

INSPECTION REPORT

Kingston-upon-Hull LEA

14 October 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.

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*

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Hull Adult Education Service (HAES) is a medium-sized provider of adult education, providing learning programmes for families and adults of all ages. HAES works on behalf of Hull City Council within the lifelong learning service area. It uses six main adult learning centres, and 128 subsidiary community and outreach venues. The provision ranges from entry level to level 4 and access to higher education. HAES receives funding from Humberside Learning and Skills Council (LSC).

2. HAES has delivered adult learning provision to residents of Hull since the establishment of Hull City Council as a unitary authority in 1996, but there is a long tradition of formal and informal adult education in the city. The provider has franchise arrangements with two external organisations, the Humberside Hearing Impaired Unit and the Learning Shop.

3. HAES has carried out significant resource development and organisational restructuring in the past three years. This has included a programme of investment to improve the quality of the learning environment for adult learners. Capital grants have contributed to general repairs and maintenance, and building and resource compliance with the Disability Discrimination Act 1995. Further major investments have been made in improving the main adult education centre and establishing two new training centres in the city.

4. A restructuring of lifelong learning senior management was completed in August 2005. The provision is delivered through the three geographical areas of West, Bransholme and East, and North and Central. In each of the three geographical areas, there is an area adult education manager responsible for designing programmes and working with partners. Thirteen senior lecturers and seven lecturers are responsible for developing and delivering the curriculum. There are 400 staff in academic, management, administrative and learner support roles.

OVERALL EFFECTIVENESS

Grade 3

5. **The overall effectiveness of the provision is satisfactory.** The provision is good in information and communications technology (ICT). It is satisfactory in health, public services and care, arts, media and publishing, languages, literature and culture, education and training, preparation for life and work, and family learning. The provision in leisure, travel and tourism is inadequate. Leadership and management, and equality of opportunity arrangements are satisfactory, but quality improvement arrangements are inadequate.

6. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process takes account of staff's and learners' views. Staff have opportunities to influence the judgements through their teams and through training events and awaydays. Although critical in parts, the report also contains some contradictions and identified some normal practice as strengths. Overall, the report's strengths and weaknesses did not match those identified by the inspection, although the

KINGSTON-UPON-HULL LEA

grades were very similar. Action plans are produced from the report, at a strategic and operational level. Responsibilities are clearly outlined. There is insufficient monitoring and recording of the progress of curriculum action plans.

7. The provider has demonstrated that it has sufficient capacity to make improvements. HAES is in the process of implementing new quality improvement procedures. It is aware of some of its weaknesses and a new standards and achievement unit oversees quality improvement. Improvement measures have not been established long enough to present consistently good quality of provision. However, where accurately identified, the provider is quick to respond to weaknesses.

KEY CHALLENGES FOR KINGSTON-UPON-HULL LEA:

- maintain implementation of strategic direction
- improve use of data for performance management
- accelerate the process of quality improvement
- improve the promotion and monitoring of equality of opportunity
- raise awareness and understanding of safe working practices in sport and leisure
- clarify staff's roles and responsibilities in the new structure
- improve practice in meeting the diverse needs of learners
- share good practice

GRADES

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

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality improvement		4

Health, public services and care			3
Contributory areas:	Number of learners	Contributory grade	
<i>Social care</i>		3	
Adult and community learning	115	3	

Information and communications technology			2
Contributory areas:	Number of learners	Contributory grade	
<i>ICT for users</i>		2	
Adult and community learning	1,034	2	

Leisure, travel and tourism		
		4
Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		4
Adult and community learning	466	4

Arts, media and publishing		
		3
Contributory areas:	Number of learners	Contributory grade
<i>Dance</i>		
Adult and community learning	187	3
<i>Music</i>		
Adult and community learning	240	3
<i>Fine arts</i>		
Adult and community learning	899	3
<i>Crafts</i>		
Adult and community learning	354	3

Languages, literature and culture		
		3
Contributory areas:	Number of learners	Contributory grade
<i>Other languages, literature and culture</i>		3
Adult and community learning	337	3

Education and training		
		3
Contributory areas:	Number of learners	Contributory grade
<i>Direct learning support</i>		3
Adult and community learning	86	3

Preparation for life and work		
		3
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i>		3
Adult and community learning	281	3
<i>Literacy and numeracy</i>		3
Adult and community learning	800	3
<i>Independent living and leisure skills</i>		3
Adult and community learning	173	3

Family learning		
		3
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i>		3
Adult and community learning	1,383	3

ABOUT THE INSPECTION

8. The eight areas of learning inspected and graded were health, public services and care, ICT, leisure, travel and tourism, arts, media and publishing, languages, literature and culture, education and training, preparation for life and work, and family learning. Preparation for life and work was inspected under three contributory areas, literacy and numeracy, English for speakers of other languages (ESOL) and independent living and leisure skills. Other provision by HAES was not inspected because of low numbers of learners.

Number of inspectors	13
Number of inspection days	53
Number of learners interviewed	394
Number of staff interviewed	168
Number of employers interviewed	1
Number of subcontractors interviewed	3
Number of locations/sites/learning centres visited	20
Number of partners/external agencies interviewed	17
Number of visits	94

KEY FINDINGS

Achievements and standards

9. **Learners in health and social care develop good vocational skills.** These skills help with their employment prospects. Learners studying counselling develop effective interpersonal skills. Youth workers develop listening skills, and all learners have opportunities and receive encouragement to develop their presentation skills. For the periods 2003-04 and 2004-05, course achievements have risen by 30 per cent.

10. **Learners in ICT make good progress towards achieving their personal learning goals.** These may include a simple introduction to computers, gaining one or more modules towards a qualification, or obtaining a certificate. Learners progress at a rate appropriate to their needs and abilities and develop their skills further. They are well motivated, and learners are pleased with the progress they make. **Achievement levels on accredited courses are low.**

11. **Learners in sport, leisure and recreation gain significant health and social benefits from attending classes.** Learners' levels of fitness, stamina, flexibility, mobility and strength are good. Older learners are able to participate in pastimes and hobbies they enjoyed in the past. Many learners notice a reduction in stress levels and improved memory skills and concentration levels.

12. **Some very good standards of work are evident in calligraphy, painting, pottery, craftwork and music courses.** Some work is stimulating and demonstrates personal development and individual styles. Learners are clearly developing basic and advanced skills in arts, crafts and music, enabling them to build and create good portfolios of work. **Digital imagery and video coverage is used very effectively to monitor individual achievements.** Learners enjoy their studies and are confident in exploring and discussing their ideas and finished work. Tutors inspire learners to be enthusiastic and produce work to a very good standard.

13. **Classroom assistants in direct learning support develop good vocational skills.** They gain the skills and confidence necessary to help children with their literacy and numeracy needs, to keep accurate records and to use play to support children's learning. Learners are very well motivated and develop clear career and employment plans.

14. **ESOL learners' confidence and skills are developed well.** Most learners are well motivated and participate fully and actively during their lessons. They take pride in the work that they do. Most of the learners develop their speaking skills effectively and are confident in using English to express themselves.

15. **Learners in literacy and numeracy show significant improvements in their self-esteem and learning skills.** They will become involved in situations that they previously found daunting. Many have gained a sense of progress and achievement. They gain qualifications, and are focused on gaining more. Many have constructed learning programmes for themselves that cover several subjects. **Literacy and numeracy success rates for level 2 qualifications are good.**

16. **Learners on independent living and leisure skills programmes achieve good results with the Open College Network (OCN) life skills award.** In 2004-05, all learners who enrolled were entered for the award and 74 per cent of them achieved it. **Learners have good attainment levels in personal skills such as confidence and self-esteem,** and they develop the ability to transfer the skills they have learned from one task to another. The attainment of these skills has enabled most learners to achieve a consistently good standard of work.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	0	7	8	0	15
Information and communications technology	1	11	6	0	18
Leisure, travel and tourism	0	2	4	2	8
Arts, media and publishing	0	4	7	0	11
Languages, literature and culture	0	10	10	0	20
Education and training	0	1	2	0	3
Preparation for life and work	2	12	12	4	30
Family learning	1	4	8	0	13
Total	4	51	57	6	118

17. **Programmes are planned very effectively in social care.** Lesson plans and schemes of work are detailed and learning methods directly reflect the learning styles most acceptable to learners. Tutors know about the past experiences of learners and encourage

learners to use them as learning resources in lessons. **Strong support for learners helps their progress and their confidence.** Many of them return to learning after several years away from learning and the workplace. A range of help is provided such as literacy, numeracy and language support, vocational learning support, pastoral support and peer group support.

18. **In some classes, the teaching and learning observed was not challenging enough.** The more able learners were not sufficiently extended by additional questions or tasks. There is no evidence of the development of strategies to encourage passive learners to become more active participants. **The learning targets set are not specific enough.**

19. **The quality of teaching and support for learners in ICT is good.** Most of the teaching observed by inspectors was good. Tutors plan lessons well and organise them so that learners can progress at their own pace. Individual learners are given goals for each lesson which challenge them to develop appropriate skills and make good progress. **The curriculum area is well managed.** The self-assessment report accurately identifies many of the issues needed for development. Communications with part-time tutors are good. Tutors use the intranet to share good practice. Some systems exist to promote and monitor improvements, but **insufficient use is made of management data to analyse performances and to set targets.**

20. **Sport, leisure and recreation tutors do not focus sufficiently on safe working practices.** In 25 per cent of observed classes, potentially harmful practices were taught and tutors sometimes demonstrated outdated techniques. **Planning of individual learning is inadequate.** Learners' levels of skills and experience are not identified effectively at the beginning of training. Few tutors agree learning targets with learners and few learners have individual learning records. **Quality improvement arrangements are ineffective** and the monitoring of key processes is poor. The observations of teaching and learning processes do not identify and resolve unsatisfactory teaching. Management information data is unreliable and is not being used effectively to monitor performance in the area of learning, or to plan improvements. **Curriculum leadership and management are weak.** There is little co-ordination of the provision.

21. **Tutors in fine arts, music, dance and crafts have a good range of assignments and tasks** to enable learners to improve their knowledge and skills. Set assignments effectively integrate theory and practice and provide appropriate opportunities for learners to explore materials and tasks in order to develop their individual styles. Teaching and learning is at least satisfactory. **The use of sketchbooks to research and support ideas is poor. Tutors do not always make learners aware of the lesson's learning outcomes.** Learners' feedback is not evaluated and used as a basis for improvement. Good practice is not shared.

