

INSPECTION REPORT

City of York LEA

10 February 2003



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

City of York Council's adult education service is part of City of York Local Education Authority and manages part-time adult and community learning directly at over 70 centres across the city of York. Courses inspected were in information and communications technology, hospitality and sport, visual and performing arts, modern foreign languages and community and family learning. City of York Local Education Authority offers courses in a number of other areas, but they had too few learners to be inspected. At the time of the inspection, there were 1,336 enrolments. During 2001-02 there were a total of 5,680 enrolments. City of York Local Education Authority also has a significant range of courses leading to qualifications which are funded through a franchise with a local college. These courses were not within the scope of the inspection.

Overall judgement

The quality of the provision is adequate to meet the reasonable needs of those receiving it. Information and communications technology, hospitality and sport, visual and performing arts, modern foreign languages and leadership and management are all satisfactory. Community and family learning is good. Equal opportunities and quality assurance are unsatisfactory.

GRADES

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

Areas of learning	Grade
Information & communications technology	3
Hospitality, sport, leisure & travel	3
Visual & performing arts & media	3
English, languages & communications	3
Community action	2

KEY STRENGTHS

- good teaching
- good achievements
- effective action to widen participation in community learning

KEY WEAKNESSES

- weak operational management
- poor planning of current programmes
- insufficient use of data to bring about improvements
- no monitoring of equal opportunities

OTHER IMPROVEMENTS NEEDED

- better sharing of good practice

THE INSPECTION

1. A team of nine inspectors spent a total of 45 days at City of York Local Education Authority (the LEA) in February 2003. They interviewed 378 learners, observed and graded 52 learning sessions and made 33 visits to learning venues. They held 30 interviews with the LEA's staff and 15 interviews with members of staff from other organisations. Inspectors examined a range of documents including learners' work, individual learning plans, curriculum paperwork, promotional literature, policies, development plans, minutes of meetings and strategic planning documents.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	0	1	3	4	0	0	0	8
Hospitality, sport, leisure & travel	0	7	5	2	0	0	0	14
Visual & performing arts & media	0	7	4	2	2	0	0	15
English, languages & communications	1	2	5	0	0	0	0	8
Community action	1	4	1	1	0	0	0	7
Total	2	21	18	9	2	0	0	52
per cent	78.85%			17.31%	3.85%			

THE PROVIDER AS A WHOLE

Context

2. City of York Council became a unitary authority in April 1996. Most of the population lives within the urban area of York although some live in the surrounding villages. The unemployment rate is low at 1.8 per cent, compared with the regional average of 3.7 per cent and the national average of 3 per cent. The proportion of people from minority ethnic groups in the area is also low at 1 per cent, compared with a regional figure of 4.4 per cent and the national figure of 6.2 per cent.

3. The LEA's adult education service is funded through a contract with the North Yorkshire Learning and Skills Council (LSC). It is based at one of the council's offices in the centre of York. Only a very small part of its provision associated with the community learning sessions is subcontracted to other providers. The rest of the provision is provided directly by the LEA's adult education service. The LEA uses 70 venues across the whole of the York area, most of which are schools. During 2001-02, the LEA ran a total of 693 different courses. Of these, 225 led to a qualification and were run on behalf of York College, but are not within the scope of the inspection. These courses provide progression routes for many of the learners who are taking courses which do not lead to a qualification. During the previous year 729 courses were run, of which 224 led to a qualification. Despite the reduction in the number of non-qualification courses between the two years, the number of enrolments increased from 5,009 to 5,680. Seventy-five per cent of learners are women. The levels of retention in each curriculum area are good and vary between 84.9 per cent and 93.2 per cent.

4. There are many courses in information and communications technology (ICT), visual and performing arts and the areas of sport, and food and drink. Attendance rates are good. During the inspection, the average attendance rate was 83 per cent.

Adult and Community Learning

5. The quality of teaching is good. Seventy-nine per cent of observed learning sessions were graded as good or better and over 96 per cent were satisfactory or better. Retention rates are good with over 80 per cent of learners completing their courses. There is little data on achievement rates. However, interviews with learners suggest that learners achieve their own personal objectives as well as those set by the teacher. The adult education service (the service) is active in the promotion of adult learning in York and works with a number of organisations for the benefit of its learners and the wider community. It has been particularly successful in widening participation in learning through its community action programme.
6. The LEA communicates effectively with over 270 part-time teachers, many of whom work for the LEA for only 2 hours each week. The teachers were given the opportunity to contribute to, and comment on, the self-assessment report.
7. The LEA offers courses in a wide range of areas although there are some significant gaps in the provision. In most curriculum areas, learners can progress to qualification courses through a partnership arrangement with a local college of further education. In a number of areas, however, there are not enough courses run in the summer term and insufficient courses to allow for learners to progress without taking a formal qualification. In most curriculum areas, the programme has largely been determined by tutors and existing learners with little consultation with the local community.
8. There is limited promotion and monitoring of equal opportunities. Many learners are unaware of the process to obtain additional support. No data are collected to monitor the effectiveness of the equal opportunities policies and practices. Quality assurance procedures are mostly informal and are not thoroughly or consistently applied. Most teachers are appropriately qualified, but the lesson observation system is inconsistently used.

LEADERSHIP AND MANAGEMENT

Grade 3

9. The service is managed by the head of service who reports to the city council's director of education and leisure and assistant director of education and leisure. He is supported by the family learning and basic skills manager, the quality assurance and staff development manager and the service administrator. The family learning and basic skills manager has a team of 41 part-time staff consisting of a crèche co-ordinator, four outreach teachers, 30 crèche staff and 16 teachers. There is a post of family learning organiser which is currently vacant. The head of service manages three full-time area managers who are responsible for the courses which are not a part of the community or family learning programmes. Each has operational management responsibility for one geographical area. They also act as curriculum managers for one of the curriculum areas offered by the LEA. The family learning and basic skills manager is also a curriculum manager, as is the quality assurance and staff development manager. Curriculum managers are responsible for making recommendations to the quality assurance improvement team about the curriculum offered across the city. There are four curriculum support tutors who act as first point of contact for the teaching staff in their specialist areas. They are currently managed by the quality assurance and staff development manager. There are over 270 teaching staff who are part time with hours varying from two to 12 hours a week. The current management structure of the service was introduced in September 2002. Before that, there were seven heads of centre who determined the curriculum offer in each centre. There was little co-ordination across the city.

