

INSPECTION REPORT

Shropshire LEA

11 November 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
- **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.

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

Shropshire County Council directly funds, through its local education authority, adult and community learning provision at the Gateway Education and Arts Centre in Shrewsbury, and family learning projects. It provides grant aids to other organisations annually. In 2002-03, 12 community partners are receiving funds. These include three further education colleges, a sixth form college, schools, the Workers Educational Association and other functions of Shropshire County Council such as the library service. The provision is spread throughout Shropshire and many courses are held in local villages. There are many learning initiatives designed to attract new learners from rural communities.

Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, although the quality of learning is good in complementary health and in music and dance, and satisfactory in information and communications technology, recreational sports, visual arts and crafts, and family learning, it is unsatisfactory in languages. In addition, the local education authority's leadership and management of the provision, and its quality assurance arrangements, are unsatisfactory, although its approach to equality of opportunity is satisfactory.

GRADES

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

Areas of learning	Grade
Information & communications technology	3
Hospitality, sport, leisure & travel	3
Health, social care & public services	2
Visual & performing arts & media	3
English, languages & communications	4
Foundation programmes	None
Family learning	3
Other adult and community learning	2

KEY STRENGTHS

- well-motivated and enthusiastic learners

SHROPSHIRE LEA

- much good teaching
- experienced and well-qualified teachers
- some good accommodation

KEY WEAKNESSES

- inadequate resources for many courses
- lack of curriculum planning
- inadequate pre-course information and guidance
- weak induction arrangements for learners
- insufficient monitoring of learners' progress
- inadequate arrangements to identify learners' additional needs
- insufficient professional support for teachers

OTHER IMPROVEMENTS NEEDED

- clearer progression routes
- more challenging teaching for more able learners
- more use of learners' views in planning the provision
- better recording of learners' achievements

THE INSPECTION

1. A team of 17 inspectors spent a total of 85 days with Shropshire Local Education Authority (LEA) in November 2002. They met 728 learners and interviewed 15 of the Council's staff, as well as 27 staff from partner organisations, the cabinet member for education and the chair of the management committee of the Gateway Education and Arts Centre. They observed and graded 90 learning sessions. Thirty-five learning venues were visited. Inspectors scrutinised the LEA's adult learning plan, its lifelong learning strategy and staff records. They looked at many of the specialist resources used in teaching and saw 58 portfolios of learners' work. They studied the LEA's self-assessment report and action plan. Teaching and learning observations were carried out in foundation programmes but no grade was awarded.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	1	1	3	2	0	2	0	9
Hospitality, sport, leisure & travel	0	1	6	1	0	0	0	8
Health, social care & public services	1	5	4	4	0	0	0	14
Visual & performing arts & media	0	2	11	4	2	0	0	19
English, languages & communications	0	3	3	3	1	1	0	11
Foundation programmes	0	0	1	4	2	1	0	8
Family learning	0	2	5	3	1	0	0	11
Other adult and community learning	1	2	5	2	0	0	0	10
Total	3	16	38	23	6	4	0	90
per cent	63.33%			25.56%	11.11%			

THE PROVIDER AS A WHOLE

Context

2. The LEA's service for adult learning is headed by the Council's assistant director of education (community services), supported by two managers. This team has overall management responsibility for adult learning funded through the LEA. It reports to the corporate director for education and Shropshire County Council's (the Council) cabinet member for education. The LEA directly funds provision at the Gateway Education and Arts Centre in Shrewsbury and family learning projects. It provides grant aids to other organisations annually. In 2002-03, 12 community partners are receiving funds. These include three further education colleges, a sixth form college, schools, the Workers Educational Association and other functions of the Council such as the library service. Applications for funding are considered in terms of value for money and against eight priority areas for the Council. These areas are information advice and guidance, overcoming barriers to learning, improving delivery, developing quality assurance, improving availability, promoting progression, reaching out to under-represented groups, and new ways of learning. Partners are members of a community education federation and there is a countywide basic skills practitioners' group and a family learning advisory group. Each partner provides an annual report on its activities and some provide termly reports. The Council's adult learning provision was subject to spending cuts between 1994-2000. Some reinvestment is now taking place. The overall spending budget for adult learning for this year is £394,000, representing 0.3 per cent of the Council's total education budget. Just under half this money goes to grant-aided provision.

Adult and Community Learning

3. The quality of adult and community learning is uneven. There is good provision in music and dance and complementary health studies. Provision in languages is unsatisfactory. The four other graded areas of learning are satisfactory. The ungraded provision in the special information and communications technology (ICT) library project is of good quality. The ungraded area of grant-aided work with learners with learning difficulties and/or disabilities is poor. Good learning and progress is made by learners in most areas. Learners are invariably enthusiastic and committed to their learning programmes. Most learning sessions are satisfactory or better, although 11 per cent are less than satisfactory. There is much good teaching in complementary health and music and dance. There is a higher proportion of unsatisfactory teaching in ICT, languages and work with learners with learning difficulties and/or disabilities. Most teachers are well qualified. Specialist resources are particularly good at the Gateway Arts and Education Centre which is managed directly by the LEA. There is a shortage of necessary equipment in some community venues. The commitment to engage new learners in venues throughout the county is working well in most areas. There are inadequate arrangements to identify learners' additional needs. Learners' needs are not assessed effectively when they join courses and their progress is not adequately monitored. Pre-course information is insufficiently detailed in many areas. The curriculum is not coherently planned in many areas. Average attendance at the time of inspection was 76 per cent. Attendance rates were much higher in areas such as ICT, at 82 per cent, than in languages, at 67 per cent.

LEADERSHIP AND MANAGEMENT**Grade 4**

4. The LEA's adult learning provision has been subject to financial cuts between 1994-2000. Some additional resources have been allocated since 2000. Lifelong learning, social inclusion and sustainability are corporate objectives of the Council. The LEA funds its direct provision at the Gateway Education and Arts Centre in Shrewsbury and family literacy and numeracy programmes. The overall budget for adult and community learning is £394,000, representing 0.3 per cent of the Council's total education budget. The Council gives an annual grant to a number of its collaborative partners. The total budget for this grant aid for 2002-03 is £172,000. Grants range from £1,000 to £36,200. Partners are members of a community education federation and there is basic skills practitioners' group and a family learning advisory group.

