

Westminster Adult Education Service

Inspection report

Unique reference number: 111720

Name of lead inspector: Alex Falconer HMI

Last day of inspection: 7 October 2011

Type of provider: Local authority

Address: Amberley Road
London
W9 2JJ

Telephone number: 020 7297 7297

Information about the provider

1. Westminster Adult Education Service is located in the Adult Services Department of Westminster City Council and is a direct provider of adult and community learning for those living and working in the borough. The provision is delivered at three main centres, two of which have recently been opened, and up to seventy community venues. In 2010/11, around 4,000 learners enrolled on non-accredited personal development courses; around 3,000 enrolled on further education funded courses; and about 2,000 were in Train to Gain provision. Courses are mainly part time, either through year-long courses or shorter provision. Provision is offered in 10 of the 15 subject areas and over half the curriculum offer is in Skills for Life. The service has an annual budget of around £12 million.
2. Westminster is a borough of great contrasts and diversity. It houses the international headquarters of multinational organisations and has some areas of considerable affluence. In addition, however, it has the largest rough sleeping population in England, the proportion of children in low income families in receipt of workless benefits is 38% and one in three children attending primary and secondary schools in Westminster is eligible for free school meals. Over 180 different nationalities are represented in Westminster and around 45% of its residents were born in the United Kingdom. Currently 22% of the service's learners describe themselves as White British.
3. Small businesses play an important role in the economy of Westminster. Around 70% of firms in the borough employ fewer than five people. Westminster provides places of employment for more people and contains more businesses than any other London borough. However, around a third of the population of Westminster are economically inactive compared to a London average of 25% and a national average of 23.5%.
4. The service provides training on behalf of the following provider:
 - City of Westminster College
5. The following organisations provide training on behalf of the service:
 - ABA Training
 - Anjel 2000
 - Barking and Dagenham College
 - Gram Training Limited
 - Housing 21
 - J F C Training and Consultancy Limited
 - Jennifermichaels Social Care Solutions Limited
 - Liral Veget Training and Recruitment Ltd

- Maximize Training
- Southeast Training Centre
- Widows and Orphans International.

Type of provision	Number of learners in 2010/11
<p>Provision for young learners:</p> <p>Further education (16 to 18)</p>	<p>5 full-time learners 21 part-time learners</p>
<p>Provision for adult learners:</p> <p>Learning for qualifications</p> <p>Learning for social and personal development</p>	<p>748 full-time learners 2,691 part-time learners 139 full-time learners 3,163 part-time learners</p>
<p>Employer provision:</p> <p>Train to Gain</p> <p>Apprenticeships</p>	<p>2,031 learners 17 apprentices</p>

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
---	----------------

Capacity to improve	Grade 2
----------------------------	----------------

	Grade
Outcomes for learners	3
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	2

Learning for social and personal development	
---	--

	Grade
Sport and leisure	3
Arts and crafts	2

Learning for qualifications	
------------------------------------	--

	Grade
English for speakers of other languages	2

Overall effectiveness

- Westminster Adult Education Service is a good service that has improved over the past two years. Outcomes for learners are satisfactory. The proportion of learners completing their courses has improved, but attendance is low. Learners' achievements are very good in some arts and crafts provision and have improved markedly in English for speakers of other languages. Teaching and learning are good and learners develop in confidence, gain new practical skills and improve their literacy. Teachers and managers enthusiastically celebrate learners' achievements. However, learners' needs are not always met in a minority of lessons.
- The range of provision is good and the service offers a wide variety of opportunities to the diverse residents of Westminster. Links with partner organisations, employers and training providers are also good and have a

positive impact on employment prospects for learners. Care, guidance and support are good and support for those with learning difficulties and/or disabilities continues to be very good. However, some target setting for learners is too general and does not always meet the needs of individuals.

8. Leadership and management are good; governors support the service well and effectively challenge senior managers. Recent improvements to the management structure, the curriculum and the lesson observation system are beginning to have a positive impact on learners' outcomes. The safeguarding of learners is satisfactory and equality and diversity are well promoted. Quality assurance has improved and is now good. Self-assessment and quality improvement plans have also improved. Resources for learning are satisfactory and good in some specialist areas. The service provides good value for money.