22. **Language tutors use a wide variety of strategies to meet learners' different needs effectively.** Learners on language courses have very different levels of ability. Some British Sign Language (BSL) classes are double-tutored in order to expose learners to authentic communications between people with hearing impairments and to cope with learners' different skill levels. Differentiated learning was a feature of every class observed. **Target-setting for many learners is not precise enough.** Less experienced tutors do not have a complete understanding of the rationale behind the recognition and recording of progress and achievement (RARPA) or of the role of clear, negotiated, achievable targets in

motivating learners and building confidence. **Teaching and learning is not observed systematically.**

23. **Classroom assistants in direct learning support courses develop good national vocational qualification (NVQ) study skills.** Tutors give good guidance on developing research skills, gathering and recording evidence, and the effective presentation of portfolios. **Learners' support needs are identified well at initial assessments.** Often this is provided at a learning centre close to where the learner lives. **The programme meets local employers' needs very effectively.** Tutors are in partnership with a local high school and Jobcentre Plus to promote a teaching assistants' project for women returning to training and to employment. The more able learners and passive learners are not extended or challenged sufficiently. **Tutor assessment practice is not thorough enough.**

24. **ESOL learners can access a particularly wide range of provision to meet diverse community needs.** Courses take place at a range of levels and learning centres across the city at different times of the day. **Tutors do not use individual learning plans to plan courses and lessons.** Learners on most courses follow the same programme and activities. **There is very little differentiation of learning to meet the individual language needs of learners and not enough emphasis on meeting individual learning needs. Measures to improve the quality of provision are ineffective.** There is no course evaluation process. Data is not used to identify weaknesses and areas for improvement.

25. In literacy lessons, learners show a growing familiarity and confidence with word and sentence structure, punctuation and how to organise text. The better lessons combine elements of theory, personal reflection and independent practice. Learners are not challenged sufficiently. **Learners are aware of the provider's good equal opportunities practice** and appreciate the respect that staff show to them. Data is not used effectively to analyse HAES's performance, or to set targets for improvement and development.

26. **Learners on independent living programmes extend their learning skills through partnership projects.** They improve their existing abilities in literacy, numeracy, creativity and self-expression, and their communication and self-awareness skills. **Individual learning plans are not specific enough.** Initial assessment outcomes are not used in target-setting. **In 50 per cent of the classes observed, learners with very diverse learning needs did not have additional learning support. Measures for quality improvement are ineffective.** Managers do not use data for setting and monitoring targets, or monitor and record destination data.

27. **There is a particularly wide range of provision to meet community needs.** Learners are consulted to allow the provider to develop the curriculum. Times and locations are made flexible to suit the learners. **There is good development of staff's skills and experience,** teaching is effective and new tutors are well supported by managers. **Measures to raise awareness of cultural diversity are good.** The provider targets minority ethnic groups such as the traveller community. Staff work hard to develop culturally sensitive learning sessions and learning materials. **Not enough attention is given to meeting individual learning needs,** and differentiated learning is not always planned sufficiently well. **There is insufficient use of data to set targets and to monitor the provision.**

Leadership and management

28. **HAES has carried out a strong redirection of its provision to meet corporate and community priorities.** The adult learning service of Hull city council is given clear strategic direction by managers in the lifelong learning team. There is strong leadership from the chief executive in improving the accountability and the performance management of staff in meeting customers' needs. Staff have a good understanding of the strategic goals of the council and are clear about the reasons for changes. Staff speak of an increasingly professional service.

29. **Communications at senior- and middle-management level are good.** In the past six months there have been monthly leadership and management meetings where broad strategic issues are raised and discussed. Although communications within curriculum teams are generally satisfactory, communications among the teams are less so. There is insufficient sharing of good practice between teams and insufficient involvement of part-time tutors.

30. Internal verification is satisfactory. Clear procedures for internal verification require each course to have a sampling plan which is monitored by the lead internal verifier. Most of the external verifier reports are satisfactory or better. Quick action is taken when issues are identified.

31. **Learners feel valued and respected.** Learners' rights and responsibilities are clearly described in the learners' handbook which places considerable emphasis on values such as courtesy and respect. HAES acknowledges the achievements of learners at an annual award ceremony. Learners are treated with respect and care by tutors and any obstacles to their learning are handled sensitively.

32. Learners with disabilities have good access to the main learning centres. **HAES has made significant financial investments in improving access for adults with disabilities to all of the main learning centres. All five main learning centres are now fully accessible.** Ramps, lifts where needed, automatic doors, signage in Braille, and hearing loops, are commonly available in all the learning centres. Learners requiring specialist equipment or information technology (IT) software have good access to a range of adapted technology.

33. **Data is not used routinely by HAES in the planning and improvement of the quality of the provision.** Most areas of learning do not use data to plan their provisions. Management reports are available on the provider's intranet, but the information is not easy to access and use, and is not used effectively by curriculum team leaders. Progression data is not systematically collected or analysed. HAES has an adequate management information system which is able to produce many types of reports.

34. The provider has identified the need for better use of data to monitor the performance trends of learners, equality of opportunity and the effectiveness of policies and practices. **HAES collects data about each learner's gender, age, disability and ethnic background but this information is not complete. Data is not used effectively for planning or target-setting at a local level, or for monitoring the poor performance of particular groups of learners.**

35. **The provider does not monitor staff's involvement in equal opportunities training or**

its effects. Staff training offered to adult education staff for new and current legislation has been well attended by managers, but attendance by tutors is inconsistent. There are no easily available, summary records of how many tutors have attended. There is no evaluation of the effects of the training on specific teaching strategies.

36. Quality improvement arrangements are not being implemented quickly enough.

HAES is in the process of implementing new quality improvement procedures. The revised observation schedule does not focus sufficiently on learning and is not applied consistently. **Course reviews and learners' feedback are not used well. Good practice is not systematically identified and shared across the curriculum areas to improve the provision.** There is no consistent improvement in success rates throughout the provision.

37. The self-assessment process takes account of staff's and learners' views. Staff have opportunities to influence the judgements through their teams and through training events and away days. The final self-assessment report is collated by a senior manager and signed off by the head of lifelong learning. Although critical in parts, the report also contains some contradictions and identified some normal practices as strengths. Overall, there is not a close match between the strengths and weaknesses in the report and those identified by inspectors, although the grades were closely matched.

38. The management of literacy and numeracy throughout the provision is satisfactory. Learners' enrolment forms provide them with opportunity to disclose any learning needs. Many tutors have received training or awareness raising for skills for life. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. These tutors are now better placed to identify and support learners in their curriculum areas.

Leadership and management

Strengths

- strong redirection of service to meet corporate and community priorities
- strong culture of respect and support for learners
- good access to main learning centres for learners with disabilities

Weaknesses

- insufficient use of management information to manage provision
- insufficient monitoring of equality of opportunity training
- insufficient use of data to monitor equality of opportunity
- insufficient implementation of quality improvement arrangements

Health, public services and care

Social care

Grade 3

Strengths

- good development of vocational skills
- good planning of learning

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- strong support for learners

Weaknesses

- insufficient challenge to involve some learners
- insufficiently specific target-setting

Information and communications technology

ICT for users

Grade 2

Strengths

- good achievement of personal learning goals
- good progress by learners in lessons
- particularly good teaching and support for learners in workshops
- good curriculum management

Weaknesses

- low achievement levels on accredited programmes
- insufficient use of data for target-setting and monitoring

Leisure, travel and tourism

Sport, leisure and recreation

Grade 4

Strengths

- significant health and social benefits for learners

Weaknesses

- insufficient focus on safe working practices
- inadequate planning of individual learning
- ineffective quality improvement arrangements
- weak curriculum management

Arts, media and publishing

Strengths

- good work in calligraphy, painting, pottery and craft work
- very effective use of digital imagery to monitor learners' achievements
- confident and enthusiastic learners
- good range of assignments and tasks

Weaknesses

- poor use of sketchbooks to research and support ideas

- insufficient emphasis on learning outcomes in lessons
- insufficient quality improvement at course level
- insufficient sharing of good practice

Languages, literature and culture

Other languages, literature and culture

Grade 3

Strengths

- good use of differentiated learning

Weaknesses

- insufficiently precise target-setting for learners
- weak implementation of quality improvement processes

Education and training

Direct learning support

Grade 3

Strengths

- good development of vocational skills
- good development of NVQ study skills
- good learning support
- good response to local employers' needs

Weaknesses

- slow progress in some areas
- insufficient challenge to involve some learners
- insufficiently thorough assessment practice

Preparation for life and work

ESOL

Grade 3

Strengths

- good development of learners' confidence and skills
- particularly wide range of provision to meet diverse community needs

Weaknesses

- insufficient focus on meeting individual learning needs
- ineffective measures to improve the quality of provision

Literacy and numeracy

Grade 3

Strengths

- good development of learners' confidence and self-esteem
- good success rate for level 2 qualifications
- good development of learners' use of written language and numeracy
- very effective promotion of equality of opportunity to learners

Weaknesses

- poor retention rates on entry-level programmes
- insufficient challenge in many lessons
- insufficient development of quality improvement processes

Independent living and leisure skills

Grade 3

Strengths

- good achievement of OCN units
- good attainment of personal and learning skills
- very effective partnerships to extend learners' skills

Weaknesses

- insufficient detail in individual learning plans
- insufficient additional learning support
- ineffective measures for quality improvement

Family learning

Adult and community learning

Grade 3

Strengths

- particularly wide range of provision to meet community needs
- good development of staff's skills and experience
- good awareness raising for cultural diversity

Weaknesses

- insufficient focus on individual learning needs
- insufficient use of data to set targets and monitor provision

WHAT LEARNERS LIKE ABOUT KINGSTON-UPON-HULL LEA:

- the very friendly and highly supportive tutors
- the opportunity to study for a qualification
- the opportunity to learn techniques to help everyday life
- the respect shown them by their tutors
- the very helpful reception staff, caretakers and cleaners
- the excellent and convenient premises
- the opportunity to meet the tutor at enrolment
- 'courses that keep you healthy and stimulated'

WHAT LEARNERS THINK KINGSTON-UPON-HULL LEA COULD IMPROVE:

- the size of the groups - there are very large mixed groups in some lessons
- the opportunities available to allow progress to a more advanced level
- the choice of programmes on offer - it is too restricted
- waiting lists for some courses - they are too long
- the level of challenge in some lessons
- the quality of pre-course information in sport and leisure
- programmes for women returners - they are too long
- the convenience of the premises

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 3

Strengths

- strong redirection of service to meet corporate and community priorities
- strong culture of respect and support for learners
- good access to main learning centres for learners with disabilities

Weaknesses

- insufficient use of management information to manage provision
- insufficient monitoring of equality of opportunity training
- insufficient use of data to monitor equality of opportunity
- insufficient implementation of quality improvement arrangements

39. HAES has carried out a strong redirection of its provision to meet to meet corporate and community priorities. The adult learning service of Hull City Council is given clear strategic direction by managers in the lifelong learning team. There is strong leadership from the chief executive in improving the accountability and the performance management of staff in meeting customers' needs. HAES receives good support from education cabinet members. The portfolio holder for education meets the head of lifelong learning and the development adviser once each week. The cabinet's scrutiny committee monitors key documents effectively and receives regular reports. The provider is currently undergoing a radical restructuring to make better use of resources to meet Hull City Council's priorities. Most staff have a good understanding of the strategic goals of Hull City Council and are clear about the reasons for the changes. Staff speak of an increasingly professional service.

40. Communications are satisfactory. Senior- and middle-management level communications are good. In the past six months there have been monthly leadership and management meetings where broad strategic issues are raised and discussed. Some senior managers meet with colleagues in other parts of Hull City Council, who have responsibility for other adult provision funded by the LSC and Jobcentre Plus. However, communications at curriculum team level are less satisfactory. Communications within curriculum teams are generally satisfactory but communications among teams are less so. Good practice is not shared sufficiently between teams and part-time tutors are not fully involved.

41. Staff appraisals and staff development are satisfactory. Currently, there are two systems in operation. Senior managers are now part of Hull City Council's new personal performance and development plan (PPD) which places a significant emphasis on linking appraisals and development to corporate priorities. Part of the new process involves holding performance clinics which involve individual senior managers and curriculum teams in responding to a panel's enquiries about their performance. The first set of clinics involving the adult learning service has only recently been completed, therefore it is too soon to assess the effects.

42. Resources overall are satisfactory. Staff are generally appropriately qualified. Eighty-seven per cent of HAES's staff hold a teaching qualification and 42 per cent of the

teaching staff having a level 4 teaching qualification. Accommodation is satisfactory. The provider has six main centres including a new purpose-built building which was funded jointly by the LSC and the city council. Most curriculum areas have adequate teaching materials and resources.

43. Health and safety is satisfactory. Most of the premises used by the provider are under Hull City Council's control. Senior managers of Hull City Council visit all sites once each year. Learning centre managers visit sites in their area once each term. Risk-assessment reports are reviewed by the health and safety workshop which meets termly. Reports are sent to the corporate health and safety officer.

44. HAES manages its finances appropriately to meet its strategic priorities. It has a clear charging policy. Courses are free of charge for unemployed learners, and the fee is reduced for those learners over 60 years of age. For those who do pay there is a one-fee policy to ensure that the fee includes all the materials that learners will need. The budget is managed by the head of HAES.

45. The management of the literacy and numeracy provision is satisfactory. Learners' enrolment forms provide the opportunity to disclose any learning needs. Many tutors have received training or awareness raising for skills for life. These tutors are now better placed to identify and support learners in their curriculum areas. In 2004-05, 170 learners accessed skills for life study support. The support was offered flexibly to meet learners' needs. Fifteen learners were offered additional literacy and numeracy support within their programmes.

46. Data is not used routinely by the provider in the planning and improvement of the provision. Most areas of learning do not use data to plan their provisions. Management reports are available on HAES's intranet, but the information is not easy to access and use, and is not used effectively by curriculum team leaders. The provider relies on the LSC's targets and does not set its own targets for curriculum areas. Progression data is not collected or analysed systematically. HAES has an adequate management information system which is able to produce a range of reports.

Equality of opportunity

Contributory grade 3

47. Learners are treated with respect and care by tutors and any obstacles to learning are handled sensitively. The learners' handbook includes a comprehensive and clearly written commitment to the promotion of equality of opportunity and diversity. Learners' rights and responsibilities are clearly described in straightforward language and the handbook is available in Braille in each of the five main learning centres. The handbook places considerable emphasis on values such as courtesy and respect and includes complaints and academic appeals procedures. HAES acknowledges learners' achievements at an annual awards ceremony. Learners generally have developed sufficient understanding of equality and diversity. Satisfactory advice and guidance is available to learners.

48. A substantial financial investment by HAES has improved access for adults with disabilities. All five main learning centres are now fully accessible. Ramps, lifts, automatic doors, signage in Braille, and hearing loops, are commonly available in all learning centres. There has been significant financial investment in meeting the diverse needs of learners requiring specialist equipment or IT software. Childcare facilities are available at many outreach centres. A Hull City Council translation and transcription service is well used.

Financial support is available to learners who need help towards the cost of fees and childcare. Volunteers are used effectively to support individual learners, but not enough volunteers are available for learners with learning difficulties.

49. Hull City Council has several projects to widen learner participation, aimed particularly at under-represented groups. Community and voluntary groups, schools, libraries, museums, and local religious and cultural groups are represented in these projects. They have contributed to more effective planning and have attracted additional funding. HAES has had some success in attracting groups of people who might not otherwise participate in learning, including travellers, adults on low incomes, those with learning difficulties or disabilities, asylum seekers and refugees. Hull City Council is developing a strategy to link these initiatives and projects.

50. The provider has a strong corporate commitment to equality and diversity, supported by an appropriate range of policies and procedures that cover all aspects of equal opportunities and diversity, including race equality, the Race Relations (Amendment) Act 2000, the Special Educational Needs and Disability Act 2001 and child protection. However, the provider has not tailored these policies or procedures specifically for adult and community learning. Within the lifelong learning division an education officer has been appointed to help drive improvements and to manage equality of opportunity initiatives.

51. HAES does not monitor staff's involvement in equal opportunities training, or its effects, sufficiently. Staff training offered to adult education staff for new and current legislation has been well attended by managers, but attendance by tutors is inconsistent. There are no easily available, summary records of how many tutors have attended. No evaluation takes place of the effects of the training on specific teaching strategies. Tutors' effectiveness in meeting the diverse range of individual learner's needs varies considerably among areas of learning. These needs are met most effectively in ICT, the arts and languages. Tutors in sport, leisure and recreation, social care and ESOL are much less effective. No training has been offered to tutors recently in human rights, child protection or sex discrimination. Some tutors are not aware of the available training. There is no log of attendance at training events.

52. The provider has identified the need to use data more effectively to monitor the performance trends of learners, equality of opportunity and the effectiveness of policies and practices. HAES collects data about learners' gender, age, disabilities and ethnic background, but this data is not complete. Data is not used effectively for planning or target-setting at a local level, or for monitoring the poor performances of particular groups of learners. The data is not presented in a format that is easily understood.

Quality improvement

Contributory grade 4

53. Internal verification is satisfactory. Clear procedures for internal verification require each course to have a sampling plan which is monitored by the lead internal verifier. Currently, 28 staff are involved in either internal verification or moderation activities. Most of the external verifier reports are at least satisfactory. Quick action is taken when issues are identified.

54. Quality improvement arrangements are not being implemented quickly enough. HAES is in the process of developing new quality improvement procedures. Most aspects of training are covered, apart from induction, assessment and progression procedures, which

are currently being developed. A revised observation of teaching and learning system is not being applied consistently across curriculum areas. In sports, leisure and recreation, languages and programmes for adults with learning difficulties and/or disabilities, the observations have only been carried out on a small proportion of tutors. In most curriculum areas there is insufficient action-planning from observed sessions. Findings from the observations are not linked sufficiently with the staff appraisal and development process. The observation schedule does not focus sufficiently on learning.

55. In some areas of learning, course reviews are not carried out. Learners' feedback is not used well. HAES is increasing the extent and range of feedback in the current year, but has little evidence of any improvements made from currently available feedback. Good practice is not systematically identified and shared among the curriculum areas. There is no consistent improvement in success rates throughout the provision. Arrangements exist to audit the small amount of franchised provision, but there is insufficient monitoring of the franchisees' performances. The lifelong learning team is aware of some of these weaknesses and has set up a standards and achievement unit to oversee and monitor quality improvement within the adult education service. It is too soon to judge its effects.

56. The self-assessment process takes into account staff's and learners' views. Staff have opportunities to influence the judgements through their teams and through training events and awaydays. All areas of learning produce a self-assessment report. The final self-assessment report is collated by a senior manager and signed off by the head of lifelong learning. Action plans are produced at a strategic and operational level by setting milestones and target dates. Responsibilities are outlined clearly. The progress of curriculum action plans is not monitored and recorded sufficiently. The report, although critical in parts, also contains some contradictions, and identified some normal practice as strengths. Overall, there is not a close match between the strengths and weaknesses in the report and those identified by inspectors, although the grades were closely matched.

AREAS OF LEARNING

Health, public services and care

Grade 3

Contributory areas:	Number of learners	Contributory grade
Social care Adult and community learning	115	3 3

57. There are 115 learners in this area. Four learners are taking counselling courses, and 52 learners are taking care courses. The remainder are taking a variety of courses in the contributory area of social care. There are 13 courses. The accredited provision includes a diploma in counselling, a diploma in pre-school practice, a certificate in pre-school practice, an introductory certificate in working with children, a certificate in drug awareness, and a certificate in youth work. Courses are offered at eight locations. Day courses and evening courses are offered to suit learners' needs. Seventy-eight per cent of learners are women. There are no learners from minority ethnic groups on social care courses, but 7 per cent of the learners in early years and counselling courses are from such groups. Four per cent of the learners on counselling courses, 3 per cent on early years' courses and 20 per cent on social care courses have a disability. All courses are externally certificated. Currently there are four curriculum team leaders and four tutors.

Social care

Grade 3

Strengths

- good development of vocational skills
- good planning of learning
- strong support for learners

Weaknesses

- insufficient challenge to involve some learners
- insufficiently specific target-setting

Achievement and standards

58. Learners develop good vocational skills which improve their chances of employment. Pre-school practice learners are skilled at implementing practical activities that encourage the development of young children. Counselling learners develop effective interpersonal skills. Youth workers develop listening skills and all learners have opportunities and are encouraged to develop their presentation skills. Learners' portfolios are satisfactory. Of learners whose destinations are known, 33 per cent of the 2004-05 intake went on to further or higher education. Retention rates have risen between 2003-04 and 2004-05. Rates for learners taking the certificate in developing skills for working with children and young people, and the certificate in youth work rose by more than 20 per cent. On all but one course, achievements have risen in this same period. The rise in achievements exceeds 30 per cent. Two of the five programmes on offer for 2003-04 show a drop in retention and achievement and overall success rates, but these have improved for 2004-05.

The quality of provision

59. Programme planning is good in this area of learning. Lesson plans and schemes of work are detailed and identify themes, methods of delivery, resources and means of assessment. They are matched accurately with awarding body requirements. Methods of learning, chosen by the tutor, directly reflect the learning styles with which learners feel most comfortable. Tutors make effective use of learners' experiences to illustrate theory and practice. Opportunities to develop study skills are effectively integrated with curriculum delivery plans. Lesson activities provide opportunities for learners to develop the skills of critical analysis, collaboration, research and presentation. These opportunities are in pre-school learning, counselling and youth work. Learners have access to a range of course-specific learning materials. Learning opportunities are improved by contributions from visiting speakers. One tutor, who works in youth services, brings experiences from the real world of youth work into every lesson. The skills of lesson planning and schemes of work writing are shared successfully within the teams. Teaching, overall, is satisfactory and some of it is good. The tutors are appropriately qualified.

60. Strong support for learners helps their progress and their confidence. Many of them return to learning after several years absence from learning and from employment. When they enrol they have doubts about their capacity to succeed. These doubts are allayed by the provision of literacy, numeracy and language support for those who need it, vocational learning support in class, pastoral support and peer group support. By week five of the first term, they are confident in interacting and speaking out, and their self-images are more positive. Individual progress is monitored and reviewed. Learners can refer themselves for learning support and are allocated to literacy and numeracy at learning centres near their homes.

61. Tutors do not make sufficient use of differentiation. The more able learners are not sufficiently challenged to develop their potential and few tutors use strategies to encourage passive learners to become active participants.

62. Target-setting is not thorough enough and leaves most learners without short-term targets. Most targets are set for the end of courses. Learners do not have sufficient access to clear and manageable guidelines.

Leadership and management

63. Leadership and management are satisfactory. Staff work collaboratively and contribute to partnership initiatives with other community organisations. The curriculum is co-ordinated and there are opportunities for tutors to meet regularly to share good practice. Internal verification and standardisation meetings are held regularly and meet code of practice requirements.

64. The self-assessment report and development plan are comprehensive, clear and realistic. Team leaders, especially in counselling, youth work and drug awareness have been quick to respond to weaknesses identified in the self-assessment report and by external verifiers. Counselling facilities offer taster days to help learners to make more informed choices before enrolling. Productive links have been developed between the youth service and the youth work and drug awareness team leaders. Staff are encouraged to update their professional and vocational qualifications and knowledge. Practical work

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placements for early years care learners are managed appropriately with effective communications between the tutors and the work-placement supervisors. Improvements are evident in retention and achievement rates for 2004-05, but management has not taken sufficient action to resolve the variations in retention and achievement rates within the area of learning.

Information and communications technology**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i> Adult and community learning	1,034	2 2

65. In 2005-06, at the time of inspection, there were 1,156 enrolments for 1,034 learners. There are many short, entry-level courses for those learners with no computer experience. About 50 per cent of courses lead to nationally recognised qualifications up to level 3.

66. There are six main learning centres and many other locations in schools libraries and community centres. Courses are held during the day and in the evening. There are several partnerships between HAES and organisations within and outside the city which provide courses at many other locations. Thirty-seven per cent of learners are men, 34 per cent of learners are over 65 years of age, and 43 per cent of learners are under 55. Two per cent of learners are from minority ethnic backgrounds, and 15 per cent of learners declared a disability. The courses are delivered by 45 part-time tutors, two senior tutors and a curriculum manager.

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

- good achievement of personal learning goals
- good progress by learners in lessons
- particularly good teaching and support for learners in workshops
- good curriculum management

Weaknesses

- low achievement levels on accredited programmes
- insufficient use of data for target-setting and monitoring

Achievement and standards

67. Most learners make good progress in achieving their personal learning goals. These may include a simple introduction to computers, gaining one or more modules towards a qualification, or obtaining a full certificate. Approximately 50 per cent of the learners are on courses with no external accreditation. These learners achieve good standards and some 86 per cent of them achieved an internal certificate last year.

68. Learners make good progress in lessons and are pleased with their progress. This is achieved at a rate appropriate to their needs and abilities. Learners on courses for people with no previous experience of computers improve their confidence in using ICT. On the more advanced courses learners improve their skills and are well motivated.

69. Achievement levels on accredited courses are low. For example, the achievement rates for the examination-based qualification in IT were only 32 per cent at level 1 and 52

per cent at level 2. Achievement levels on the other accredited courses are also low. All learners, including some relative beginners, are enrolled for the full qualification although their goals might be more limited. Sixty-six per cent of these learners in 2004-05 obtained a pass in one or more course units.

The quality of provision

70. The quality of teaching and support for learners is good. Most of the teaching observed by inspectors was good and none was inadequate. Tutors produced detailed schemes of work and lesson plans. Learners' profiles are used effectively to describe identified needs for extra support. Most teaching involves practical work using computers. Tutors' lessons are well managed and involve all learners effectively. Lessons are organised so that learners can progress at their own pace, using a combination of good-quality instructional workbooks and of individual support from the tutor when needed.

71. The quality of individual teaching in the workshops is particularly good. Individual learners are given goals for each lesson which challenge them to develop appropriate skills and to make good progress. Tutors have a detailed understanding of their learners, including the effects of any disabilities and learning difficulties. The tutors divide their time between learners appropriately, so that all learners are kept busy and well motivated throughout the lesson. Learners are encouraged to help each other and, when appropriate, there is some whole-class teaching and demonstrations for small groups. Interactive learning modules have been developed and are used effectively to reinforce learning. Tutors provide an effective learning environment in which learners make good individual progress.

72. IT resources to support teaching and learning are up to date and appropriate. Helpful college and course booklets explain the requirements of the courses. Learners are given an informative induction to their courses. Tutors have developed IT workbooks which learners can buy or borrow. Learning centres are welcoming, the IT rooms well lit and have displays of posters and ICT work, and industry-standard computers and software. IT projectors and screens are available and are used often for demonstrating software features. These items were not available for a few classes where teaching would have been improved by their use. Digital cameras are available and are used. A range of adaptations such as large screens and special keyboards is available when necessary.

73. The range of courses is satisfactory. HAES is involved in a range of partnerships to provide ICT courses in community centres and libraries. The provider is also part of a partnership whereby learners can obtain advice from the internet about courses available from all providers in their local area. There are progression routes from entry level to level 3. Charts of these routes are displayed in the learning centres and teachers discuss progression options with learners during the courses. Feedback from learners indicates high levels of overall satisfaction. However, on accredited courses some learners do not want to study all the units needed for the full qualification, but programme planning is sometimes not flexible enough to allow this approach.

74. Tutors have a detailed knowledge of individuals and this is recorded in individual learning plans. To supplement the plan, learners complete a sheet recording the work that they have completed in every lesson and tutors add supportive comments about their work and their progress. Some, but not all, learners find this feedback from tutors helpful in planning their subsequent work. There is an effective system to ensure that marking is

carried out to a common standard. At the beginning of courses, learners receive short assessments of their IT skills and can indicate if they need help with literacy, numeracy and language skills. Learners can have a more detailed diagnostic test if necessary and can be referred for appropriate support. Learners with support needs for disabilities, can have support workers in the classroom as well as other aids.

Leadership and management

75. The curriculum area is well managed. The self-assessment report accurately identifies many of the issues in need of development. Communications with part-time tutors are good, and they have handbooks of procedures and practices for the curriculum area. Part-time tutors attend meetings, which include information for new developments, and use the intranet to promote the sharing of good practice. Staff are suitably qualified. Staff development is planned for each member of staff after an achievement and development meeting with the manager. A good proportion of the staff have been observed, and those who needed to improve were observed again after receiving support and development. Tutors compile useful course files which include detailed schemes of work, lesson plans, and group profiles which identify learners' support needs. Learners' surveys have been very well analysed and used for self-assessment purposes.

76. Equality of opportunity is very apparent, and each learner has their own individual goals specifically planned for each lesson. Learners with disabilities and/or literacy, numeracy and ESOL needs are identified and supported, normally within the class environment. Several ICT learners have progressed to become members of staff. Some tutors who have overcome visual and other impairments, provide valuable role models for learners.

77. Management data is not used sufficiently to analyse performances and to set targets. Some systems exist to promote and monitor improvements. Tutors do not have systematic access to data or reports about the performances of groups of learners. There are no targets for the improvement of retention and achievement rates, successes within the area of learning, or for different groups of learners.

Leisure, travel and tourism**Grade 4**

Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		4
Adult and community learning	466	4

78. HAES currently provides 35 classes in this area of learning. Four hundred and sixty-six learners are enrolled on yoga, tai chi and keep fit classes, all of which are non-accredited. Most classes are for mixed-ability learners, two are for learners over 40 years of age, one is for learners with additional learning difficulties and two yoga classes are provided for families. Courses recruit on a termly basis and last for an average of 10 weeks. Classes take place during the day and evenings on weekdays, and at weekends at four adult education centres and a community centre. Eighty-five per cent of the learners are women, five per cent are from minority ethnic backgrounds and 10 per cent have identified a physical or learning difficulty. Thirty-eight per cent of learners are in receipt of fee remission. Sixteen sports and leisure tutors work between one and 10.5 hours each week. An adult and community learning manager is responsible for this area of learning and a designated health and well-being curriculum team leader has recently been appointed.

Sport, leisure and recreation**Grade 4***Strengths*

- significant health and social benefits for learners

Weaknesses

- insufficient focus on safe working practices
- inadequate planning of individual learning
- ineffective quality improvement arrangements
- weak curriculum management

Achievement and standards

79. Learners gain significant health and social benefits from attending classes. Many get great relief from ailments such as osteoporosis, arthritis and back conditions, and some learners reported that they had been able to reduce their medication. Learners' levels of fitness, stamina, flexibility, mobility and strength are good. Older learners are able to participate in pastimes and hobbies they enjoyed in the past. One learner was delighted that she could now tend her garden again. Learners notice a reduction in stress levels and have greater ability to cope with problems. They are able to use the breathing and relaxation techniques that they have learnt to help them in everyday life. Learning lengthy routines in keep fit, and forms in tai chi and yoga improve learners' memory skills and their powers of concentration. Learners make new friends at classes and benefit from the opportunity to work with others in a group, reducing feelings of isolation. Some tutors organise social events for learners. One of Hull City Council's main priorities is to help citizens to have a healthier lifestyle and to raise their quality of life. Retention rates are satisfactory, at 84 per cent in 2004-05.

The quality of provision

80. Resources are satisfactory. HAES has purchased learning resources for keep fit, and mats and foam blocks for yoga classes. Some tutors provide their own music systems which have been tested for safety. Some venues are too small for the number of learners on the register.

81. Guidance and support for learners is satisfactory. Information about courses is available for learners in the brochure which is delivered to all householders in Hull and the surrounding areas, the local media, a telephone helpline and the Learning Shop. Taster sessions are offered to help learners gain a better understanding of courses. Reception staff in learning centres are knowledgeable about the courses, they are helpful and many have completed guidance qualifications. Pre-course information produced by some learning centres does not contain sufficient information and guidance.

82. Not enough attention is given to safe working practices. In 25 per cent of the classes observed by inspectors, potentially harmful practices were taught and tutors were demonstrating outdated techniques. Tutors do not explain safe techniques to prevent strains or other injuries, or correct learners' potentially harmful practices. Learners are not corrected when they perform exercises without appropriate mats, or wear socks on slippery floors. In some classes, learners perform postures inappropriate for their level of experience or medical conditions. Tutors are unable to observe their learners during relaxation sessions at the beginning and end of classes, as these take place in complete darkness and tutors have their eyes closed.

83. The planning of individual learning is often inadequate. Learners' skills levels and experience are not identified effectively at the beginning of training. Few tutors agree specific, measurable individual learning targets with learners and not all learners have individual learning records. Some tutors identify group targets for the class, irrespective of individual needs or capabilities. These goals are very general and are not easily measurable. One tutor has a list of learning outcomes which she uses with her learners during the first session to help them identify suitable learning goals. The information gathered is rarely used as a basis on which to plan individual learning goals and appropriate activities.

84. Tutors are not able to assess learners' progress or overall rates of achievement effectively. Most classes are for mixed-ability learners, but few tutors plan a variety of activities to meet the needs of all the learners. Lesson plans are weak and do not include alternative exercises or adaptations for learners with specific medical conditions or injuries. Insufficient use is made of adaptive activities. Observation is not used effectively to identify poor techniques. Tutors remain at the front of the class for most of the lesson, and do not help learners to identify their mistakes. Learners are not directed to use the resources available in the room, such as walls, chairs, blocks and belts to help them improve. In some classes, tutors' lesson plans include activities which are too challenging for the learners. Tutors use a variety of documents to record learners' progress, but these are paper-based, lengthy, and often time consuming to complete. The comments made by learners in the learning logs are rarely used to plan future sessions. Some tutors maintain progress records, but these are not always shared with learners.

85. In 38 per cent of the observed classes, tutors do not record any information about

learners' medical conditions. Tutors do not record appropriate information to enable them to identify which activities would be suitable for learners and which would be most beneficial. Some tutors use forms produced by their professional organisations. Tutors do not ask learners to complete pre-exercise screening questionnaires before starting a course. HAES does not monitor the completion of these questionnaires. Some tutors use a group health summary as a resource while teaching. Risk assessments are carried out, but relate to premises only and do not identify risks associated with specific activities or learners. Tutors have only recently begun to carry out risk assessments, but do not attend appropriate training. HAES recently produced a pre-exercise questionnaire for tutors to use.

Leadership and management

86. Equality of opportunity provision is satisfactory. Learners are informed at induction about their rights and also about the specialist literacy and numeracy support that is available. Handouts on one course are transcribed into Braille and hearing loops are available in all classrooms.

87. All staff were encouraged to take part in the self-assessment process. The strengths identified in the self-assessment report were judged by inspectors to be normal good practice, or were contradicted at inspection. Inspectors agreed with many of the weaknesses identified in the self-assessment report, although key weaknesses were not identified.

88. Quality improvement arrangements are ineffective and the key processes are poorly monitored. The observation of teaching and learning process does not identify and resolve unsatisfactory teaching. Tutors who are currently working towards their post graduate certificates of education are observed, but not by sports specialists. Tutors who have been with HAES for many years are not observed. Action-planning for these areas identified for development is ineffective. The provider's monitoring of processes and procedures is poor. HAES does not systematically check how well documents such as risk assessments, pre-exercise questionnaires, individual learning plans, schemes of work and lesson plans are completed. Management information data is unreliable and is not used effectively to monitor the performance of the area of learning or to plan improvements. Data is not used sufficiently to set specific targets within the curriculum area. Course reviews are not carried out as a matter of routine. A new quality improvement system has been implemented recently, but it is too soon to be able to judge its effectiveness.

89. Curriculum leadership and management are weak. There is little co-ordination of the provision and, until the appointment very recently of a specialist part-time curriculum team leader, there was no sports specialist. Curriculum planning is unsystematic. The range of provision is very narrow and does not take local or national priorities into consideration. Some learners have been referred to exercise classes by their general practitioner, but partnerships with local doctors' practices have not been used formally. Not enough of the provision is targeted at priority groups. Very few courses take place at weekends, although two Saturday family yoga courses began in response to local requests. Waiting lists exist for many classes and there are few opportunities for learners to progress to different levels. Four sports tutors currently employed by HAES began as learners and completed initial teacher training qualifications with the provider.

90. Some tutors are not appropriately qualified. They do not have relevant specialist

qualifications and do not participate regularly in development activities. Thirty-one per cent of the sports tutors do not have a teaching qualification. The provider does not monitor staff development consistently, or record which tutors hold a current first aid certificate.

91. Communications between tutors and the provider are ineffective. Team meetings are held each term, but tutors are not always available to attend. Follow-up information for non-attendees is not provided systematically. Several tutors have developed some good ideas, but no forum exists for them to share good practice. The curriculum team leader is already beginning to improve communications by working with tutors on an individual basis when they are unable to attend meetings.

Arts, media and publishing**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Dance Adult and community learning	187	3
Music Adult and community learning	240	3
Fine arts Adult and community learning	899	3
Crafts Adult and community learning	354	3

92. Courses in this area of learning are offered in a number of venues throughout the city, including community centres, schools and some specialist arts and crafts facilities. In 2004-05, 1,680 enrolments were registered for non-accredited fine arts and crafts courses. Of these enrolments 1,253 were for arts courses. One per cent of learners are from minority ethnic backgrounds. Seventy-five per cent of learners are women, and 50 per cent are over 60 years of age. All classes are of mixed ability and a high proportion of learners are new to adult and community learning.

93. Twenty-two full- and part-time tutors deliver courses in drawing, painting, calligraphy, Chinese watercolours, photography and sculpture. Craft courses include dressmaking, needlework, patchwork, pottery and soft furnishings. Music courses include singing, electric/acoustic guitar, keyboard, piano and music theory. Dance includes ballroom and sequence dancing. Courses are mainly of 10 weeks' duration and are usually taught in two-hourly sessions each week during the day, evenings, and Saturday mornings.

Strengths

- good work in calligraphy, painting, pottery and craft work
- very effective use of digital imagery to monitor learners' achievements
- confident and enthusiastic learners
- good range of assignments and tasks

Weaknesses

- poor use of sketchbooks to research and support ideas
- insufficient emphasis on learning outcomes in lessons
- insufficient quality improvement at course level
- insufficient sharing of good practice

Achievement and standards

94. Some very good standards of work are evident in calligraphy, painting, pottery, craftwork and music. Some of the work is stimulating and demonstrates personal development and individual styles. Learners are clearly developing basic and advanced skills in arts, crafts and music, enabling them to build and create good individual

performances and portfolios of work.

95. Tutors make effective use of digital imagery to monitor individual learners' achievements. Learning outcomes for individual learners are monitored through video clips and photographs. Learners and tutors are able to appreciate learners developing their confidence, technical skills and individual styles. Managers and tutors are working on a number of ideas to implement RARPA.

96. Learners enjoy their studies and are confident in exploring and discussing their ideas and finished work. Tutors encourage learners to discuss and criticise their own work and that of recognised artists. Music tutors make good use of repertoire to inspire learners to be enthusiastic and to produce work of a very good standard.

97. Attendance during the week of the inspection was good, at 87 per cent and the retention rate for 2004-05 was also very good, at 88 per cent.

The quality of provision

98. Tutors have good lesson plans, appropriate schemes of work, and a good range of assignments and tasks to enable learners to improve their knowledge and skills. Assignments set effectively integrate theory and practice and provide appropriate opportunities for learners to explore materials and tasks in order to develop their individual styles. Good use is made of the study of specific artistic techniques and conventions. Learners in music sessions are set group and individual tasks which effectively consolidate and build on previous learning. Teaching and learning is satisfactory or better. In the best lessons, learners are well focused and make full use of their time. Learners in calligraphy, quilting and pottery work on a range of challenging tasks. Demonstration as a teaching tool is used with variety and focus and to great effect. Many tutors are freelance practising artists. Learners respond to the challenge by producing a good standard of work.

99. Resources and accommodation are generally good, and facilities for arts and crafts at most sites provide a well-managed professional environment. Learners at the main site speak highly of the very good support they receive from reception and support staff throughout the provision. Accommodation is generally well maintained and helps to ensure that learners waste no time in starting their work. There is sufficient attention to safe working practices. The equipment in some studios is inappropriate for drawing and painting. Learners are working on flat tables and desks which restricts creative drawing and painting and the scale of learners' work. One room used for painting has no water or sink.

100. A good range of courses is offered in this area of learning. At the time of the inspection there were no accredited courses. In some mixed-ability classes, new learners value being able to draw on the experience of more experienced learners. However, insufficient consideration is given to progression opportunities, such as beginners to intermediate and advanced levels. Some learners attend the same course year after year. All classes are of mixed-ability levels.

101. Procedures for the monitoring and assessment of learners' progress are satisfactory. Initial assessments of learners' needs and abilities are also satisfactory. The work being done on RARPA is helping to monitor learners' progress. In the best lessons, teachers formally evaluate learners' skills and attributes at the beginning of courses, and review their progress. Learners are given effective and sensitive advice and guidance regarding their

choice of subject.

102. Course information is adequate and induction checklists for teachers and learners also provide useful guidance. Tutors receive guidance to help learners understand what information and guidance they are entitled to. Learners speak very well of the support they get from their tutors. Support given to learners, particularly in literacy and numeracy, is recorded. When tutors identify learners' additional needs, they provide adapted materials and tasks and refer learners to appropriate sources of advice and support. Tutors provide good individual support for learners and are generally aware of learners' different needs and abilities.

103. In some lessons, drawing and sketching is not used sufficiently to develop concepts and ideas. Sketchbooks are not used effectively as a research and resource tool.

104. Some lessons do not focus sufficiently on learning outcomes. Aims and objectives in lesson plans are not shared with learners. Tutors are developing individual learning plans to monitor and record learner progress and support needs. The comments recorded in these plans are too general and do not contain specific, short-term, measurable targets for learners.

Leadership and management

105. The recently appointed curriculum team leader is an experienced teacher and professional artist. Communications between the new curriculum team leader and tutors are good. Communications between area managers are good and they meet on a regular basis. The curriculum is delivered through full- and part-time subject specialists. Most of these specialists are professional artists and designers.

106. Quality improvement systems include learner surveys and outcomes from lesson observations. The findings are not fully evaluated and used by managers as a basis for improvement. Self-assessment within the area of learning takes into account learners' views and demonstrates a commitment to monitoring and improving the provision and the experiences of learners. The findings from self-assessment have not had any significant effect on the quality of teaching and learning and some of the weaknesses identified have not been resolved. Good practice is not shared, and there are not enough opportunities for all tutors to contribute to the debate about the nature of the provision.

107. The promotion of equality of opportunity is evident in the growing proportion of new learners enrolled on courses. Tutors work with a range of mixed-ability learners and are able to adapt resources, materials and lessons to meet individual needs. Accommodation and specialist resources are generally satisfactory and there is adequate access to the main learning centres for learners with disabilities. Improvements have been made to the resources provided for courses. Some investment has been made to improve photographic and IT resources. However, some of the accommodation offered is poor, and there is no access for learners with disabilities to two classrooms at two of the sites. Teachers are experienced and appropriately qualified. Many of them are practising artists and designers with extensive professional experience. Some of the teaching and learning is well supported by a number of specialist technicians.

Languages, literature and culture**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Other languages, literature and culture</i> Adult and community learning	337	3 3

108. HAES currently provides a range of language courses in Spanish, French, Italian, Greek and BSL at five learning centres and in one primary school. One family learning course in French is jointly managed with the family learning curriculum area. Five of the BSL courses are subcontracted. Thirty-eight per cent of learners are men, 4 per cent are from minority ethnic backgrounds and 3 per cent have disclosed a disability. At the time of inspection, 337 learners were enrolled on 30 courses.

109. All foreign language courses are non-accredited. There are courses in French, Greek, Italian and Spanish at level 1 and 2. French and Spanish language courses are also provided at higher levels. All BSL courses are accredited at level 1 and 2, except for one post-level 2 course, which is assessed internally by the subcontractor. Sixty-three per cent of courses take place in the evening. Courses operate for 30 weeks and lessons are of two hours' duration. The manager for adult and community learning and a full-time curriculum leader for languages support the provision. Seven part-time tutors are on fractional contracts for the direct provision. One full-time and two part-time tutors, and one part-time teaching assistant deliver the subcontracted provision.

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

- good use of differentiated learning

Weaknesses

- insufficiently precise target-setting for learners
- weak implementation of quality improvement processes

Achievement and standards

110. Attendance, retention and achievement rates in languages are satisfactory. Retention rates have fallen slightly over the past three years, but in the context of rapidly increasing enrolments. In the non-accredited foreign language provision, RARPA documents have been introduced. Achievement rates improved in this provision last year. For a small number of BSL learners at level 2 in the subcontracted provision, the achievement rate was just 10 per cent in 2004-05. This is a significant drop from 31 per cent in the previous year. Sixty-seven per cent of this level 2 provision was accredited and the pass rate was 33 per cent, well below the national average.

111. There is considerable variety in the standards of work observed in classes. In the best sessions, learners are producing much more than would be expected for their level of study. In the weaker foreign language lessons, learners do not have fluent speaking skills and their pronunciation is poor. Some BSL level 2 learners' signing skills are not developed

sufficiently. Many of these learners do not have sufficient contact with the local hearing impaired community to satisfy accreditation body requirements.

The quality of provision

112. Tutors use a wide variety of strategies to meet learners' different needs effectively. Many language courses include learners at very different levels of ability. Some BSL classes are double-tutored, in order to expose learners to authentic communication between people with hearing impairments, and to cope with learners' different skill levels. Tutors prepare various tasks and worksheets around common themes in mixed-ability foreign language classes. Learners participate at their own level while remaining part of the group. Differentiated learning was a feature of every class observed.

113. Standards of teaching and learning are satisfactory. Fifty per cent of the observations were graded good or better, with no unsatisfactory lessons. In the best lessons, experienced tutors stimulated learning using a variety of colourful and interesting resources and learners had many opportunities to practise the target language. In the weaker lessons, tutors relied heavily on translation to explain new vocabulary and learners' use of the foreign language was restricted.

114. HAES plans the provision adequately in response to learner demand. It offers non-accredited foreign language courses, unlike other local providers. Although mixed-ability classes are often provided when enrolments are low, many learners prefer this option to accredited courses elsewhere.

115. Support for learners is satisfactory. Accurate pre-course information is provided for almost all courses and learners can often meet their tutors and discuss their needs at enrolment. This is followed by adequate support for learners' individual needs in the classroom. The learners' induction covers most of the more important topics.

116. Target-setting for many learners is not precise enough. Less-experienced tutors do not fully understand the rationale behind RARPA, and the role of clear, negotiated, achievable targets in motivating learners and building their confidence. Some learners record very vague objectives, such as 'improve my pronunciation', if they do not receive sufficient tutor guidance. Tutors devise their own learner assessment tools without HAES's moderation. Not all assessment is recorded, and in most cases it is not used effectively in setting individual and group targets. Also, without standardised levels, learners are not always placed in appropriate groups.

Leadership and management

117. Resources are adequately provided. All tutors are suitably qualified. There is some very good accommodation, although at one venue there is no toilet for learners with disabilities. Most classrooms are well equipped. IT equipment is available to tutors, but underused. Tutors have access to an adequate supply of teaching materials, but there are not enough visual aids, particularly in the subcontracted BSL classes.

118. Communications between the curriculum leader and the tutors are satisfactory, and tutors have adequate professional support. Team meetings and in-service development sessions are poorly attended, but absentee tutors receive the information subsequently. Tutors are adequately involved in the self-assessment process at the data-gathering and

review stages.

119. Staff have an awareness of the skills for life agenda, but all of them speak English as an additional language, and some cannot easily identify learners' literacy needs. Some of the learning materials are written in capital letters and are difficult for some learners to read.

120. Staff are in the process of discussing curriculum development to provide some accredited courses and new progression opportunities. There are few suitably qualified language tutors locally. HAES is offering tutor training and support to native speakers of popular foreign languages.

121. Quality improvement processes are poorly implemented and are not documented systematically. There are inconsistencies in practice throughout the provision. Observations of teaching and learning are not carried out systematically. Only two tutors were observed last year. The observers are usually non-language specialists, who cannot identify important areas for development. The curriculum leader for languages has now been trained in observation techniques. Managers and tutors do not work towards personal performance targets. Access to relevant data is poor and problems are not identified quickly enough to establish quality improvement measures.

Education and training**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Direct learning support</i> Adult and community learning	86	3 3

122. Eighty-six learners are involved in this area of learning. The provision includes the NVQ for teaching assistants at level 2 and level 3. Courses are offered at five locations. Day courses and evening courses are offered to suit learners' needs. Ninety-six per cent of learners are women. One per cent of learners are from a minority ethnic background. One per cent of the learners on teaching assistants' courses have a disability. All courses are externally certificated. There is a curriculum team leader, one support curriculum team leader and six tutors.

Direct learning support**Grade 3***Strengths*

- good development of vocational skills
- good development of NVQ study skills
- good learning support
- good response to local employers' needs

Weaknesses

- slow progress in some areas
- insufficient challenge to involve some learners
- insufficiently thorough assessment practice

Achievement and standards

123. Learners develop the vocational skills necessary to help children to learn. They gain the skills and confidence to help children with their literacy and numeracy needs, to keep accurate records and to use play to support children's learning. Learners' written assignments in their portfolios are satisfactory. The learners are very well motivated and have developed clear career and employment plans.

124. Retention rates are satisfactory. The achievement level for the NVQ for teaching assistants, at level 2 and level 3, has improved by more than 15 per cent between 2003-04 and 2004-05. It is not yet at a satisfactory level. However, 50 per cent of level 2 and 40 per cent of level 3 learners are close to completing their programmes. The provider has recognised the weakness of slow progress. Seventy per cent of the learners registered in October 2004 are still in training. Portfolio-building workshops are now organised to help learners to complete their training programmes.

The quality of provision

125. NVQ study skills are developed well in this area of learning. Learners discuss what evidence is and the means by which the evidence is collected and written up. Tutors give good guidance on developing research skills, gathering and recording evidence, and the effective presentation of portfolios. Reinforcement of essential skills takes place in the background knowledge lessons. Skills lessons and knowledge lessons are planned thoroughly. Materials to support learning are up to date, and relevant. Tutors have developed specific materials to meet the learning needs of individual intakes. All the lessons observed were at least satisfactory. Tutors assess learners' preferred learning styles and plan a range of teaching methods to meet learners' needs. The tutors make effective use of their own vocational experiences to illustrate points of background knowledge and practice. Learners are able to make clear links between background knowledge and the practices they observe and participate in at their work placements. Tutors draw on the past experiences of those learners with young children and extend this knowledge.

126. Learners are well supported. All learners are initially assessed for literacy, numeracy and language skills. When necessary, additional learning support is arranged through the basic skills department. Often this is at a learning centre close to where the learner lives. Learners who feel insecure about their literacy and numeracy skills are invited to apply for additional learning support. Many female learners who return to learning after several years away from formal learning and from the workplace have little confidence in their ability to succeed. The supportive learning environment in lessons, the individual attention that they receive, and the transcribing of NVQ occupational standards into simple English, enable learners to gain confidence in their capacity to succeed.

127. The teaching in some of the lessons observed was not challenging the learners enough. The more able learners are not sufficiently extended by additional questions or tasks. There is no evidence of the development of strategies to encourage passive learners to become more active participants.

128. Some of the assessment practice is not well established. Some observations of learners in the workplace are not producing clear, recorded evidence to demonstrate that the learner has met the performance requirements. Individual observations, assessments of these observations and action plans to resolve deficiencies in evidence are shared by tutors for each learner. Guidelines are not fully established to ensure consistency within the assessment teams.

Leadership and management

129. Curriculum leadership and management are satisfactory. HAES is committed to meeting local needs. It is engaged in a joint venture with a local high school and Jobcentre Plus to promote a teaching assistants' project for women returning to training and to employment. This project is successfully meeting the needs of some local schools and some local women. Thirty-one per cent of the learners who enrolled for this project have gained jobs.

130. The delivery of the curriculum is co-ordinated effectively and there are opportunities for tutors to meet regularly to share good practice, and for internal verification. Diversity and the rights of individuals are integral to the teaching assistants' curriculum.

131. The self-assessment report reflects most of the findings of the inspection, although there are some important omissions, such as the slow progress made by many learners. The development plan clearly indicates actions that need to be taken. Some action has been taken, such as the significant increase in library holdings to help learners with their research. However, some planned action, such as training for staff in the development of assessment skills and the effective use of differentiation, has not been implemented. The monitoring of action to resolve the slow completion of programmes by learners is not influencing the achievement rate quickly enough.

Preparation for life and work**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> Adult and community learning	281	3 3
<i>Literacy and numeracy</i> Adult and community learning	800	3 3
<i>Independent living and leisure skills</i> Adult and community learning	173	3 3

132. The adult education service provides 80, 35-week courses throughout the city for adults who wish to improve their literacy and numeracy skills. Lessons take place once each week and last for two hours. Most courses take place in learning centres located in the most economically deprived areas of the city. Eight hundred learners are on programme with some learners taking more than one course. Sixty-six per cent of enrolments are literacy learners, and the remainder are numeracy learners. Courses are organised to cater for learners at entry level and level 1 and 2. In 2004-05, 43 per cent of literacy enrolments were at entry level, 31 per cent at level 1 and 26 per cent at level 2. Twenty-nine per cent of numeracy enrolments are at entry level, 27 per cent are at level 1 and 44 per cent are at level 2. All learners receive an initial assessment lasting between three and six hours. In 2004-05, learners on these programmes accounted for 2,000 additional enrolments. In 2004-05, 55 per cent of literacy and numeracy enrolments were by men. A small team of senior lecturers develops the skills for life curriculum throughout the city. Each senior lecturer is a specialist in an aspect of skills for life, and supports a team of part-time tutors and volunteers. There are approximately 40 literacy and numeracy tutors.

133. HAES offers community-based provision for adults with learning difficulties and disabilities. The independent living and leisure skills section currently offers 28 courses, which are made up of literacy, numeracy, drama, art, music, fitness, relaxation, gardening and sugarcraft classes. Courses are provided at eight learning centres throughout the city. The courses are offered as short, taster sessions and 70-hour programmes spread over one year. There are two-hour courses on offer during the day and learners attend these in community venues close to their homes. The learners can work on a nationally recognised pre-entry curriculum, or the OCN national unit accreditation scheme. One hundred and seventy-three learners are enrolled on courses this year, compared with 224 enrolments last year. Of those 173 learners, 109 are men and three are from minority ethnic communities.

134. Currently, there are 281 learners on 30 ESOL courses. Courses are provided for a full range of levels, from pre-entry to level 2. Most courses are provided for two half-days each week throughout the year and lead to national awards. There are 25 ESOL tutors who report directly to area managers. A senior lecturer for ESOL has overall responsibility for the curriculum area.

ESOL**Grade 3***Strengths*

- good development of learners' confidence and skills
- particularly wide range of provision to meet diverse community needs

Weaknesses

- insufficient focus on meeting individual learning needs
- ineffective measures to improve the quality of provision

Achievement and standards

135. Learners' confidence and skills are developed well. Most learners are well motivated and participate fully and actively in their lessons. They take pride in the work that they do. Most learners develop their speaking skills successfully. They are confident in using English to express themselves in class and to ask questions. Learners use the language skills that they gain during the lessons in their everyday lives. They are able to make statements and express opinions about life in Hull, about their own cultural backgrounds and about their daily experiences. Learners develop study skills which help their confidence in learning independently. These skills include techniques for memorising vocabulary and the use of dictionaries and other reference books.

136. Achievement and retention rates are satisfactory. Achievement rates significantly improved between 2003-04 and 2004-05. Most learners register for an external award, and most of the learners who were registered for an award in 2004-05 either gained a qualification, or continued their courses into the following year. Internal and external verification arrangements are satisfactory. Many learners successfully progress through more than one level. Some learners progress to other courses provided by HAES.

The quality of provision

137. A particularly wide range of provision meets the diverse needs of the community. In 2004-05, over 1,000 learners followed ESOL programmes. There were 89 courses at all levels from entry level to level 2. Courses take place in four learning centres and in community venues throughout the city, during the day and in the evening. Learners are able to join courses at any time. Additional courses are offered throughout the year in response to need. Learners who have recently arrived in the country are able to quickly begin to improve their language skills. All learners have the opportunity to achieve national qualifications in ESOL. At any time during the year, once learners are competent at one level, they are able to receive an external assessment and, if successful, move on to a course at a higher level. Courses are available in which language skills are developed in contexts such as IT and driving test theory. Learners follow these courses in addition to their main ESOL courses. Learners can join courses in community venues if they are unable to attend one of the main learning centres. For example, some learners with children are able to follow courses at the schools that their children attend.

138. Overall, teaching and learning are satisfactory. Eighty-three per cent of lessons observed were at least satisfactory. Two lessons were unsatisfactory. Many learners receive effective individual support from tutors and successfully develop their language

skills. Most tutors use a wide range of imaginative and well-structured activities at the appropriate level. Many of them use resources such as pictures, websites and CDs effectively. Learning tasks are set in contexts which are relevant to the learner, such as visiting a surgery, or describing family relationships. A wide range of teaching strategies is used including pair work, whole-class discussions and web-based activities. Some lessons depend too much on the use of worksheets. For some learners the language and resources used by the tutor are at too high a level. These learners do not make sufficient progress. Some learners do not have sufficient opportunities to practise their language skills during lessons.

139. Support for learners is satisfactory. New learners receive information and advice about the range of ESOL courses that they can attend. Tutors provide appropriate advice at learners' progress review meetings about further courses for learners. In some classes, volunteer tutors support individual learners effectively in developing their language skills. Some learners attend other classes in addition to their ESOL courses and receive support in these classes to develop their language skills.

140. There is insufficient focus on meeting individual learning needs. All learners receive initial and diagnostic assessments and then join courses at an appropriate level. Individual learning plans are produced for each learner, but they are not used by tutors when planning courses and lessons. Learners on most courses follow the same programme and activities. There is very little differentiation of learning to meet the individual language needs of learners. Some of them follow courses that are taught by more than one tutor. There is insufficient co-ordination within the team of tutors to ensure that these learners have coherent individual programmes. Many tutors do not record learners' progress effectively. Learners evaluate their own progress after each lesson with guidance from the tutor, but the evaluation focuses on what the whole class has done and not what the learner has achieved.

Leadership and management

141. Curriculum management is satisfactory. A range of new ESOL qualifications has recently been introduced. The curriculum manager provides good support to tutors during the changes to the curriculum. Communications with tutors are effective, through regular team meetings and newsletters. The ESOL programme is developed in partnership with a number of other organisations, including schools, local Learning Shops, libraries and the asylum support team. HAES is a partner in a new city-wide project designed to meet the learning needs of refugees. A strategy for developing skills for life provision including ESOL, has recently been developed, but has not been implemented. Some changes have taken place recently in the management of ESOL. Tutors now report directly to area managers, but their main point of contact is the curriculum manager. It is not clear which manager has responsibility for some functions, including staff reviews and performance management.

142. HAES's promotion of equality of opportunity is satisfactory. Learners on ESOL courses have a wide range of cultural and ethnic backgrounds. Tutors are sensitive to this diversity. On a number of courses, the celebration of different cultures is used as a theme for a series of lessons.

143. Measures to improve the quality of provision are ineffective. Observations of teaching and learning are not used effectively. A number of observations were carried out during 2004-05 using two different procedures. The grade profile for this exercise was

significantly higher than the grade profile for observations during the week of inspection. Observations are not moderated. Tutors do not receive an action plan following the observation of their teaching. Outcomes of observations are not used effectively in the self-assessment process. Learners have the opportunity to comment on how satisfied they are with their courses, but the information is not used by curriculum managers to improve the quality of provision. There is no course evaluation process. Data is not used to identify weaknesses and areas for improvement. Managers are not aware of levels of attendance, retention and achievement, or whether rates are improving or declining, and no actions to improve these rates have been identified. Staff development is satisfactory. Most staff are appropriately qualified and attend relevant training events. There is no formal induction of new tutors.

Literacy and numeracy

Grade 3

Strengths

- good development of learners' confidence and self-esteem
- good success rate for level 2 qualifications
- good development of learners' use of written language and numeracy
- very effective promotion of equality of opportunity to learners

Weaknesses

- poor retention rates on entry-level programmes
- insufficient challenge in many lessons
- insufficient development of quality improvement processes

Achievement and standards

144. Learners develop confidence, self-esteem and motivation in literacy and numeracy lessons. Many learners' self-esteem has improved significantly. They can now deal with situations that they previously thought daunting. Many have a sense of progress and achievement because they have gained qualifications, and are now focused on gaining more. Many learners have a strong sense of being part of a culture of learning and have constructed learning programmes for themselves that cover several subjects. Attendance in lessons is good.

145. The achievement rates for level 2 qualifications are good. In 2004-05, the achievement rate for level 2 literacy was 74 per cent, with a retention rate of 89 per cent. This was an improvement on the previous year. The achievement rate for level 2 numeracy was 75 per cent with a retention rate of 92 per cent. Appropriate achievement data for entry level and level 1 was not available to allow judgements to be made.

146. Retention rates on entry level programmes are poor, with an overall rate of 55 per cent in 2004-05.

The quality of provision

147. Literacy lessons promote good development of learners' use of word and sentence structure, punctuation, and how to organise text. The better lessons combine elements of theory, personal reflection and independent practice. In most lessons, the activities are

planned to allow learners to work at their own level. In numeracy lessons, learners develop skills in the use of numerical operations and procedures. All lessons ensure a friendly learning environment. Tutors give explanations patiently, and provide a lot of encouragement for individuals. Learners are not afraid to ask for help when they need it. The premises and facilities are good and adaptive technology and software is available at the main sites.

148. Initial assessment ensures that learners are placed in a group at the appropriate level, but does not produce work plans that explain the reasons why learners need to develop their skills. The lesson plans and logs completed by learners at the end of each lesson are well designed. When these are completed well, they give a real insight into the achievement of planned learning outcomes and learners' progress.

149. The standard of teaching and learning is satisfactory. The provision meets the needs of learners satisfactorily. The programme includes interesting opportunities for learners to learn about creative and autobiographical writing, spelling and English for the office. Classes are located strategically throughout the city. Some work is carried out with priority groups such as ex-offenders and low-paid workers. The provision has expanded significantly in recent years, but does not yet fully meet the challenge presented by the poor literacy and numeracy rates among adults in the city.

150. Some lessons are not challenging enough and do not present sufficient opportunities for learners to develop their literacy and numeracy skills further. In these weaker lessons, learners do not have sufficient opportunities to develop mathematical thinking and problem-solving skills. Literacy sessions provide little development of learners' critical thinking skills, and there is insufficient emphasis on the use of language in contexts outside the classroom setting.

Leadership and management

151. Hull City Council views skills for life as integral to its regeneration strategy. It is committed to the Get On local government initiative, and has established the skills for life adviser's post which has cross-council responsibilities. However, internal partnerships have not created any significant increase in provision. External partnerships are satisfactory. Hull City Council plays an active role in a regional training forum to ensure that tutors can access level 4 qualifications. It also contributes to the skills for life subgroup of the local learning partnership. This group recently secured financial support from the European Social Fund (ESF). There has been a small increase in the provision. A productive link with a national television company encourages learners to play a role in the cultural life of the city.

152. Support for part-time staff is good. New tutors work initially under the supervision of a more experienced tutor, and are then observed in the classroom. There is an ongoing programme of in-house staff development, and tutors are encouraged to make their development needs known to their managers. Hull City Council pays course fees for tutors taking level 4 training.

153. Many learners are aware that they benefit from good equal opportunities practice. Learners emphasise that the respect that staff have shown to them has enabled them to thrive in the learning environment and has helped them to overcome previous, damaging experiences. It has also helped them develop a positive regard for others.

154. Data is not used effectively to analyse HAES's performance, or to set targets for improvement and development. Good efforts were made to involve staff in the self-assessment process, but data was not used adequately and judgements were flawed. Managers are working to improve the quality of teaching and learning. An observation of the teaching and learning scheme has been revised, but has not been fully implemented.

Independent living and leisure skills

Grade 3

Strengths

- good achievement of OCN units
- good attainment of personal and learning skills
- very effective partnerships to extend learners' skills

Weaknesses

- insufficient detail in individual learning plans
- insufficient additional learning support
- ineffective measures for quality improvement

Achievement and standards

155. There is a good level of achievement of the OCN life skills award. In 2004-05 all the learners who were enrolled on courses were entered for the award and 74 per cent achieved it. The retention rate for 2004-05 was 83 per cent. Learners attain a good level of personal skills, such as confidence and self-esteem. They also develop learning skills such as the ability to transfer information they have gained from one task to another. The attainment of these skills enables most learners to achieve a consistently good standard of work. For example, in a music and drama lesson, learners were communicating effectively using self-expression and creativity. The confidence of the learners improved with the successful completion of a number of musical presentations.

The quality of provision

156. Standards of teaching and learning are satisfactory and in most lessons there is effective planning, delivery and management. Tutors use teaching strategies effectively to encourage learners to achieve a good standard of work. In one lesson, support staff and resources were used effectively to encourage learners to write questions for a newspaper quiz about different fruits. The learners enjoyed using their senses to identify shapes, colours and textures while blindfolded. All learners completed the task and were able to write their questions successfully. Learners receive satisfactory support for pastoral issues.

157. Effective partnerships exist to extend learners' skills. Learners involved in these programmes work with other organisations. For example, last year seven groups of learners were involved in an arts festival. Opportunities were created for learners to take the lead in planning, delivering, monitoring and evaluating local events. The learners succeeded in extending their existing skills in literacy, numeracy, creativity, self-expression, communication and self-awareness. They were each presented with a certificate of achievement. HAES provides a satisfactory variety of programmes, organised in response to learners' needs.

158. Individual learning plans are not sufficiently detailed or specific. Target-setting for learners is not specific enough and in some cases the learners all have similar targets. The outcomes from the initial assessment process are not used in target-setting. Recording of learners' achievements is unclear. In a number of lesson logs, the learners record what has been taught, rather than what has been learnt. Tutors do not keep records of the skills learners have acquired in order for them to successfully complete lesson objectives.

159. There was not enough additional learning support in 50 per cent of the lessons observed. In these lessons a number of learners had very diverse learning needs. Without additional learning support the learners were not involved in classroom activities.

Leadership and management

160. A skills for life adviser is responsible for developing the skills for life strategy and for quality improvement. There are two full-time curriculum managers whose responsibility it is to develop the curriculum. Twenty-four part-time teachers are employed, together with seven volunteers. Management and team meetings take place regularly and the minutes are circulated to all staff. Staff all have appropriate teaching qualifications, but only a few staff have specific qualifications for teaching learners with learning difficulties and disabilities. Tutors have good access to staff development and training about equality and diversity, the Disability Discrimination Act 1995, and racial equality. The self-assessment process is satisfactory and involves staff at all levels. The inspection findings reflect most of the strengths and some of the weaknesses in the report.

161. Equality and diversity arrangements are satisfactory. Accommodation and learning resources are of an acceptable standard and most venues have automatic doors for wheelchair users. Learners have received information relating to equality and diversity. Staff develop their own resources satisfactorily, taking into account the specific needs of learners.

162. Quality improvement measures are ineffective. The data is unreliable. The managers do not use the management information system data for setting and monitoring targets, or for the monitoring and recording of destination data. There are yearly lesson observations. In 2004-05, 13 staff out of a total of 24 received lesson observations. The lesson observations that have been completed focus mainly on teaching, and do not contain enough evidence on which to base judgements as to strengths and weaknesses and the appropriate grade. There are satisfactory internal verification procedures, which are carried out to a sampling plan.

Family learning**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i>		3
Adult and community learning	1,383	3

163. HAES offers family language, literacy and numeracy (FLLN) and wider family learning programmes, targeted at families who are living in Hull in areas of deprivation, and who have low levels of attainment at school. FLLN courses are provided in primary and secondary schools, community centres, libraries, the television centre, and nurseries.

164. At the time of inspection, there were 916 FLLN enrolments and 13 courses and 467 wider family learning enrolments for 14 courses. The range of courses includes 12-hour introductory family learning programmes such as healthy eating, and 'keeping up with the kids', short programmes of 30 hours' duration in literacy, numeracy and language development, and intensive 90-hour accredited programmes and some taster courses. HAES also offers a range of three-hour taster workshops in wider family learning to attract new learners. Accreditation is offered to those enrolled on FLLN intensive courses through national tests in literacy and numeracy to level 2. Levels range from entry level 1 to level 2. Courses operate for two hours each week during the day, evening, and at weekends. Two per cent of the learners are from minority ethnic communities.

165. There is one full-time skills for life adviser and a full-time senior lecturer. In addition there are 22 part-time tutors, most whom have teaching certificates.

Adult and community learning**Grade 3***Strengths*

- particularly wide range of provision to meet community needs
- good development of staff's skills and experience
- good awareness raising for cultural diversity

Weaknesses

- insufficient focus on individual learning needs
- insufficient use of data to set targets and monitor provision

Achievement and standards

166. On wider family learning courses, achievements are satisfactory at 98 per cent and the success rate is 83 per cent. Retention is satisfactory at 79 per cent on FLLN, and 84 per cent on wider family learning courses. Trends are improving year on year. Attendance is satisfactory. Many learners make significant efforts to attend classes. On accredited courses, the achievement and success rates are unsatisfactory, at 56 per cent and 44 per cent, respectively.

167. Many learners progress well in relation to their prior achievement, but are not yet

ready to consider accreditation. They do, however, achieve personal learning goals. Learners gain significant personal development skills. They acquire more confidence and self-esteem. Some parents speak very well of the courses which help to develop coping and parenting strategies in very challenging circumstances. One father proudly showed his own father the games he had made and used during supervised access sessions with his children. Parents enjoy spending quality time with their children and giving them individual attention. HAES encourages learners to attend, however infrequently, in order to involve them in learning.

The quality of provision

168. A particularly wide range of provision meets community needs. The provider conducts good consultations with learners to contribute to the development of the curriculum and individual programmes. Managers and tutors are prepared to be flexible and arrange times and locations to suit the learners. HAES offers a very good range of 'first steps' provision. Some very unusual and creative activities are offered. Informative tasters help children and their parents with homework. Taster courses are planned at key times in the year in order to attract new and returning learners after school holidays. The provider is very willing to take risks and provide courses for low numbers, in order to establish new developments. Unusual venues, such as the television centre, provide interesting environments for learners. The family learning team works very effectively with partners from the city learning partnership, schools, local colleges and the health service to provide a range of learning opportunities. Several of these partners have planned and delivered training and events jointly, providing learners with extended access to a range of community facilities. A good range of parenting courses is delivered jointly by staff from a wide range of agencies.

169. Standards of teaching are satisfactory. Schemes of work and lesson planning are very good, with most matched to a relevant curriculum. There is much sharing of good practice. Teaching is lively and interesting, but could be more challenging in some cases. Learners often enjoy their programmes. Individual learning plans do not contain specific, measurable, individual targets. In some lessons the tutors evaluate the lesson and include learners' feedback formally and informally. There is no evidence of course reviews. Initial assessments are completed within the first three weeks and learners record their progress weekly and collect evidence of their work in files. Some classes depend too much on worksheets. Tutors produce good resource materials with themed activities which relate to local events.

170. Advice and guidance for learners is satisfactory. Tutors provide advice and information to learners regarding their progression from shorter courses. Impartial external guidance workers visit those on longer courses. Many learners progress internally to longer FLLN courses, teaching assistant courses, volunteer courses and ICT courses. However, there is no formal monitoring of external progression, or examples of case studies.

171. The provider does not focus sufficiently on meeting individual learning needs. Differentiated learning is not always planned well enough. During inspection, there was no evidence of learners with additional support needs receiving appropriate assistance. A system exists for identifying additional needs, but a learner with dyslexia left her computer course because of difficulties changing screen colours each week. Creative activities are not always suitably differentiated for all the age ranges of children.

Leadership and management

172. Staff's skills and experience are developed well. Staff development and training is effective and new tutors are well supported by managers. They are often paired with experienced tutors and trainers from other agencies in order to develop their skills. Staff from all agencies are willing to share their skills and expertise. HAES's staff are actively involved in international projects. The provider hosts and takes part in international conferences, and develops international links and other joint working initiatives. Staff are recruited from schools, other curriculum areas within the service, and from volunteers and family learning participants. Almost all tutors are qualified teachers and many have degrees. Effective communications with managers include one day each week as a staff drop-in day, good use of e-mails and attendance at termly curriculum meetings.

173. The provider's awareness raising of cultural diversity is good. HAES targets minority ethnic communities such as the traveller community. It seeks to increase the number of learners from these minority ethnic communities by offering ESOL family learning lessons after school for parents and children. Staff work hard to develop culturally sensitive lessons and learning materials. Diwali and Chinese New Year events are held for learners. Tutors offer tasters which raise diversity and cultural issues. Differentiated levels of family ESOL classes are being piloted in schools after school hours. This strategy is being used in an attempt to resolve the low uptake of family learning by members of minority ethnic groups. Learners' understanding of equality of opportunity. Crèche provision is offered in some venues. In 2004-05, 14 per cent of enrolments were men. Some courses operate with very low numbers in order not to disappoint new learners.

174. Hull City Council has contributed a significant amount of money to the family learning budget to support strategic management and to develop an improved management structure. HAES is closely involved in developing and implementing the borough-wide family learning strategy. The provider has recently been restructured. A senior lecturer is now responsible for leadership of the operational programme with support from the skills for life adviser who is responsible for the family learning strategy and quality improvement. Quality improvement is satisfactory. There is now a schedule of graded teaching observations. The grades given broadly reflect those given by inspectors.

175. The main learning centres are well maintained and well-decorated. ICT suites are good and the furniture in schools is generally appropriate for adults. Resources are good in most cases. HAES has purchased software licences for tutors to enable them to create worksheets and resources. Internal verification is satisfactory. Risk assessments are completed for all classes. Posters are displayed in the main learning centres encouraging good housekeeping and safe practice.

176. Data is not used sufficiently to set targets and monitor the provision. It is not used by the programme management team to analyse or set targets, in order to plan programmes. HAES's staff do not fully understand the protocols for internal certification and for formally measuring achievement rates. Managers do not fully understand specific details and are not able to confirm figures with confidence.

