

REINSPECTION REPORT

Bristol LEA Reinspection

28 May 2004



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

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes 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.

REINSPECTION REPORT

Bristol LEA Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Bristol Local Education Authority (LEA) is contracted by the West of England Learning and Skills Council (LSC) to provide adult and community learning services to urban communities throughout Bristol. The LEA's community education service (the service) is part of the standards and quality division of Bristol City Council (the council). The service is a direct provider of adult and community learning funded through the LSC, with fees generated from learners and a range of other funds from local and national agencies.
2. The LEA's main lifelong learning strategic objective is to bring adult learning to communities in the city of Bristol, which have previously been excluded from a range of learning opportunities. It does this while maintaining a traditional general leisure learning programme for adult learners. The LEA places an increasing emphasis on providing for new learners and those from disadvantaged groups in the local community who are taking their first steps back into learning.
3. The service is managed by the community education manager. She reports to the assistant director for standards and quality. Five new senior management posts have been created, following a restructure of the service's management team just before the reinspection. Four managers are each responsible for the adult and community learning provision in an area of Bristol, in addition to managing a particular part of the curriculum. The quality and operations manager is responsible for management information systems, finance, quality assurance, equality of opportunity and administration. They manage a team of more than 300 staff which includes a family learning manager, an information systems manager, seven community learning organisers and over 260 part-time tutors.
4. Courses take place in more than 150 venues throughout the city, including local schools, community halls, family centres and the service's own purpose-built premises. In 2002-03, there were almost 15,000 enrolments on more than 1,650 courses, and in 2003-04, so far, there have been just over 10,000 enrolments on almost 1,150 courses. From September 2003 to the time of the reinspection, just over 25 per cent of learners were men, which is in line with the national average, and a similar proportion was aged over 55.

SCOPE OF PROVISION

Information & communications technology

5. From September 2003 to the time of inspection, just over 1,160 learners enrolled on information and communication technology (ICT) courses. At the time of the inspection, 324 learners were studying on 50 courses, taking place in 15 venues across the city. Courses range from workshop sessions to group programmes. A variety of ICT programmes is available, ranging from introductory, non-accredited general interest courses, such as digital imaging and animation, to longer, accredited courses. They are held during the day and in the evening, and most classes are offered for two to three

hours each week. Sixty-four per cent of learners are enrolled on courses which lead to qualifications. Courses take place at a range of venues, including two UK online centres, community centres, church halls, primary and secondary schools, and libraries. Seventy-two per cent of learners are women, and 14 per cent are from minority ethnic groups. Thirty-five tutors teach courses in this curriculum area, and they are managed by one of the area managers, assisted by an ICT organiser.

Health, social care & public services

6. From September 2003 to the time of the reinspection, just under 400 learners enrolled on accredited crèche training and classroom assistant courses. At the time of the inspection, 247 learners were studying on 26 courses, provided in a range of venues across the city, including primary and secondary schools, children's nurseries, community centres and the service's own venues. Since the previous inspection, learner numbers have increased considerably in this area. Most courses take place in parts of the city identified by the service as neighbourhood renewal areas, and almost all run during the day. Most learners spend a period of time on work placements as part of their training, and many work additional hours as volunteers in local schools or nurseries. Almost all the learners on both the crèche training and the classroom assistant courses are women, although at the time of the inspection, four men were enrolled on programmes in this area of learning. The family learning manager is responsible for the provision, assisted by a childcare organiser and nine tutors.

Visual & performing arts & media

7. The visual and performing arts provision is one of the service's largest areas in adult and community learning. In 2002-03, almost 2,000 learners enrolled on over 260 courses, accounting for more than 20 per cent of the total enrolments throughout the service. At the time of the inspection, 363 learners were enrolled on 37 accredited and non-accredited courses, including stained glass, life drawing, creative embroidery, Chinese painting, patchwork and recorders for improvers. Arts and crafts courses make up most of the provision in this area of learning, with a smaller number of performing arts courses. Courses are held at a range of venues throughout the city, including schools, community centres and the service's own premises, and most run for two hours a week, during the daytime and evenings. In 2002-03, just over 80 per cent of enrolments were by women, and at the time of the inspection, 9 per cent of learners were from minority ethnic groups. The courses are taught by 32 part-time tutors.

English, languages & communications

8. The service offers a range of both accredited and non-accredited modern foreign language courses at seven different community venues. Various levels of courses are offered, in Arabic, French, German, Greek, Italian, Polish, Portuguese, Spanish and Swahili. In 2002-03, just over 1,150 learners enrolled on 135 courses, and at the time of the inspection, there were 1,262 learners on 63 courses. The more established language courses such as French and Spanish are available at beginners to advanced levels. Most classes take place during the evening for two hours each week and courses run for between 17 and 29 weeks. One-day taster courses are held throughout the year. The service currently employs 28 part-time language tutors.

Foundation programmes

9. The service's foundation programme consists of literacy and numeracy, community learning and English for speakers of other languages (ESOL) courses. At the previous inspection, community learning was inspected separately, not as part of the service's foundation programmes. At the time of the reinspection, 452 learners were enrolled on 51 literacy and numeracy courses. In ESOL, 652 learners were enrolled on 85 courses, and there were 165 learners on 13 community learning courses. Most provision is concentrated in the deprived areas of the city, and many learners enrol on more than one course. The proportion of women enrolling on courses in this area of learning is increasing. Seventy-five per cent and 80 per cent of ESOL and community learning participants, respectively, are women. Courses take place in a range of venues, including community centres, libraries, primary and secondary schools, health centres and the service's own premises. Most literacy and numeracy learners attend two classes each week, for two to three hours during the daytime and evenings. The average class size is six learners. Courses run for two terms each year, each term lasting for 17 weeks. ESOL courses run for 12 weeks throughout the year, and learners attend classes three times each week. Classes take place mainly during the daytime, with a small number of evening sessions. Community learning courses take place in response to demands from local communities throughout the city, and many are offered in partnership with other organisations. Thirty courses were running at the time of the inspection, in a range of subjects.

Family learning

10. The LEA provides LSC-funded family literacy, numeracy and language programmes and projects for wider family learning which are aimed at people new to learning and those from disadvantaged groups in local communities. Classes take place at a number of venues including primary and secondary schools, community centres, family centres, libraries and children's nurseries. At the time of the reinspection, 262 learners were enrolled on 25 family learning courses. From September 2003 to the time of the inspection, 730 learners enrolled on 110 family learning programmes. Most classes run for two hours each week during the daytime for 10 weeks. Most learners on accredited courses are working towards entry level 3, level 1 and level 2 qualifications in subjects such as reading together, speaking and listening, and first aid. Non-accredited courses take place in response to demand from local communities and examples include a 'dad's breakfast club', nutrition, and 'weaning your baby'. Almost all learners are women and 25 per cent are from minority ethnic groups. The family learning manager is responsible for the provision, assisted by four family learning organisers and 28 tutors.

Community development

11. The LEA has developed a range of community development projects in response to national and local regeneration strategies. Community development approaches are applied to projects within a range of curriculum areas, particularly community learning. The provision is concentrated in the most deprived wards in Bristol and is funded through the LSC and external sources such as the Single Regeneration Budget (SRB) and European Social Fund (ESF). A new learning centre has been built in an inner-city area of Bristol through a range of community development approaches. At the time of reinspection, 184 learners were taking part in community development programmes. The service has a widening participation fund which is used by self-organised groups to reach under-represented learners. In the south of the city, two projects focus on the needs of young people. A vocational programme for young people aged 14 to 19 helps learners who are no longer attending school or college to remain in learning. A member of the senior management team has responsibility for the 14-19 programme. The service collaborates with local residents and a range of partners to offer opportunities for communities to carry out their own professional development and take prominent roles in the delivery of their own learning programmes.

ABOUT THE REINSPECTION

Number of inspectors	13
Number of inspection days	65
Number of learner interviews	324
Number of staff interviews	196
Number of subcontractor interviews	5
Number of locations/sites/learning centres visited	17
Number of partner/external agency interviews	57
Number of visits	7

OVERALL JUDGEMENT

12. The ALI's previous inspection found that the provision in business administration, crèche and classroom assistant training, foundation programmes and community learning was good. Training for ICT, sports and leisure, visual and performing arts, modern foreign languages and family learning was satisfactory, but the humanities provision was unsatisfactory. Leadership and management were unsatisfactory; more specifically, equality of opportunity was satisfactory and quality assurance was unsatisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better. Business administration, sports and leisure and humanities areas of learning were not reinspected. Community learning was reinspected as part of foundation programmes and community development was inspected for the first time during the reinspection.