Main findings

- Outcomes for learners are satisfactory. Both success and retention rates have improved over the past two years. Learners' achievements in jewellery and glass are outstanding and good in English for speakers of other languages provision. However, attendance is low and punctuality poor.
- Teaching and learning are good and teachers successfully plan lessons that help learners to develop in confidence, try new techniques and develop vital literacy skills. However, in a minority of lessons, teachers do not always use strategies and activities that meet the needs of all learners.
- The teaching and learning observation system has been improved and is now good. Judgements about the strengths and weaknesses of teaching and learning are robust and teachers receive good support and professional advice following observation. A minority of observations are too generously graded.
- The service offers a good range of courses both accredited and for personal and community development across a wide variety of venues in Westminster. Recent curriculum developments now enable learners to take vocational and personal development courses in the mornings and then access literacy and numeracy support in the afternoons and evenings. Provision is narrow in sport and leisure and few men take these courses.
- Partnership working is good and the service works well with other providers and training organisations to provide courses to build confidence and employability skills for the residents of Westminster.
- Care, guidance and support for learners are good. Initial assessments ensure that learners are placed on courses at the right level. Support for those with learning difficulties and/or disabilities is very good. Target setting for learners has improved, but some learning plans do not contain specific and measurable targets to help learners improve.
- Leadership and management are good and senior leaders have a clear strategic vision. A recent management restructure has clarified roles and responsibilities across the service and has brought a clearer focus to quality improvement.

- Governance is good. The excellent clerking has ensured that governors are well informed and trained and that records are exemplary. Governors bring a good range of skills to their roles and challenge service managers appropriately.
- Safeguarding is satisfactory and the promotion of equality and diversity good. All staff are appropriately checked through the Criminal Records Bureau and relevant staff training for safeguarding has taken place. Teachers in most areas of the curriculum promote equality and diversity through interesting activities in lessons and workshops.
- Arrangements to collect and act on learners' views are satisfactory. Course evaluations are regularly completed and contribute to course team self-assessments. However, procedures to review broader feedback from meetings and focus groups are not fully established.
- Quality assurance has improved and is now good. The quality of judgements from the lesson observation system has also improved and observers have a better understanding of the characteristics of good and better teaching. Actions to improve planning to meet individual need in lessons are not yet in place.
- Self-assessment and quality improvement plans are much improved since the last inspection. Inspectors agreed with the accuracy and rigour of self-assessment reports at curriculum level but noted that judgements at course level were less precise.
- Resources for learning are satisfactory and in some areas the specialist resources are good. However, only a minority of learners make use of the service's virtual learning environment. Safe working practices are in place across the service. The service provides good value for money.

What does Westminster Adult Education Service need to do to improve further?

- Make self-assessment at course level more critically evaluative by sharper analysis of data and learners' feedback in order to raise standards.
- Work strenuously to improve learners' attendance and punctuality in lessons in order to increase their chances of successful outcomes.
- Make more effective use of individual target setting so that learning is personalised, progress is measurable and learners are able to work more independently.

Summary of the views of users as confirmed by inspectors

What learners like:

- caring and helpful staff
- the good standard of teaching they experience
- meeting new people and helping each other in lessons
- the way they are made to feel welcome and safe in all the centres
- good access to laptops to help learning

- the staff who are skilled at picking up personal concerns and equality and diversity issues.

What learners would like to see improved:

- the enrolment process that takes too long and can be inconvenient
- the unclear price of some courses which leads to confusion
- the amount of one-to-one tutorial support
- the start times of some lessons that makes dropping off children difficult
- some classrooms that are hot and overcrowded
- the representation of and consultation with learners.

Summary of the views of partners as confirmed by inspectors

What partners like:

- collaborating with the service to provide relevant training and development leading directly to employment opportunities for learners
- language and literacy provision that helps train employees and develop their confidence
- the role the service plays in promoting social cohesion in Westminster.

What partners would like to see improved:

- clarity in the guidance and updates on the status of service level agreements.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. Capacity to improve is good. The service has identified and dealt with a number of under-performing subject areas during the past two years. Success rates for learners improved in most areas during the past year, although for some this was from a low base. The quality of provision in the largest subject areas and in provision for employers has improved significantly. Two of the three subject areas inspected are good. A well-managed curriculum review has led to provision that better meets the needs of users, and helps more learners to develop effective literacy, numeracy and language skills. A good range of staff development and training has enhanced understanding of quality improvement, safeguarding and equality and diversity. Teaching and learning are good, and the service has significantly increased the frequency and rigour of its teaching and learning observations. Managers have a clear and consistent strategy to provide training and education for communities whose needs are varied and complex. After a period of uncertainty, the service has now agreed with Westminster Council a long-term solution to its accommodation needs. Service governance is good, and leaders and governors manage finances effectively.

