INSPECTION REPORT

Reading LEA

07 October 2002

ADULT LEARNING
INSPECTORATE

Grading

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

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

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 training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:
- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

SUMMARY

The provider

Reading Borough Council is a unitary authority. It provides courses in land-based provision, business administration, information and communications technology, retailing and customer service, sport and leisure, hairdressing and beauty therapy, health and social care, visual and performing arts, humanities, English, languages and communication, and foundation programmes. The courses are provided directly through Reading Adult and Community College, which is part of the council's education and community services directorate. Garden design, construction, business administration, retailing, customer services and transportation, hairdressing and beauty therapy, health and social care and public services, the performing arts, and humanities, were not inspected.

Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Provision in visual and performing arts and media, hospitality, sport, leisure and travel, and English, languages and communications is satisfactory. Provision in information and communications technology, literacy and numeracy and English for speakers of other languages is unsatisfactory. Leadership and management, equal opportunities and quality assurance are unsatisfactory.

GRADES

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

Areas of learning	Grade
Information & communications technology	4
Hospitality, sport, leisure & travel	3
Visual & performing arts & media	3
English, languages & communications	3
Foundation programmes	4
Other adult and community learning	4

KEY STRENGTHS
•   well-managed organisational change

- good learning opportunities for older people
- good achievement of individual learning goals for learners on visual and performing arts and media courses
- good lifestyle improvements for learners on hospitality, sport, leisure and travel courses
- good attainment on visual and performing arts, hospitality, sport, leisure and travel, and English, languages and communications courses
- a wide range of languages provision
- good use of volunteers in literacy and numeracy and English for speakers of other languages

KEY WEAKNESSES

- insufficient strategic support for the implementation of the adult learning plan
- poor curriculum planning
- poor resources in many areas of the college
- insufficient progress in promoting and implementing equal opportunities
- no established quality assurance system
- insufficient monitoring of learner progress in visual and performing arts and media, hospitality, sport, leisure and travel and English, languages and communications
- poor planning of individual learning on information and communications technology, literacy and numeracy and English for speakers of other languages
- poor evaluation of learners' progress on information and communications technology, literacy and numeracy, and English for speakers of other languages

THE INSPECTION

1. A team of 12 inspectors spent a total of 51 days inspecting adult and community learning programmes provided by Reading Borough Council through its Adult and Community College in October 2002. Inspectors observed 64 lessons, spoke to 260 learners, and examined 169 individual learning plans and 188 examples of learners' work. They had meetings with 89 tutors and a number of meetings with service managers, and conducted four interviews with senior council officers, two members of the advisory group and one elected member. Inspectors visited a range of sites used by the training provider. They examined a wide range of documents, including policies, plans and learners' handbooks. They also referred to the college's self-assessment report, which was produced in early in 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	0	2	0	1	3	2	0	8
Hospitality, sport, leisure & travel	0	0	6	3	0	1	0	10
Visual & performing arts & media	0	5	1	3	1	1	0	11
English, languages & communications	0	2	5	3	2	1	0	13
Foundation programmes	0	0	3	5	1	1	0	10
Other adult and community learning	0	1	5	1	1	4	0	12
Total	**0**	**10**	**20**	**16**	**8**	**10**	**0**	**64**
per cent		**46.88%**		**25.00%**		**28.13%**		

THE PROVIDER AS A WHOLE

Context

2. Reading Borough Council is a unitary authority, created in 1998. Reading Adult and Community College (the college) is the sole provider of the council's adult and community learning programmes. It is a service delivery unit within the council's education and community services directorate. The college operates from six directly managed sites and 10 other venues rented from and shared with schools, religious organisations and other service providers. Training is funded by the Berkshire Learning and Skills Council (LSC).

3. In 2001-02, 3,933 learners made 5,587 enrolments. A total of 1,126 learners came from outside the Reading area, 445 from West Berkshire, and 681 from Wokingham. These learners made a total of 1,547 enrolments. The main areas of adult and community provision comprise the visual and performing arts, literacy, numeracy and English for speakers of other languages (ESOL), English, languages and communications, information and communications technology (ICT), and sport and leisure. In 2001-02, these accounted for 21 per cent, 19 per cent, 17 per cent, 14 per cent and 13 per cent of enrolments respectively. There is also a small amount of community-based learning and family learning. Of those learners on courses in 2001-02, 74 per cent were women and 27 per cent were aged 60 or over. Apart from those on the ESOL course, there are very few learners from minority ethnic groups in all other areas of learning. Many learners have been users of the service for a number of years. Many enrol on more than one course, often in different areas of learning. Most learners do not make more than two enrolments each term. Most courses provided by the college are non-accredited. The college's main programme operates over a 35- or 36-week year providing courses of one, two or three terms' duration. Courses are scheduled for weekday mornings, afternoons or evenings. In most cases, groups meet once each week and lessons last for two hours. The college also runs a small programme of Saturday courses and summer activities.

4. The town of Reading is situated approximately 45 miles to the west of London. It has a population of approximately 128,800. The proportion of the local population from minority ethnic groups is 9.5 per cent. In Reading in May 2002, the unemployment rate was 1.8 per cent. The largest sector of the economy is the service sectors, with most jobs being in distribution, hotels and restaurants, and banking, finance and insurance. The proportion of young people achieving five or more general certificates of secondary education (GCSEs) at grade C or above in Reading in 2001 was 47 per cent, compared with the national average of 47.9 per cent.

Adult and Community Learning

5. There is a good range of provision for older people information and communications technology and retention rates are good. However, attainment is poor on non-accredited courses. There is insufficient attention given to learners' individual needs and there are not enough specialist resources for learners with additional learning needs and/or disabilities. There is not enough effective evaluation of learners' progress and provision is poorly planned. Initial information and advice for learners is ineffective and there are no procedures to ensure standard teaching practice across the provision.

6. Learners make good lifestyle improvements in courses in hospitality, sport, leisure and travel. Attainment is good and there is good attention given to learners' individual needs. No records are kept of learners' medical history and resources are poor. There are no suitable methods for monitoring learners' progress or celebrating achievements. Programme planning is poor.

7. Many learners achieve their individual learning goals in courses in visual and performing arts and media. There is good attainment of creative and technical skills and teaching is effective. There are insufficient appropriate resources for some courses and not enough recorded assessment on non-accredited courses. The programme of courses is poorly planned.

8. Attainment is good for learners on courses in English, languages and communications. Teaching and learning is good and most lessons comprise a good range of activities and effective teaching methods. There is a good range of provision and the college provides tuition in 11 languages through six learning centres. Pre-enrolment information and advice for learners is good. Retention rates are poor on accredited courses. The room used for language teaching at one of the college's learning centres is inadequate. Curriculum planning is poor.