10. The adult education's strategic plan is contained in the adult learning plan. This is completed by the head of service, who works with the director of education and the assistant director of education. The head of service is responsible for its implementation.

STRENGTHS

- productive partnership working
- good communication with teachers
- effective action to widen participation in community programmes
- consultative self-assessment process

WEAKNESSES

- weak operational management
- poor match between strategy and range of programmes offered
- no promotion of equality of opportunity
- insufficiently thorough implementation of quality assurance processes
- insufficient use of data to bring about improvements

OTHER IMPROVEMENTS NEEDED

- better monitoring of actions identified in meetings
- better staff appraisal and performance management of part-time teachers
- better promotion of equality of opportunity

11. The LEA works very effectively with a number of partners for the benefit of its learners and the wider community. For example, 'Future Prospects' was formed to be a focal point for information about learning opportunities for adults across the city of York, regardless of the provider. City of York LEA is considered to be a key partner in this initiative. 'Future Prospects' now also offers support for learners who have additional needs, although this has not fully taken effect yet. The LEA was also key in the formation of the 'Building Bridges' project, which works with minority ethnic communities in York on a range of issues including learning opportunities. The head of the LEA's adult and community learning service is an active member of the local lifelong learning partnership. The LEA is a key partner in the 'Supporting Adult Lifelong Learning in York' project which provides additional advice and guidance for adults wishing to further their education. The relationship that the LEA has with York College is also very beneficial. Through a franchising arrangement it offers a range of accredited courses which adult and community learners can progress onto. The LEA's self-assessment report recognised this as one of its strengths.

12. The LEA employs over 270 part-time teachers, many of whom teach for only two hours each week. Communication with teachers is particularly good. There is a newsletter every half term and a number of appropriate meetings which many tutors find useful. Teachers are well informed and also feel able to use these mechanisms to inform the management of their views. They are aware of many of the strategic partnerships that the LEA is involved in. Appraisal and performance management of teaching staff is linked to lesson observation and the feedback to the tutor includes the identification of training needs. Only full-time staff and those with substantive posts are appraised annually.

13. There is a great deal of good teaching. Almost 80 per cent of the sessions observed were good or better. Approaches to managing the learning processes vary significantly between different areas. This weakness was not identified in the self-assessment report. The LEA introduced a new structure five months ago which has had very little effect and there is still some confusion about the roles and responsibilities of some of the new posts. A number of important functions are controlled locally by the areas, with little reference to the LEA's management. For example, complaints are dealt with by every area in a different way. At present the LEA does not keep information about the current number of learners. Areas give this information to the LEA at the end of every term and the LEA is not able to monitor the performance during the term. It uses a series of forms to record a range of information such as learners' and teachers' objectives about the courses which are offered. These forms are not used consistently across the LEA. There is no co-ordination of the checking of venues to ensure that they are appropriate. While teachers are given some guidance on the writing of schemes of

work, there is little reinforcement and no checking that teachers have produced an appropriate scheme of work. There is no guidance on lesson planning and there is a wide variation in approach. There is a standard induction process for learners, but this is inconsistently applied. Similarly, the monitoring of learners' progress is inconsistent as is the use of assessment of learners' prior knowledge. The LEA runs a range of staff development opportunities for their part-time teachers in areas such as equal opportunities, but there is no obligation on teachers to attend and attendance is poor.

14. Strategic planning is satisfactory with an effective mechanism to ensure that the strategic plan for adult and community learning meets the broader objectives of the education department and the City of York Council. The current mainstream programme of courses was planned during 2001-02. The programme was determined by considering which courses were successful the previous year, by asking tutors what courses they wish to teach or by asking existing learners which courses they want. There was very limited consultation of local communities. This was mostly through taster days where potential learners could try out an area for two hours without committing to the whole course. However, these have had only a minor effect on the programmes and there are clear gaps in the provision such as non-accredited courses for learners in visual and performing arts. There is currently no clear rationale for the programmes offered. The LEA, however, has recently introduced a new approach to planning its programme where it consults more widely and considers the provision across the city.

15. Meetings are well recorded and appropriate actions are identified, but there is no method of ensuring that these actions are carried out. There is insufficient monitoring of the actions to improve the effectiveness of the meetings.

16. Currently the LEA provides little additional support for numeracy and literacy for learners who are not on basic skills courses. However, working with a partner organisation, the LEA has recently been able to offer a wide range of additional support for learners including assistance with numeracy and literacy.

Equality of opportunity**Contributory grade 4**

17. The LEA has widened participation in learning in its community action programme, but this accounts for under 10 per cent of the adult and community learning offered. This has been through a range of successful partnerships and by actively involving local communities in the development and location of programmes. Learning is offered in deprived areas and communities are consulted about their particular needs. Many barriers to learning are overcome by the team of outreach workers and the use of local partnerships to provide advice, guidance and support in the community. Many tutors are creative in their approach to learning, and produce a relaxed atmosphere where learners can develop basic skills. Family learning programmes are designed to build on community skills and are located in schools and community venues throughout the city. Crèche or childcare provision is available for all family learning projects. Some classes are offered at a football club to attract men, and others are provided for specific groups such as the traveller community. Successful courses are held in venues such as residential care homes for the elderly and centres for the homeless. The LEA has revised its disability policy and is carrying out an audit of all premises. There are adequate access arrangements to most sites for learners with restricted mobility. There are problems with access to some older buildings and community venues, but arrangements are made to accommodate learners who have disabilities when these are identified. For example, by relocating classes to the ground floor and purchasing additional equipment and more appropriate furniture. Additional support is available for learners, but some do not know how to obtain professional guidance.

18. The service does little to promote equality of opportunity. There is no mention of equal opportunities in the literature or in advertising and recruitment. Little work has been carried out, other than in community and family learning, to attract a more diverse range of learners, and there has been no audit of learning materials. Most learners are women. The LEA does not systematically collect data on gender, ethnicity, age, disability or postcode and is unable to monitor the recruitment and retention or achievement rates or to set targets for performance. The LEA has taken satisfactory steps to implement the most recent legislation on equal opportunities. An equal opportunities working group has been initiated although it has had limited effect so far. All staff have a tutor handbook, which includes information on equal opportunities, but there is no monitoring to check how it is used. There are considerable variations in staff awareness of the implications of equal opportunities. Equal opportunities training has been offered to staff but attendance was poor. The LEA has a complaints procedure and complaints are processed at the three main centres. Senior managers do not effectively monitor the complaints and there is no overview or analysis across the service.

Quality assurance

Contributory grade 4

19. The LEA produced its second self-assessment report in October 2002 and the process was consultative. All tutors produced a report on their courses and they were then summarised by area managers into area reports which contributed to the service's overall report. All staff and a number of key partners were invited to comment on the draft report, and changes were made as a result of this consultation. The LEA and the local college have a reciprocal arrangement where the quality assurance manager from each institution joins the validation panel for the others' self-assessment report. The report is structured clearly and there is a detailed development plan to deal with the weaknesses identified. There has been a strong focus on improving the quality of the learning provision over the past two years. However, managers recognise that considerable progress still needs to be made. The self-assessment process has helped the City of York LEA and its partners to reflect on the provision.

20. Inspectors grades matched those for the curriculum areas, but they identified that the judgements in the self-assessment report were not sufficiently self-critical or evaluative.

21. The service has some well-established quality assurance procedures, including a student end-of-course survey, lesson observation and an internally devised system which evaluates the success of learners in meeting the learning outcomes specified by tutors. However, these processes are not implemented consistently and there is inadequate monitoring of the processes by managers. Some staff are unfamiliar with quality assurance processes and the learning outcome system does not focus sufficiently on quality improvement. The service has recently reduced the number of end of course questionnaires which are analysed. Currently only 10 per cent of the learners responses are surveyed. In some areas, the teaching observation system provides useful feedback to help tutors improve their teaching, and the system has been used effectively to identify future training needs. In other areas, the observation has been carried out by tutors who do not have appropriate subject knowledge and some weaknesses have not been identified. Standards of practice are inconsistent in a number of operational areas such as progress reviews and induction, lesson planning and initial assessment. Learners are not given consistent advice and information about learning opportunities. Inspectors identified examples of poor practice in health and safety, particularly in relation to sport and leisure, where risk assessments are inadequate. The LEA is not aware of this poor practice. Opportunities to share good practice in subject areas across the curriculum are limited.

22. There is inadequate use of data to bring about improvement. The current management information system is inadequate and this was identified in the self-assessment report. A replacement system has been selected and will be introduced shortly. A limited range of data are available. Current targets are for the whole service as agreed with the LSC. Although retention and achievement rates are now being monitored, it is too early to identify trends. However, the present retention rate is good at between 83.9 per cent and 93.2 per cent overall. Targets for improvement are not set

at course, subject or individual tutor level.

AREAS OF LEARNING

Information & communications technology

Grade 3

23. City of York LEA offers ICT training for adult and community learners at 11 schools and other community venues. There are 59 learners enrolled on non-qualification courses at the time of inspection. There were in total 1,115 enrolments on 106 non-qualification courses during 2001-02 and 859 enrolments on 78 non-qualification courses in 2000-01. Data on minority ethnic groups, disabilities, gender, and age are not available. Most courses are designed for beginners to computing, and aim to bring people into learning. They include computing for the over 60's, graphic and website design, programming, computer maintenance and using the Internet. Courses last from four to 90 hours. All the courses run on weekday evenings. Most learning takes place in computer workshops where learners are taught through workbooks and reference materials. Courses give learners basic computing skills and do not lead to qualifications.

24. City of York LEA also offers further courses including computer literacy courses at levels 1, 2 and 3, computing for the over-60s, photo-editing, using the Internet and e-mail, web-page design, word-processing, databases, and computerised presentations under a franchising agreement with a local further education college. These courses lead to qualifications and are outside the scope of this inspection.

25. City of York LEA is also a partner in a project called 'IT in the Community'. Tutors take laptop computers to a range of community venues to offer taster sessions and short courses, many of which are for people who have significant barriers to learning. There were 859 learners who attended 1,121 sessions in this project during 2001-02. Eight per cent of these were people with a disability, and 68 per cent were women.

26. One of the full-time area managers has curriculum management responsibility for this area of learning. A part-time curriculum support tutor advises on curriculum development, gives support to ICT tutors and assists in quality assurance procedures. There are 16 part-time tutors providing all ICT courses. Fourteen of the tutors have teaching qualifications.

STRENGTHS

- good achievement and retention rates
- well-designed programme negotiated with learners
- good progression by learners with significant barriers to learning

WEAKNESSES

- some poor learning resources

- insufficient formal recording and checking of learners' progress
- unsatisfactory curriculum management

OTHER IMPROVEMENTS NEEDED

- further development of technical support arrangements

27. Retention rates are good and improving at 90 per cent for 2000-01, and 93 per cent for 2001-02. Attendance is good at 80 per cent for 2000-01 and 84 per cent for 2001-02. Most learners are highly satisfied, and achieve secondary learning goals such as increased confidence and self-esteem. They assess the achievement of their learning goals at the end of the course and in one sample, 83 per cent were achieved, and 8 per cent were partially achieved. Learners are gaining valuable practical information technology (IT) skills.

28. Tutors are well qualified to teach. Fourteen of the 16 tutors have teaching qualifications or are studying towards them. Tutors motivate learners effectively by negotiating course objectives with them. Many learners are motivated further to practise at home. Fifty per cent of the teaching was good or better. Tutor to student ratios are good and some courses are staffed by more than one tutor. There are good opportunities for further practice outside lessons in 'IT in the Community', but not for those in mainstream provision. Learners enjoy a good mix of teaching methods in classes, with lots of hands-on activities, although in some lessons there is insufficient practise to consolidate learning.

29. Some learning environments are poor. Two of the rooms are poorly decorated and in three of the five venues learners are using chairs which do not meet health and safety guidelines. One also has unsuitable workbenches, where the learner cannot sit directly in front of the screen. Tutors pay insufficient attention to the development of good safe working practices. Some of the computing resources are unsuitable.

30. In the past the technical support was too slow, but this has now improved. There are sufficient technicians to support the IT equipment in most schools, but learners sometimes have to wait for technicians to repair the equipment. Teachers do not have the necessary authority to carry out first line technical support which they are qualified to do.