Outcomes for learners

Grade 3

10. Outcomes for learners are satisfactory and have improved. The overall success rate has improved over the past three years and was 81% in 2010/11. Retention has also improved across the service and was 90% in 2010/11. However, attendance rates are low and punctuality is poor. Managers recognise that there is still work to be done to improve attendance so that learners have more opportunities to progress.
11. Learners' attainments in some courses such as jewellery and glass are outstanding. Whilst attainment is now much improved in English for speakers of other languages courses, other accredited courses have attainment around national averages. Attainments on personal and community development courses have improved and were broadly at or above national averages in 2010/11. The performance of different groups of learners by age, gender, disability and ethnicity shows few significant differences between groups.
12. Learners enjoy their studies and, above all, become more confident about their abilities and gain in self-esteem. For example, learners attending English for speakers of other languages programmes speak enthusiastically about gaining in confidence when using English on public transport and whilst conducting their daily lives. Many learners on leisure courses acquire useful new skills, make valuable social contacts and appreciate the supportive learning environment. Learners on arts and crafts provision make good progress and those taking jewellery and glass courses show outstanding achievements which are effectively celebrated at exhibitions. Inspectors observed safe working practices in classrooms and workshops throughout the inspection.

The quality of provision

Grade 2

13. Teaching and learning are good. Staff create a very supportive and harmonious environment which learners value highly. Teachers plan lessons carefully to incorporate an appropriate range of activities, supported by resources which in some areas are excellent. However, initial diagnostic assessment does not always inform lesson planning so that all learners' needs are met. Teachers use their specialised knowledge to good effect in planning learning. They make sure that learners, especially older people, develop their physical skills safely whilst exercising; explore new and productive techniques in arts and crafts; and, make gains in literacy in contexts relevant to their daily lives. Learners appreciate these skills and make good progress in lessons and workshops. In addition, those with learning difficulties and/or disabilities successfully learn, cooperate with each other and build independent living skills helped by highly-skilled and supportive staff. In a minority of lessons, not all learners make good progress because a narrow range of learning strategies is used and the learning activities are insufficiently differentiated to take into account the needs of all learners.
14. The observation of teaching and learning system has improved and is now good. Judgements about the strengths and areas for improvement in teaching and learning are now more rigorous. In the main, inspectors agree with the findings of the lesson observations although in a small number grading was over generous and satisfactory characteristics were judged as strengths. Teachers receive good support and professional development following observation and a system of supportive peer observation is developing.
15. The range of provision is good. Courses are available from pre-entry to advanced level and the service offers a good range of personal and community development workshops and short courses. Programmes have been developed to enable residents of the borough to develop literacy, numeracy, language and employment and interest-related skills. Many learners who have previously been disengaged from learning report improved employment prospects and more confidence to contribute to their communities. Managers monitor the programmes effectively and have taken appropriate action to change or discontinue those that are not successful. However, in sport the range of provision is limited and serves a small number of learners and very few men.
16. A wide range of venues, including libraries, church halls, and primary schools across the borough are used particularly effectively to ensure courses are available to all. A recent improvement to the provision enables learners to participate in vocational or personal development courses in the morning, and then follow appropriate Skills for Life programmes in the afternoon or evening. This is helpful in developing language and literacy skills for learners in a safe environment.
17. Partnerships with employers and other training organisations are good. The service has a good number of partnerships that are particularly effective in providing training opportunities, especially for unemployed people in

Westminster. Partners are positive about their involvement with the service and emphasise the importance of the collaboration in developing skills for people in their communities. One partnership with the Crown Estates and retailers in Regents Street provides training for unemployed Westminster residents to prepare them for retail jobs. English for speakers of other languages courses delivered to employees working in the transport sector have been tailored specifically to meet customer service and transport employment needs in London. Capacity building courses in note taking and committee management have enabled some residents of a deprived area to establish a neighbourhood committee that now provides good liaison between the community and the local authority. Formal service level agreements with partners are in place but are not always kept up to date.