GRADES

Grades awarded at previous inspection

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

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

Business administration, management & professional	2

Information & communications technology	3

Hospitality, sport, leisure & travel	3

Health, social care & public services	2

Visual & performing arts & media	3

Humanities	4

English, languages & communications	3

Foundation programmes	2

Family learning	3

Community learning	2

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Grades awarded at reinspection

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

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

Information & communications technology	3
Contributory grades:	
Adult and community learning	3

Health, social care & public services	3
Contributory grades:	
Adult and community learning	3

Visual & performing arts & media	3
Contributory grades:	
Adult and community learning	3

English, languages & communications	3
Contributory grades:	
Adult and community learning	3

Foundation programmes	3
Contributory grades:	
Adult and community learning	3

Family learning	3
Contributory grades:	
Adult and community learning	3

Community development	2
Contributory grades:	
Adult and community learning	2

KEY FINDINGS

Achievement and standards

13. **Learners on ICT courses develop good practical skills** Learners are well motivated and appreciate the benefits of learning. The improved confidence of some learners has enabled them to progress to courses which lead to qualifications, thereby increasing their opportunities to gain jobs. **Attendance and retention rates are good.** In 2002-03, the overall retention rate on accredited courses was almost 80 per cent. Attendance rates average over 80 per cent in 2003-04, to date.

14. **Achievement rates on the intermediate classroom assistant programme are good.** In 2002-03, more than 75 per cent of those learners who started the courses achieved a qualification. Learners produce good standards of work. They clearly understand their achievements and know how they can apply their newly acquired skills to the workplace. Many learners progress into employment.

15. **The standards of learners' technical and practical skills in visual and performing arts are good.** Learners interviewed stated that the acquisition of new craft skills improves their self-confidence and self-esteem.

16. **Learners' achievements in modern foreign languages are good.** They understand spoken languages very well, and most have good accents and pronunciation. Learners are sufficiently confident to ask questions, give information and express ideas in the language they are learning.

17. **Progression is poor for learners in modern foreign languages.** Few learners progress through the different levels of language courses available. The service does not promote the available levels of courses effectively.

18. **Most learners on foundation programmes successfully achieve their personal learning goals.** Many learners have little or no previous experience of formal education, and gain confidence by acquiring new skills. They can identify the positive effects that the courses have on their everyday lives. Many learners progress successfully into further education or employment.

19. **Learners' progression and attainment levels are good in family learning.** They develop a range of useful skills which they can use outside the classroom. Some learners progress to training courses in other subject areas and into employment.

20. **Learners' attainment of personal and group skills in community development is good.** Most learners develop skills which enable them to participate effectively in their local communities. They gain self-confidence and self-esteem, and can describe the positive effects of that learning. Many learners involved in community development

projects progress into further education and employment.

Quality of education and training

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	4	1	1	0	11
Health, social care & public services	0	1	3	2	0	0	0	6
Visual & performing arts & media	0	3	7	2	1	0	0	13
English, languages & communications	1	3	3	3	1	0	0	11
Foundation programmes	0	4	11	7	3	0	0	25
Family learning	0	2	3	1	0	0	0	6
Community development	0	0	3	1	0	0	0	4
Total	2	14	33	20	6	1	0	76

21. **Standards of teaching and learning are generally good in crèche training and classroom assistant programmes,** visual and performing arts, modern foreign languages and family learning. The proportion of good and very good lessons has increased from 56 per cent to 65 per cent since the previous inspection.

22. **The service makes good use of a wide range of partnerships to develop ICT courses in the community.** Staff consult effectively with community groups to successfully identify and recruit new learners. A wide range of partners' learning venues are used to widen participation.

23. **There is not enough good teaching on ICT courses.** In the better classes, tutors use interesting teaching methods which motivate learners. Classes are planned well and learners make good progress. However, poorer teaching and learning standards are often characterised by insufficient planning of lessons with unclear objectives. Learners on these courses make slow progress. **Classroom observations of teaching and learning revealed good practices but these are not shared among tutors.**

24. **Learners' individual needs are not given sufficient attention in ICT.** Although some learners clearly progress and achieve their goals, staff do not carry out sufficient formal monitoring and assessment of learners' progress. Initial assessment procedures do not identify learners' individual learning needs and personal learning goals.

25. The standards of teaching and learning on crèche training and classroom assistant courses are good. Tutors use a wide range of effective teaching methods to make courses accessible and relevant to learners. Well-planned group exercises allow all learners to participate in classes. **The deployment of staff on crèche training and**

classroom assistant courses is poor. Roles and responsibilities are not clearly defined.

26. The service takes effective measures to attract under-represented groups of learners to crèche training and classroom assistant courses. Most of the learners come from parts of the city targeted as neighbourhood renewal areas by the council. Teaching venues are located throughout the city and are easily accessible to learners. Classes take place at times to suit learners with family commitments, and staff help learners to find work placements close to where they live.

27. Learning resources for crèche training and classroom assistant courses are inadequate at some learning centres. Learners do not have sufficient access to textbooks, trade magazines or booklists for childcare. Many of the learners come from disadvantaged areas of Bristol and cannot afford to purchase their own learning resources.

28. The initial assessment of learners' needs on crèche training and classroom assistant programmes is not sufficiently detailed. Tutors rely on learners to identify their own learning needs and levels of literacy and numeracy skills. Learners who require additional literacy and numeracy support are not set specific targets to improve these skills. **The service does not have an overall strategy for planning the crèche training and classroom assistant programmes.**

29. The standards of teaching and learning in visual and performing arts are good in some subjects. In the best classes, learners are well motivated and work with enthusiasm and conviction. Classes are planned well and good use is made of demonstrations which enhance learning. **The experience and qualifications of visual and performing arts staff are particularly good.** However, those classes which are satisfactory, or less than satisfactory, are characterised by poor planning of lessons and insufficient checking of learners' progress.

30. The classrooms used for visual and performing arts courses are unsuitable in many venues. Some classrooms are cramped, particularly when learners must bring large amounts of equipment to the class. Maintenance is poor in some learning centres and the arrangements for health and safety are inadequate at a number of venues.

31. Assessment to identify learners' progress in visual and performing arts is ineffective. In the weaker classes observed, learners' progress is not effectively monitored or assessed. Learners do not receive sufficient written or verbal feedback.

32. The standards of teaching and learning in modern foreign languages are good. Tutors pay careful attention to the development of learners' listening and speaking skills in most classes. Many organise amusing language games or stimulating role-play activities which are appropriate to learners' needs.

33. The service has a range of good partnerships to attract under-represented groups onto modern foreign language courses. Twenty-five per cent of enrolments involve minority ethnic groups and staff work closely with local organisations to recruit learners.

34. Learners on foundation programmes receive good pastoral support from staff.

Tutors take care to give positive, informal support to individual learners. They have good working relationships with learners and fully understand their needs. The service has good links with external agencies to support learners who need specialist advice and assistance.

35. The service's foundation programmes respond successfully to the needs of most learners.

External partnerships and internal partnerships with other departments within the council lead to interesting new learning initiatives and projects.

36. Standards of teaching and learning on foundation programmes are satisfactory. In the best classes, activities are planned well, using imaginative themes which learners can relate to through their everyday lives. Learners work at a pace, and level, that suits them. However, in some classes, planning is poor and tutors rely too much on a limited range of teaching resources.

37. Arrangements for initially assessing and recording learners' goals and progress on foundation programmes are incomplete.

Procedures to record learners' individual learning goals are inadequate. Targets agreed with learners are not sufficiently detailed, and are not updated on a regular basis.

38. The standards of teaching and learning on accredited family learning programmes are good.

Teaching and learning were good or better in over 80 per cent of the classes observed by inspectors. Tutors use a wide range of effective teaching methods to meet the needs of individual learners. Imaginative activities ensure that all learners are actively involved in classes, and tutors make good use of familiar materials that learners can relate to.

39. The service has a range of well-developed internal and external partnerships in family learning

to meet the needs of individuals and groups of learners. Joint planning with external agencies ensures that a wide range of family learning courses is developed in a variety of venues. Courses are effectively targeted at adults in disadvantaged areas of Bristol, and staff work hard to attract under-represented groups to family learning courses.

40. Language support is good for those learners on family learning courses who speak English as an additional language.

Support workers co-ordinate their activities closely with classroom tutors and family learning staff, to ensure that learners who need language support are fully involved in classes.

41. The arrangements to support learners with additional literacy and numeracy needs on family learning courses are inadequate.

Staff carry out informal initial assessments of learners' prior knowledge on most courses, but no formal assessment is made of their literacy and numeracy needs.

42. The service has good working partnerships with a wide range of organisations for community development.

Community groups provide learners with transport and work

experience at many of the service's learning centres. Where learners need specialist advice, they are quickly referred by the service to appropriate organisations which can offer support.

43. In community development, the service uses a good range of innovative and successful strategies to attract and recruit learners from under-represented groups.

