptop computers.

Leadership and management

170. The management of literacy and numeracy is appropriate. The programme managers who job share within the newly formed skills for life faculty, demonstrate the commitment and responsiveness to improve the quality of the provision. Effective partnerships established with key providers in the borough and local LSC area have resulted in some innovative cross-provider projects, such as 'roots into hairdressing' with Bromley College of Further and Higher Education. Other partners recognise and welcome the role and contribution of BAEC's skills for life programme as part of a coherent curriculum offer for borough residents. Further developments of the partnership in 2005-06 will extend BAEC's work with provision for 14 to 19 year olds and employers. Active partnerships are effective in publicising the programme offer, as well as providing links to external progression routes.

171. The profile of the skills for life faculty is insufficient and the skills for life strategy states the need to raise literacy and numeracy issues across BAEC. There are unscheduled referrals, but no structured system for the assessment of literacy and numeracy needs of learners in other areas of learning. BAEC has yet to fully implement many newly established systems, including the analysis of data to monitor the learners' performance.

172. Quality assurance systems include annual teaching observations and support structures for staff. The managers have responsibility for level 2 training for classroom support workers. Planned continuing professional development includes ILT in teaching within skills for life provision and dyslexia awareness training.

173. Participation on the provision spans all age groups and the inclusive approach enables learners with learning difficulties and disabilities to access mainstream provision. However, numbers of learners from minority ethnic groups do not wholly reflect the community and they are not represented in the volunteer pool.

Independent living and leisure skills**Grade 2***Strengths*

- good teaching
- good support for learners
- wide range of provision across whole spectrum of disability
- strong leadership and effective management

Weaknesses

- insufficiently precise individual learning objectives
- weak monitoring of achieved learning

Achievement and standards

174. Achievements and standards of learners in this provision are satisfactory. Learners gain considerable confidence during their time in the provision. Case studies from tutors record significant progress in skills and knowledge. Day centres report increased communication and independence. Accreditation has changed recently to an approved awarding body that offers programmes and qualifications to develop key skills and life skills, with five learners currently working towards accreditation of units after the first year of a two-year course. Most of the 73 enrolments are due to gain the award at the end of this academic year. Where achievement of awards is lower than 100 per cent, it is because those enrolled moved away or into other provision. Learners react well to the provision. In nearly all classes they were fully engaged and enjoying their work. Many of the more able learners are able to identify their learning and increase their ability to read and to socialise. The recording of progress and learning is incomplete. BAEC has recently introduced strategies for documenting progress against individual learning goals. It is too soon for non-accredited achievement to be fully recorded or analysed.

The quality of provision

175. The quality of teaching and learning is good overall, with 53 per cent of observed sessions being good or better. The initial assessment and interview process is effective in identifying the different abilities and skills of learners in three main areas of oral communication taken from the adult core and entry-level curriculum. Many tutors are skilled in the use of questioning, which enables learners to think carefully and arrive at the answers themselves. In the best sessions, this included a careful inclusion of those who have communication difficulties and use assistive technology to make their contributions. There is particularly strong and effective focus on communication overall. Tutors are well aware of the differing needs of their learners and in the best sessions respond to these in different ways to maximise learning opportunities. Many of the previous resources developed by staff make good use of ILT, use symbols appropriately and link closely to the content of the lesson. Planning is satisfactory in relation to the content and sequencing of the lessons, the activities are appropriate and they are usually geared to introduce, reinforce and assess understanding through the completion of tasks. In good sessions, the practical nature of activity and relevant games are used well to maximise involvement and learning opportunity. The initial assessment successfully identifies priorities related to the adult core curriculum or pre-entry curriculum. These form the individual learning goals,

along with three others chosen to reflect the differing opportunities within each course.

176. There are some weaknesses in setting learning targets and monitoring achievement. The goals are not contextualised or dealt with specifically within each session. There are too many to be monitored in each session for most learners. Few are sufficiently specific or measurable and are rarely shared with the learners. Learning outcomes for lesson content relate more to the completion of tasks rather than the development of background skills. Some tutors are less able to provide learning materials at the correct level to allow learners to learn. Some learners complete worksheets without any accompanying understanding or ability to read back information. Reporting on achievement against the individual learning goals is too long term and not required until the end of the academic year. There is monitoring, but it is unstructured and often anecdotal.