5. The assistant director of education for community services leads the service. The role includes many other line management responsibilities. There are two additional managers. One is responsible for the direct provision at the Gateway Education and Arts Centre and the other is a part-time family learning co-ordinator. This team manages the provision funded by the LEA and reports to the director of education and the cabinet member for education. There are Council policies on equal opportunities, human resources and recruitment. The Council holds the Investors in People award, a national standard for improving an organisation's performance through its staff. The Council's complaints procedure applies to the Gateway Education and Arts Centre.

STRENGTHS

- good collaborative work with partners
- effective support for new initiatives to widen participation
- effective management of direct provision

WEAKNESSES

- weak management of grant-aided provision
- poor management information
- no effective measurement of the effectiveness of grant-aided provision
- ineffective promotion of equal opportunities by some providers
- weak quality assurance
- lack of an established self-assessment process

OTHER IMPROVEMENTS NEEDED

- better opportunities to develop skills and to share best practice

6. Good collaborative working between partners and the LEA has led to a number of

improvements in the service. For example, close working arrangements between the Gateway Education and Arts Centre and the two colleges serving Shrewsbury have resulted in significant increases in participation by learners in the north of the town. Characteristics of the co-operation include an exchange of information on tutors and the sharing of accommodation. Better collaborative developments have also been promoted through the community education federation. This termly forum, to share experience and ideas between operational managers, has led to the production of a common prospectus for the Shrewsbury area. Plans are advanced to develop a shared database on part-time teaching staff. Representatives from smaller centres are less actively involved in the forum.

7. Through its grant aid to partner organisations the LEA contributes to a service which effectively widens participation and meets the needs of many local communities. Learning opportunities are available at a wide range of locations. Many classes attract new learners, some of whom have been away from learning for a long time.

8. The LEA's direct provision is effectively managed. The planning of provision is coherent and a strong emphasis is placed on finding ways of enriching the curriculum through visits and trips. Most of the training provision is of a much better quality than that provided through grant aid. Tutors meet regularly and value the support they are given. The LEA is unable to assure the effective management of the grant-aided provision. Local providers funded through grant aid do not work together to produce a coherent programme. There is duplication of provision in some areas. There is no countywide strategy or approach to secure adequate and sufficient provision for particular communities or specific areas of learning. Some provision depends too heavily on tutors indicating their availability to take a class.

9. The quality of management information held by the LEA on its provision and its learners is poor. There are not enough resources allocated to ensure the effective collection and analysis of data. The LEA cannot easily access information on its current learners and range of programmes. Termly data returns from grant-aided partners, yield information on the gender and age of learners. These data are not used to monitor the impact of the funded projects or the extent to which new learners have been attracted. There are no individual records on learners, although these are going to be introduced at the Gateway Education and Arts Centre and for family learning projects. Funding is not available to extend these arrangements to all providers.

10. There are no targets against which to measure the impact that the grant-aided activities have on meeting the Council's adult learning objectives. The LEA does not analyse how far it is gaining an effective return on its investment. Arrangements for monitoring the quality of the learning programmes organised by partners are insufficiently thorough.

11. Staff development is satisfactory for most of the direct provision. A few local partners appraise their part-time tutors. At the Gateway Education and Arts Centre the appraisal system has identified development needs and led to further training for some

tutors in teacher training and ICT. Development days have been held, on topics such as the Common Inspection Framework, which tutors have been paid to attend.

12. Good practice is shared through family learning team meetings and there is a countywide network for basic skills. Some providers hold regular meetings for tutors and give them opportunities to attend the full-time staff training programme. This does not apply to all partners, and tutors in some centres are isolated and lack support. They have too few chances to develop their skills and to learn from the best practice of others working in the same area of learning. Induction arrangements for some new part-time staff are ineffective.

Equality of opportunity**Contributory grade 3**

13. The LEA makes good use of its limited resources to start new project work and to enable partners to fund the early stages of local developments. This funding has led to effective support for new initiatives and provision for under-represented groups. For example, provision in two centres in rural communities and development workers to research local needs and market new provision. Research, which involved talking to existing learners, has led to a taster programme, followed by new courses. Funding has also been effectively used to improve accommodation in schools, to subsidise the costs of piloting new courses, and to subsidise course fees, childcare and travel expenses. In recreational sports, too few courses are aimed specifically at men.

14. The fee structure is inconsistent across the county. It is left to partners to determine fee policies in response to local circumstances. Some learners find the differences in charging systems unfair and confusing. For example, some learners in art classes find it too costly to pay the full year's fees in one instalment. In some areas, learners are able to pay in instalments.

15. The Council's equal opportunities policy is applied at the Gateway Education and Arts Centre and the LEA ensures that partners have their own policies. However, there are no checks on how effectively these policies are implemented. A complaints procedure operates at the Gateway Education and Arts Centre, but this is not applied to family learning projects.

16. Equal opportunities are not promoted effectively by all training providers and partners. The staff handbook at the Gateway Education and Arts Centre places too little emphasis on equal opportunities. Some learners in grant-aided provision are unaware of their rights and responsibilities. There is no staff training on equal opportunities, There is little guidance for tutors on support for learners or the identification of additional support needs. Some tutors effectively identify and meet the learners' needs, but this is not widespread. There is no analysis of learners' achievements by gender. There are no measures to ensure that courses attract and retain priority groups of new learners.

Quality assurance

Contributory grade 4

17. Quality assurance is weak. Some grant aid is used to develop quality assurance systems, but there are no established systems which enable the LEA to monitor the quality of the grant-aided provision. Some partners have adequate systems, but others rely too much on informal arrangements. The LEA gives no effective guidance on quality standards and there is considerable variation in quality arrangements across the partner organisations. Whether learners get a good initial assessment depends very much on where they are attending their courses. There are no measures to monitor the quality of provision in many areas of learning. There is no standard system for following up learners who are absent or at risk of dropping out of courses.

18. There is too little regular observation of teaching and learning and most partners have not yet introduced formal lesson observation. One partner has used its grant aid to fund lesson observations and a number of other training providers plan to do the same. Some lesson observations are conducted at the Gateway Education and Arts Centre and at colleges. However, the sample is too small and the practice too patchy to provide any evidence of positive improvements to teaching and learning.

19. Self-assessment is not an established part of the quality assurance process. A few training sessions have been run, but there is significant variance in the expertise of partner organisations in drawing up self-assessment reports. The Council has not followed up satisfactorily on identified weaknesses. It has not made sufficiently critical analysis of the overall strengths and weaknesses of the provision and of specific areas such as literacy and numeracy support.