Learners' needs and interests are well understood by staff, who are often recruited from disadvantaged communities themselves.

Leadership and management

44. The service has made significant improvements to its operational management of the modern foreign languages provision since the previous inspection.

Resources are better as a result of improved financial management and budgeting. More reliable data helps managers to plan and analyse the provision. Good links now exist with other curriculum areas, and effective action has been taken to introduce courses into areas of the city where there were very few previously.

45. The service works very effectively with a wide range of internal and external partners to offer learning opportunities to adult learners in Bristol. Partnership working is particularly good in a number of curriculum areas.

These partnership arrangements operate at all levels throughout the service and demonstrate a strong commitment to partnership working.

46. The service provides a good range of effective initiatives to widen participation.

These initiatives attract a significant number of non-traditional, excluded and disadvantaged adults and young people. The new structure of the service recognises the importance of developing co-ordinated provision within specific areas of the city for adults and young people who want to learn and progress within their local communities. Many staff devote a significant amount of their time to developing and running courses and projects for identified groups of learners.

47. Good action-planning has rectified some of the weaknesses in leadership and management identified at the previous inspection. Significant progress has been made in the regular collection and analysis of reliable data, financial planning and budgeting. Detailed monitoring reports are used by senior managers to identify progress in resolving weaknesses highlighted by the service's own self-assessment process.

48. The analysis and use of data have improved significantly since the previous inspection, and are now satisfactory. Data is being used to plan programmes and assure more viable class sizes. Fewer courses are cancelled. Reliable data is more available to monitor participation rates by different groups of learners. **The overall effectiveness of community development projects is not analysed sufficiently.** Data is not used effectively and only partially analysed to plan new projects.

49. Resources to support adult and community learning are generally satisfactory. A wide range of community venues is used for courses. Access to learning centres for

learners with restricted mobility has improved since the previous inspection. A good range of specialist equipment is available in most curriculum areas for learners with specific needs. Most staff are experienced and appropriately qualified. Arrangements for staff development are satisfactory. However, inconsistencies exist in the service's appraisal system, and part-time tutors are not yet included in annual reviews of staff's performance.

50. The arrangements for quality assurance have improved significantly since the previous inspection, and are now satisfactory in most curriculum areas. **However, quality assurance arrangements for foundation programmes have not been implemented adequately.** The monitoring of the quality of teaching and learning takes place more regularly; the percentage of classes graded good, or better by inspectors has increased by 10 per cent since the previous inspection. The service now uses summaries of learners' and tutors' feedback to bring about continuous improvements. Retention rates are improving as a result of better analysis of attendance data and effective procedures to follow up learners' absences.

51. **Curriculum management and planning are poor in some parts of the provision,** and have not improved significantly since the previous inspection. The monitoring of learners' progress is poor in many curriculum areas. **The management of some aspects of the curriculum in visual and performing arts, crèche and classroom assistant training and family learning is poor. Overall planning of ESOL is not always linked sufficiently to strategic objectives. There is not enough specialist overview of the relationship between modern foreign language provision and the national qualifications framework.**

52. **The service's arrangements to support learners with additional literacy and numeracy needs are poor.** No overall support strategy exists. In many curriculum areas initial assessment is not used in the development of learners' individual learning plans.

53. **Equality of opportunity is not reinforced sufficiently in some parts of the service.** Learners' rights and responsibilities are not routinely re-emphasised throughout their programmes. Learners from minority ethnic backgrounds do not always receive important information translated into their first language. Some learners are not sufficiently aware of what to do if they wish to make a complaint.

54. The service's self-assessment processes are effective. The most recent self-assessment report used for the inspection is less descriptive than those written previously, and contains more detailed information about the strengths and weaknesses identified by staff. The use of more accurate and reliable data has helped managers to realistically analyse evidence in making judgements about the quality of the provision. The report includes many of the strengths and weaknesses in leadership and management identified by inspectors, but does not highlight some key weaknesses in many parts of the curriculum, most notably the inadequate arrangements for initial assessment.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Leadership and management

Strengths

- very effective internal and external partnerships
- good range of effective initiatives to widen participation
- good action-planning for improvement

Weaknesses

- poor curriculum management and planning in some parts of the provision
- insufficient support for learners' additional literacy and numeracy needs
- insufficient reinforcement of equality of opportunity in the curriculum

Information & communications technology

Strengths

- good achievement of practical skills
- good attendance and retention rates
- good partnership working to widen participation

Weaknesses

- insufficient provision of good teaching and learning
- insufficient attention to learners' individual needs
- insufficient sharing of good practice

Health, social care & public services

Strengths

- good achievements in classroom assistant intermediate programmes
- good standards of teaching and learning
- effective measures to widen participation

Weaknesses

- inadequate resources at some learning centres
- insufficiently detailed initial assessments of learners' needs
- poor deployment of staff
- insufficient planning of crèche training and classroom assistant programmes

Visual & performing arts & media

Strengths

- good attainment and application of technical skills
- good standards of teaching and learning in some subjects
- good staff expertise to promote learning

Weaknesses

- unsuitable accommodation in many venues
- ineffective assessments of learners' progress
- weak management of some aspects of the curriculum

English, languages & communications

Strengths

- good attainment of learning goals
- good standards of teaching and learning
- good partnerships to widen participation
- significant improvements in operational management

Weaknesses

- poor progression by learners
- insufficient specialist overview of the provision

Foundation programmes

Strengths

- good level of achievements
- good pastoral support for learners
- very responsive programmes to meet the needs of most learners

Weaknesses

- incomplete arrangements for initial assessment of learners and recording their progress
- incomplete implementation of quality assurance arrangements
- insufficient strategic planning of ESOL

Family learning

Strengths

- good levels of attainment and progression
- good range of effective teaching methods on accredited family learning programmes
- well-developed internal and external partnerships
- good support for learners for whom English is an additional language

Weaknesses

- inadequate arrangements for learners with additional literacy and numeracy needs
- weak curriculum management

Community development

Strengths

- good attainment of personal goals
- good working partnerships with community organisations
- innovative and successful strategies to widen participation
- good support for community development

Weaknesses

- insufficient analysis of the overall effectiveness of community development projects

Language of the Adult and Community Learning Sector

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

Single term used in the framework	Relating the term to Adult and Community Learning	
Provider	Provider	Any organisation providing opportunities for adults to meet personal or collective goals through the experience of learning. Providers include local authorities, specialist designated institutions, voluntary and community sector organisations, regeneration partnerships and further education colleges
Learner	Learner	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
Teacher / trainer	Tutor	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.

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	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.

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- very effective internal and external partnerships
- good range of effective initiatives to widen participation
- good action-planning for improvement

Weaknesses

- poor curriculum management and planning in some parts of the provision
- insufficient support for learners' additional literacy and numeracy needs
- insufficient reinforcement of equality of opportunity in the curriculum

55. Since the previous inspection, the service has continued to work very effectively with a wide range of internal and external partners to offer learning opportunities to adult learners in Bristol. Partnership working is particularly good in a number of curriculum areas, including ICT, modern foreign languages, foundation programmes, family learning and community development. These partnership arrangements operate at all levels throughout the service and demonstrate a strong commitment to partnership working. The service takes a leading role in a local lifelong learning partnership, bringing together a group of adult and community learning providers such as local further education colleges, universities and Connexions. The LEA manages a community learning development project involving four local authorities, to find a common approach to learning for adults who are taking their first steps back into education. It has supported the development of 10 local learning networks. The service has good internal working relationships with other departments in the council. The community education team works closely with local residents to develop new learning centres as part of the council's neighbourhood renewal initiatives.

56. The strategic management of adult and community learning by the LEA has improved, and is now satisfactory. However, it is too soon to assess the effect of some of the changes on the quality of provision, while some plans have not been implemented yet. The community education manager takes a particularly active role in strategic decision-making about the future role of adult and community learning in Bristol and the west of England region. The service's targets for the development of its provision closely match the priorities of the LSC. Managers recognise the need for an effective strategy to withdraw from the direct management of some parts of the provision. Adult and community learning is now identified as a strategic priority by the LEA, although much of the emphasis is on family learning only. Adult and community learning has also been

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identified as a regeneration priority in the council's corporate plan for 2004-07. The community education team's service plan has clear links with the council's corporate and strategic priorities, and senior managers within the council now have a better understanding of lifelong learning. Although the community education service now contributes to the development of the LEA's education development plan, too many plans exist which are not clearly linked, and the service does not have an overall strategic planning framework for adult and community learning.