31. There were insufficient specialist resources for people who have a disability, but this was recognised and new equipment was delivered just before the inspection.

32. In the best lessons, tutors use detailed plans which show the expected learning aims and how they relate to the overall course. They record learners' progress towards these

aims. However in some lessons the planning is poor, and schemes of work and lesson plans have insufficient detail on learning outcomes, teaching methods and learners' activities. In 60 per cent of lessons, observed tutors did not record the learner's progress and achievements. Initial assessment of learners' existing skills is weak. One learner who has additional literacy support needs has not been referred for specialist support, and is unable to make sufficient use of the tutor's handouts. Learners' personal goals are identified accurately and systematically. However, they have little effect on the planning of the course.

33. There is an effective programme to reach those with significant barriers to learning. Tutors in the 'IT in the community' project use laptop computers to run sessions in centres for the homeless, hospitals, hostels, and community venues in outlying districts. Learners at these sessions progress well. In 2001-02, 336 of the 895 individuals progressed to higher level courses. Reliable data on progression from mainstream courses are not available. The mainstream programme has been well designed to provide good opportunities for progression onto higher level courses, more specialised word-processing courses, or to extend the use of IT in visual arts. Tutors support learners well by taking classes of beginners on to more advanced courses. There are good partnerships with schools and other support agencies.

34. Management of the mainstream curriculum area is unsatisfactory. During 2002-03 all new tutors have been observed. However, all ICT tutors have been observed at least once during the past three years. There are no additional observed lessons for teachers whose lessons are judged to be unsatisfactory or for tutors achieving lower than average attendance and retention. Opportunities for communication are good, but tutors do not always use these opportunities. There is insufficient sharing of good practice. Action-planning at meetings and distribution of minutes to absentees is poor, as is the monitoring of action plans. For example, two of the three actions identified in a meeting in February 2002 have still to be fully implemented. There is insufficient use of feedback. Monitoring of health and safety in venues is inadequate. Many of the workstations do not conform to current Health and Safety Executive (HSE) guidelines, but this has not been identified. There is insufficient use of data and no analysis of the effectiveness of the widening participation strategy. There is no comparative analysis of differences between tutors and centres. Tutors do not have clear targets for recruitment, achievement, retention and progression.

35. Learners like the way that they contribute to the planning of the course. Some would prefer a longer course and feel that there is enough equipment. Most learners feel that they make good progress.

Good Practice

In one class, a learner had fallen behind after two absences. The tutor planned the lesson so that the rest of the class could work independently in small groups. He loaded specialist software on to a computer which allowed him to give good individual coaching in the specialist software. The learner benefited from this and progressed towards his own learning goals.

Poor Practice

In the PC workshop course learners were learning how to configure their PCs, and how to protect them against viruses. However, these facilities had been removed from the computers in the classroom as a security measure. The tutor had to bring his own PC into the classroom. The learners were unable to practice the techniques, and the tutor was unable to assess how well the information and techniques had been learned.

Hospitality, sport, leisure & travel

Grade 3

36. City of York LEA offers 79 courses in this area of learning in food and drink, sport and fitness and leisure. The food and drink courses include cookery, sugarcraft and cake decorating, wine appreciation, basic food hygiene and healthy vegetarian eating. The sports category includes aerobics, shape and tone, badminton, Tai Chi, yoga at several levels, cricket coaching, golf coaching and pilates. In leisure, a range of certificated courses are offered on behalf of York College, but these are not in the scope of the inspection.

37. Most courses take place on weekdays during the evening, although some are offered during the day. There are no courses at weekends. Courses vary from a three-hour workshop to courses which are offered over 11, 12 or 24 weeks and run for between one and three hours each week. Courses are offered at centres managed by the LEA and at a range of rented facilities, including school premises, community centres, and scout huts throughout the district. In the last academic year, there were 1,704 learners enrolled on 116 hospitality, sports and leisure courses, including accredited courses. There are no figures available for the number of learners in each area. In the current academic year there have been over 500 enrolments. The LEA is unable to provide a demographic breakdown of the numbers of learners in terms of the numbers who are men, women, are registered disabled, or according to ethnic origin and concessionary fee take-up.

38. This area of learning had no overall management until September 2002. The manager in charge of quality assurance has recently taken responsibility for planning and curriculum development for the area of learning. The area managers are responsible for operational issues for courses offered in their geographic area. The programme is taught by 26 part-time tutors. There are no full-time teaching staff.

STRENGTHS

- good achievement, attainment and progress by learners
- good application of learning
- very good teaching
- some well-developed progress monitoring

WEAKNESSES

- some poor lesson planning and schemes of work
- ineffective initial assessment and some poor guidance to learners
- poor curriculum management
- inadequate arrangements for hygiene and health and safety

OTHER IMPROVEMENTS NEEDED

- more sharing of good practice in planning of schemes of work, lesson planning and progress monitoring

39. There is very good achievement of learning objectives in sports and fitness classes. The documents used by the LEA show that sports activity learners have identified specific outcomes including improved strength, mobility, flexibility, stamina, social networking and friendships, and reduced dependence on medication or the need to attend frequent physiotherapy sessions. This was overwhelmingly confirmed in interviews with learners. There is good achievement of specific skills in sports activity classes and many learners have made good progress. Learners make good progress in cake decoration and carry out work at advanced levels. Some male learners joined a cookery course and were pleased to have gained new skills and tips on food preparation and cooking. They are able to make quite sophisticated dishes in one practical class. Learners on a wine appreciation course effectively described Italian wines in a tasting session, commenting on the appearance, nose, palette and general characteristics. Learners on other practical courses speak of their increased confidence and improved food preparation and cooking skills, as well as a greater knowledge of unfamiliar ingredients and techniques.

40. There is good application of learning. Learners are able to transfer what they have learned, particularly in fitness activities, to their daily lives. They are able to manage in stressful situations by making use of breathing techniques. Their awareness of good posture makes them more aware of the need to lift and bend with more care. Learners in the practical cookery courses gain sufficient confidence from their learning to use newly purchased home cookers, recipe books and to try out new dishes. Learners are able to prepare, chop and cook vegetables correctly and prepare sauces from raw ingredients. Learners use skills in cake decoration to decorate cakes for friends and family for special occasions. One learner used her new skills to teach simple techniques to pupils in her work as a food technology teacher. Learners on wine appreciation courses use their knowledge to determine value for money when making wine purchases.

41. There is very good teaching in most classes. Over 86 per cent of the classes observed were graded good or better, of which 60 per cent were graded very good. Only 14 per cent of the total number of classes were graded as satisfactory. Classes are well paced and structured, with effective skills and exercise demonstrations. Tutors have a very good rapport with learners, and are highly respected. Course content is adapted to meet learner's needs, including in some cases, variations as wide as beginners to advanced learners. In cake decoration classes, teaching is differentiated according to levels of experience and the tutor sets more difficult work for those learners with the greatest skills, some of whom have attended classes for up to 11 years. A variety of teaching methods is used in background knowledge sessions. The

use of handouts and homework exercises help learners to develop and practise skills. One tutor effectively manages a large practical class of up to 19 learners in two kitchens. He brings them together regularly to demonstrate skills as well as giving individual support as required. Recipes include information on what to serve with the dishes made, and hygiene points to note. Learners are given six recipes each week to choose from to meet their own likes, budget and skill levels.

42. There is some poor lesson planning and schemes of work in practical cooking classes and in several sports and fitness classes. In three classes there were no lesson plans, and in several others the plans contain very little detail. Four lesson plans had no detail relating to the knowledge and skills to be taught, the timescale for the activities, the resources required, or the form of assessment. Some tutors have little understanding of how to produce a lesson plan, or how to develop learning objectives and outcomes and how to use them to design courses.

43. Progress monitoring is well developed by many fitness and sports tutors. Progress is monitored against well-defined criteria and is carried out, in some cases, on a weekly basis. In cake decorating, the tutor monitors progress through 18 skills using a five-point rating so that she is aware which learners need more help and practise on particular skills. In wine appreciation classes, the tutor had carried out a summary detailing learners' starting points and knowledge before starting the course so individual progress could be measured.

44. There is ineffective initial assessment and some poor guidance to learners. There is no systematic collection of health, medical and recent exercise history by sports and fitness tutors. Some tutors collect information, but the LEA does not require that they should do this, to identify learners who may be at risk.

45. Some learners have insufficient information about the course before starting. In one course, several learners had great difficulty in obtaining information. One learner had been told that the course did not exist and was given an enquiry line number for training across Yorkshire. A significant number of course guidance documents give insufficient information about expectations in terms of equipment requirements for practical courses. Some of the sports and fitness documents use technical jargon with imprecise outcomes. All the documents for fitness-related activities have unclear guidance on the levels of fitness required to participate. Some of the hospitality learners who have a physical disability, were told wrongly that a course was on the ground floor. Hospitality and catering learners are given little information on progression routes into more advanced or accredited courses. Some learners made comments in questionnaires about the inadequacy of signage for several centres. The standard form for initial assessment is inappropriate for practical cooking classes. There is no attempt to check learners' knowledge of hygiene and safety awareness in kitchens before they carry out practical work.

46. There is poor management of the curriculum. There is no clear rationale and criteria to justify and guide the planning and development of the programme. In sport

and fitness, there is no significant targeting of classes and courses at particular groups in the community such as the over 50s, and there is very little provision during the day. In hospitality and sport and fitness programmes, planning is driven mainly by historical data, tutor suggestions and availability of facilities, rather than an analysis of community needs. There is little use of data and the LEA is unable to produce enrolment and a range of other management data or an accurate list of hospitality courses which took place in previous terms. There is no analysis of sports and fitness provision compared with that provided by the council's leisure services or the private sector to determine if there is duplication. The lesson observation system is ineffective. Staff who carry out the observations do not have the appropriate specialist technical qualifications or experience to make technical judgements on the effectiveness of the teaching they are observing. Only two of the staff have been observed and weaknesses are not clearly stated on the observation form. While the poor condition of the cooking equipment is referred to, it is not seen as a resource weakness. There is no comment on lesson planning or schemes of work.

47. Checking of hygiene and health and safety is inadequate. The cookers and equipment at one centre are not clean. It has been regularly commented on in learner feedback and by tutors. There is little promotion of good hygienic practice in practical sessions. Although learners are expected to wear aprons in practical sessions, several did not do so and tutors made no comment on this. In one kitchen, there is a large area of paint peeling off the wall which could be hazardous if it fell into food. In another kitchen, there is a large hole in the wall boarding behind a chest freezer, leaving cabling exposed. In a practical session, one learner was unaware of the danger of allowing a pan to overheat with fat in it. Basic food hygiene and safety in the kitchen do not feature in the learning outcomes for many of the practical courses, or in any discussions with learners. In sport activity lessons, staff are not required to carry out risk assessments before lessons start. There are no periodic activity risk assessments to determine if activities are still suitable for the client group.

48. There were some examples of good planning of schemes of work, lesson planning and progress monitoring. However, these were not shared with other staff.

49. Most learners speak very well of their courses. Significant numbers of learners on physical activity courses report a wide range of health benefits, including increased ability to manage stress, reduced back pain and improved flexibility. They also identified extending their social network as an important feature of the learning experience. Most learners have a good understanding of their progress and achievement, including achievement of personal goals. Most of the learners are pleased with the quality of teaching. Older single men on catering courses felt that it had significantly helped them in practical cooking skills, but also reduced their sense of social isolation. Learners are also very pleased at the flexibility of practical catering courses in relation to how content can be related specifically to their needs.

Visual & performing arts & media

Grade 3

50. City of York LEA offers a programme of non-accredited adult and community learning in visual and performing arts. Courses take place at 22 venues throughout the city and in adjacent rural villages, including secondary schools, junior schools, community centres and village halls. A number of creative arts initiatives take place in community venues with partner organisations in the city.

51. In 2001-02 there were 1,773 enrolments, of which 831 were on non-accredited courses. This represents 23 per cent of the total provision. The LEA also offers courses which lead to a qualification through an agreement with a local college, but they are not within the scope of the inspection. Learners participate in a range of non-accredited visual arts courses and there are a small number of music and dance courses. These courses include drawing and painting, dressmaking, pottery, guitar playing, tap and Salsa dancing. The largest proportion of the programme is offered from September to December with some continuation classes in January and a very small number in the summer term. Courses are part time and usually last for 20-22 hours over 10-11 weeks. There are some short courses and taster days organised at weekends. Learners benefit from daytime and evening weekday provision with a limited number of courses at weekends. A few courses are offered at a range of levels and learners are able to progress to accredited provision. Current provision broadly matches that offered in previous years. In 2001-02, 76 per cent of learners were women, 33 per cent were over 60 years of age, and 1 per cent were from minority ethnic groups. There is one part-time support tutor for visual arts who also teaches for nine hours a week.

52. There are 33 part-time hourly paid teaching staff in the area of learning. Seven members of staff work six hours or more and 26 work four hours or less.

STRENGTHS

- effective teaching in most classes
- good achievement

WEAKNESSES

- inadequate curriculum range
- poor implementation of induction procedures

OTHER IMPROVEMENTS NEEDED

- further develop monitoring and assessment systems
- better opportunities for tutors to share good practice

53. There is good achievement of learning outcomes and learners' personal goals. Learners taking dance courses have a wide range of personal goals including keeping fit, learning a new skill, making new friends and having fun. Beginners on dance courses which started in September 2002 demonstrate a firm grasp of basic techniques and are capable of several dancing routines. Learners gain new skills in a wide range of subjects, such as water-colour painting and dressmaking. Learners develop skills in, and are able to experiment with, the use of a wide range of media and techniques. Many learners are improving and maintaining existing skills. Learners enjoy sharing the learning experience and the social interaction. Some learners use their new skills by passing them on to others. In visual arts learners keep portfolios of work and often have group criticisms at the end of sessions to evaluate their own outcomes and that of their peers.

54. Learners on two courses take part in outside specialist events for Arabic dancing. Exhibitions and displays of work are standard and some learners have exhibited in shows which require selection. Many learners comment that they have gained more self-confidence.

55. Teaching is effective and classes are usually well planned. However, in two of the sessions, the planning and group management was unsatisfactory. Tutors use a good range of practical demonstrations and give technical information during discussion sessions. This is often supported by good handouts and information sheets. Stimulating and imaginative teaching methods are used to encourage and motivate learners. In a belly dancing class the tutor encouraged her learners by using a modern orchestral recording, with the appropriate rhythm, for them to dance to for fun. Mixed-level classes are managed well and are inclusive. Tutors provide a wide range of activities to ensure that learners can work at their own pace and level. Teaching is usually challenging and extends the learning experience. Many tutors are enthusiastic and show commitment to individual learners' needs.

56. In a few sessions, the planning is poor and there is no challenge for the learners, and poor progress by those who are more experienced.

57. Learners are disciplined and enthusiastic in their approach to the learning. They appreciate being members of a group and the sense of community is shared and encouraged by tutors.

58. Teaching staff are generally well qualified in their subject area and many have teaching qualifications.

59. Accommodation is generally good and suitable for the purpose. Some specialist rooms and studios are used in secondary schools and learners appreciate the access to such facilities. Village halls are usually light, airy and well heated, although risk assessments have not always been carried out with arts activities in mind. In one location, learners complained about the lack of reliable heating and in another, the toilets are unpleasant. Venues are not always well signposted and learners say that they have had difficulty locating them, particularly at night.

60. Most learners supply their own materials, but one tutor arranges an informal materials 'shop' in the classroom which enables learners to purchase specialist papers and tools. Many tutors produce lists of stockists and learners share local information which significantly enhances the range and affordability of materials and media used in visual arts sessions.

61. A pilot scheme for recording progress and achievement is currently being tested in visual arts. There are plans for evaluation, development and dissemination of the scheme across the area of learning. Currently learners' progress and achievement are assessed by tutor-devised systems. There is informal verbal feedback in most sessions and learners are usually encouraged to evaluate their own achievements. In visual arts, group criticisms encourage self-analysis, peer comments and include tutor evaluation. In practical classes such as dance and music, feedback to learners is a continuous process to groups and individuals.

62. The curriculum range in visual and performing arts is inadequate and does not respond to the identified needs of existing and potential learners. There is a satisfactory range of basic and introductory courses in visual arts, but the range of courses in performing arts is insufficient. There is no appropriate provision for specialist and more advanced non-accredited classes and there are no progression opportunities for learners.

63. Courses do not generally run throughout the year and some learners comment that they have to wait for up to nine months to progress to the next level. Some classes have a continuation programme for an additional 11 weeks, but this is dependent on sufficient numbers continuing. Learners voiced frustration at the lack of progression opportunity and that some classes do not continue through to the summer term.

64. Free taster days are arranged at regular intervals to promote courses at the main centres and in city centre locations. These take place on Saturdays with morning and afternoon sessions. Most of the learners enrol on courses after receiving a brochure which is delivered to each home in York. In one of the outlying venues, staff think that potential learners in the locality are not being targeted effectively.

65. Tutors are not always aware of the learners' skill levels before the start of the course and have to renegotiate course content. Learners appreciate the LEA's forms which detail what they can expect to gain from their course and course information.

The new learners from January did not have the benefit of full information and induction. There is no proactive approach to developing learners' understanding of equal opportunities. Most learners do not know there is a learner entitlement statement.

66. 'Future Prospects', which is based in the city centre, offers advice and guidance for adults wishing to enrol on courses. Enrolment is by telephone or personal visit to Future Prospects or at the appropriate centre or venue. Staff also visit centres and offer advice on progression to other courses and give career advice.

67. Currently there are few formal opportunities for tutors to exchange ideas, such as concepts which are common to the full range of visual and performing arts courses. There is no staff development related to teaching in a creative subject area. Some staff have been made aware of in-house opportunities to do teaching qualifications, but there is no evidence of how many have taken this up. Most of the staff have not been observed or appraised.

68. Plans are in place to improve communication and working relationships between teaching staff. Tutors report that better communication and information flow has resulted from the employment of the support tutor for visual arts.

69. Learners appreciate the courses, particularly where they use specialist accommodation and resources. They are motivated by the enthusiasm and commitment of most teachers. However, some learners comment that courses rarely provide opportunities to progress and also say that the choice of subjects is limited. They state that tutors demonstrate new skills and techniques effectively. Learners enjoy working with others and have fun in classes while learning. 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 accommodation is unsuitable and badly signposted.