20. Arrangements for course review and evaluation. A few FE colleges complete course reviews by collecting written information from tutors but this information is not used to make improvements in the planning or teaching of courses. Discussion with learners on the ICT libraries project are used to evaluate their progress. However, arrangements are generally casual and lack consistency and rigour.

21. Arrangements to obtain feedback from learners are adequate, and negative comments are usually acted upon. However, there is no summary analysis of messages from feedback to use in further planning. Usually, action is taken in response to an individual problem or request. For example, one training provider improved its heating system and another increased the provision of courses during the daytime. However, in many cases, no actions are taken after collecting learners' views.

AREAS OF LEARNING

Information & communications technology

Grade 3

22. There were 22 courses at the time of inspection, most of which were short courses of between five and 10 weeks. About two-thirds of the courses are in the evening, but none are held at the weekend. Subjects include basic computer introductory courses, photo imaging, Internet for beginners and desktop publishing. There are two courses leading to qualifications at level 1. Two development projects involve collaborative partners from colleges, schools and drop-in centres. Most courses are designed for learners that have not used a computer before and enable learners to progress to higher level courses. Almost all learners are over 50 and nearly all are women. Most learners are entitled to concessionary fees. Classes are held in college premises or local community venues and some use specialist adult and community learning centres or computer rooms that are used by school pupils in the day. Only three tutors teach for the LEA for more than eight hours each week. Most staff are qualified teachers and have substantial experience. Few tutors have attended training events or have received specific guidance on teaching in adult and community learning. None of the courses is run directly by the Council. One college runs about half of the total ICT courses.

STRENGTHS

- good achievement of main learning goals
- good resources
- effective measures to engage new learners

WEAKNESSES

- ineffective monitoring of progress
- ineffective identification of learners' additional support needs
- poor quality assurance of teaching and learning

OTHER IMPROVEMENTS NEEDED

- wider range of specialist equipment
- better advice and guidance on progression routes
- more opportunities for staff to share good practice

23. Many learners achieve their main learning goals. Learners make good progress from basic introductory courses to higher level courses. Many are using their skills outside the classroom in their homes or in the community. Achievements on accredited

courses are good. Learners achieve 100 per cent success on courses for absolute beginners. In one college, 45 per cent of learners who started a beginners course have gone on to the level 1 course. There are high pass rates on over 80 per cent of courses. Retention rates are very good on all courses, at around 96 per cent. Learners make confident use of their newly acquired skills and are able to apply this knowledge to new topics.

24. The ICT resources are of a high standard. In one centre, one of the ICT rooms has recently been refurbished using grant-aided funds. The rooms are appropriately decorated. Most centres offer a choice of rooms, and the most appropriate is chosen by the tutor taking account of class size and the mobility of the learners. Teaching aids are well designed and appropriate. In one centre, technical support is on hand and the technician assists the tutor throughout the session. The learning materials are generally of good quality and are designed by the tutors specifically to meet the needs of the learners. However, in one centre there are no photocopying facilities and no specialist resources for learners with additional needs, such as anti-glare screens, foot rests or document holders.

25. Tutors do not keep effective records of learners' progress. Learners and tutors do not keep their own records of progress made. Except on one course, learners are not encouraged to keep their work or to hand it in for marking unless they are on accredited courses. There is no initial assessment of learners' needs. Two tutors carry out a basic assessment of learners' existing ICT skills, but they do not keep records. At another venue a learning agreement is drawn up at the start of the course but is not used either by the learner or the tutor to inform the teaching. Instead it is sent to the learning provider. There is no assessment of learning support needs and little consideration of issues regarding the health of learners. For example, no arrangements have been made for special equipment for a learner with arthritis in the hand.

26. Many learners attend courses having heard about them from their neighbours and friends. Class times are arranged to suit most of the learners that attend. For example, one class starts at 1600 hrs to suit the parents of children at the school and elderly learners who want to get home in daylight. Individual centres market their own courses having identified the needs of learners in their local community. Information is posted around villages, in post offices, libraries, schools, newsletters and local papers.

27. There are effective measures to bring in new learners. Two separate development projects targeted at disadvantaged women and people over 50 respectively have successfully attracted new learners. The funding for a development worker has led to better knowledge of community needs and ideas about how these can best be met. The targeted groups are taking up the learning opportunities and many new learners are attending. During the inspection, around 80 per cent of the learners seen were new. At one centre, 30 of the waiting list of 53 learners were totally new to adult and community learning.

28. Learners attending courses run in libraries get good, impartial advice on

opportunities for progression. At one centre, learners can enrol at any time between 0900 and 2100 over a two-week period. Learners can also discuss their interests with tutors and this has encouraged many more enrolments. Informal initial advice and guidance is given. However, very little information is collected which would help tutors to offer additional learning support to those who need it. Not all tutors are sufficiently aware of learners' support needs. Although intended learning outcomes are usually recorded in schemes of work some learners do not receive sufficient information on what their course entails. Some learners scheduled to start a follow on course two weeks after the inspection not had information on what the course covers.

29. There is insufficient monitoring of the quality of teaching and learning. Most part-time tutors are not appraised and have no continuous professional development. Some tutors feel they are isolated and receive insufficient information from the LEA. Tutors have too few opportunities to meet and share good practice and resources, even those who are covering similar topics within the same time scales. Tutors are only aware of opportunities for progression in their own centres and have very little knowledge of other opportunities. There is no overall ICT strategy for the Council's provision. No targets are set for individual partners to meet the objectives of the adult learning plan. Feedback from learners is the only indicator to the tutor of the success of the course. The tutors are not systematically asked for their views. There is little evidence of any courses being changed as a result of the feedback.

30. Learners enjoy their courses and are keen to progress to higher levels, but not necessarily to accredited courses. Many use the skills they have learned in their personal and social life. For example, one learner is a singer at local care homes, and wanted to use ICT to produce large print song sheets. He is now able to do this and is now learning new skills to improve their presentation. The learners like the tutors and sometimes ask for the same one again when they go onto a higher level courses. They appreciate the opportunity to attend courses close to where they live, but are concerned about whether there are enough courses available locally. Some have to travel quite a distance to do the course they want. The courses are well advertised locally and the learners felt the enrolment process was easy and quick.

Good Practice

One tutor is offering a 30-minute drop-in facility before the class begins. This is designed to assist learners with any problems they are encountering during the session but also to help with personal issues such as purchasing a computer, accessing particular websites.

One tutor teaching an Internet for beginners group designed a web page specifically for the class. Learners were asked to access a given web page address and found their way to this web page. It was designed with a picture of the tutor and a welcome message for the learners congratulating them on successfully completing the exercise. Learners felt very encouraged when they reached this site and enjoyed the fact that the tutor had designed something just for them.

Hospitality, sport, leisure & travel

Grade 3

31. At the time of the inspection, there were 13 recreational sports courses. The range included a specialist sport course and more general keep fit, exercise and movement to music sessions. Most courses run termly, at different times of the day and evening. About a third of courses are run directly by the LEA. Collaborative partners provide the remaining courses. Many learners are over 50 years of age. Almost all are women. Although the courses range from very low aerobic impact to medium impact, there are few opportunities to progress to more demanding levels. The courses held in community venues are often repeated year on year. Instructors are part time and work between one and three hours each week.

STRENGTHS

- good teaching and instruction
- good individual achievements by learners

WEAKNESSES

- failure to meet the full range of learners' needs
- ineffective monitoring of the quality of provision

OTHER IMPROVEMENTS NEEDED

- better links to other sector provision

32. Learners know of the progress they are making through individual feedback from tutors, but these achievements are not measured formally or recorded. Learners are making satisfactory progress and gain physical, mental and social benefits. They develop improved posture, physical ability and mobility as well as an overall sense of well being. Instructors do not routinely monitor individual progress, but they do tell learners about improvements in performance. Learners set personal goals for achievement relative to their aspirations and level of motivation. Some learners measure their achievement by increased physical fitness and the amount of training they do. Other learners measure their achievement by the quality of their movement.

33. The quality of teaching and instruction is good. All instructors are appropriately qualified. Learning outcomes are linked to course goals rather than individual learners' needs. Schemes of work and lesson plans do not specifically cater for individual needs. However, instructors identify individual needs during lessons and adapt exercises, movements and actual body position to allow for individual learners' needs. In some lessons, the primary focus is on quantity and intensity rather than quality of

performance. There is little coaching on how to improve the quality of movement other than an emphasis on how to exercise effectively. However, tutors demonstrate appropriate techniques to learners, and often use humour to promote a good working relationship. Instructors encourage all learners. Learners attend these classes for a variety of reasons and judge for themselves whether their individual needs are met.

34. Specialist resources are satisfactory. Rooms used for recreational sports vary in quality, but are usually adequate. Some are carpeted temporary buildings which limit the type of activity possible. Others are purpose-built halls with appropriate sprung wood floors. Most learners bring their own exercise mats and drinks containers, and instructors bring equipment such as music players and tapes, mats and resistance bands. In a movement lesson, the tutor was accompanied by a pianist which considerably enhanced the potential to vary the pace and to try out movements to a number of lesser-known compositions.

35. There is insufficient initial assessment of learners' needs. Learners choose which course to attend after reading course leaflets. In many courses, there is no assessment of their current level of ability or fitness. Many learners have attended classes with the same instructors for several years. This enables the tutor to have a good knowledge of their abilities. New learners are given a gradual initiation into the regime with support from the instructors to ensure they do not attempt too rapid an increase in exercise levels. Some learners are referred by general practitioners as part of an exercise prescription scheme in the county. Instructors are not required to tell the general practitioners at the end of the programme what impact the course has had on the learners' overall health.

36. The programme of courses offered has remained largely the same for many years. A course is established when an instructor is available and there is an identified local demand. It continues to run until either the instructor is no longer available or the local demand falls below sustainable numbers. The LEA has no system to identify local needs. Learners in rural areas who identify local needs do not know how to go about securing provision. There are no courses specifically targeted at men. There are no schemes to promote exercise and its health benefits to mixed groups.

37. There are many course leaflets, which are included in centre brochures. They give a brief outline of the type of activity and its physical demands so that potential learners can determine whether it is appropriate for them. Guidance from individual instructors is only available at a centre when the course is running. There are few opportunities for progression to other courses other than a few which enable movement from low aerobic impact courses to higher aerobic impact courses.

38. The quality of teaching and learning is not thoroughly checked. Tutors and instructors are suitably qualified, but there is no qualified person to observe and assess the quality of classes or to support the development of the curriculum. There is no encouragement to instructors to update their occupational competence. There are no targets set by the LEA for the recruitment of learners or for the number of courses on

offer. There are hardly any men attending keep fit and general exercise development programmes. The LEA is not taking enough action to change this or to link programmes to sports clubs and more formal activities run through the voluntary sector. There are insufficient effective links between the Council's sport and recreation service lifelong learning strategy and the adult and community learning provision.

39. All learners are enthusiastic and appreciative of the courses. They find them challenging and feel that they meet their individual needs. They recognise the value of additional outcomes such as increased social opportunities and in many cases they organise their own lunches, trips and even holidays together.

Good Practice

One instructor enhances the provision outside the formal classroom session. This learning is focused on weight control, diet and nutrition. It gives learners a better understanding of the energy values of different foods as well as the impact of eating habits and metabolic rate on weight control. Learners learn a lot from these sessions. The instructor researches the topic well and conveys up-to-date information.

Health, social care & public services**Grade 2**

40. There are 26 classes in a broad range of subjects. These include yoga, Indian head massage, body image, Tai Chi, peak physique and body balancing. Most courses last for about 10 weeks, although there are shorter taster courses in body image and Indian head massage. The courses are held mainly in the evening, in centres throughout Shropshire. With the exception of a yoga foundation programme, courses do not lead to a qualification. There are courses for different abilities, particularly in yoga. There are a number of part-time tutors, most of whom work for the LEA for fewer than six hours a week.

STRENGTHS

- good progress and acquisition of new skills by learners
- good teaching to meet individual needs
- good accommodation and learning resources

WEAKNESSES

- insufficient attention to individual learners in large groups
- no prior assessment of additional support needs on courses not leading to qualifications

OTHER IMPROVEMENTS NEEDED

- more effective written records of learners' achievement

41. Learners make good progress in their lessons and learn many new skills. They achieve the learning objectives set by tutors in lessons. Many learners in yoga may initially find a pose difficult, but after guidance and practice can achieve the pose by the end of the lesson. Learners in Tai Chi are able to show that they have acquired new skills, such as the completion of a new sequence of moves. Several learners who have been attending for a number of years have achieved higher levels of ability. They demonstrate their prowess through their ability to hold postures and to complete exercises. Learners make good use of their knowledge outside of the class in regular relaxation exercises at home. Learning has made a difference to their lifestyle. For example, after a body image lesson, learners reported on the ways in which they had changed their dress and makeup to reflect the new positive ways in which they see themselves. Learners speak very highly of the courses and the tutors and attend regularly. Programmes are planned with clear learning objectives, although these are not always made clear to learners at the beginning of a lesson. There are no individual learning plans, although individual differences in learning needs are met within the

groups. The teaching methods are varied and are generally a balanced mixture of instruction, demonstration and exercises. The tutors check carefully to ensure that learners are working well together as a group. Tutors keep an eye on progress made by individual learners, except in very large classes. Learners are aware of their progress and what they have achieved. Some groups have a wide spread of ability but tutors are able to cater for individual needs.

42. The rooms in the Gateway Education and Arts Centre are large, well-lit and heated and provide a comfortable learning environment. The centre has wheelchair access and a lift. There are good visual aids such as whiteboards, flip charts, and overhead projectors. Accommodation in other centres is usually good, but a few village halls have inadequate heating. The tutors are appropriately qualified or are working towards gaining qualifications.

43. There are inadequate arrangements to assess learners' additional support needs before they join courses. There is no formal assessment of learners' previous knowledge, even though many learners with health problems are attracted to complementary health studies. The tutors ask new learners about their prior experience in the first lesson. If additional needs are identified by tutors, they are largely met. Learners' progress is assessed on the yoga foundation course, where learners are required to keep a diary. This is reviewed during each lesson and learners get feedback from tutors on their progress. Learners are asked to complete a feedback form at the end of each course and the results from this are collated and given to the tutor.

44. There is no systematic way in which the needs of the community are assessed. The courses on offer are largely determined by tutors offering to teach or at the request of learners. Courses continue where there are sufficient numbers of learners. Proposals for new courses are sought in the LEA's brochure and through suggestion boxes at the Gateway Education and Arts Centre. Times and levels of courses are discussed at the community education federation meetings to avoid unnecessary duplication. The courses are available at a wide variety of centres on different days and also at different times of the day and evening. There are few men on courses.

45. Learners are given clear information on courses and where they can get more advice from the tutor. There are no opportunities for learners to progress to more advanced levels except in yoga. Information on programmes offering opportunities for progression by other training providers is available.

46. The courses are reviewed annually and suggestions for new courses are welcomed. At the Gateway Education and Arts Centre there is an annual staff self-appraisal system where tutors meet with the centre manager to discuss feedback on their course. Staff are aware of equality and diversity issues and any concerns are discussed with the centre manager.

47. The staff appraisal system consists of a brief self-assessment questionnaire followed by an interview with the Gateway Education and Arts Centre manager. During this

interview, the learners' feedback forms are discussed. Staff development opportunities are limited to observing other courses and there are some opportunities to gain teaching qualifications.

48. Learners speak very positively about their courses, their tutors and the resources. They feel they have learned a lot from the courses and extended this beyond the classroom and into their everyday lives. They think that there are too few courses, especially in yoga. There is a shortage of classes held in the early evening.

Good Practice

Tutors think innovatively in order to accommodate the additional needs of learners. Tutors redesigned the exercises so that they could be carried out by a learner with disabilities while sitting on a chair. This meant that the learner could participate fully in the class. In two other yoga classes, the poses had been modified so as to allow elderly learners to use the support of chairs as they had balancing difficulties.

Visual & performing arts & media**Grade 3**

49. There are 58 art and craft courses. There are 20 courses, with some 224 current enrolments, in the LEA's direct provision at the Gateway Education and Arts Centre. Courses are held in the day and evening and at weekends. They vary in length from one-day workshops, to 30-week courses. The range of subjects includes watercolour painting, painting and drawing, embroidery, art history, and photography. The extensive range of craft opportunities includes pottery, jewellery, machine knitting, calligraphy, upholstery, stained glass, and traditional patchwork. Most courses attract a mixture of new and experienced learners. Most learners are aged 50 or over and are women. Many classes are held in small village halls and meet the needs of learners unable to get to other opportunities for learning. Many tutors organise trips to museums and galleries for their classes.

STRENGTHS

- good practical skills shown by learners
- very effective lesson preparation by tutors
- extensive range of classes in rural communities
- good-quality resources at the Gateway Education and Arts Centre

WEAKNESSES

- unclear learning goals and insufficient challenge for some learners
- insufficient equipment and specialist resources in grant-aided provision
- insufficient pre-enrolment advice and guidance
- no effective initial assessment and individual learning plans

50. Learners develop a good standard of practical skills in art and crafts. They try new approaches and techniques in response to the ambitious projects set by their tutors. For example, in a watercolour class learners worked with large brushes and salt techniques to develop more lively and expressive work. Most develop their skills for their own pleasure and benefit, although some are developing commercial and professional opportunities. Some learners accept commissions for upholstery, knitted garments and for selling and exhibiting paintings. Many learners comment on how important their learning has become for them. Although the work set is often challenging, they also find it relaxing and invigorating. A good social atmosphere is generated by tutors in most classes. Many learners welcome the opportunity to develop new skills. For example, one young adult in a sugarcraft class exceeded her personal expectations and gained in confidence in the process by making a delicate spray of flowers. Classes are well attended.

51. Most tutors go to considerable lengths to prepare for their lessons. They bring a wide range of learning materials, tools and visual examples, books and slides to stimulate learning. In a number of painting and drawing sessions, tutors arranged still-life sets for drawing and painting. These reflected the course aims and often involve elaborate arrangements of flowers, vases, and richly coloured materials, all of which are brought from home. Tutors find the right balance between challenging learners to explore more professional approaches while still carefully respecting learners' personal interests. In less successful lessons, tutors do not challenge learners sufficiently to explore new subjects, but allow them to remain focused on a narrow range of topics. These learners repeat tasks which they feel safe with rather than exploring new ways of working. Tutors are well qualified and bring to their teaching a love of their subject, which inspires learners.

52. The teaching and learning resources at the Gateway Education and Arts Centre are of a very good quality. Teaching facilities are further enhanced by the professional gallery space in the building which offers a stimulating programme of exhibitions of contemporary artwork.

53. There is insufficient initial assessment to identify the previous experience and needs of individual students and to draw up individual learning plans. In most classes there are no written records of progress and all feedback to learners is verbal. Advice on the progress learners are making with their work is given through the individual teaching. A few tutors keep a written weekly record of learners' progress.

54. There is an extensive range of courses, many of which are held in isolated communities. In addition, many learners travel a long way to find the course that best suits their needs. There is insufficient pre-enrolment advice and guidance to learners in grant-aided provision. There is insufficient information for learners on opportunities for progression.

55. The courses at the Gateway Education and Arts Centre are well managed. Part-time staff are supported through planning meetings, and given support with teacher training if they need it. Learners on courses at the Gateway Education and Arts Centre are invited to complete questionnaires. The management of the courses offered by collaborative partners is uneven in quality. Some tutors are not well supported. Some are left to organise rooms and equipment without any support. Classes depend too much on the enthusiasm and dedication of the part-time staff for their success and continued survival. These tutors often bring their own tools and equipment and provide specialist materials for learners. They often use their own equipment and sell materials directly to learners without any formal financial procedures.

56. Learners speak highly of the provision. They value the opportunity to gain new skills and the social benefits of joining classes. They recognise the support and dedication of the tutors. Some learners in a few centres are concerned about having to pay fees for a whole year's course in one instalment.

Poor Practice

In one jewellery class held at a college, there was no specialist equipment or workshop space. The class was accommodated in a ceramics studio. Learners relied on the tutor to bring all of the required tools and an enamelling kiln. The skills taught were peripheral to jewellery, such as plaster cast and papierre mâché work, and copper enamelling. No metal shaping or casting or soldering could be taught. This lack of equipment limited the range of skills that could be learned.

English, languages & communications**Grade 4**

57. There are thirty-two language courses in seven modern languages. These include Japanese and Welsh as well as popular European languages. The two classical languages of Latin and ancient Greek are also offered. Slightly more than half of the classes take place in the evening. Most courses run for 10 weeks. Some shorter courses and tasters are run during the summer. Most courses do not lead to a qualification. There are 148 enrolments at the Gateway Education and Arts Centre. Most learners are over the age of 35. Courses occur mainly as a result of prospective tutors offering to teach a class. Italian has been reintroduced because of learner demand but apart from this the range of languages is the same as in the previous year. There are 18 part-time tutors, most of whom work for the LEA for under six hours a week.

STRENGTHS

- good learning environments in most centres
- good consideration of learners' needs when setting up courses

WEAKNESSES

- insufficient assessment of learners' needs and prior knowledge
- insufficient monitoring of learners' progress
- insufficient guidance and support for learners
- inadequate professional support for tutors

58. Learners achieve their main learning goals in about half of modern language classes. When stimulated by interesting and imaginative teaching, learners are challenged to exceed their own expectations. Many are able to apply their newly acquired skills outside the classroom, when they go on holiday, and can handle situations such as exchanging goods in a shop or changing their travel arrangements. Even in the classical languages of Latin and Greek, some learners are reading additional texts competently outside class for their own pleasure. In all languages, most learners can demonstrate their new skills adequately in the classroom. However, a few are confused by the unclear structure to their course. They struggle with grammar and vocabulary and find it difficult to relate what they are learning to the outside world. They are frustrated by the lack of opportunity to practise speaking, and learn slowly. These learners make very slow progress. Learners who drop out of learning are not followed up and encouraged to return.

59. There is some good teaching and learning in modern foreign languages which caters for the individual needs of learners. Some tutors are skilled in getting accurate

responses from learners, as well as providing them with opportunities to work together and learn from each other. These tutors encourage learners by praising their efforts and guiding them on ways to improve. For example, one learner was given an extra exercise to do at home to improve understanding of grammatical relationships in simple sentences. The more confident learners make satisfactory progress. However, too many tutors fail to stimulate learners, and do not plan adequately to meet the needs of all learners. They rely too much on course books and use very few additional learning resources to enliven their teaching. Very little use is made of the target language to reinforce learning. Some tutors devote too much time to individual learners while other learners wait with nothing to do. Some tutors are unable to answer learners' questions adequately and accurately. This frustrates learners, many of whom blame themselves for their slow progress.

60. Many centres offer a very good learning and social environment. Furniture and the layout of rooms supports effective learning. In one centre, learners can make a hot drink during the lesson, and this adds to the relaxed atmosphere. Other good features include arrangements for learners to borrow books. There are video and tape players in many centres, although their use must sometimes be booked in advance. A few centres are not conducive to effective learning. For example, in one centre the tutor is not allowed to move furniture and the classroom is not set out appropriately for learning a language. In another centre, school staff left clear instructions that the whiteboard was not to be used and that their work was not to be deleted. This denied tutors access to an important way of reinforcing learners' understanding of essential vocabulary.

61. There is too little initial assessment of learners' needs, interests or levels of ability. Although some learners switch to more appropriate levels, others may have to repeat beginners' courses after a year of study. Their presence in beginners' classes adversely affects new learners who initially lack confidence in the use of the language. There is no systematic assessment and monitoring of learners' progress. Programmes are followed without due regard to the amount of progress learners are making. There is insufficient account taken of learners' diverse needs in planning courses. There is no mechanism for identifying and addressing needs for learning support when learners have started on a course. Centres have responded positively to learners' views by introducing a range of non-accredited language courses in place of accredited courses. In one centre, extra Spanish classes have been provided to cope with demand, and in another, an Italian tutor was taken on in response to demands from prospective learners. In 2001, a survey was carried out by one further education college to identify learning needs in the local community. The identified need for more daytime provision has not been met because of a shortage of tutors and pressure on space available. Most languages are offered at beginner levels, and there are no plans which would enable learners to progress beyond this. There are few clear learning paths for some of the most popular languages, such as Spanish and Italian. In most cases, tutors are insufficiently aware of what is being offered elsewhere. There is no coherent plan to provide a complete programme in any language.

62. There is insufficient detailed information on languages courses. Course levels are

not always specified until learners turn up to the class. There is no clear definition of language levels. There are no arrangements for learners to receive advice on finding the appropriate levels before the course starts. There is very little advance information on what learning a language involves or on how much time is needed to make good progress. Many learners have false expectations of what they may reasonably achieve in the time they have available. There are some measures to help learners cope with financial hardship.

63. There are opportunities for tutors to gain teaching qualifications, but tutors are not required to be qualified teachers. Currently, tutors are expected to identify their own learning needs. Many tutors know too little about opportunities for staff development and of the value of becoming members of professional organisations. Some are not sure that they are entitled to training because they work part time. Tutors rarely liaise with their managers when planning their course. There is no one with responsibility for the co-ordination of languages. Tutors have little awareness of the LEA's priorities and plans for the service. Few tutors have attended any staff development. There are few formal procedures for observing lessons.

64. Learners like the encouragement they receive from their tutors. Some learners have come to classes for the first time since leaving school and report that it took a good deal of courage to enrol. The good support from tutors makes them able to do considerable challenges without feeling inadequate or foolish.

Foundation programmes

Not graded

ICT library project

65. Pre-entry level ICT is offered by the LEA through grant aid to the library service to widen participation by new learners. Intending learners can get advice from library staff or can obtain more information from leaflets about the project. Learners are entitled to up to two one-hour sessions in Shrewsbury Library. These projects were too new for inspectors to gather a wide enough range of evidence for grading purposes.

Work with learners with learning difficulties and/or disabilities

66. The LEA offers courses for learners with learning difficulties and/or disabilities through grant aid to partner organisations. These are all colleges of further education. All programmes are non-accredited and vary in length. Some learners with learning difficulties and/or disabilities are attending mainstream courses. Those learners on these courses seen by inspectors were offered good support.

STRENGTHS

- increased participation by new learners through library project
- effective use of feedback from learners on library project in self-assessment

WEAKNESSES

- inadequate curriculum to meet needs of learners with learning difficulties and/or disabilities
- inadequate opportunities for learners with learning difficulties and/or disabilities to develop new skills
- poor progression opportunities for learners with learning difficulties and/or disabilities
- unsatisfactory assessment of learners' needs

ICT library project

67. Lesson plans clearly outline topics to be covered at each session but do not identify individual learning outcomes. Tutors adapt their teaching to take account of the needs and interests of learners. Tutors use appropriate ways of measuring learners' progress during lessons. Learners make progress and gain confidence in their own abilities. They are given the opportunity to evaluate their own performance at the end of the lesson so they are aware of the progress they have made. They are highly motivated and value the sessions. They receive good information, advice and guidance from tutors on locally

available progression opportunities. The advice is tailored to reflect learners' preferences, their ability and what they want to do in the future. All learners are asked to complete a feedback form at the end of lessons. Good use is made of this information to plan subsequent sessions. The information from feedback is used by the LEA in its self-assessment process.

Work with learners with learning difficulties and/or disabilities

68. There is poor planning to meet learners' individual needs. There is ineffective prior assessment of learners' needs. There are no individual learning plans. The reports from carers that are made available to some tutors are not adequately used in planning. Schemes of work and lesson plans are poor and are based on completing tasks. They do not identify individual short- and long-term learning goals. There is poor planning by tutors. Some learners are left in class without any tasks for long periods of time. In one class, two learners had nothing to do for the first half hour of a two-hour session. Once a task is set, learners get individual attention from tutors to keep them working. Personal support staff who accompany learners are not always briefed about the learners' tasks. In one lesson, three support staff sat apart from learners and did not get involved in the learning.

69. Some learners are insufficiently challenged by the tasks they are set, which are often repetitious. In less effective sessions, tutors demonstrated the task rather than teaching learners new skills. There is some good practice using pictorial worksheets. In one cookery session, the recipe being used was shown in pictures so that learners could easily follow it independently. Reviews of progress are infrequent. Learners do not have their own files with evidence of completed work and progress made. There is little evaluation of learning by either tutors or learners. Learning goals are not set by tutors. Evaluations at the end of the lessons are too irregular and do not give learners sufficient information on their progress. There is some good learning in practical sessions. For example, clay tiles have been made and are displayed in the learners' residential accommodation.

70. Some learners attend classes to meet new people rather than to learn new skills. Many have been attending for a number of years and there is insufficient attention given to progression on to new courses which could offer qualifications. There is a narrow range of learning opportunities for learners with learning difficulties and/or disabilities. Those available are mostly practical classes and give too few opportunities to progress. Most of these learners live in residential care and attendance at lessons is used as a reward for good behaviour. In one class observed, some learners were absent because unacceptable behaviour had been reported by staff on that day. There are no LEA-supported courses leading to a qualification for learners with learning difficulties and/or disabilities.

Good Practice

During the first discussion, project staff help learners attending the ICT at the Library project to identify their learning goals and then plan sessions. For example, one learner had a particular interest in Bermuda Toads. This interest was used as a focus to practise search techniques on the Internet.

Family learning**Grade 3**

71. The range of family learning opportunities includes literacy and numeracy courses and workshops, 'Keeping up with the children', and several new taster sessions and short courses. In addition there are courses for young fathers, and parent and children courses in music, drama and exercise. Courses are held throughout the county in schools and at the Gateway Education and Arts Centre. There are currently 93 adult learners and approximately 90 children taking part. Of the adults, only six are men. Nearly all learners are parents aged between 20 and 35 and there is a small number of grandparents. Courses are held during the day and during the school terms. One class takes place on a Saturday morning. Courses in family literacy and numeracy lead to a qualification. Adults are able to progress to other family learning courses at the same level or to local Further Education colleges. There are two extra courses on offer in the current year and plans for future growth. A part-time co-ordinator leads on budget control, curriculum development and quality assurance.

STRENGTHS

- good achievement of learning goals
- frequent achievement of unexpected learning outcomes by learners
- good teaching and learning
- good learning resources

WEAKNESSES

- insufficient records of initial assessment
- uncertainty of learners about opportunities to gain qualifications in literacy and numeracy
- narrow curriculum and too few opportunities for progression
- inadequate initial guidance to learners

OTHER IMPROVEMENTS NEEDED

- more support for staff in grant-aided organisations
- better childcare facilities at Gateway Education and Arts Centre
- better data collection and analysis

72. In most lessons, learners achieve their planned learning objectives. There are many examples of how parents are better equipped to help their children learn after attending courses. There are good retention rates on most courses. Many learners become more effective parents, are more confident and better able to manage their own learning.

These unexpected outcomes are in addition to their original learning goals. Learners also improve their own literacy and numeracy skills.