57. The analysis and use of data, identified as a weakness by the previous inspection, have improved significantly, and are now satisfactory. The service has appointed an information systems manager, and curriculum staff now have good working relationships with the management information team. Data is being used to plan programmes and assure more viable class sizes. Fewer courses are cancelled. The use of data in curriculum planning and management has improved for ICT, crèche and classroom assistant training and modern foreign languages, but this improvement is not consistent in all curriculum areas. The service has carried out training for staff on the use of data. Managers now have access to more accurate data to write the self-assessment report.

58. The service's arrangements for staff development are satisfactory. Individual training needs, and those of curriculum teams, are effectively identified through the self-assessment and development planning process, observations of classroom teaching, and questionnaires issued to tutors. The LEA has a staff development policy and an annual staff development handbook, together with a comprehensive short-course programme offering a wide range of courses to all staff. Improvements have been made since the previous inspection to ensure that staff development is more closely linked to the service's strategic objectives. Sixty-seven per cent of tutors are appropriately qualified and staff take part in an continuous programme of teacher training. This includes a positive action programme to recruit members of local communities to become tutors. This initiative has been particularly successful in one inner city area where the service has recently opened a major new learning centre. A trainee tutor scheme assures that new staff are mentored by an experienced tutor to plan and deliver learning sessions. Seventy-two per cent of full-time staff have had an appraisal since April 2003, but part-time tutors are not yet included in the service's performance management scheme.

59. Resources to support adult and community learning programmes are generally satisfactory. A wide range of community venues is used, including primary and secondary schools, community centres and the service's own purpose-built premises. Resources for modern foreign languages teaching have improved since the previous inspection, and are now satisfactory. However, some of the accommodation used for visual and performing arts teaching is unsuitable, and learning resources at some learning centres are inadequate for crèche training and classroom assistant courses. The service's financial management and budgeting functions have improved significantly since the previous inspection. Staff have received useful training in planning and monitoring course income and expenditure. Programme planning is now more closely linked to budgets, which are devolved to members of the senior management team. A new finance manager has recently been appointed. Although there is still some over-reliance on short-term funding to support projects, the service has taken steps to fund such work

through mainstream funding.

60. The service's curriculum planning and management are poor in some parts of the provision; a weakness identified at the previous inspection. Some improvements have been made to curriculum management, but it is too early to judge the effects of most of them. Regular reviews of the provision are carried out with subcontracted providers. A programme planning checklist is now used, and managers meet to share information about courses. There are now more progression routes from entry-level learning into mainstream provision. However, the monitoring of learners' progress is poor in many curriculum areas, and learning agreements developed by the service are not being used in some subjects. The management of some aspects of the curriculum in visual and performing arts, crèche and classroom assistant training and family learning is poor, and the service does not carry out sufficient analysis of the overall effectiveness of community development projects. Significant improvements have taken place in the operational management of modern foreign language courses, in spite of the lack of a specialist overview of the provision.

61. The service's arrangements to support learners with additional literacy and numeracy needs are poor. No overall strategy exists for such support, although the service clearly recognises the importance of helping learners with their additional support needs. A consultant has been made available to the service to produce a skills for life strategy, but the identification of learners' literacy and numeracy levels and additional support needs is not managed well. In many curriculum areas, initial assessment is not used to contribute to the development of learners' individual learning plans.

Equality of opportunity

Contributory grade 3

62. The service uses the council's education department inclusion policy and framework to implement its equality of opportunity procedures, and submits actions through its self-assessment process to the department's and council's equal opportunities action plan. The policy has been updated to take account of the Special Needs and Disability Act 2001, and includes social inclusion and anti-harassment policies, as well as procedures that relate to age, religious belief, gender, young people, race and sexual orientation. The council is responding appropriately to the Race Relations Amendment Act 2000. Folders containing equal opportunities information are available at the reception desk at each of the service's main sites, and posters incorporating the service's equal opportunities statement are displayed prominently, in a range of community languages.

63. The service continues to provide a good range of effective initiatives to widen participation, a strength identified at the previous inspection. These initiatives bring a significant number of excluded and disadvantaged adults and young people into learning. The new structure for the service recognises the importance of developing co-ordinated provision within specific areas of the city for adults and young people who want to learn and progress within their local communities. Engagement organisers have been appointed to build long-term links in local communities with groups of residents and individual learners. Many staff devote a significant amount of their time to developing and running courses and projects for identified groups of learners. One

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successful programme enables adult learners, from a disadvantaged area of the city who have had negative experiences of school education, to gain units of learning which can be accrued at the learners' own pace, leading to entry to university. This programme has now been extended to other areas of the city. Family learning programmes attract learners who would not normally be interested, many of whom progress to other courses. Childcare facilities, which are free of charge, are available at most of the main venues, encouraging single parents to participate in learning.

64. The availability of reliable data to monitor group participation rates has improved since the previous inspection, and is now satisfactory. Information about retention and achievement rates by curriculum area in relation to learners' ages, gender, ethnicity and disabilities is now produced regularly, although it is too early to judge how effectively the service uses this data to analyse trends and plan changes to the curriculum.

65. Access to learning centres for learners with restricted mobility has improved since the previous inspection. The service has carried out a comprehensive audit of the suitability of accommodation at the service's main venues. Three of the six sites are now fully accessible, one has ground-floor access for learners with restricted mobility. One has lift access to the top floor, and improvements to the external access to the building have been made at the remaining centre. A good range of specialist equipment is available in most curriculum areas for learners with particular needs. Where a venue does not meet all the requirements of the service, the building is no longer used for classes.

66. Some parts of the service do not reinforce equality of opportunity sufficiently. Equality of opportunity is discussed during learners' inductions, but their rights and responsibilities are not routinely re-emphasised throughout their programmes. Only 31 per cent of staff have attended recent discrete equal opportunities training, although further staff development is planned. Equal opportunities training is usefully incorporated into tutors' teacher training. The service has developed a checklist to ensure that learning materials reflect its policy on equality of opportunity, but few curriculum areas currently use it. The arrangements for an initial assessment of learners' skills are largely informal in many curriculum areas. Learners from minority ethnic backgrounds do not always receive translations of important information, for example, the learners' handbook and the arrangements for additional support. A handbook for learners has been piloted for the first time by the service this year, but many tutors distribute it to learners without fully explaining its contents, particularly the references to the service's equal opportunities statement and the complaints procedure. Some learners in ICT and visual and performing arts are not sufficiently aware of what to do if they wish to make a complaint.

Quality assurance

Contributory grade 3

67. The service's quality and operations manager is responsible for quality assurance. A draft quality assurance framework and procedures manual has been prepared by the service, but this is still under consultation.

68. Good action-planning has rectified some of the weaknesses in leadership and management identified at the previous inspection. Significant progress has been made by the service in the regular collection and analysis of reliable data, financial planning and budgeting. Detailed monitoring reports are used by senior managers to identify progress in resolving the weaknesses highlighted in the service's post-inspection action plan. The quality and operations manager carries out quality assurance audits with curriculum teams every three months to ensure that actions are implemented, and targets met. This has resulted in more timely completion of statistical returns and improved use of data by managers. Staff share good practice in using quality assurance procedures. The service has introduced detailed service level agreements for its subcontractors which are closely monitored by regular checks of subcontractors' performance against key targets. Internal verification is satisfactory.

69. Quality assurance arrangements, which were a weakness at the previous inspection, have improved and are now generally satisfactory. However, it is too early to judge the effects of some of the improvements on the quality of teaching and learning in curriculum areas. The quality of teaching and learning is monitored more regularly, and the target set by the service to observe 30 per cent of tutors each year has been met. Priority is given to observing new tutors. The percentage of learning sessions graded good or better by inspectors has increased by 10 per cent since the previous inspection. Outcomes from classroom observations are recorded and analysed by the service.

70. At the previous inspection, insufficient use was made of learners' and tutors' feedback to bring about continuous improvements. The service now uses summaries of this feedback and action plans to make improvements to the curriculum. For example, literacy and numeracy classes have been extended from two to three hours to include time for individual tutorials, as a result of analysing learners' feedback.

71. The most recent self-assessment report, written in January 2004, is the third produced by the service. It is less descriptive than the reports written previously, and contains more detailed information about the strengths and weaknesses identified by staff. More accurate and reliable data is now available to help with analyses and judgements. The report includes many of the strengths and weaknesses in leadership and management identified by inspectors, but does not make sufficient reference to poor curriculum planning and management in most areas of the provision. Some key weaknesses were not identified by the provider in many parts of the curriculum, for example the inadequate arrangements for initial assessments and the poor monitoring of learners' progress.

72. Overall, leadership and management have improved since the previous inspection, and are now satisfactory. However, the grades for two of the curriculum areas, crèche and classroom assistant training and foundation programmes, are lower than the grades given by inspectors at the previous inspection. The service has discontinued its provision in humanities since the previous inspection, when it was identified as unsatisfactory. The number of learners on crèche and classroom assistant training courses have increased since the previous inspection and the inspection of foundation programmes included community learning which was not inspected in this area of learning at the previous

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inspection.