9. Volunteers are used effectively on foundation programmes and work with learners to provide good individual support. There is good initial guidance for learners and effective tutor support. There are no clear achievement targets for literacy and numeracy learners and resources are poor. There is poor planning of individual learning and progress reviews are poor. Insufficient attention is given to equal opportunities issues.

10. On other adult and community learning, achievement rates are good on externally accredited courses. There is good application of new language skills by learners and volunteers are used effectively to provide additional individual support. Retention rates are poor. Initial assessment and resources are inadequate. There is insufficient attention given to the language development needs of individual learners.

LEADERSHIP AND MANAGEMENT   Grade 4

11. The adult and community learning provision of Reading Borough Council is provided exclusively through the college. The college is located within the council's education and community services directorate. The head of the college reports to the borough's head of educational strategy and planning who in turn, reports to the director of education and community services. A cabinet member of the borough council has lead responsibility for a community action portfolio, which includes adult and community learning. A senior council officer, in consultation with the head of college, is responsible for the development of an adult learning plan, which is approved by the council. The plan sets out specific objectives for the work of the college. It also includes wider objectives for the development of internal working partnerships with other directorates within the borough council, and for the development of external partnerships with other community agencies in meeting the needs of the locality.

12. The college is responsible for curriculum planning, staffing, managing resources, and setting fee policies. The council provides contracted support for personnel services, finance, building maintenance, and health and safety matters. The college operates within the borough council's policy framework for health and safety and for equal opportunities. The management of the college by the borough council is carried out by an advisory group. The remit of the group is to provide guidance to the work of the college. Membership of the group includes learners, a council officer, and representatives from other local training providers and community groups. The cabinet member with responsibility for community action recently joined the group.

13. A new senior management structure for the college was introduced nine months ago. The head of college is assisted by one manager responsible for finance and college services, and another responsible for curriculum and quality assurance. Another member of this team, responsible for learners' services and marketing, has recently been appointed. All of these are full-time posts. There are full-time administrative managers at each of the college's three main directly managed learning centres. These staff also provide administrative support to neighbouring satellite centres which are partly used by the college. There are four full-time and two part-time curriculum organisers, two of whom have been appointed recently. All tutors are part time and are assigned to areas of learning groups by a curriculum organiser. Overall, there are 52 members of staff, excluding tutors. Forty-six are women and six are men.

STRENGTHS

*   well-managed organisational change
*   good learning opportunities for older people

WEAKNESSES

- insufficient strategic support for the implementation of the adult learning plan
- poor curriculum planning
- poor resources in many areas of the college
- insufficient progress in promoting and implementing equal opportunities
- no established quality assurance system

OTHER IMPROVEMENTS NEEDED

- more effective teamwork

14. Organisational change has been managed well. After a period of five years, during which there were many changes in college management, leadership is now effective. Realistic and achievable financial targets are now set and achieved. The college has successfully secured funding from a range of different sources. The recruitment of learners starting training programmes has also improved. Staff roles and responsibilities are clear. A new senior management team is in place to tackle key operational functions. There are sufficient curriculum organisers to oversee the curriculum. New job descriptions have been introduced for tutors. Meetings of the management group are effective. Administrative and other staff with curriculum responsibilities work well together to ensure continuous improvement.

15. The role of the college advisory group is now clear. Effective use is made of the expertise of group members to provide guidance to the work of the college. Through attendance at meetings of a cross-college quality assurance group, advisory members are more effectively involved in monitoring performance. Regular meetings are held with council officials to review the operation of the college. The adult learning plan is good and sets out clear priorities for the college. The college profile has been improved. The college now has a website and intranet facilities for all staff. The prospectus has been redesigned in line with learners' feedback and new promotional materials have been produced. A staff newsletter has been introduced and communication has improved with associated learning centres.

16. Family learning provision is well established, through collaboration with the education services and effective contact with individual schools. Some new partnerships have been developed to generate new areas of work in outreach centres, including the probationary service and social services. The learning environments under direct control of the college have been improved significantly. Three of the six learning centres have undergone redecoration and refurbishment, and there has been significant investment in specialist facilities for pottery and ceramics.

17. There is insufficient strategic support for the implementation of the adult learning plan. There are not enough effective mechanisms to enable the head of college to

develop internal partnerships with colleagues in other directorates. There is insufficient development of working partnerships and a lifelong learning infrastructure. There has been significant progress in the management of the college, however, the head of college is on a short-term contract. Elected members and senior officers are reviewing what provision will best meet the learning needs of the local population. A number of options have been outlined for consultation.

18. Curriculum planning is poor. The curriculum has not been systematically reviewed to ensure it meets the learning needs of the local population. There has been no analysis of the needs of specific groups. Many planned learning programmes are cancelled. In some curriculum areas, there are no clear progression routes for learners. Work has only recently begun on developing a more flexible and accessible curriculum. There is no planned and effective system for the introduction of new courses. Individual tutors introduced new courses according to their own personal interests. There is duplication of provision of other local training providers. There are insufficient collaborative arrangements with other training providers.

19. Resources are poor in many areas of the organisation. Accommodation is inappropriate for some courses. For example, some rooms are too small for the size of the learners' groups. There is poor monitoring of the learning environment in the learning centres where the college is not the main user. The borough council's accommodation strategy does not focus sufficiently on the specific needs of the college or the need for permanent accommodation arrangements to help ensure effective long-term planning. Resources are not appropriate for teaching effectively some curriculum areas. For example, although there are good basic resources for ICT, there are insufficient resources for learners with additional learning needs and/or disabilities. There is insufficient specialist equipment for visual arts courses. Some tutors provide their own teaching aids, books and materials. In some cases, tutors are unable to access college resources. There are no tutors with part-time permanent contracts. The college telephone system is not adequate to deal effectively with the number of calls received daily by the college. The introduction of new procedures has increased the workloads of administrative staff. These staff do not have sufficient time to review their own performance.

20. Teamwork is not fully developed. Ideas for curriculum development in one area of the college are not shared widely and applied elsewhere in the college. Some curriculum teams are given effective direction by curriculum organisers. There is insufficient communication between other teams. For example, some teams do not meet together on a regular basis. Where meetings are held, no formal minutes are recorded.

Equality of opportunity   Contributory grade   4

21. There are good crèche facilities in all of the main college sites. These are used well, for example, by refugees and asylum seekers who would not otherwise have been able to attend English lessons. There are comprehensive procedures to determine who can make use of the facilities. A subsidy to help pay for the use of these facilities is available to learners on a low income. The college's main site has a bicycle and pram park, which is also well used by learners. Course timetables are planned to take account of learners' childcare responsibilities and travel arrangements. A cafeteria operates at the college's main site. This facility, and the adjoining social area, are well used by learners.