73. Good teaching is leading to effective learning. Lessons are well planned, with clear learning objectives which are shared with learners. Tutors make sensitive use of learners' prior knowledge to understand their needs. They use questioning and praise effectively to move learning forward. At times there is too much reliance on the use of worksheets for adult learners. Challenging individual goals are not always set. Tutors know their subjects well and understand the education system in schools. They are aware of how to support adult learners. They use a wide range of teaching methods to cater for different learning styles.

74. There is a good range of resources. Learning resources are appropriate for the learners and suitable for the tasks set. Accommodation provides a satisfactory learning environment. There are no crèche facilities and a lack of resources at the Gateway Education and Arts Centre for parent and toddler music and drama courses. Staff are appropriately qualified.

75. Initial assessment often takes place informally in courses not leading to qualifications. It is carried out sensitively with sometimes reluctant adult learners. The results of initial assessment are not always recorded or used to help shape the learning programme. Assessment does not provide any useful benchmark against which to measure progress or achievement. There are no means for measuring progress in non-accredited programmes. Individual learning plans are not used. Evaluation activities take place at the end of courses and some changes have been made to subsequent courses as a result.

76. There is a very narrow range of family learning provision. Course content is discussed with schools to make sure that it is relevant to locally identified needs of learners. However, course levels and aims are not always appropriate. There is effective planning to make sure that learners' interests are reflected within courses. Schedules of work allow for flexibility within the overall aims of the programme. Learners often have little choice of further courses other than learning support courses or ICT. A 'Young Dads' course has been set up specifically to begin to deal with the lack of male involvement in family programmes.

77. There was very little initial guidance given to learners and no advice on progression opportunities. Learners are unclear about what to do at the end of a course. Courses designed to help parents keep up with their children provide a means of adults identifying their own literacy and numeracy needs. Learners are unclear about opportunities they may have to gain qualifications in literacy and numeracy.

78. Programmes are linked to school development plans. Family Learning is often the only adult education available locally. Policy or strategic objectives do not planning for the targeting of provision. There is little data collection and analysis. No data are collected on learners' specific learning difficulty or disability. New quality assurance

systems are having some impact on the quality of learning. Tutors value the termly staff development sessions organised by the LEA. Tutors are involved in planning these and influencing content.

79. Learners gave many examples of the programmes as having a positive impact on their own and their children's lives. Learners are unclear about opportunities for accreditation in literacy and numeracy programmes. They are concerned by the lack of progression opportunities from the programmes and the lack of choice of subject areas in family learning.

Other adult and community learning**Grade 2**

80. At the time of inspection there are 29 music and dance courses running at nine centres throughout the county. Very few have any form of accreditation. About two-thirds of the classes are music-based and include tuition at beginners, improvers and advanced levels in piano, clarinet, saxophone and guitar. There is a chamber orchestra and a choir as well as solo singing classes. The dance provision includes classes in salsa, modern sequence dancing, jazz dance, circle dance and dance fitness, although there are not the same opportunities for progression as there are in music. There is little provision for drama. Classes run during the day and evenings mostly for 30 weeks a year. Most of the learners are over 50. About three-quarters of the classes are directly run by the LEA at the Gateway Education and Arts Centre.

STRENGTHS

- good additional learning opportunities through extra-curricular activities
- good teaching and learning
- wide range of provision in music and dance

WEAKNESSES

- insufficient resources for group piano classes
- insufficient opportunities for learners to extend their skills through performance

81. Many learners are able to acquire new, often complicated, techniques, which is attributable to their tenacity and determination. Many dance learners have had no previous experience and are attending classes for the first time. Similarly, music students are learning difficult new songs and are able to interpret lyrics with insight and maturity. Learners in a class on Modern European writing are able to analyse obscure concepts with much perception. In all instrumental classes, apart from piano, learners are required to have access to an instrument. They have a good grasp of the vocabulary and technical terms of music and know how to apply them.

82. Much of the teaching is very good. The excellent relationships between staff and learners motivate learners and in several classes it was apparent that learners knew more, or could do more, at the end of the class than at the start. Tutors working with older learners persist in encouraging learning, and failure or inability to fulfil tasks is not accepted. Through the perseverance of staff, learners often find that they have achieved what they did not originally think possible. However, in music classes, there is some reluctance by learners to work towards a performance which would enable them to demonstrate their skills in front of an audience. Not all tutors offer learners sufficient direction. For example, in a dance lesson, the tutor was concerned that learners were not following the routine but did not like to insist that learners used wall mirrors to

check on the accuracy of their movements.

83. Most resources are good and support learning. Staff are well qualified and have valuable vocational experience to enhance their teaching. The Gateway Education and Arts Centre is a very suitable environment for the performing arts. The exception is in group piano classes where five students at a time are taught keyboard skills but on only one piano. This inhibits learners from making quicker progress. The well-equipped drama studio is regularly used by outside companies.

84. Staff carefully keep their classes informed of progress verbally, but there are no formal assessment strategies. Learners wishing to enrol for the chamber orchestra must have reached a grade 3 before they can enrol, but this is the exception. There is no identification of previous knowledge or ability in any other classes and identifying learning support needs is regarded as the responsibility of the learner.

85. There is an extensive range of courses in music and dance and most learners have the opportunity to study at a time most convenient to them. In some instrumental classes there is opportunity for progression. Given the high proportion of older learners daytime classes are popular. Apart from the active play reading class there is no drama provision.

86. Course leaflets often have insufficient detail and give little information other than time, place and cost.

87. Part-time tutors have insufficient opportunities for staff development, but there are twice-yearly meetings to which all staff are invited. Arrangements for the observation of teaching and learning are not sufficiently clear to tutors. Some tutors do not get sufficient feedback on their performance. Occasionally, centre managers observe classes. Tutors are unaware of the LEA's priorities and have little contact with the centre managers, although when they do, they receive support and encouragement. There are mechanisms for review and evaluation through course questionnaires. However, learners complain that their suggestions for improvement are not acknowledged, and not dealt with.

88. Learners thoroughly enjoy their classes and the extra-curricular opportunities that regularly occur. Learners in the modern sequence dancing class enjoy social activities such as regular dinners and charity events, external visits and even a three-day dancing holiday. Similarly, learners from circle dancing appreciate the opportunities to have their experience extended through folk activities such as fairs, singing, arts and crafts, most of which are organised by the tutor. The social benefits from such classes are considerable.

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.