18. Care, guidance and support are good. The service promotes the provision to a diverse population very well, stressing how the support they provide can enable learners to succeed. Initial assessments ensure learners are placed on courses at the correct level at the start of their learning. Learners appreciate the support they receive, especially those who have previously been disengaged from learning. Significant numbers of learners receive effective individual support from specialist staff. Support for those with learning difficulties and/or disabilities continues to be very good. Learners have good access to technology, specialist software and personal computers to support their learning. A small number of learners have learning assistants who work very effectively with teachers to plan how best they can support their learners in lessons. Teachers successfully identify learners who have problems with their learning and direct them to staff who can provide additional support. Dyslexia testing is regularly completed and teachers and learners are given useful guidance in developing strategies to manage learning. Target setting to manage learning has improved and is satisfactory. New electronic learning plans have recently been introduced, but individual targets are not always specific or quantitative enough to help learners improve.

Leadership and management

Grade 2

19. Leadership and management of the service are good. Managers have a clear and well-articulated strategy for meeting the diverse needs of the city's communities. The service continues to provide opportunities for many groups and individuals who would otherwise find difficulty taking part successfully in education and training. Senior managers have a detailed understanding of learners' outcomes and curriculum team performance. The recent restructuring of management posts has clarified roles and responsibilities and has enabled a clearer focus on quality improvement in teaching and learning as well as in other areas of service activity. Communication with the borough council is good and managers have direct access to senior council officers who are supportive of, and highly knowledgeable about, service priorities and performance.
20. Across the provision, managers have renewed the focus on high-quality outcomes for learners. Since the previous inspection, managers have completed a review of the curriculum, which is now better structured to meet the needs of

the major user groups, particularly those with literacy, numeracy and language needs. Success rates and learners' outcomes have improved across the provision. In some areas where performance was poor it is now satisfactory, although in the larger curriculum areas performance has improved significantly. Staff understanding of quality improvement and use of data has improved. Course teams now have a clearer focus on learners' success and, where appropriate, employability.

21. Governors provide good levels of support to managers in developing strategy, setting priorities and reviewing performance. They bring to their roles a very broad range of valuable skills, and apply these effectively. Senior managers report regularly and comprehensively to governors on matters of service performance. Governors apply good levels of scrutiny to service plans and reports and make appropriate challenges to managers. They frequently visit the main centres, talk to staff across the service, and are well represented at celebrations of learners' achievements and other public events.
22. Measures to secure the safety and well-being of learners are satisfactory. The service, in conjunction with the borough council, has an appropriate range of safeguarding policies and procedures. Clear and well-understood processes apply to the checking of staff with the Criminal Records Bureau, and the list of checks is carefully maintained and monitored. Staff have a good understanding of safeguarding, and receive appropriate training. Further staff training has been completed on supporting learners with mental health problems and those with specific learning difficulties and disabilities. Across all centres those learners whose circumstances have made them vulnerable or otherwise hesitant about entering education and training are made to feel secure and welcome.
23. The promotion and monitoring of equality and diversity are good. The service has a suitable range of equalities policies and procedures in place, which are appropriately adapted from existing council documents. In its publicity and marketing materials and around the public spaces of centres, the service projects a positive and encouraging series of images of minority communities and under-represented groups.
24. Staff have a good understanding of equality and diversity, and have completed training in equalities matters. In most curriculum areas equality and diversity are well promoted through well-designed teaching and learning materials and activities. In art and crafts imaginative and productive consideration is given to materials and products which reflects the diversity of the service's users. Performance data relating to different learner groups are routinely monitored, and there are no gaps in performance or outcomes between them.
25. Arrangements to gather and act upon learners' views are satisfactory. Cross-service measures are in place to obtain feedback from course and individual evaluations of service quality and learners' experience. However, feedback from meetings and focus groups is not fully taken into account. Recently introduced electronic individual learning plans provide an effective means to gather course evaluation material, especially for shorter courses.