AREAS OF LEARNING

Information & communications technology

Grade 3

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	324	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good achievement of practical skills
- good attendance and retention rates
- good partnership working to widen participation

Weaknesses

- insufficient provision of good teaching and learning
- insufficient attention to learners' individual needs
- insufficient sharing of good practice

Achievement and standards

73. Learners on ICT courses develop good practical skills, a strength which is partly identified in the self-assessment report. Learners are well motivated and can appreciate the benefits they are gaining from learning. A large number of the learners are new to ICT. For many learners who have not used a computer before and who are particularly anxious, enrolling on a course is a significant achievement. Those interviewed say that the courses have a significant effect upon their lives. Many learners use their new ICT skills in their everyday lives, for example, to help run community action groups, charities and local history clubs. They are able to help their children and grandchildren with their education. The improved confidence of some learners has enabled them to progress to courses leading to qualifications, thereby increasing their opportunities to gain jobs.

74. Attendance and retention rates are good. The service provides courses for a wide variety of under-represented groups of learners, many of whom have no previous experience of computers. In 2002-03, the overall retention rate on accredited courses was almost 80 per cent. Attendance rates, which were unsatisfactory at the previous inspection, have improved considerably and are now good. They averaged 66 per cent at the previous inspection, but have risen to over 80 per cent during the current year. Achievement rates are satisfactory but have fallen slightly on accredited courses since the previous inspection, from 80 per cent in 2001-02 to 66 per cent in 2002-03.

Quality of education and training

75. The service makes good use of a wide range of partnerships to develop ICT provision in the community; a strength identified at the previous inspection. Staff consult effectively with community groups to successfully identify and recruit new learners. A wide range of partners' learning venues are used, and partner organisations are actively involved in submitting joint funding bids with the service to develop new courses. Useful ICT training for parents and classroom assistants is provided through partnership working with local schools and the service works very effectively with community groups which support learners with particular needs, including those with mental health conditions. Close co-operation with other providers of post-16 education, such as local general further education colleges, helps to identify opportunities for new courses and to minimise any duplication of provision. The service has taken a leading role in the development of projects in Bristol which support the development of community-based access to ICT, working jointly with a wide range of community groups, voluntary organisations and schools.

76. Teaching and learning resources are generally satisfactory or better in most venues. Hardware and software are up to date and most centres have access to the internet. Many learning centres have good access for learners with restricted mobility and some have specialised equipment for learners with visual or hearing impairments. The UK online centres have very good resources, including an extensive range of computers, laptops, projectors and cameras. Tutors are appropriately qualified and have good specialist ICT skills.

77. Support for learners is satisfactory. Initial advice and guidance have improved since the previous inspection and course details are more accurate. Programme information includes useful advice about any required prior qualifications and experience, and the progression opportunities available. However, the support for learners with additional literacy, numeracy and language needs is unsatisfactory. Many tutors are inadequately trained to help learners improve these skills in the classroom, and support is not always provided in a timely manner.

78. There are not enough examples of good teaching and learning on ICT courses. In the better learning sessions, tutors use interesting teaching strategies to motivate learners, who make good progress. Classes are well planned with clear learning outcomes, and tutors ensure that appropriate course materials help learners to achieve their individual learning goals. However, poorer teaching and learning is often characterised by insufficient planning of learning sessions, with unclear objectives. Schemes of work do not show how the overall course aims and objectives will be achieved. Learners on these courses make slow progress. In some classes, significant amounts of teaching time are lost because of learners' poor punctuality and equipment not being set up in advance of the session. Insufficient attention is given to health and safety issues on some ICT courses. Electric cables are not covered and learners sit at workstations which do not allow them to maintain a good posture.

79. Not enough attention is given to learners' individual needs in ICT, a weakness identified at the previous inspection. The use of assessment on non-accredited courses has improved, and is now satisfactory on most courses. Some learners have benefited from these new procedures and increased their self-confidence. Assessment on accredited courses meets the requirements of external awarding bodies. However, although some learners clearly progress and achieve their own goals, staff do not carry out sufficient formal monitoring and assessment of learners' progress. Initial assessment procedures do not identify learners' individual learning needs and personal learning goals. Individual learning plans are not used consistently, and those that are used have unclear targets and are not reviewed regularly. Managers do not make adequate use of learning outcomes to assess the effectiveness of courses, or to plan for the development of programmes and staff training.

Leadership and management

80. The ICT provision and the service's overall strategy for adult and community learning are clearly linked. Recruitment data is regularly compared with targets to widen participation, and accurate information is available to monitor performance against these targets. Staff meet regularly and internal communications are good. Staff have clear job descriptions, and the service's staff development facilities are good. Managers have made satisfactory progress to resolve some of the weaknesses identified in the analysis and use of data at the previous inspection, although some data about achievement rates and progression is still unreliable.

81. Policies to widen participation in ICT are effective. The ICT provision is widely dispersed throughout the city and successfully takes learning into local communities. Those learners interviewed value being able to attend classes close to their homes. Information used to promote courses contains a wide range of images of learners. However, staff do not have access to sufficient equal opportunities training. Managers analyse the retention and achievement rates of different groups of learners, but do not always use the information appropriately. For example, the performance of some learners from minority ethnic backgrounds is significantly poorer than other groups, but insufficient action has been taken to resolve this weakness.

82. Quality assurance arrangements, which were a weakness at the previous inspection, have improved and are now satisfactory. Managers have carried out effective monitoring of the ICT post-inspection action plan, and implemented some actions from the self-assessment report. However, the report is not sufficiently self-critical. Some of the strengths are based on inaccurate measurements of achievement rates. The service did not consult sufficiently with external partners to gain their views of the provision.

83. Good practice is not shared sufficiently within the ICT area of learning. Classroom observations of teaching and learning have improved, but the good practice identified in some learning sessions is not shared with tutors. Managers recognise this weakness and distribute quality-assured teaching and learning materials on a compact disc, and through the service's internal website. However, staff are not sufficiently aware of this service.

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Course reviews do not make sufficient reference to examples of good practice.

Health, social care & public services**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	247	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good achievements in classroom assistant intermediate programmes
- good standards of teaching and learning
- effective measures to widen participation

Weaknesses

- inadequate resources at some learning centres
- insufficiently detailed initial assessments of learners' needs
- poor deployment of staff
- insufficient planning of crèche training and classroom assistant programmes

Achievement and standards

84. Achievement rates on the intermediate classroom assistants programme are good, and were a strength at the previous inspection. In 2002-03, 76 per cent of those learners who started the courses achieved their qualifications, a slight fall on the 80 per cent achievement rate in 2001-02. Learners achieve the learning objectives set for them and produce good standards of work. They clearly understand their achievements and know how they can apply their learning in the workplace. Many learners progress into employment. The retention rate for this programme was 86 per cent in 2002-03. Retention rates on the crèche training courses have improved since the previous inspection, from just over 50 per cent in 2001-02 to almost 70 per cent in 2002-03. Of those retained, 42 per cent achieved the qualification. All learners who achieve the crèche training qualification are offered jobs with the LEA.

Quality of education and training

85. As identified at the previous inspection, the standards of teaching and learning are good on all courses. Sixty-seven per cent of the classes observed during the reinspection were good or better. Schemes of work are clear and detailed lesson plans are used by all tutors. Good use is made of relevant handouts for each unit of the qualifications. Effective teaching strategies make the courses accessible and relevant to learners unused to formal learning situations. Tutors make good use of questions to check learning and stimulate thought-provoking discussions among learners. Well-planned group exercises allow all learners to participate during classes. Most tutors are particularly well qualified

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and experienced, and many are still employed in childcare.

86. Effective measures are used to widen participation. Most of the learners come from parts of the city targeted as neighbourhood renewal areas by the council. In 2002-03, over 25 per cent of the learners were from minority ethnic groups. Venues are located throughout the city and are easily accessible to learners. Classes take place at times to suit learners with family commitments. Staff help learners to find work placements close to where they live. Single parents, in particular, appreciate the good childcare facilities available at most venues. Learners for whom English is an additional language receive good support in learning sessions which improves their self-confidence in spoken and written English. Four men have been recruited on to the programme this year.

87. Support for learners is generally satisfactory. Induction procedures have improved since the previous inspection, and are now satisfactory. Learners are told about important policies and procedures, and can recall the key features of their induction. They receive details of the units which make up their qualifications, and assessment procedures are clearly explained. Learners understand their rights and responsibilities, which are reinforced throughout the courses.

88. Learning resources are inadequate at some centres, a weakness which was partly identified at the previous inspection. Learners do not have sufficient access to textbooks, periodicals or book lists about childcare. Many of the learners come from disadvantaged areas of the city and cannot afford to purchase their own learning resources. Photocopying facilities are poor in some learning centres, and tutors frequently have to drive to other venues to do their photocopying. Staff do not have sufficient access to up-to-date teaching aids such as video recorders and data projectors. No specific budget is allocated to teaching resources, which are an important part of crèche training and classroom assistant courses. Tutors frequently have to use their own materials to improve the learning experience.

89. Initial assessments of learners' needs are not sufficiently detailed. Tutors rely on learners to identify their own learning needs and levels of literacy and numeracy skills. Learners who require additional literacy and numeracy support are not set specific targets in their individual learning plans to improve these skills.

Leadership and management

90. Quality assurance arrangements have improved since the previous inspection, and are now satisfactory. Classroom observations are carried out and tutors receive useful feedback and suggestions for the development of their teaching practice. Staff are using more reliable and easily accessible data to monitor the provision. The self-assessment report identifies some of the strengths and weaknesses in the crèche training and classroom assistant courses, but inspectors' judgements on the significant weakness in initial assessment did not match those of the service. This weakness was not identified by inspectors at the previous inspection. Two significant weaknesses in leadership and management were also not identified by the service in its report. Overall, the grade for

the area of learning was lower than the grade given at the previous inspection, and the grade in the self-assessment report did not match the grade given by inspectors.

91. The deployment of staff is poor on crèche training and classroom assistant courses. Roles and responsibilities are not clearly defined, and insufficient recognition is given to the role of assessment and its importance in ensuring that learners achieve their qualifications. For example, one member of staff is responsible for the internal moderation of assessments for almost 250 learners, but this role is not part of her job description. Some tutors have never met the internal moderator. New and relatively inexperienced tutors do not receive sufficient support, and some feel isolated in their jobs. However, informal mentoring is carried out well for some staff and tutors share good practice and materials.

92. The crèche training and classroom assistant programmes are not planned sufficiently. The service does not have an overall strategy for this part of its provision. Learner numbers have increased considerably since the previous inspection. Courses are arranged in response to local needs, and more advanced programmes are developed when learners request them. The range of progression opportunities is limited. The service does not manage learners' work placements adequately, a weakness identified at the previous inspection. Learners are expected to find their own work placements and some of them are not confident enough to do this. Some learners spend over three months on their programme without being allocated a work placement.

93. The service does not carry out sufficient research or analysis of government strategies for this expanding area of employment. There are not enough opportunities for staff to attend regional or national meetings to update themselves on new developments. The service does not have any formal partnership arrangements with local general further education colleges or higher education providers to develop progression routes into higher level courses or teaching qualifications.

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

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	363	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good attainment and application of technical skills
- good standards of teaching and learning in some subjects
- good staff expertise to promote learning

Weaknesses

- unsuitable accommodation in many venues
- ineffective assessments of learners' progress
- weak management of some aspects of the curriculum

Achievement and standards

94. Learners acquire good standards in technical and practical skills in many subjects, as identified at the previous inspection. Many learners demonstrate good standards in exploratory work, with effective research and critical evaluation skills. Those learners interviewed say that the acquisition of new craft skills improves their self-confidence and self-esteem. In a quilting class, learners were completing a quilted pattern of a mariner's compass which is a technically challenging piece of work. In a stained glass class, new learners were making large glass panels which they had researched and designed themselves. In arts and crafts, learners' portfolios demonstrate mixed levels of drawing ability, but most learners make good progress. For example, in passementerie, learners were making a range of tassels and braids to a professional standard.

Quality of education and training

95. The standards of teaching and learning are good in some subjects, a strength identified at the previous inspection. In the better learning sessions observed, learners are well motivated and work with enthusiasm and conviction. Classes are well structured, and good use is made of professional demonstrations. Learners are encouraged to develop independent learning through discussions of their work with their peers, rather than with their tutors, but tutors are available for individual guidance when required. Those sessions which are satisfactory or less than satisfactory are characterised by poor planning of learning sessions and insufficient checking of learners' progress. The teaching of some colour theory and basic design is weak and does not relate to practical studio work.

96. Visual and performing arts staff are particularly well qualified and experienced. Many tutors are practising artists, crafts people and performers who have their own studios and workshops. They inspire learners by showing them examples of their own work and demonstrating the skills of their trade. Staff have good contacts with specialist suppliers and arrange regular visits to exhibitions and studios.

97. The range of visual and performing arts courses is satisfactory in most disciplines, but the performing arts programme is limited in the summer term. Some classes are merged in order for them to operate with sufficient numbers. The total number of visual and performing arts courses has been halved during 2003-04, partly as the result of a deliberate decision by the service to rationalise this area of the curriculum. A large number of courses are still cancelled because of insufficient enrolments. Progression routes are limited.

98. Support for learners is generally satisfactory, although weaknesses still exist in initial guidance and information, as identified at the previous inspection. Learners find it difficult to obtain sufficient course information before enrolling for programmes. Learners' suitability for a particular course is not always appropriately assessed.

99. The accommodation used for visual and performing arts courses is unsuitable in many venues. Some classrooms are cramped, particularly when learners must bring large amounts of equipment to the class. In a music lesson, 10 learners were playing musical instruments in a small and crowded room. The arrangements for cleaning tools and equipment are inadequate. Learners sometimes have to carry cleaning water to their classroom in glass jars from elsewhere in the building. Maintenance is poor in some centres. Learners work in classrooms which are not always cleaned before classes start. In some instances, staff and learners have to clear rooms and prepare for lessons by collecting equipment from the store rooms. In one floristry class, the learners had to rearrange the tables and sweep the floor to remove tacks left by the preceding upholstery class. The arrangements for health and safety are inadequate at some venues. In one photography class, learners mix chemicals to develop their pictures in the same room where refreshments are prepared.

100. Assessments to identify learners' progress are ineffective. In some classes, individual learning plans are used effectively to plan and document learners' progress; in the weaker learning sessions, learners' progress is not effectively monitored or assessed. Learners do not receive sufficient written or verbal feedback.

Leadership and management

101. The management of some aspects of the visual and performing arts curriculum is weak, as identified by the previous inspection. Tutors are frustrated by poor communications, and staff from different subject areas do not meet on a regular basis to discuss teaching and learning, or to share good practice. Staff do not fully understand management roles and responsibilities, and feel that their skills are not used effectively by

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managers. The service is carrying out a strategic review of its visual and performing arts provision and the management structure has recently undergone substantial changes. However, staff do not understand the reasons for these changes. Course reviews are carried out by individual tutors, and have recently been analysed and used for planning improvements. At the time of the reinspection it was too early to assess the impact on learners.

102. The arrangements for quality assurance, which were a weakness at the previous inspection, are still inadequate. Quality assurance procedures are not fully understood by tutors. Staff have not carried out sufficient classroom observations of teaching and learning. The arrangements for staff appraisals are incomplete. The most recent self-assessment report identified the good levels of attainment and standards of teaching and learning, but did not make any reference to the weaknesses identified by inspectors. The grade for the area of learning given in the report matches the grade given by inspectors.

English, languages & communications**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	1262	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good attainment of learning goals
- good standards of teaching and learning
- good partnerships to widen participation
- significant improvements in operational management

Weaknesses

- poor progression by learners
- insufficient specialist overview of the provision

Achievement and standards

103. The level of attainment of learning goals is good, as identified at the previous inspection. Those learners interviewed confirmed that they feel they are achieving their personal goals. For example, one learner studying German is able to read theology in its original language. Another learner is able to write more fluently to her Austrian penfriend. Learners understand spoken languages very well, and most have good accents and pronunciation. They are sufficiently confident to ask questions, give information and express ideas in the language they are learning.

104. Retention rates are satisfactory. In 2002-03, the retention rates for accredited and non-accredited courses were 71 per cent and 69 per cent, respectively. Achievement rates on some individual accredited courses are good. For example, in 2002-03, the achievement rates for two courses, one for intermediate learners in Portuguese, and the other for advanced learners in German, were 100 per cent. However, only four of 14 learners on the general certificate of secondary education course in Italian, achieved a qualification.

105. Progression is poor for learners in modern foreign languages. Few learners progress through the different levels of language courses available. In a sample of popular courses selected by inspectors, only 24 per cent of learners progressed to a higher level course between 2002-03 and the following year. Those learners who return to repeat the same course maintain their speaking and listening skills, but do not extend their knowledge of their chosen language. The service does not promote the different levels of language courses available accurately. Some learners become frustrated and

leave when they find themselves in a class being taught at an inappropriate level for their individual needs.

Quality of education and training

106. Standards of teaching and learning continue to be good overall. Tutors pay careful attention to the development of learners' listening and speaking skills in most classes. Many organise amusing language games or stimulating role-play activities which are appropriate for the preferred learning styles of the different groups. In the better classes observed by inspectors, learners are able to understand explanations of grammar and vocabulary which make little, or no, reference to English. Learners contribute well during pair and group work. However, in some classes, tutors use too much English and learners' fluency is less well developed. Most lesson plans are satisfactory or better, but some schemes of work are not sufficiently detailed to help tutors plan their classes satisfactorily.

107. The service has a range of good partnerships to widen participation. Staff work closely with subcontractors to encourage learners from under-represented groups to enter language learning. Twenty-five per cent of enrolments for modern foreign languages are from minority ethnic groups. The service carries out thorough reviews of its subcontracted languages provision. In one instance, it has deliberately decided not to renew its contract with a provider because of access problems for learners with restricted mobility.

108. Resources have improved since the previous inspection when they were found to be inadequate; they are now satisfactory. All tutors are sufficiently fluent in the languages they teach, and many are native speakers. The sharing of resources between tutors has improved, and new teaching aids have been purchased for some courses. Good use is made of compact discs and audio tapes, although some tape recorders are still not of good quality. In some classes observed by inspectors, tutors made good use of a wide range of resources, such as interview prompt sheets, cue cards, dice and a pyramid-building game. Some tutors rely too much on the use of textbooks, many of which are now out of date, and some still purchase their own resources.

109. The assessment and monitoring of learners' progress are satisfactory overall. Assignments used on accredited courses are appropriate and cover the requirements of external awarding bodies. On non-accredited courses, assessment is more informal, but tutors correct work accurately and give useful feedback to learners. Tutors are trying to use the new individual learning plans developed by the service, and are cautiously supportive of their potential to enhance learning. However, the plans are not valued by all learners.

110. Guidance and support for modern foreign language learners are satisfactory. Learners who need the services of an interpreter in an Arabic class, receive excellent individual support from their tutor and a volunteer support worker. Learners praise the supportive learning environments created by most tutors. The service's prospectus

contains some helpful descriptions of most courses, but the arrangements for higher level courses are less clear.

Leadership and management

111. The service has made significant improvements to its operational management of modern foreign languages since the previous inspection. Resources are better as a result of improved financial management and budgeting. More reliable data helps managers to plan and analyse the provision. Staff training sessions are well attended and more opportunities now exist for tutors to share good practice. Managers have made considerable progress in implementing a system of classroom observations. At the previous inspection, no language tutors had been observed, but almost half have now been observed by a specialist in teaching modern foreign languages. Observation reports are detailed and contain useful recommendations for tutors' development. There are now good links with other curriculum areas, and effective action has been taken to introduce more courses into areas of the city where there were very few at the previous inspection. Language taster courses have been organised by the service's engagement workers in three areas of Bristol, and have led to the development of longer, accredited programmes.

112. The service does not provide enough of a specialist overview of the modern foreign languages programme. The current management arrangements do not allow a clear understanding of how the service's levels of language provision relate to the national qualifications framework. The different levels of language courses are not promoted accurately. The service carries out some research of external data to identify potential demand for less common languages, or additional community languages, but this research is not always analysed sufficiently. There is not enough formal monitoring of the schemes of work by a language specialist to ensure overall coherence and consistency of approach.

113. The self-assessment report identifies the strengths in learners' achievements and the quality of teaching and learning, but does not give sufficient emphasis to the strengths and weaknesses identified in leadership and management. The grade given in the report matches the grade given by inspectors.

Foundation programmes**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	1269	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good level of achievements
- good pastoral support for learners
- very responsive programmes to meet the needs of most learners

Weaknesses

- incomplete arrangements for initial assessment of learners and recording their progress
- incomplete implementation of quality assurance arrangements
- insufficient strategic planning of ESOL

Achievement and standards

114. Most learners are successful in achieving their personal learning goals, a strength identified at the previous inspection. Just over 50 per cent of learners on literacy and numeracy programmes gain full or partial accreditation. Many learners have little or no experience of formal education, and gain confidence in acquiring new skills. Those interviewed can identify the positive effects of learning on their everyday lives. On ESOL programmes, learners confidently practise their speaking and listening skills and use these skills outside the classroom. Learners work productively in teams and develop independent living skills. In an over-50s history group, learners negotiated their own project with their tutor, about the changing history of a local river. The service activity supported this group to apply for external funding to purchase a laptop and a digital camera and one member of the group taught the remainder how to use the equipment. Some learners on literacy and numeracy courses have become learning champions for the service and actively recruit more adults into learning. Many learners progress successfully into further education or employment. Ten learners on a community project have been accepted by a local university, 18 learners have registered on an access to higher education programme, and three are now employed as community learning tutors.

Quality of education and training

115. Staff provide good pastoral support for learners on all foundation programmes. Procedures which are sensitive to the needs of adult learners are used to investigate learners' absenteeism. Tutors take care to give positive informal support to individual learners. Staff have good working relationships with learners and fully understand their

needs. Learners in ESOL classes receive support with personal matters such as housing and writing formal letters. The service has good links with external agencies to support learners who need specialist advice and assistance. Tutors work closely with learners to identify appropriate progression routes.

116. The service's foundation programmes respond successfully to the needs of most learners. Managers respond quickly to new national initiatives and develop innovative programmes which meet the needs of local communities. The service effectively supports applications for funding from a wide range of community groups. For example, the service provides funding for a resource centre, where female learners take part in mendhi art classes. A driving test course was introduced in response to requests from learners on ESOL courses. Numeracy classes have now been extended from two-hours' to three-hours' duration following an analysis of learners' feedback. Internal partnerships with other parts of the council lead to exciting new learning initiatives. Literacy and numeracy tutors have worked with the museums service to allow more than 100 learners to develop their skills using exhibitions of artwork.

117. Standards of teaching and learning are satisfactory. Sixty per cent of the lessons observed by inspectors were good or better. In these learning sessions, activities are planned well using imaginative themes which learners can relate to. Good planning ensures that learners work at a pace and level that suits them. However, in the learning sessions which are satisfactory, or less than satisfactory, planning is poor and tutors rely too much on a limited range of resources. Not enough attention is paid to the relevance of the learning tasks and the pace of the teaching.

118. Resources are generally satisfactory. The standard of accommodation varies throughout the city. Some learning sessions are taught in spacious and well-lit learning centres with good-quality ICT equipment. However, other courses take place in cramped classrooms which have poor acoustics and restricted access to computer software. The lack of crèche facilities at one centre limits the opportunities for learners with children to join ESOL courses. The range of learning resources is satisfactory, but they are not always used appropriately. In one ESOL class for women, learners were being taught the parts of the body using a picture of a male figure.

119. The arrangements for initially assessing and recording learners' goals and progress in learning are incomplete. Although many learners make good progress in improving their skills, procedures to record learners' individual learning goals are inadequate. The service has designed paperwork to give learners feedback about their progress and identify their achievements, but this is not used routinely by all tutors. Tutorial time is allocated as part of literacy and numeracy classes, but is not always used to review learners' progress. Insufficient use is made of individual learning plans. Many plans do not contain detailed targets and they are not regularly updated. In one ESOL class observed by inspectors where no individual learning goals had been identified, all learners were taking part in the same activity, despite some of them not finding the work sufficiently challenging. Some staff and learners do not understand the purpose of individual learning plans, and the plans are not valued as an aid to improving teaching and learning. Some plans record learners' completion of tasks, rather than their

development of skills.

Leadership and management

120. Quality assurance arrangements are incomplete in foundation programmes. Staff are not sufficiently aware of the importance of quality assurance procedures. The service does not carry out enough classroom observations. Only 25 per cent of ESOL tutors have been observed in the past two years. In community learning, 14 per cent of tutors had been observed during a one-year period. Although the systems for recording lesson observations are well designed, they are not used uniformly throughout the provision. Staff do not have enough opportunities to meet and share good practice. The service does not collect and analyse learners' evaluations on a sufficiently regular basis. Some good practice is being developed on community learning programmes, where the analysis of over 50 per cent of learners' evaluations in 2003-04 has resulted in the successful development of 26 progression courses for 160 learners. The most recent self-assessment report identifies the strengths and weaknesses for literacy and numeracy, community learning and ESOL courses separately. Many of these match those identified by inspectors, but the report under-estimates the effect of the significant weakness in the arrangements for initial assessment and recording of learners' progress. None of the tutors interviewed by inspectors had contributed to the report.

121. ESOL courses do not receive sufficient strategic planning. The reliability of data has improved since the previous inspection, but there are still too many inaccuracies to allow effective planning and targeting of the provision. Managers respond quickly to requests from local communities for new courses, but overall planning is not always linked sufficiently to strategic objectives. Formal links with staff in other parts of the service are not effective enough.