22. Despite its range of policies, the college has made insufficient progress in promoting equal opportunities and diversity. There is no equal opportunities strategy or action plan. Many older learners enrol on the college's provision. In 2001-02, 27 per cent of learners were aged 60 years and over. Overall, 37 per cent of enrolments were made by older learners, accounting for over one third of enrolments on ICT, sport and leisure and visual and performing arts courses. Many of these learners use their learning at home and in the wider community. However, the curriculum has not been kept up to date with current practice. No work has been taken to up date the provision to attract a more diverse range of learners and to raise awareness of cultural diversity within the wider community. Most learners are women. For example, in 2001-02, 74 per cent of all learners were women. There are insufficient learners from minority ethnic groups on courses other than ESOL and literacy and numeracy courses. Specific provision initiated in 2001-02 with minority ethnic communities is no longer provided by the college due to very low numbers of enrolments.

23. The college's premises are not accessed easily by learners with restricted mobility. Where possible, the provider locates courses on the ground floor to accommodate people with mobility difficulties. However, it has not carried out a disability audit of its premises or developed ways to meet current legislative requirements.

24. Access funds are available for learners on accredited courses. However, many learners have not made use of these funds. Discretionary funds are available to learners on non-accredited courses, but these are not advertised effectively to staff and learners. The college is currently implementing procedures to ensure learners are provided with the correct information regarding the use of funds. Twenty-one per cent of current learners are entitled to concessionary fees.

25. Of the 52 permanent staff at the college, 46 are women and six are men. Of those staff who are managers and curriculum organisers, only one is male and only one member is from a minority ethnic group. However, six of the crèche workers are from minority ethnic groups.

26. Staff and learners have an inadequate awareness of equal opportunities and diversity issues. There has been no equal opportunities training for staff. The new equal opportunities policy provides good guidance on the promotion of equality of opportunity

through teaching and learning. However, this has not been communicated effectively to tutors. There is insufficient discussion of equal opportunities issues during learners' induction. The learners' handbook has only recently been introduced. Many learners do not have this handbook. There is poor promotion of courses to learners from minority ethnic groups. Signs in the college are not written in other languages. Many posters do not display positive images to promote diversity. Information and advice is not available in languages other than English.

27. There is no procedure for evaluating the service's performance in terms of equal opportunities. Learners' data are collected using a questionnaire, but this information is not used systematically to review performance. Staff and learners do not fully understand why this information is collected. Data on disability are more accurate. Learners with acknowledged disabilities are provided with relevant support. The achievements and destinations of learners are not analysed by gender, ethnicity or age.

Quality assurance   **Contributory grade   4**

28. The college produced its first self-assessment report in early 2002. Many staff participated in the self-assessment process. The report is structured clearly and contains self-critical and evaluative judgements. All areas of learning in the report were assessed as satisfactory. Inspectors gave lower grades in three of the six areas of learning. They agreed with the assessment of leadership and management but gave a lower grade for equal opportunities. A detailed and comprehensive action plan was produced after the self-assessment process was completed.

29. Effective action has been taken to introduce a quality assurance system. However, procedures are not yet established sufficiently to have a significant impact on the provision. Some staff are unfamiliar with quality assurance processes and others are using them inappropriately.

30. There is a system of lesson observation. This has been used effectively in the modern languages area to evaluate future training needs. This follow-up action has not been carried out in other areas of provision. Some feedback from observations is not adequate. Staff appraisals do not routinely take place.

31. Standards of practice are inconsistent in a number of operational areas. Learners are not provided with consistent advice and information about training. For example, information and guidance is good in modern languages, but poor in ICT. Some learners' inductions are poor. There is inconsistent support for tutors, and some new staff are not provided with appropriate support.

AREAS OF LEARNING

Information & communications technology   **Grade 4**

32. All ICT courses take place at the college's main site. In 2001-02, there are 83 daytime courses, 29 evening courses, and 20 Saturday courses. Courses last between three weeks, which gives a total of six hours training, and 36 weeks, which gives a total of 72 hours training. Taster sessions for these courses are provided free of charge to all learners. Although some courses are accredited, 88 per cent of ICT courses are non-accredited. There are progression routes between those courses designed specifically for older learners. Many learners enrol on more than one course. A wide range of subjects is provided, including introduction to the Internet, and the use of computers in the home and at work. Two new courses have been introduced in 2002. One is an accredited entry-level course, and one is for learners who use English as an additional language. A part-time curriculum organiser co-ordinates all ICT courses. There are eight part-time tutors providing all ICT courses. Most tutors are appropriately qualified and experienced. In 2001-02, a total of 488 learners made 802 enrolments. Of these, 68 per cent are women, 38 per cent are aged 60 or over, and approximately 10 per cent are from minority ethnic groups.

STRENGTHS
- good range of provision for older people
- good retention rates on all courses

WEAKNESSES
- poor attainment on non-accredited courses
- insufficient attention given to learners' individual needs
- insufficient specialist resources for learners' with additional learning needs and/or disabilities
- insufficient evaluation of learners' progress
- poorly planned provision
- ineffective initial information and advice
- poor quality assurance

OTHER IMPROVEMENTS NEEDED
- further development of internal and external partnerships

33. There is a good range of provision for older people. These courses are designed to

help these learners develop ICT skills for use at home and in the community. For example, learners use their skills to write letters, and produce posters and leaflets for community groups. Courses are provided at times in the day suitable for older people. There are good progression routes. There are effective links with outside agencies and with departments in the council. Courses are now provided for people with mental health difficulties and physical disabilities. In 2002, three learners have entered mainstream provision and are working towards a qualification.

34. In 2001-02, most courses had a retention rate of 100 per cent. Achievement rates are satisfactory on accredited courses, the average achievement rate is 79 per cent. However, there is a wide variation in achievement between groups working towards the same qualification. For example, in 2001-02, the achievement rates for a basic computer course varied from 56 per cent to 100 per cent. Although some learners on accredited courses do not always want the qualification, all learners are expected to complete the assessment. On non-accredited courses, most learners achieve the learning outcomes. However, learners achieve these outcomes at very different levels. Tutors set their own criteria for achieving learning outcomes. Learners use the skills they learn, to produce business letters and send e-mails.

35. There is insufficient attention given to individual learner's needs. Learners have a wide range of individual learning needs. Tutors do not identify these needs at the start of courses to help with planning. There is no assessment of learners' preferred learning styles. Some courses are not sufficiently demanding for some learners. All learners use the same learning materials. Some learners do not make progress appropriate to their level of prior achievement and experience. In some lessons, learners are given appropriate development tasks and work at their own pace.