26. Quality improvement measures are working effectively to raise aspirations and outcomes. The observation of teaching and learning process is thorough and judgements about the strengths and areas for improvement are now more accurate. Staff are more frequently observed, and observers have a much improved understanding of the characteristics of good or better teaching. Whilst the service now has a greater body of information with which to assess teaching quality, it does not yet make sufficient use of such information to improve the ways teachers plan and meet individual needs in classes.
27. Self-assessment reporting has improved during the past year, with managers and staff receiving some very useful training in the evaluation of course outcomes and quality. In most cases inspectors agreed with the judgements being made in subject area self-assessments, although reports at course level were less evaluative. Course team leaders have a good understanding of self-assessment and are working productively with course teams to develop more focused and self-critical course self-assessment.
28. The service provides good value for money and financial management is good. Overall success rates, and those within the planned timescale in provision for employers, have improved over the past eighteen months. Learning resources are satisfactory in most areas and some excellent specialist resources and facilities provide high-quality learning opportunities in art and crafts. A minority of learners and tutors make use of the service's virtual learning environment, although connectivity and resources to support its use are good. Accommodation is generally satisfactory, although the Amberley Road centre remains inaccessible to those with physical disabilities.
29. During the past two years the service has been involved in protracted negotiations with funding bodies and Westminster Council to gain improved accommodation to replace the Amberley and Ebury Road buildings. At the time of inspection, agreements were being finalised with the city council that secure suitable accommodation for the service on a long-term basis.
30. Nursery facilities are provided at main sites and childcare arrangements are in place at a number of community venues, affording many parents and carers the opportunity to undertake classes. The service works with a very broad range of community partners and employers and is successful in tailoring provision to meet specific local needs.

Learning for social and personal development

Sport and leisure

Grade 3

Context

31. The service currently has 138 learners enrolled on 14 sport and leisure courses. Most learners follow non-accredited short courses in yoga, Pilates and fitness. Around 20 learners are taking either intermediate level fitness instructor or the advanced level personal trainer certificates. The course team leader is responsible for 17 teachers, all of whom are part time. Courses take place mainly at the Amberley Road centre and also in community venues across the borough.

Key findings

- Outcomes for learners are satisfactory. Achievement is very good on the fitness instructor and personal trainer courses. Most learners on the fitness instructor course gain employment at sports centres or progress to the personal trainer course.
- In yoga and Pilates classes learners learn new skills which enhance their mobility. In fitness classes they increase their cardio-vascular endurance levels. Learners are set sensible targets in exercise classes and successfully develop in confidence and flexibility. Most learners are women.
- Learners develop their understanding about healthy living and appreciate the benefits of regular exercise, improved relaxation, better balance and improved self-esteem. However, learners have few opportunities for progression on leisure and exercise courses and most have previously attended the same course.
- Teaching and learning are satisfactory. Teachers are well qualified and produce appropriate work schemes and detailed lesson plans for all sessions. They set achievable outcomes so that learners can track their skills development. For example, in yoga, learners are set targets to achieve more joint mobility over time or to hold positions for longer periods in order to develop stamina and flexibility.
- Learners feel comfortable and safe in classes. They are frequently reminded during practical sessions to take rests, re-hydrate and not to over extend. A useful physical activities readiness questionnaire is completed by all learners and is used to plan sessions to meet individuals' needs. For example, in an aerobics class, the level of exercises carried out was adapted to suit older learners.
- The range of provision is narrow and currently very few men take part. However, the service collaborates well with a number of partner organisations to make sure that leisure and exercise programmes are available across the borough. Links are in place with two fitness centres and the Westminster sports development unit so that residents can use exercise facilities during the day and in the evenings.

- Resources are satisfactory. Most of the provision takes place at the Amberley Road centre gymnasium which is well equipped. However, this equipment is under used as the service recruits low numbers of learners. Access for learners with restricted mobility is poor, but changing and shower facilities have been improved since the last inspection. Venues used in the community are appropriately assessed for risk and used safely.
- Leadership and management are satisfactory. Staff meet regularly and review methods and strategies to improve the quality of the provision. Individual learning plans provide an effective focus for learners at the start of programmes. However, regular monitoring of learners' physical progress is not always effectively recorded.
- Opportunities for staff to develop their professional practice are satisfactory. The safety of learners and their health and well-being are well promoted. Equality and diversity themes are also promoted well.
- Self-assessment is satisfactory and all staff attend regular reviews of all aspects of the provision. The current self-assessment report accurately identifies the recording of learners' progress as an area for improvement. Effective systems are in place to collect and act upon learners' views. Course evaluations are effectively used to monitor the provision.

What does Westminster Adult Education Service need to do to improve further?