177. BAEC has an excellent range of programmes and courses to cater for learners. They have been carefully constructed to support the needs of a wide range of learners. The provision has doubled in the past four years and now caters for a wide range of disability. Those with more complex needs are able to access provision that enhances their independence and choice and increases their communication confidence, with a particular focus on managing their human and care environment. The portfolio courses on offer provides opportunities to widen the experience for those still at school, as well as those over 19 years who attend day centres. There are close links with other agencies and co-ordinated approaches to the council's valuing people agenda. Some courses take place in residences to facilitate access for a greater number of those with profound and multiple disabilities. BAEC has initiatives linked to the development of social business in the area and it offers work preparation courses to support progression into these. There is a satisfactory balance between the numbers of accredited and non-accredited courses. The location of the courses is now focused in one centre, which has been adapted to increase borough-wide access. This results in a small geographical distribution of available courses and problems with transport create further difficulties.

178. Learners are very well supported. Personal care arrangements are very good, with purpose-built washrooms and trained staff available where needed. The initial assessment provides a clear picture of their needs, which are then dealt with through appropriate placement on courses, and the provision of aids and equipment. The team of classroom assistants are deployed carefully to maximise support in the classroom and to cater for individual needs. Support assistants who accompany learners are signed up to a protocol that outlines the particular needs of the individual, ensuring that their independence is encouraged and supported appropriately. There is co-operative teamwork in the classroom. Tutors provide good levels of individual support for learners in the classroom. In the best sessions, a range of different activities challenged the learners' ability while improving their low confidence levels.

Leadership and management

179. There is a very clear vision for current and future developments in the provision. The structures in place for monitoring programme delivery and quality of teaching are good. BAEC observes all staff, including the classroom assistants, and provides them with mentoring where necessary. The team approaches are strong, with effective and well-attended in-service training activity. BAEC uses team teaching to develop and share good practice. The partnership arrangements are strong, with local agencies and organisations working in conjunction to maximise the range of opportunities. The section is

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strongly supported by the senior management team, which has invested the curriculum manager with considerable autonomy to develop and lead the provision. The documents that BAEC is developing will enable good monitoring, but their recent implementation has yet to have an effect across the staff team. Target-setting is weak. The co-ordinator writes targets but they have no numbers attached. Equal opportunities in relation to disability is excellent, the ethnic mix reflects the local population and the staff are aware of the need to further encourage take up on courses. Celebration of diversity is reflected in the content of the courses, with displays in several classrooms identifying different festivals, visitors from the countries welcomed, and projects aimed at increasing cultural understanding.

Family learning**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i>		2
Adult and community learning	502	2

180. BAEC's family learning provision consists of courses in FLLN and the wider family learning provision (WFL). Currently, 87 learners are attending nine FLNN courses and 415 learners are attending 41 WFL courses. The FLLN offer includes courses of 10 to 26 hours in helping speech and literacy or numeracy of children, mainly in reception classes in primary schools. The provision is linked to the core curriculum but not accredited. The WFL courses offered include family crafts, positive parenting, self-improvement, basketball, mural making, and healthy cookery for the family. WFL activities also included events for family learning week, Black history month and other short sessions to attract new learners. Much of the WFL is offered in conjunction with the Bromley Children's Project. The FLNN projects are part of the responsibility of BAEC's widening participation manager, who works closely with Bromley education's learning support service. One full-time tutor teaches some of the FLLN provision alongside a pool of part-time tutors. The WFL provision is part of the responsibilities of the older learners' manager, and courses are currently provided by community organisations. The provision is offered in 16 schools, several libraries, a museum and nine community centres. Provision is offered across the borough, but predominantly in the most disadvantaged areas. The target amount of provision in 2005-06 is the same as in the previous year.

Adult and community learning**Grade 2***Strengths*

- good achievement of learners' goals
- good teaching and learning
- very good learner participation
- particularly good support for learners
- very effective partnerships and networks

Weaknesses

- some weak recording and planning of learning
- insufficient curriculum offer
- weak quality assurance of externally delivered provision

Achievement and standards

181. There is good achievement of learners' goals. Learners appreciate the effect that this has on their families and the schools that their children attend. The course successfully meets the learners' need to find ways to help their children settle in school and to make progress in literacy and numeracy. The courses are effective in showing parents how their children learn, and in giving them the skills to help them. Learners' skills and confidence

improve and they are encouraged to apply their learning at home. This includes making games and activities to familiarise their children with topics that they are tackling at school, and which extend their reading or numeracy skills. Learners' children are helped to make more progress at school. There are records of learning to chart the learners' own progress, although these are not used in all courses.

182. Staff at schools recognise the contribution of FLLN to the life of the school, and they celebrate the learners' achievements at school assemblies, where the learners are encouraged to tell other parents and their children of their learning successes. One head teacher notes an impressive improvement in home-school relationships, from common patterns of abusive and threatening behaviour from parents, to the development of parents as learning resources, school governors and active parent-teacher association members.

The quality of provision

183. Teaching and learning are good. All observed teaching is satisfactory or better, with 71 per cent of sessions graded as good or better. Planning of most FLLN sessions is good, and is responsive to learners. Some courses are satisfactory in identifying the learners' own objectives and preferences recorded through short questionnaires, although there is insufficient setting of precise learning targets.

184. Learners are very enthusiastic about their courses and there is very good learner participation. Many of the tutors show good skills in developing group working and encouraging mutual support among learners. There are many opportunities for learners to show initiative in putting their learning into practice, and they show a high level of commitment. Many of the courses help the learners to produce or adapt their own games and learning resources for use at home or in volunteer sessions in school, to enhance their children's learning. Learners' ideas and the resources gained are effective, and their children are proud of their parents' participation and achievements. Staff members are highly motivated, and there is good use of team teaching and other support for tutors. A range of in-service training is readily available and staff take advantage of this. Tutors are well prepared and supported in establishing work towards the adult core curriculum.

185. Tutors and learning support staff provide individual learners with very good learning support and good levels of pastoral care. They use effective and sensitive procedures to ascertain the reason for learners' absences from classes. Good links to other agencies enable learners to access a wider range of opportunities and facilities. Learners make very good use of the crèche provision, which is well trusted and appropriate for their children's needs. Many of the courses are targeted at disadvantaged groups, who have need for additional support. This includes supportive contact or home visits in helping learners overcome very real barriers to learning. On one course, staff listed a pattern of support starting a term before the course, including physical help with getting children ready for classes, accompanying learners to court and helping them to deal with unwelcome former partners. Learners have time to discuss problems during sessions in a trusted and confidential environment. There is success in engaging hard-to-reach learners, and good preliminary work in establishing relationships with learners.

186. However, most sessions are well structured, with a pace that suits the learners. Much of the teaching is stimulating and has a good mix of practical activities. There is some weak recording and planning of learning on some WFL courses. There is differing practice in recording the achievement of learners' objectives, with weak planning on some courses,

little variety of teaching style and poor preparation of resources.

187. BAEC offers an insufficient curriculum range. There are effective collaborations both with the LEA's pupil support services and community projects supporting the development of skills for parents, but this does not cover all schools in the borough. The FLLN courses are predominantly for parents with children in reception classes, and they do not extend beyond one school term. Currently, no courses are accredited, although course outcomes are cross-referenced with the core curriculum. Courses offered include many which are helping learners with major topics of concern, and are valued by the learners, but there is insufficient opportunity to progress, particularly in WFL. Progression opportunities are not adequately linked, including those with other providers. Organisers estimate that in any one year, learners enrol for up to three first-rung courses in WFL, demonstrating a keen interest in continuing their learning.

Leadership and management

188. There is very effective networking between the agencies and community groups involved in family learning, and much sharing of information. The service is represented in the co-ordination and support of Surestart and children's centre initiatives, and participates in regional projects to develop resources and training for family learning staff. Schools and other partners are asked to contribute to the process of review at the end of courses by identifying positive features of the courses and issues for improvement. There are some good initiatives in widening participation. Most current provision is in disadvantaged areas. Although there is insufficient provision targeted specifically at minority ethnic groups, initiatives over Black history month have served to attract new participants. There has been some success in working with schools which have a high proportion of traveller families.

189. Assuring quality in externally delivered provision is weak. There are regular observations of teaching and learning of both FLLN and WFL, but those of externally delivered projects are not always processed. Issues identified in observations are not resolved through any formal process, and conclusions from these observations are not collated or analysed. Some WFL sessions have not been observed, although there has been good use of co-tutors and new tutors undergoing mentoring to give an additional opinion about the courses. Much of the data about these courses is not processed until the end of the course, so that review of their effectiveness is not timely. On one course for parents who wish to review and improve their parenting skills, the venue used is an area of corridor outside the room where their children are working on parallel issues. The lack of privacy makes it more difficult to discuss confidential and sometimes painful matters.

190. The services' risk assessments are weak, as they have mostly been descriptors of course locations and requirements, rather than an examination of potential hazards. However, a consultant is currently carrying out fuller risk assessments of all of the premises used, and neither the inspection nor feedback from this exercise have identified any unsafe practices.

Community development**Grade 1**

Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i> Adult and community learning	675	<i>1</i> 1

191. Community development provision is delivered and managed through BAEC's widening participation and the learning programmes for older people. Courses are delivered at 68 venues across the borough. There are currently 465 learners on these programmes, 35 of whom are following more than one course. There are 84 enrolments on accredited courses and 416 enrolments on non-accredited learning programmes. In addition, 210 learners are enrolled on accredited courses delivered from the Mottingham learning shop.

192. The accredited courses offered include computer skills programmes and first aid, food hygiene, and health and safety qualifications. At the Mottingham learning shop, in addition to level 1 short courses, higher-level programmes include courses for classroom and teaching assistants and also an Open University access programme.

Adult and community learning***Grade 1****Strengths*

- excellent learner achievements
- good teaching and learning
- effective initial assessment
- productive partnerships with a wide range of community organisations
- particularly good community benefits

Weaknesses

- insufficient resources to meet community demand

Achievement and standards

193. Retention and achievements on all programmes are good, and success rates on the accredited programmes are excellent. In 2004-05, 100 per cent of learners achieved the health and safety certificate, 95 per cent achieved the emergency first-aid award and 93 per cent achieved the food hygiene certificate.

194. Learners on a wide range of courses are developing skills to a very high standard. Older learners' artwork is permanently displayed in community venues. Learners' embroidery and other needlework have been displayed in exhibitions within the borough. Older learners make craft products for gifts and to decorate their homes. In a chair-based yoga lesson, older learners were able to describe how the benefits of the activities contributed to their general health and well-being.

195. Many of the skills developed through the programmes offered are directly used to

benefit and enrich the local community. Computer skills are used to support employment and older learners use them in the production of community newsletters and for advertising community activities. At the Bromley refugee project learners, once completing courses, have become volunteers in this area of work. One refugee was overall winner of the Bromley community learning award 2005. The classroom and teaching assistants programmes offered at the Mottingham learning shop deals directly with government priorities and the specific needs of local schools and nurseries. The contributions of these learners have been identified by a local headteacher as significant in improving a failing school. The high quality of the programmes delivered in partnership with Age Concern, Chislehurst, were recognised by the presentation of an award by the National Institute of Adult and Continuing Education. Learners at the Mottingham learning shop were trained and then employed as community outreach workers to assess and advise on a range of short courses that would engage local people in learning. Twenty courses were organised and attended by 146 learners, 84 of whom were new to learning. Seventy-four per cent of the learners who returned evaluation forms planned to attend further courses at the centre. The six outreach workers are engaged in further related learning and local community projects.

The quality of provision

196. Teaching and learning in this area are consistently good and, in some cases, they are outstanding. The aims and objectives of courses are clearly identified and understood by the learners, who make clear and measurable progress towards the learning goals. Lessons are carefully planned to meet programme requirements and the needs of learners. Schemes of work and lesson plans are detailed and well focused, explicitly identifying and dealing with the learning needs of the group. They are skilfully used and adapted when necessary in response to learners' needs and interests. A well-planned reminiscence lesson with older learners on changes in methods of transport was adapted to respond to issues arising from books and artefacts brought in by members of the group. In IT lessons, tutors identify planned outcomes for individual learners, each working on appropriate tasks specific to the course and their progress so far.

197. Initial assessment processes are effective for accredited and non-accredited courses. The literacy and numeracy assessment for teaching and classroom assistants takes place before enrolment. This contributes to the selection of learners for programmes and also enables effective additional support to be in place for the beginning of term. Older learners also complete an initial assessment. They identify any additional support that may assist them in their learning, such as large print handouts or hearing loops, and also identify methods of delivery that may be helpful, such as practical demonstrations of activities or clear written instructions. This information directly helps develop the planning and delivery of lessons. Detailed evaluations of lessons clearly identify the progress of individual learners and helps develop the planning for future sessions. Learners' progress is carefully monitored. Records are accurate and up to date.

Leadership and management

198. The self-assessment report is detailed and the judgements supported by strong evidence. Development plans are similarly detailed and well focused. Action is clearly identified and progress monitored. Tutors comply with BAEC's policy in documenting and reviewing their courses.

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199. BAEC has productive partnerships with a wide range of community organisations. These support the delivery of learning opportunities for learners with few previous educational achievements. Managers of the college are represented on the steering committees of the Bromley refugee partnership, the Bromley Children's Project, and chair the community subcommittee of the Bromley life-long learning partnership. There are effective collaborative projects with Age Concern across the borough, a wide range of sheltered housing schemes, day centres, Women's Institutes, the Somali well-women's project and many local primary schools. At the Mottingham learning shop, in addition to the courses offered, a wide range of community groups use the centre for meetings and surgeries, including Age Concern, the tenants' associations, the police, trading standards and a Reiki practitioner.

200. BAEC has insufficient resources to meet the demands of the communities served. The demand by older people for IT courses is far in excess of provision. In some areas, there are very long waiting lists for older people wishing to begin and extend their computer skills. There is also an identified need for a wide range of other, largely non-accredited programmes for older people, for which resources are not currently available.