36. There are insufficient specialist resources for learners with additional learning needs and/or disabilities. The college has two rooms specifically for the teaching of ICT. Each room contains 12 modern networked computers, printing facilities, and a range of up-to-date software. All computers have Internet access. Many learners, however, have additional learning needs and/or disabilities. There are no specialist resources for learners with poor motor skills. There is no appropriate software for learners who are visually impaired.

37. There is insufficient evaluation of learners' progress. Learners are not regularly assessed and monitored, and do not receive regular feedback. Some learners' progress records are poor and learners do not know what is in these records. On accredited courses, some learners are not ready to complete a test when they are entered for an assessment. The first written feedback received by learners is after a mock assessment, which takes place one week before the actual assessment. Whole groups of learners complete assessments at the same time, despite some learners having started the course late or have experienced difficulties with the topic. Learners are not able to ask to be assessed.

38. Provision is poorly planned and is not based on a marketing strategy. Forty per

cent of the courses planned for 2001-02 were cancelled. Forty per cent of the courses planned for the current year have already been cancelled. Many learners re-enrol each year. However, there are insufficient suitable progression routes. Most of the provision is described as being entry level or level 1. There is only one level 2 course available. There is no standardisation in teaching and learning at entry level. Very few learners progress to courses with other providers. The college runs taster sessions, but only 44 per cent of these have resulted in an appropriate follow-on course being run. All accredited courses develop learners' skills in a range of applications software. There is no provision for learners who want to specialise in certain packages. Courses are only available at the main site of the college.

39. Initial information and advice is ineffective. Induction programmes do not include sufficient information about course content, what is expected of learners, and health and safety practices related to the use of ICT. Registers are not accurately compiled and many tutors do not know how many learners have enrolled. The course descriptions do not adequately reflect what is actually taught in the classroom. Learners receive conflicting advice about which course would be most suitable for their individual needs. Although the prospectus states that applicants for accredited courses will be interviewed, this is not always the case. Information about learners collected at interview is not given to tutors.

40. Quality assurance is poor. There are no procedures to ensure standard teaching practice across the provision. Learners carry out different tasks to work for the same qualification. Taster sessions and some aspects of provision are not evaluated or observed. Informal communication between tutors is good. Tutors are not included in the college's appraisal system, but are observed in the classroom. Many of the tutors prepare the courses and relevant learning materials themselves. There is no monitoring of the content of these courses.

41. Learners comment that they like the facilities provided by the college, such as the cafeteria. They appreciate how courses are timed to fit in with their own travel arrangements. Older learners like having courses specifically targeted at them and find the skills they have learned useful in helping them to keep in touch with their families. Learners appreciate the support of a tutor rather than learning at a distance. They consider their tutors to be skilled and patient. Some learners are concerned that the enrolment system does not operate consistently or reliably.

Hospitality, sport, leisure & travel   **Grade 3**

42. Most sport and leisure courses take place at facilities throughout the borough which are rented by the college. Some courses, however, do take place at sites owned by the college. There are 32 courses in this area of learning. Courses take place on weekdays and in the evenings. No courses are run at weekends. Courses last for 36 weeks, with one two-hour session each week. Some learners enrol on more than one course. A wide range of subjects is provided, including badminton for beginners through to advanced players, short-mat bowls, bridge, Qigong, yachting, T'ai Chi, hatha and Iyengar yoga, exercise and movement, and keep-fit. A full-time curriculum organiser manages all courses in the area of learning. The organiser is responsible for planning and staffing all courses and some budget planning. There are 18 part-time tutors. In 2001-02, a total of 594 learners made 752 enrolments. In 2002-03, 389 learners have made 406 enrolments to date. In total, 76 per cent of learners are women and 35 per cent are aged 60 or over. There are very few learners from minority ethnic groups.

STRENGTHS
- good attainment
- good lifestyle improvements for learners
- good attention to learners' individual needs

WEAKNESSES
- no records of learners' medical history
- poor resources
- no suitable methods for monitoring progress and celebrating achievement
- poor programme planning

OTHER IMPROVEMENTS NEEDED
- more detailed lesson plans

43. Learners' attainments are good. All courses include learners with a wide range of physical and mental needs, and age ranges. All learners demonstrate exercise movements and sports skills at appropriate levels. They have a good theoretical understanding of the activities they are involved in, and can explain how these activities contribute to their own physical health and well being. Learners achieve good lifestyle improvements. The benefits they experience during these courses include greater physical mobility, enhanced physical posture, a greater sense of balance, and improved

cardio-respiratory function. Some learners who have had injuries, or undergone surgery, such as knee-joint and hip-replacement operations, are helped to make a good recovery by participation in exercise classes. For example, one learner has been helped to recover from a triple heart bypass and hip replacements. Older learners, who have participated in exercise classes for many years, define success in terms of maintaining physical capability rather than extending it. Most of these learners notice a reduction in their physical capability if they are unable to attend lessons.

44. Learners on bridge courses state that they have improved their game competence significantly since joining the course. Most learners have been attending for two or more years. Many learners have gained sufficient confidence to join formal bridge groups, or to play the game socially. Older learners clearly understand the benefits gained from enrolling on these courses. Many learners state that during these courses their memory and problem-solving abilities improve.

45. There is good attention to learners' individual needs. Most lessons are good or satisfactory. In exercise classes, tutors demonstrate a high level of sensitivity to the diverse needs of learners. They provide alternative exercises and sports practices where appropriate, and vary the exercises to suit learners. Tutors adapt exercises and sports skills practices to suit the physical capabilities of individual members of their group. Learners maintain a high level of interest, are enthusiastic and enjoy the lessons. Tutors have good working relationships with learners. Most tutors have a thorough understanding of the exercises and demonstrate effectively and clearly what learners are required to do. They give good explanations of the purpose and benefits of each exercise or sports skill. There is good attention paid to health and safety issues. Tutors provide continuous, regular feedback on learners. Learners develop competence in new and complex movements during the course of the lessons. Some lessons are poor with insufficient interaction between the tutor and the learners. Tutors do not explain the philosophy and history of the exercise form, the terminology used or the effects and benefits of the exercises. There is considerable emphasis on physical demonstration, and insufficient work to help correct poor technique. Many learners perform exercises incorrectly without appropriate correction.

46. There are no records of the learners' medical history. There are no adequate plans and records. Substitute tutors do not fully understand the medical history of individual learners. Most schemes of work are poorly detailed and do not indicate the type, range and order of activities to be carried out. They refer in general terms to a range of skills, activities or exercises that will be covered, but provide insufficient details of the teaching methods to be used. Although there are some effective and innovative examples of lesson plans using, for example, a database of exercises and illustrations of the exercises to be performed, this good practice is not shared effectively with other staff. Most lesson plans contain no information about the intensity of exercises and, in some cases, insufficient information about the types of exercises and activities to be carried out.

47. Resources are poor. The college does not provide adequate resources for most exercise classes. Learners provide their own mats, which vary in quality. Some tutors

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have to provide their own resources, such as foam blocks, balls and other equipment for games activities. The facilities at Caversham, Katesgrove, Park Church and Sutton are too small to safely accommodate the numbers of people on the register. There are no changing rooms and showers at some facilities. Learners have to change their clothes in public areas. Some rooms are not adequate to accommodate people with mobility difficulties. Facilities for badminton at the Reading activities centre, and the bridge tables at Caversham are of a very high standard.

48. The college has not developed suitable methods of helping learners to monitor their progress or celebrate achievement. The current college procedures for conducting initial assessments are inappropriate. However, the courses are meeting the social and mental needs of learners as well as helping them to achieve physical benefits. Guidance and support arrangements are satisfactory. Most learners have participated in the activity classes for a number of years. Many learners prefer to stay in the class which they initially enrolled in. Tutors are sufficiently skilled to enable learners of differing ability to take part. There is appropriate information for prospective learners about the content of the different courses. However, there is poor promotion of equal opportunities. The needs and interests of some community groups have not been researched. One badminton group, which is tutored for only 10 lessons during the year, is advertised inappropriately as a group for beginners.

49. Course programme planning is poor. The current course programme has been planned almost exclusively on previous programme plans. The introduction of new activities is based on the numbers of enquiries received. There are no explicit criteria for programme planning linked to strategic objectives, and there is no analysis of community needs.

50. The college operates a lesson observation scheme, but observations are not carried out by someone technically competent to make judgements about learners' safety. Learners' injuries are not monitored to check whether tutors are using appropriate types and levels of exercise.

51. Learners state that participating in these courses contributes significantly to their health, enabling them to maintain the mobility to live independently. They value the social interaction in lessons, and the opportunity to develop and maintain social contacts. Many learners also value the mental stimulus that lessons provide.

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Visual & performing arts & media   Grade 3

52. Most visual arts courses take place at college facilities throughout Reading.
Courses in this occupational area account for 27 per cent of the provision of the
college. Courses range from one term to one year in length. Lessons last for two
hours and take place once a week. Courses take place in learning centres throughout
the borough. There are also a number of short summer courses and Saturday
workshops. A small number of courses are accredited, but most are not. Courses
cover beginner to advanced ability levels and most groups contain learners at different
levels. The training programme comprises courses which include fine arts, applied art,
design and crafts. Management of this area of learning has been changed recently. It
is currently managed by two curriculum organisers, one part time, and one full time.
There are 46 part-time tutors.

STRENGTHS
• good achievement of learners' individual learning goals
• good attainment of creative and technical skills
• effective teaching

WEAKNESSES
• insufficient appropriate resources for some courses
• insufficient recorded assessment on non-accredited courses
• poorly planned programme of courses

OTHER IMPROVEMENTS NEEDED
• further develop information for pre-course information and advice
• strengthen management arrangements

53. There is good achievement of learners' individual learning goals. Learners personal
goals include personal improvement, developing leisure interests and the acquisition of
vocational skills. Some learners use their new skills in other areas of their lives, and to
benefit their local community. For example, some young mothers are using their
pottery skills to enhance classroom activity at their children's schools. Other learners
are producing work on a commercial basis and exhibiting at local and national events.

54. Most learners are able to demonstrate a good standard of creative and technical
skills. Some tutors do not give sufficient attention to learners' development of basic
concepts such as tone, texture, line and form. Some learners are not working at a

satisfactory standard. Learners' achievements are celebrated through displays and exhibitions in each learning centre. Achievement rates are generally good on accredited courses. For example, in 2001 there was an 82 per cent success rate on the flower arranging course and an average achievement rate of 72 per cent on the fashion courses. The retention rate on most courses is high at 85 per cent. Attendance is good.

55. Teaching is effective. Lessons are planned well and relate to detailed schemes of work which take account of group and individual learning needs. Learners progress effectively by building on prior learning. Tutors encourage learners to build on what was learned in previous lessons. Tutors question learners effectively. Tutors work effectively with individual learners. Learners develop a good range of technical skills, and make effective judgements on their work and develop their own personal style. Learners are able to progress at their own pace and are encouraged by tutors to achieve individual targets. Many learners use personal review documents and individual learning plans to develop good self-management skills. Many lessons include the use of good historical and contextual visual material. In a photography lesson, learners were encouraged to work in pairs to manage and evaluate their own learning. They develop techniques to simulate motion and action in their photographs. Good visual resources are used to stimulate learning and discussion. Lessons are demanding. For example, learners in one pottery lesson were required to work on an abstract theme to help them see pottery skills as more than just skills to produce everyday items. Tutors give good demonstrations of specific techniques, such as clay decoration and the use of glazes. Learners then practise these techniques. In some lessons, tutors do not manage groups of learners effectively. Some tutors use inappropriate visual material for observational drawing.

56. There are insufficient resources for some courses. Course planning does not take account of resource requirements. For example, a new printmaking class was introduced without the necessary resources. Learners on some courses have to supply their own resources. Group sizes sometimes exceed the capacity of rooms and workshops. Most staff are qualified in their subject areas and as teachers.

57. There is insufficient recorded assessment on non-accredited courses. The college has recently introduced forms to help learners assess their own skills level. These are not yet used by all tutors. Some learners evaluate their own and each other's work at the end of lessons, but some tutors do not provide learners with guidance to help them do this effectively. On the small number of accredited courses, learners fully understand and are included in assessment procedures.

58. The programme of courses is poorly planned. Of 67 courses advertised for a September start in 2002, only 23 are currently running. New quality assurance systems are not fully developed or understood by tutors and learners. Managers and tutors do not share and develop good practice. Measures are being taken to develop a closer working relationship between managers, but it is too early to judge their effectiveness. Learners' needs are not fully met. Learners are not systematically encouraged to progress to more advanced courses. Two-hour lessons do not provide sufficient time for

visual arts activities. There is insufficient time for preparation and for clearing away. Learners with learning difficulties and/or disabilities are not integrated with the mainstream provision. Some of those learners are not receiving satisfactory additional support. Learners' understanding of equal opportunities issues is not monitored or developed. The programme of courses does not reflect the cultural diversity of the local community. Learners do not fully understand entry requirements for non-accredited courses. The course descriptions are not always accurate and do not define levels clearly.

59. Learners have good working relationships with tutors. They state that tutors demonstrate new skills and techniques effectively. Learners enjoy working with others during the courses. Some learners state that the induction is not sufficiently formal. Other learners comment on the lack of resources for some of the courses and that some rooms are overcrowded.

English, languages & communications   **Grade 3**

60. Courses in languages are currently provided at six venues in the borough, four of which belong to the college and the other two being rented. Courses last from one week to 35 weeks. Lessons last for two hours and take place once a week. The most popular courses are provided at midday, early evening and late evening. One-hour midday conversation classes are also available for some languages. There are plans to provide intensive one-day language courses on Saturdays. Approximately 50 per cent of the courses provided are accredited. Courses are available for beginners through to those fluent in their chosen languages. The course comprises courses in French, German, Spanish, Italian, Chinese, Arabic, Dutch, Greek, Portuguese, Russian, and Japanese. Following the promotion of the full-time curriculum organiser, two part-time staff managed this area of learning. However, a full-time curriculum organiser has recently been appointed. There are currently 32 part-time tutors. In 2001-02, 804 learners made 923 enrolments. In 2002-03, 529 learners have made 581 enrolments to date. In 2001-02, 60 per cent of learners were women and 23 per cent were aged 60 or over. In 2002-03, 65 per cent of learners are women and 26 per cent are aged 60 or over. There are very few learners from minority ethnic groups.

STRENGTHS
•   good attainment
•   good teaching and learning
•   good range of provision
•   good pre-enrolment information and advice

WEAKNESSES
•   poor retention rates on accredited courses
•   inadequate training room for language teaching at one learning centre
•   poor curriculum planning

OTHER IMPROVEMENTS NEEDED
•   more effective recording of learners' progress and achievement
•   better professional support for part-time tutors

61. Attainment is good. In 2001-02, the achievement rate for learners taking language qualifications was 82 per cent. The accreditation system was too complicated for many tutors and learners. The overall retention rate for accredited courses was 57 per cent. Many learners do not enrol for accredited courses. Those learners who have studied at

the college over a period of year have a good understanding of their progress. Although there is no data on learners' progress, many learners have progressed through courses at various levels within the college to achieve their current level of fluency. Many learners use their developing language skills when they travel abroad, or in the context of their work. Learners practise their language skills in groups outside the tutored sessions. Most learners are performing at, or above, the appropriate level for their chosen course. For example, those learners at level 6 perform above the level required for a relevant diploma examination.

62. The standard of teaching and learning is good. Most lessons comprise a good range of activities and effective teaching methods. For example, in one higher level group, learners are planning town-twinning activities. Set assignments enable them to practise their language skills. Learners work in small groups and on their own, with the tutor acting as facilitator, on tasks that involve group discussion and problem-solving, conducting negotiations, and letter, programme and schedule writing. All activities are conducted in the target language. Tutors choose topics based on the needs and interests of their learners. For example, a large group of older learners who regularly visit the target country were discussing how to obtain treatments from the country's health service. Most courses emphasise the development of learners' conversational skills in the language they are learning. Tutors use the target language effectively to introduce new vocabulary or concepts. Learners' understand and learn new material quickly and confidently. Learners use the target language to seek further clarification or confirm their understanding. Learners who have travelled abroad share their experiences with the group and develop describing and narrating skills and also help improve the vocabulary of the group. In one lesson, a learner with learning difficulties received good individual support from both the tutor and other learners.

63. There is a good range of provision. The college provides tuition in 11 languages through six learning centres. Courses take place on every day of the week except Sundays, and are available during mornings, afternoons, early evening or late evening. Tuition is available at a wide range of levels, from beginners to near fluent. Schemes of work are constantly revised to ensure that the topics covered reflect the needs and interests of the learners. The college ran taster courses and summer holiday courses in 2002, but these were not successful in attracting new learners.

64. Pre-enrolment information and advice is good. The level of each course is clearly described in the prospectus. The college provides clear, detailed course information sheets for prospective learners. Learners with further queries are able to telephone the college to speak to the curriculum organiser. If she is unavailable, there is a prompt sheet for office staff to help them place the learner on the appropriate course. Learners attend a taster course. The college works with another college to find learners places on each other's courses where their own courses are not available.

65. Resources for teaching and learning are satisfactory. Extensive use is made of course books, whiteboards and tape recorders. Video and satellite TV are also used. However, there is poor use of videos or information technology (IT).

66. The room used for language teaching in one of the college's learning centres is inadequate. Acoustics are poor. The room is particularly unsuitable for learners with hearing difficulties. There are no visual displays in any of the learning centres.

67. Tutors use a variety of initial assessment techniques, include testing, observation, listening and self-assessment. Tutors have a good understanding of learners' starting levels. Most continuous assessment is done orally in lessons by question and answer and is not formally recorded. Written homework is also assessed. One tutor gives all her learners a document wallet, which they use to record any help needed with specific problems. Feedback is given privately and takes account of learners' individual learning goals. All learners fully understand their progress. The college has introduced a system for recording individual learning goals and learning plans. This system is not yet being used consistently or effectively.

68. Curriculum planning is poor. There is no appropriate marketing strategy. In 2002, the college advertised a programme of courses for which 50 per cent of the courses advertised were cancelled due to low numbers. Tutors are employed for two hours each week. They do not meet with other tutors to share good practice. Lesson observations are used effectively to identify staff training needs. The college plans to meet these through appropriate training.

69. Many learners, particularly those who are older, do not enrol on language courses specifically to pursue the relevant qualifications. Learners are satisfied with the provision and state that they are achieving their individual learning aims. Some learners state that the learning groups are too large for effective learning. Learners enjoy attending lessons, although some learners feel that they are not sufficiently demanding. Learners make good use of their language skills outside of the classroom.

Foundation programmes   Grade 4

70. Literacy and numeracy training programmes take place in some of the college's learning centres, in schools in the borough, in a refugee support centre, another community centre, and in a local hospital. Training provision includes basic literacy and numeracy, and pre-GCSE English. In 2001-02, there were six short induction programmes and 34 courses and workshops. Of these, there are 23 basic skills courses and seven basic skills workshops. This provision comprises three 12-week courses. Learners can enrol for one of the 12-week courses or re-enrol for up to a total of 36 weeks. There are three courses for learners with additional learning difficulties and/or disabilities, which run for a total of 35 weeks. There are also planned family literacy and numeracy courses. Most training takes place in during the morning or evening, with some provision during the afternoon. Some courses are accredited. A full-time curriculum organiser manages the literacy and numeracy provision, and the training provision for those learners who speak English as an additional language. Another full-time curriculum organiser manages family learning and courses for learners with additional learning and/or social needs. There are 16 part-time tutors and 44 volunteer tutors. In 2002-03, 263 learners have enrolled to date. Of these, 66 per cent are women, 21 per cent are aged 60 or over, and 22 per cent are from minority ethnic groups. However, the ethnicity of 31 per cent of learners is not known.

STRENGTHS
*   effective use of volunteers
*   good initial guidance
*   effective support by tutors

WEAKNESSES
*   no clear achievement targets for literacy and numeracy learners
*   poor resources
*   poor planning of individual learning
*   poor progress reviews
*   insufficient attention given to equal opportunities issues

OTHER IMPROVEMENTS NEEDED
*   further development of external partnerships

71. Volunteers work with learners by providing individual support. There is effective use of volunteers and tutoring, particularly in reading. More of the experienced

volunteers are assigned two or more learners. They help learners to effectively develop their written work and encourage small group discussions. The work of the volunteers helps learners develop self-confidence and self-esteem. Volunteers and paid tutors work together well as teams. For example, in one lesson the tutor provided in-depth individual teaching to less-confident learners, while volunteers worked with those learners who were able to work more independently.

72. Initial guidance is good. Learners complete an interview and self-assessment with a curriculum organiser. Interviews are confidential and detailed records are kept. Learners are directed to the most appropriate type of training provision on the basis of their skills level, interests and geographical location. Most learners work in groups with learners who have similar abilities and interests. There is a range of workshops for learners with additional learning and/or social needs. A copy of the information collected at interview is forwarded to the relevant tutor.

73. There is effective support by tutors. Communication with part-time tutors is good. Tutors have good access to curriculum organisers. Problems are resolved quickly and effectively. Curriculum organisers contact staff by e-mail, telephone and in person, at least once a week. A newsletter has recently been introduced and is distributed to all staff regularly. Information on current activities is circulated. A new observation and appraisal system, and a training needs analysis, have been developed. However, it is too early to judge their effectiveness.

74. The college does not have clear achievement targets for literacy and numeracy learners. In 2001-02, 88 per cent of learners who were entered for nationally recognised qualifications achieved them. However, this achievement rate relates to only 10 per cent of the total number of learners enrolled. The college has developed a form of internal accreditation for those learners who do not enter for external qualifications, but success depends upon them fulfilling learning plans which are of a poor quality. There is anecdotal evidence to suggest that learners do progress from one level or type of course to another, or into employment, but the college was unable to supply data to support this. Retention rates on courses vary widely and ranged from 36 per cent to 100 per cent in 2001-02.

75. The standard of teaching is inconsistent. Some tutors effectively use real-life materials and examples. For example, in one lesson on practical shopping skills, learners used store magazines and catalogues to produce their own shopping lists, and used real money to practise paying for goods. This was also used to cover basic maths skills and a relevant CD ROM package was used. One tutor made good use of child-related household items to teach English to learners who speak English as an additional language, who were all mothers with young children. Although some tutors use the national curriculum to help plan training according to learners' needs, other tutors do not use it effectively. Some tutors do not use sufficient group or paired work with learners. There is no use of project work. Tutors do not discuss their own learning aims and styles with learners. There is too much use of worksheets. These do not help learners to relate what they learn in the classroom to their everyday needs.

76. Resources are poor. For example, there are insufficient basic skills resources. There are insufficient specialist resources for learners with additional learning needs or disabilities. There are insufficent resources for dyslexic learners. Many lessons use worksheets and there is insufficient group work. Learners with additional learning needs use the same worksheets as other learners. Lessons are not sufficiently demanding for learners. Tutors often find resources difficult to access and use their own materials or photocopies. These materials are often poorly reproduced. There are insufficient books for teaching mathematics and English. Most resources do not help learners relate their classroom work to the workplace. Learners have poor access to computers or to interactive CD-ROM or audio packages. There are no headsets for audio equipment. In one lesson, a group of learners with learning disabilities was using an interactive programme effectively. However, one other learner was unable to use this resource as only one laptop was available.

77. There is poor planning of individual learning. An initial assessment is carried out comprising in-house assessment materials, basic skills materials and guided self-assessment. These materials are not used consistently. Some assessments are not appropriate for the learners. Some of the assessment materials are poor. For example, some materials are from children's books and some are out of date. Some tutors do not understand the purpose of the assessment activities. Results of initial assessment are not used to produce individual learning plans. These plans are poorly detailed and effective targets and achievement dates are not set.

78. Progress reviews are poor. The review process consists of three pre-written statements. The tutor marks the one considered most appropriate. There is nowhere to record a detailed evaluation of the learners' progress. Progress reviews do not contain a detailed evaluation of the development of learners' skills. Targets are not set.

79. Staff and learners have a poor awareness of equal opportunities issues. Equal opportunities and diversity issues are not systematically included or discussed during lessons or during induction.

80. The college has only recently developed partnerships with external agencies for this area of learning. The college provided an effective family learning initiative in 2001-02. It plans to provide this in 2002-03. Other new partnerships include the introduction of a mentorship scheme for ex-offenders, run in partnership with the probation service. Also, the college has recently appointed an externally funded project worker to establish links with local employers.

81. Learners produce good work. They fully understand how their skills have improved. One learner with very poor literacy skills is now able to help his children with their homework. Learners are able to discuss their work with other learners and value the provision of homework. Learners state that their self-confidence and self-esteem have improved during the training.

Other adult and community learning   Grade 4

82. Most courses in ESOL take place in the college's learning centres in Wilson and Sutton. At the learning centre in Wilson, most lessons take place on weekday mornings. There is also one evening course each week, and an afternoon course, which is provided for women. The classes are organised by level, ranging from entry level to level 3. A computer course for ESOL learners is also provided at this learning centre. At the learning centre in Sutton, most lessons take place on weekday mornings and classes are at entry level and level 1. A small number of ESOL classes, specifically for women, also take place at the college's learning centres in Caversham and Katesgrove, and at a local school. These classes comprise groups of learners with varying language level skills. ESOL courses last for 36 weeks and learners attend the courses for either four or six hours each week. Learners can join classes at any time throughout the year. All learners complete an induction, which includes an introduction to the learning centre, and to the course. Tutorial support is available at the end of every lesson. Learners can work towards college certificates and nationally recognised qualifications. A curriculum organiser manages the ESOL provision. There are 15 part-time tutors, most of whom hold appropriate qualifications. There are 25 volunteer tutors, all of who have been trained in-house.

STRENGTHS
*   good achievement rates on externally accredited courses
*   good application of new language by learners
*   effective use of volunteers

WEAKNESSES
*   poor retention rates
*   inadequate initial assessment
*   inadequate resources
*   insufficient attention given to the language development needs of individual learners

OTHER IMPROVEMENTS NEEDED
*   better use of community languages in resources and promotional materials
*   better understanding of the pattern of provision that would best meet learners' needs

83. Achievement rates are good on externally accredited courses, and have improved

between 1999 and 2002. In 2001-02 approximately 31 per cent of learners entered nationally recognised exams. Achievement rates have also increased from 66 per cent in 1999, to 84 per cent in 2002.

84. Learners make good use of their developing English language skills. They use them effectively in their everyday life. For example, some learners have used their skills to negotiate their work schedule with their employer and to make medical appointments. Some learners are more confident to watch the news and read newspapers in English. Some learners are aware of the status of English as an international language and are keen to learn for this reason. The standard of oral work of most learners is good. However, only some learners update their files and diaries regularly. The retention rate for the training provision is poor. For example, the retention rate in 2001-02 was 55 per cent.

85. There is effective use of volunteers. Volunteers work with learners at pre-entry and level 1, particularly with learners who have little or no previous educational experience. They provide good support in both written and spoken work. They provide learners with good individual support. They provide effective guidance to help learners complete relevant tasks. They also work with learners during whole class activities.

86. Initial assessment is inadequate. Learners' backgrounds, learning needs, and aspirations are assessed during an interview with a tutor. No other work is carried out to assess learners' language development needs. No formal assessment is carried out. The quality of tutors' assessments is not consistent. Individual learning plans are poor and do not set out specific objectives or targets. Although learners discuss their progress with tutors, these discussions are not recorded. Learners have an inadequate understanding of equal opportunities issues.

87. Resources are inadequate. Handouts are often photocopied from textbooks. Worksheets are often hand-written and poorly reproduced. Some activities are inappropriate for adults. For example, in one lesson learners carried out a colouring-in exercise. There are no effective links between lessons. Schemes of work are weak. There is insufficient use of languages used by the learners to communicate the aims and objectives of the lessons, or to help learners evaluate the provision.

88. Insufficient attention is given to the language development needs of individual learners. Although some learners do have individual learning plans which outline their individual learning needs, tutors do not provide the relevant support during the course. There are no additional activities for more advanced learners. Most lessons generally comprise paper-based literacy exercises. There is insufficient use of oral work in these lessons. Tutors do not help learners to make comparisons between English and their own language. Many learners rely on each other to provide satisfactory explanations to questions. There are good informal communications between tutors, and regular meetings take place every term. There is a regular newsletter. However, there is insufficient formal discussion about curriculum planning and development.

89. College facilities are good, however the learning centre at Sutton, which is leased from a college of further education, is poor. The training rooms are small and are not suitable for the size of learners' groups in the area of learning. The college does not currently provide sufficient training in this area of learning. For example, many learners are interested in studying IT with English language support. However, at one of the main college sites this is not available. There is no current provision for learners to carry out more intensive study.

90. The college's provision is popular with many learners because it is near where they live. Learners can join the programme at any time. Learners appreciate the informal learning environment. They have good working relationships with staff. They make good use of the crèche facilities provided by the college. However, many learners express the need for a wider range of provision, including workshops for independent study. Many learners state that there is a need for more crèche provision.

Language of the Adult and Community Learning

Terminology varies across the range of education and training settings covered by the *Common Inspection Framework.*   The table below indicates the terms appropriate to Adult and Community Learning

Single term used in the framework	Relating the term to Adult and Community Learning	
Provider	Provider	Any organisation providing opportunities for adults to meet personal or collective goals through the experience of learning. Providers include local authorities, specialist designated institutions, voluntary and community sector organisations, regeneration partnerships and further education colleges
Learner	Learner	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
Teacher / trainer	Tutor	Person teaching adult learners or guiding or facilitating their learning.
	Mentor	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
Learning goals	Main learning goals	Intended gains in skills, knowledge or understanding. Gains may be reflected in the achievement of nationally recognised qualifications. Or they may be reflected in the ability of learners to apply learning in contexts outside the learning situation, e.g. in the family, community, or workplace. Learners' main goal/s should be recorded on an individual or, in some cases, group learning plan. Plans should be revised as progress is made and new goals emerge.
	Secondary learning goals	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
Personal and learning skills	Personal and learning skills	These include being able to study independently, willingness to collaborate with others, and readiness to take up another opportunity for education or training.

Other terms used in Adult and Community Learning

	Relating the term to Adult and Community Learning
Unanticipated, or unintended learning outcome	Adults often experience unanticipated gains as a result of being involved in learning. These include improved self-esteem, greater self-confidence and a growing sense of belonging to a community. Gains of this kind should be acknowledged and recorded in any record of achievement.
Subject-based programme	A programme organised around a body of knowledge, e.g. the structure and usage of the French language or ceramic glazing techniques. Students could be expected to progress from one aspect of the subject to another, to grasp increasingly complex concepts or analyses or to develop greater levels of skill or to apply skills to a new area of work.
Issue-based programme	A programme that is based on the concerns, interests and aspirations of particular groups, for example members of a Sikh Gurdwara wanting to address inter-faith relations in their town, or parents worried about the incidence of drug abuse in their locality. Issue-based learning tends to be associated with geographically defined communities, but the increasing use of electronic means of communication means that this need no longer be the case. Progress is defined in terms of the group's increasing ability to analyse its situation, to access new information and skills which will help it resolve its difficulties and generate solutions and its growing confidence in dealing with others to implement those solutions.
Outreach provision	Provision established in a community setting in addition to provision made at an organisation's main site(s). Outreach programmes may be similar to courses at the main site(s) or be designed to meet the specific requirements of that community.
Neighbourhood-based work	The provider's staff have a long-term presence in a local community with a specific remit to understand the concerns of the local residents and develop learning activities to meet local needs and interests.
Community regeneration	The process of improving the quality of life in communities by investing in their infrastructure and facilities, creating opportunities for training and employment and tackling poor health and educational under-achievement. Community regeneration requires the active participation of local residents in decision-making. Changes and improvements are often achieved either directly or indirectly as a result of the adult learning activities which arise from this.

	Relating the term to Adult and Community Learning
Community capacity building	The process of enabling local people to develop the knowledge, skills and confidence to take advantage of opportunities for employment, training and further education and to become selfmanaging, sustainable communities.
Active citizenship	The process whereby people recognise the power they have to improve the quality of life for others and make a conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.