- In order to widen participation in sport and leisure develop suitable courses that will appeal to more members of the community, especially men.
- Develop the sport and leisure provision so that pathways to more challenging activities are both interesting and available to learners so that they can make progress in their learning.
- Put in place more appropriate procedures to record the progression and achievement of learners in practical exercise classes to guide their development.

Arts and crafts

Grade 2

Context

32. Currently 780 learners attend a range of part-time accredited and non-accredited courses at three main sites and six community centres. Courses are provided in ceramics, fashion, glass, graphic design, jewellery, photography and visual arts from beginners to advanced level. Approximately a quarter of the learners study on accredited courses. Most learners are female and a third have minority ethnic backgrounds. A senior manager, four course team leaders and 41 part-time teachers work in the arts and crafts area.

Key findings

- Outcomes for learners are good. The vast majority attain their learning goals and most make good progress gaining a broad range of technical skills. Success rates on accredited programmes have improved and are now broadly in line with national figures; they are high in glass and jewellery. Success rates in fashion and ceramics remain low. Many learners progress from beginners to advanced-level courses and some into higher education and the creative professions.
- Learners' finished work is of a high standard and in jewellery and glass it is outstanding. Work is often bold and experimental, including that produced by beginners. Many learners exhibit their work and undertake commissions; others win prestigious prizes. In art and design learners develop satisfactory compositional skills.
- Learners from a wide range of backgrounds, needs and interests make good gains in confidence and enjoy their studies. However, some learners' literacy, language and communication skills are not sufficiently well developed to support progression and enhance their social well-being.
- Learners feel welcomed and included. They work harmoniously with people from diverse backgrounds and interests. Learners make good gains in understanding health and safety in their working practices. At times, staff and learners pay insufficient attention to classroom clutter and trip hazards.
- Teaching and learning are good. Teachers use their specialist skills and industry knowledge well to enrich learning. They support and guide learners successfully so that they are confident to experiment with new techniques and processes. Many learners enjoy exploring the theory which underpins their practice. In the best lessons, they are inspired and challenged by investigating artefacts from a range of genres, styles and cultures. In the minority of less effective lessons, group and peer learning is not as well managed and learners make slower progress.
- Initial and continuing assessment is satisfactory. Assessment and moderation of accredited provision is good. Learners value the regular and constructive feedback, which helps them to improve their work. Individual learning plans are

of variable quality and use. Personal learning goals are not always well formed to ensure all learners' needs are met.

- Strong partnerships with a range of community and arts organisations and effective planning ensure the curriculum meets learners' needs well. Learners can progress in every subject area from beginners to advanced levels, move across subject areas and from community provision to mainstream courses. Provision is offered in a good range of accessible venues, including hospitals and specialist health organisations.
- Care, guidance and support are satisfactory. Learners receive effective additional learning support which helps them achieve their goals. However, course information provided to learners before enrolment is sometimes unclear. Communication to teachers regarding learners' additional support needs is not always timely.
- Subject management is good. Curriculum managers communicate regularly with teachers to ensure effective course organisation. Within subject areas, teachers share resources and ideas to strengthen curriculum planning. Teachers access an appropriate range of professional and subject-specialist training and development. Safeguarding arrangements are appropriate. Specialist resources to support learning are good and in glass and ceramics are outstanding.
- The area promotes equality and tackles discrimination well. No significant differences in achievement between different groups are apparent and a focus on increasing the numbers of men taking part is having some impact. Productive links and an inclusive and welcoming learning environment have been successful in engaging some hard-to-reach communities.
- The self-assessment process is satisfactory overall. The curriculum area self-assessment reports are broadly accurate, but judgements about success rates are sometimes over generous. Managers do not always use management information systematically to monitor and improve the provision. Planning to improve teaching and learning and share good practice across subject teams is not yet in place.
- Very productive working relationships with teachers ensure the service responds well to learners' needs at curriculum level. However, few formal methods are in place to capture and respond routinely to learners' or partners' views.

What does Westminster Adult Education Service need to do to improve further?

- In order to improve self-assessment and continuous improvement, take action to obtain learners' and partners' views and improve the use of well-timed and accurate management information.
- Ensure that good practice in teaching and learning is shared effectively across subject teams in order to establish consistently good or better lessons.