Family learning**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	262	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good levels of attainment and progression
- good range of effective teaching methods on accredited family learning programmes
- well-developed internal and external partnerships
- good support for learners for whom English is an additional language

Weaknesses

- inadequate arrangements for learners with additional literacy and numeracy needs
- weak curriculum management

Achievement and standards

122. Progression and attainment are good in family learning. Learners develop a range of skills which they can apply outside the classroom. Some learners progress to training courses in other subject areas. Learners on family literacy, language and numeracy courses have progressed to ICT, literacy and numeracy and ESOL courses. Others have set up their own business enterprises, or obtained paid and voluntary jobs in their local communities. A group of learners are planning to set up a garden furniture business. Most learners on family learning programmes develop good skills to support parents' and children's learning, and improve their self-confidence.

123. Achievement rates on both accredited and non-accredited family learning programmes are satisfactory. In 2002-03, 70 per cent of learners achieved their qualification on accredited courses, and a similar proportion achieved their learning outcomes on non-accredited courses.

Quality of education and training

124. Standards of teaching and learning have improved since the previous inspection and are good on family learning programmes. Eighty-three per cent of the sessions observed by inspectors were good or better. Tutors use a wide range of effective teaching strategies to meet the needs of individual learners. Imaginative activities ensure that all learners are actively involved in learning sessions, and tutors make good use of everyday objects which learners can relate to. In a family learning class, the tutor used pictures of musical instruments and prompt cards for a quiz to demonstrate learning

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styles and techniques. Learning sessions are planned well with clear objectives which learners understand. Tutors encourage learners to use their knowledge of their children to contextualise learning and constantly check learners' understanding.

125. The service has a range of well-developed internal and external partnerships in family learning to meet the needs of individuals and groups of learners. This strength was identified by inspectors at the previous inspection. Joint planning with external agencies ensures that a wide range of family learning courses are developed in a variety of venues. All learning centres are within easy reach of public transport routes. Tutors train volunteers to take up positions of responsibility on local management committees. Courses are effectively targeted at adults in disadvantaged areas of the city, and staff work hard to attract under-represented groups into family learning courses. In 2002-03, almost 6 per cent of all enrolments on family learning courses were men, and over 20 per cent of enrolments were from minority ethnic groups.

126. Language support for speakers of English as an additional language is good, a strength which was identified at the previous inspection. Support workers co-ordinate their activities closely with classroom tutors and family learning staff to ensure that learners who need language support are fully involved in learning sessions. Staff work with the local advisory service for minority ethnic groups to support learners with identified language needs. Classes are well planned to take account of individual support needs, which are clearly documented in lesson plans. Learners have good access to effective advice and guidance on progression routes. Well-run crèches are available for learners on family learning programmes which enable learners with children to join courses.

127. Resources have improved from the previous inspection, when they were identified as a weakness. They are now generally satisfactory. Most venues are furnished to meet the needs of adults and children. Many tutors develop good teaching materials which effectively support learning. They use up-to-date, well-maintained ICT equipment in classes. Staff have compiled an index of family learning resources available at all venues across the city, and a budget for resources has now been identified.

128. The arrangements to support learners with additional literacy and numeracy needs are inadequate and have not improved since the previous inspection. Staff carry out informal initial assessments of learners' prior knowledge on most courses, but no formal assessment is made of their literacy and numeracy needs. Insufficient progress has been made in using the information gathered from learners to measure achievements, or to contribute to the development of individual learning plans. On accredited courses, individual learning plans focus on the content of the course, rather than individual's goals.

Leadership and management

129. Curriculum planning in family learning is weak. Strategic objectives are unclear and do not include a policy for the integration of literacy and numeracy teaching with wider family learning programmes. Staff do not receive sufficient specialist training to enable

them to support learners with additional literacy and numeracy needs. The reliability and availability of data have improved, but the service does not make adequate use of this data to assist curriculum planning. The arrangements for staff to share good practice are inadequate and tutors do not fully understand the importance of having effective quality assurance arrangements. Staff carry out classroom observations, but do not always feel sufficiently confident to fully evaluate the quality of teaching and learning.

130. The most recent self-assessment report for family learning identifies the strengths in attainment and progression, and in teaching and learning, but underestimates the effect on learners of the inadequate arrangements for initial assessment. The grade given in the report matches that given by inspectors.

Community development**Grade 2**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	184	2

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good attainment of personal goals
- good working partnerships with community organisations
- innovative and successful strategies to widen participation
- good support for community development

Weaknesses

- insufficient analysis of the overall effectiveness of community development projects

Achievement and standards

131. Learners' attainment of personal and community development skills is good. Most learners have very little, or no experience, of formal education and many come from disadvantaged communities in Bristol. They develop skills which enable them to participate effectively in the community. Learners gain self-confidence and self-esteem and can describe the effect that learning has on their daily lives. One learner interviewed by inspectors, spoke of the difference that learning to read had made to her relationship with her children. Another learner with a mental health condition, described how working on a community project has enabled him to engage with people again. At many learning centres, learners gain the necessary confidence and skills to establish and run community groups, childcare facilities and self-advocacy organisations. Some community groups produce a regular newsletter which informs residents of progress with particular projects.

132. Many learners involved in community development projects progress into further education and employment. A learner who has taken part in a project for disengaged women learners has been offered a place at university, and another has established a charitable organisation for victims of domestic violence. At one learning centre, a learner has successfully established a cheerleaders' group in the community, which has competed in national and international competitions.

Quality of education and training

133. The service has good working partnerships with a wide range of community organisations, a strength which was identified at the previous inspection. Community development staff have good links with local and national charities, statutory and voluntary agencies and local self-advocacy groups. Community groups provide learners with transport and work experience at many of the service's learning centres. Where learners need specialist advice, they are quickly referred by the service to appropriate organisations which can offer support. At a new venue in the centre of Bristol, the service has worked very effectively with the local minority ethnic community to overcome initial opposition to the siting of the new learning centre.

134. The service uses a good range of innovative and successful strategies to widen participation. Managers, tutors and learning mentors make effective links with learners from under-represented groups in a variety of appropriate ways. Learners' needs and interests are well understood by staff who are often recruited from disadvantaged communities themselves. As part of a consultancy and research project, learners use the skills they have gained to carry out a needs analysis in their own community and recruit new learners to community development projects. In one part of the city with a high proportion of residents from minority ethnic groups, the service uses the knowledge of the local security company employed to guard one of the centres, to successfully recruit hard-to-reach learners. A director of the security company is now a volunteer worker in the centre, working with disaffected young learners.

135. Standards of teaching and learning on courses linked to community development projects are generally satisfactory. All the teaching sessions observed by inspectors took place on a programme for young learners at one site in the south of the city. Seventy-five per cent were good or better. Informal learning is promoted through the community development projects, and learners are encouraged to progress by taking ownership of their learning.

136. Resources to support community development projects are satisfactory. Courses are held in a wide range of venues, including schools, community centres, youth centres, nurseries, small workshops and libraries. The service has recently opened a large, new purpose-built centre with a well-equipped library in a disadvantaged inner-city area of Bristol. The learning centre is being used extensively by learners from the local community.

137. Learners receive effective support and guidance. They are able to access the community development projects and courses easily. At the end of the projects and courses, learners are given appropriate advice and guidance about possible progression routes, and they are encouraged to progress to further courses. Some learners become tutors or support workers on courses operating in their own communities.

Leadership and management

138. The service gives good support to community development work. Senior managers fully support the valuable contribution that projects and courses make to the regeneration of local communities and talk enthusiastically and with pride about the work carried out by the LEA. Managers work hard to encourage the informal development of skills and capabilities in local communities by encouraging residents to take ownership of their own learning. Staff effectively support local community groups and organisations who wish to establish their own projects. Learners become enthusiastic supporters of learning in their own communities. In one community centre, three generations of the same family are involved in studying, providing support for learners and tutoring. At another centre, learners who completed an ESOL course have established a school for the local Somali community, which now attracts over 100 learners at weekends.

139. Community development staff are supported well. Tutors are encouraged to attend a wide range of useful staff training events. Regular staff meetings include the sharing of good practice and discussions of community issues. The promotion of equality of opportunity is satisfactory. The service's staff profile at each learning centre reflects the social profile of the local communities.

140. The service does not carry out sufficient analysis of the overall impact of community development projects and courses throughout Bristol. Data is not used effectively to evaluate the provision as a whole, and is only partially analysed to plan new projects. The overall evaluation and planning of projects is not coherent enough. Many learning centres have innovative and successful projects which are not replicated in other, equally appropriate areas of the city. The most recent self-assessment report critically evaluates the community development provision at one centre for learners aged 14-19, but does not assess the overall effectiveness of its community development projects against the criteria in the 'Common Inspection Framework'.