English, languages & communications

Grade 3

70. There are 16 non-accredited language courses running at the time of inspection and there were 18 in the autumn term. The current courses are located at 10 venues in York. The LEA offers courses in French, German, Italian and Spanish. During 2002-03, approximately 74 per cent of courses have been held in the evening and approximately 26 per cent in the daytime. Most courses run for 11 or 12 weeks and lessons last for two hours. Since September 2002 there have been 304 enrolments on language courses. Information on the number of learners is not available. There are currently opportunities for learners to progress from beginner courses to higher levels in all four languages. There are also opportunities for progression on to accredited courses through a partnership arrangement with the local college and courses run by the college or the university. Language courses are supported by a language curriculum support tutor and an area manager. There are currently 12 part-time tutors teaching on language courses, most of whom work on average two to four hours a week.

STRENGTHS

- good attainment
- good teaching and learning

WEAKNESSES

- inadequate curriculum planning
- insufficient monitoring of progress and achievement
- no systematic initial assessment

OTHER IMPROVEMENTS NEEDED

- more planned differentiation

71. Attainment is good and learners are very confident in their use of language. They demonstrate a good understanding of vocabulary and language structures and most have well-developed oral skills. They are able to communicate effectively with the tutor and each other in the foreign language and often do so before and after lessons as well as in class. Some of the more advanced learners have learned to use the language in a creative way to express ideas and opinions and are not afraid to make mistakes. Most written work is of a reasonably good standard, revealing a sound grasp of spelling and grammar. Many learners show good development of personal skills and study skills, in terms of increased confidence and active participation and are motivated to continue with their language studies. Standards of pronunciation vary and some learners find it

difficult to remedy poor skills. During the inspection punctuality was mostly good and the average attendance was 86 per cent. In the period from September 2002 to the week before the inspection, attendance was lower at 79.9 per cent. The average retention rate for 2001-02 was approximately 87 per cent but the rate for 2002-03 so far is lower at approximately 80 per cent.

72. The standard of teaching and learning is good. All lessons observed were good or better. Lessons are well prepared and carefully planned, and provide opportunities for learners to develop a range of language skills. Tutors, who are all fluent or native speakers, make extensive and effective use of the language in lessons to motivate learners and encourage active participation. They set a range of well-managed tasks which are stimulating and challenging. In one lesson, learners prepared a homework task based on the use of tenses, involving expressing wishes and possibilities. Topics chosen are very relevant to the practical use of the language in the relevant country. Tutors skilfully integrate grammar points into the current topic. In another lesson learners practised verbal structures in a literary context, stimulated by extracts from the book and film. Many tutors make effective use of humour to stimulate learners and there are good working relationships. Learners work supportively in whole-class activities and in pairs or small groups. In some lessons, strategies are used to ensure that the needs of all learners are met through varied tasks or additional help. However, such strategies are not included in lesson plans.

73. Accommodation and resources are adequate and tutors have access to cassette recorders, whiteboards, and video players. All current tutors are qualified or doing teacher training. Staff development opportunities are available to all tutors, but some do not participate. Details of staff participation are not recorded or monitored.

74. At the beginning of courses there is no systematic initial assessment to determine learners' linguistic needs. Early linguistic assessment is at the discretion of the individual tutor. There is no recording of any initial assessment and of any resulting measures taken to meet the needs of individual learners. During courses there is insufficient monitoring of progress and achievement. Practices vary from tutor to tutor and where there are records, they rarely give sufficient detail for the effective planning of individual improvement. In some cases, there is no evidence that there is any assessment of achievement and progress. There is no monitoring of initial assessment or progress and achievement with a view to raising standards. Plans have been made to improve this.

75. Curriculum planning in languages is inadequate. Planning for current courses has been based on the needs and interests of current learners and little attention has been paid to widening participation in the community in terms of types of learners and languages. There has been no analysis of trends in enrolments and numbers of learners and there is no evidence of the use of marketing and other information to plan the curriculum. Some courses have been discontinued in 2002-03 due to lack of recruitment, including Arabic and some French, German and Italian courses. Greek, Japanese and Portuguese have been discontinued due to a shortage of tutors. Plans have already been made to broaden the scope of language courses for 2003-04 and to

attract a wider range of learners.

76. Pre-enrolment information and advice is satisfactory and there is good individual support for learners in lessons. There is an opportunity for learners to record their additional learning needs on enrolment forms and this is processed at each centre. However, no details of outcomes are available. The follow up and support of absentees is at the discretion of tutors. There is no monitoring at curriculum level of additional learning support and support for absentees. Additional opportunities are provided on some courses and include trips abroad, visits to films and restaurants and business links. One such link has enriched the learning on some Italian classes and has given the tutors and learners a useful connection with the local Italian community.

77. There is regular and effective communication between the language curriculum support tutor and other tutors. Termly language meetings are held which are not recorded, but details of issues arising appear in a follow-up newsletter. There is also an annual summer conference. Opportunities for the sharing of good practice are mainly through the meetings and the conference. Tutors consider that they are given good support, but they are not clear about the respective roles of the curriculum support tutor, the area manager and the former heads of centre.

78. The completion of the LEA's quality assurance documents is inconsistent and the standard of information is sometimes poor. Learners' personal learning goals have not been included on the end of course evaluation sheet. Some of the tutors' summary sheets and action plans have not been completed and there has been no monitoring of the 2001-02 summary sheets. The curriculum support tutor is currently piloting a language-specific version of this quality assurance system with a small group of tutors. Some lesson observations, based on the 'Common Inspection Framework', have been thoroughly carried out by the curriculum support tutor with feedback and action plans. Such observations, which involve a pre-observation planning meeting and a subsequent feedback session, are regarded as appraisal for tutors. Some of the tutors have not been observed recently, but plans are in place to remedy this. There is evidence that feedback on lesson observation has led to some improvement, such as in the increased use of the relevant language in lessons. Tutors have the opportunity to contribute to the curriculum self-assessment report, but some do not do so. The languages development plan is limited and there are no targets for improvement. Tutors are aware of equal opportunities, but there is no monitoring of outcomes.

79. Learners speak enthusiastically about their language courses and consider that they are making good progress with language skills. They value the friendly atmosphere and teamwork in classes as well as the lively, well-taught lessons. They enjoy the interactive approach, the variety of stimulating activities and the use of authentic materials. They value the support from tutors and their encouragement and use of humour. Learners appreciate action taken when they have asked for changes such as more use of authentic materials in some classes and a change of an unsuitable room.

80. Tutors take account of learners at different levels. However, this is carried out in an

unstructured and unplanned manner.

Community action**Grade 2**

81. The community action programme is made up of courses aimed at meeting the needs of specific target groups. The programme includes courses for the homeless and the elderly and family learning courses. From September 2002, there have been 260 enrolments on 30 courses in family learning. Most of the accredited provision is franchised through a local college which is not in the scope of the inspection, but is part of the whole programme and provides progression routes. There are 10 courses classed as community learning. Some of this provision is arranged on a drop-in basis to suit homeless learners. The family learning provision has courses in primary school family centres and community centres. Family learning teaching is supported by outreach teachers who have the initial contact with parents, local schools and playgroups. They also guide and maintain contact with those learners who have the greatest need of support and encouragement. The community learning provision is project based, and uses venues which are convenient to the groups it serves, such as the elderly or homeless. Some courses are delivered by partner organisations through a subcontracting arrangement. All courses are between one hour and six hours a week. They typically last for 10 weeks, although one drop-in course for the homeless has functioned for over three years. The average class size is eight learners. The co-ordinator for family learning manages a team of a crèche co-ordinator, four outreach teachers, 30 crèche staff and 16 teachers. They work part time, for between two and 12 hours a week. The post of family learning organiser is currently vacant. The community learning provision is currently managed directly by the head of service and some of it is subcontracted to partner organisations.

STRENGTHS

- good support for learners
- effective action in widening participation
- very good teaching
- good achievements
- effective co-ordination and communication in family learning

WEAKNESSES

- weak management arrangements for community learning
- insufficient analysis and use of data

OTHER IMPROVEMENTS NEEDED

- better implementation of management structure of family learning and basic skills

82. There is good achievement. All learners in family learning meet their individual learning goals and individual learning plans are linked to the family learning core curriculum. Learners can recognise improvement in their skills, knowledge and understanding, as well as the application of the learning in their lives. Differences to learners include progression onto further courses and confident involvement in their own children's learning. Learners report significant gains in social skills and confidence. Community learning also demonstrates good achievement and this is shown in practical ways such as a display in a commercial gallery of art work by homeless learners. This also promoted a more positive image of street people to the wider public. In family learning, attendance is good and the retention strategy is effective. Good retention is maintained in community learning, although attendance patterns reflect the difficulties which learners face. Portfolios show a good understanding of the subject, reflection on how learning applies in the learner's own situation and how they are putting their learning into effect.

83. Teaching in family learning and community learning is very good. All learning sessions observed were satisfactory or better and one session was excellent. Courses and programmes are well planned, with clear learning outcomes and recognition of the learners' individual difficulties and constraints. The community and family learning element of the LEA uses other parts of the provision to add to courses where appropriate. For example the use of IT courses to add to the provision for residents of residential homes for the elderly.

84. Teachers, outreach teachers, work and learning guidance workers and other staff in partner organisations are all involved in keeping learners motivated and in supporting progress. Assessing and recording progress is good and learners' contributions are valued. Group interactions are satisfactory or better. A range of materials are used in lessons to meet individual learners' needs.

85. Resources for learning are appropriate. Laptops are used effectively for teaching and communication. Most venues are suitable and accessible, with some rooms suitable for working in groups. However, two venues have furniture which is unsuitable for adults. Some classes have resources which are extensive and stimulating. Many resources are designed to support activities which allow learners to progress in small steps.

86. Initial assessment is carried out over several weeks to help and support new learners in family learning. Diagnostic testing of basic skills by teachers helps to ensure that courses meet the individual needs of learners. In community learning, one course uses evaluation of each learner's work by the whole group to encourage learners and to reduce tension in the group. Monitoring of learners' progress is satisfactory. Some teachers are particularly good at recording learners' feelings about achievements in a sensitive way.

87. The staff in family learning and community learning are effective in identifying interests and needs and encouraging participation. Most courses run in the daytime at times to suit learners with family responsibilities. The programme is effective in widening participation, although there is poor participation by fathers in family learning. There is a good level of crèche and childcare arrangements for family learning learners. This includes mobile crèche resources and 30 staff.

88. Guidance and support is good in family and community learning. Teachers give support and information. Partner organisations are also significant in supporting community learning initiatives. Guidance sessions are effectively built into family learning. The crèches enable learners to access provision, and all courses are free in both areas of learning.

89. There is good communication and co-ordination of family learning, including the crèche service and its resources. Family learning manages its curriculum well including the matching of family learning to the core curriculum. The LSC's 'local initiatives fund' has supported the creation of 18 new family learning modules to be accredited. These are funded through a franchise arrangement with a local college. There are regular and effective termly meetings for teachers, and monthly meetings for outreach teachers. All family learning staff can be contacted by email and they make good use of communication networks. There are a number of effective initiatives which use the services of other parts of the city council as well as other partner organisations. Although the management of family learning is satisfactory, the family learning co-ordinator has operational, strategic, line management and curriculum roles. Community learning is managed directly by the head of service but this is acknowledged as inappropriate and is currently under review. Some areas of community learning which are subcontracted to partner organisations do not have formal service level agreements, although there is cross membership of boards and working groups.

90. There is no analysis or use of data to evaluate the service's effectiveness and no monitoring of learners' progress for strategic purposes. Although individual learning plans are used operationally they are not analysed or used strategically. The strategy for community learning is not clear and has evolved from opportunities to draw in external funding for projects, many of which are organised with partnerships. Some of the collaborations, although successful, do not feed information back into the service for monitoring and targeting purposes.

91. Learners express satisfaction with their learning. They value the level of support they are given, particularly those who are coming to adult learning for the first time. Many recognise the progression opportunities. There is an appreciation of the skill of teachers and the responsiveness of the programmes to their needs and aims.

Good Practice

To support a group of homeless people in the area, the LEA funds a teacher on the development of an arts project. The project recognises the many distractions and issues affecting street people, some of whom have problems with drink, drugs or emotional disturbance. The learners are encouraged to produce work they can be proud of.

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.