Learning for qualifications

English for speakers of other languages

Grade 2

Context

33. Currently 771 learners are enrolled on foundation programmes from pre-entry to intermediate level in English for speakers of other languages, literacy, family literacy, language and numeracy courses. Of these learners, around 85% are on English for speakers of other languages programmes. The majority of learners are adults and just over a quarter are men. Nearly 40% of learners are on part-time, informal learning courses in local community venues.

Key findings

- Outcomes for learners are good. Success rates have improved over the past two years and are now high on both long and short courses. Strategies to improve retention and achievement have improved success rates. Attendance is good. In a small minority of lessons poor punctuality affects learners' ability to make productive use of their time.
- Learners make good progress in lessons. Most teachers use a good range of strategies to check progress including learners correcting each other's work. Recent strategies to improve initial assessment, for example by the moderation of learners' initial assessments, have ensured more learners are placed on courses at the right level. The standard of learners' work is good and marked work contains helpful comments to help them improve.
- Learners enjoy their studies and are highly motivated. They are confident and develop a good range of reading, writing, speaking and listening skills that enable them to improve their social and economic well-being. Learners study topics which are relevant to their needs, such as preparing for job interviews.
- Information and learning technology is used well to support learning. A range of on-line resources is available at different levels which learners successfully use to practise their language skills independently. Learners feel safe in lessons and enjoy meeting learners from other cultures.
- Teaching and learning are good and learners work well collaboratively on a good range of activities. They are highly motivated and eager to develop higher order study skills, take an active part in learning and work well in pairs and groups. In a minority of lessons, tutors do not always check the learning of all those in the class and allow a vocal minority to dominate.
- The range and breadth of provision are good and highly responsive to local needs. Learners can study at a variety of levels from pre-entry to intermediate. The provision is located across Westminster in community venues which best meet group and individual needs. Non-accredited provision includes classes for women and collaboration with Jobcentre Plus has resulted in provision offering English and information technology for those seeking work.
- Care, guidance and support are satisfactory. In-class support enables learners to settle quickly into classes and study. Relationships between tutors and

learners are strong and respectful. Learners are clear how to obtain additional support. However, diagnostic assessment is not always used effectively for planning individual learning.

- Leadership and management are good. Managers and staff are highly committed to learners and the service. Staff feel well supported by managers and communication has improved through regular and effective team meetings. Managers have implemented clear strategies which have improved learners' opportunities to succeed. Safeguarding is satisfactory. All staff have been trained and are aware of safeguarding policies.
- The promotion of equality and diversity in lessons is variable across the provision. In some lessons materials do not reflect the diversity of the learners. Men are under represented, although strategies are in place to remedy this. No differences are reported between the success rates of different groups of learners.
- Evaluations by learners are used adequately to gather feedback on classes. However, the findings are not used systematically to improve quality at course level. Self-assessment is accurate, although insufficient use is made of teaching and learning observation feedback to improve the quality of provision.

What does Westminster Adult Education Service need to do to improve further?

- In order to ensure that the needs of all learners are met in lessons, develop strategies to improve the links between diagnostic testing and lesson planning.
- Improve the quality of provision by sharing good practice and ensuring that staff training days include dedicated development time to explore successful teaching and learning.

Information about the inspection

34. Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's deputy head of service, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body, Framework for Excellence indicators, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.
35. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of the provider. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)
Westminster Adult Education Service
Learning types: 14-16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships. **Social and personal development:** all adult safeguarded provision

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive	Employer responsive	Social and personal development
Approximate number of enrolled learners				
Full-time learners	2,659	467	2048	139
Part-time learners	5,881	2,691	0	3,169
Overall effectiveness	2	2	2	2
Capacity to improve	2			
A. Outcomes for learners	3	3	3	3
A1. How well do learners achieve and enjoy their learning?	3			
A1.a) How well do learners attain their learning goals?	3			
A1.b) How well do learners progress?	3			
A2. How well do learners improve their economic and social well-being through learning and development?	2			
A3. Do learners feel safe?	2			
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	3			
A5. <i>How well do learners make a positive contribution to the community?*</i>	3			
B. Quality of provision	2	2	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2			
B2. How effectively does the provision meet the needs and interests of users?	2			
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2			
C. Leadership and management	2	2	2	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2			
C3. How effectively does the provider promote the safeguarding of learners?	3			
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2			
C5. How effectively does the provider engage with users to support and promote improvement?	3			
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	2			

*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk