

# INSPECTION REPORT

## Wiltshire LEA

28 November 2003



ADULT LEARNING  
INSPECTORATE

## Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based 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
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

## Overall judgement

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

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

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

# INSPECTION REPORT

## Wiltshire LEA

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Wiltshire Local Education Authority (LEA) is part of Wiltshire County Council and provides adult and community learning to rural and urban communities across the county. It currently offers family learning programmes, which are funded by Swindon and Wiltshire Learning and Skills Council (LSC). The LEA also has overall management responsibility for Urchfont Manor College, an adult residential centre which receives direct LSC funding for residential programmes in visual and performing arts and media.
2. The head of lifelong learning in the council's department for children, education and libraries, schools branch, is responsible for the co-ordination and strategic development of adult and community learning provision. She reports to the assistant director and director of the department, who report to councillors and the chief executive. The head of lifelong learning is supported by a family learning co-ordinator and an out of school hours learning co-ordinator. A director at Urchfont Manor College has responsibility for the overall management of the centre and for curriculum management. She reports to the head of lifelong learning and is supported by a deputy director who manages the day-to-day running of the centre. The governing body of Urchfont Manor College includes the assistant director of the schools branch and other councillors.
3. Wiltshire LEA places a strong emphasis on collaborative work and partnerships with other providers, and has a firm commitment to targeting and developing family learning provision in areas of deprivation across the county. Family learning is directly delivered on school and community sites and also contracted out through other providers. Courses take place in a significant number of venues across the county, including a large number of primary and secondary schools. Courses range from taster sessions and one-day workshops, to accredited courses of over 10 weeks. The LSC-funded courses at Urchfont Manor College each run for six residential weekends, spaced throughout the year.
4. Eighty per cent of the land in Wiltshire is in agricultural use, with just 3 per cent of the local population employed in agriculture. Urban and rural areas contain some very affluent areas and also some pockets of significant social deprivation. Rural isolation is also a significant issue. The unemployment rate in Wiltshire in August 2003 was low, at just over 1 per cent, compared with the national average of 2.5 per cent. The proportion of young people in Wiltshire achieving five or more general certificates of secondary education at grade C or above in 2002 was 57 per cent, compared with a national average of 51.6 per cent. The 2001 census gives the minority ethnic population of Wiltshire as 1.7 per cent, compared with 9.1 per cent nationally.

### SCOPE OF PROVISION

#### Visual & performing arts & media

5. Fifty learners are currently enrolled at Urchfont Manor College, on courses in visual

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and performing arts and media. All courses are offered as residential courses over six weekends, beginning on Friday evening and ending on Sunday. Six programmes are offered, in embroidery, machine embroidery and passementerie. All of the programmes are accredited. The director of Urchfont Manor College has curriculum management responsibility for the courses and the tutors. All of the tutors work part time.

### Family learning

6. Currently, 936 learners are enrolled on a wide range of accredited and non-accredited family learning programmes. Some courses are provided directly by the LEA and some by a variety of subcontracted partners including the Workers' Educational Association (WEA), the learning partnership, colleges and schools. Courses include family literacy, family numeracy, keeping up with the children, SHARE programmes to enable parents to help their child learn at home, bridge the gap parenting skills, helping in schools, and various family learning taster days and workshops held at a variety of different locations in the county. Programme lengths range from short family learning days and workshops lasting between four and six hours, to longer family literacy courses of 80 hours. Of the current learners, 244 are attending courses of over 10 hours' in duration and 692 attended short courses of between three and six hours. Family learning provision is targeted at parents of children in identified schools, mainly primary schools, across the county, with some courses taking place in community centres.

## ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	33
Number of learner interviews	30
Number of staff interviews	32
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	21
Number of partner/external agency interviews	25

## OVERALL JUDGEMENT

7. The quality of provision is adequate to meet the reasonable needs of those receiving it. More specifically, Wiltshire LEA's leadership and management and approach to equality of opportunity are satisfactory. Its arrangements for quality assurance are unsatisfactory. The quality of provision is good in visual and performing arts and media, and satisfactory in family learning.

## GRADES

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	4

Visual & performing arts & media	2
Contributory grades:	
Adult and community learning	2

Family learning	3
Contributory grades:	
Adult and community learning	3

## KEY FINDINGS

### Achievement and standards

**8. Achievement rates and standards are good across the provision. Learners on family learning programmes develop good personal skills and confidence.** Learners develop positive attitudes to learning. They also acquire a good level of understanding of what goes on in schools and are more able to work effectively with their children at home. Learners on the longer family literacy programmes can gain accreditation, which further enhances their self-esteem.

**9. Standards of creative practical work are very good on all visual and performing arts programmes.** Learners make good progress during the residential weekends, and receive good support from the tutors while working at home between the weekends. Completed work is very creative, individual and of a very good, professional standard. Retention and attendance rates are good.

### 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
Family learning	0	1	8	6	0	0	0	15
<b>Total</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

**10. Teaching and learning are good on all programmes.** Of the 15 sessions observed in family learning, 60 per cent were good or better and 40 per cent were satisfactory.

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Some sessions in visual and performing arts and media were also observed and were satisfactory or better. Lessons are planned well. Tutors use a good range of teaching methods that are appropriate to the course and to the abilities and varying needs of individual learners. In family learning programmes, interaction with learners is sensitive and effective and learners are able to draw on their life experiences in an appropriate way. In visual and performing arts and media, good-quality demonstrations inspire and motivate learners.

11. Tutors are very experienced and well qualified. In family learning, tutors are enthusiastic, very skilled and bring a good variety of relevant experience to the sessions. In visual and performing arts and media, tutors are technically competent and are practising experts in their field. Many have very positive national reputations for their work.

12. **A wide range of family learning provision is offered in a wide variety of different contexts.** The strategic policy of Wiltshire LEA is to target family learning provision in areas of social deprivation and rural isolation, which it is implementing effectively. Family learning programmes are delivered in a good range of suitable locations in urban and rural settings.

13. **The learning environment is particularly good for the residential programmes in visual and performing arts and media.** A range of good-standard teaching rooms are available. Tutors and learners can use large practical studios as well as smaller teaching rooms. The residential centre is comfortable and welcoming, and has good restaurant facilities which cater for all dietary needs. A new minibus, equipped for learners who have restricted mobility, is used to take learners to visit exhibitions and galleries and to provide transport from the station to the centre.

14. **The residential centre provides insufficient learning resources for use on visual and performing arts and media programmes.** Tutors provide all their own specialist equipment and a large proportion of the reference books used. Learners are also required to provide all their own equipment and resources. The lists of what each individual learner has to bring each weekend are substantial and include many basic materials which are not available at the centre.

15. **Monitoring and recording of learners' progress is poor on all programmes.** In the longer family learning programmes of over 10 hours' duration, initial assessment practices vary considerably. Some courses have little or no formal initial assessment. Some learners are unclear about their learning goals and targets. The use of individual learning plans is not widespread. Some recording of learners' progress is poor.

16. On visual and performing arts and media programmes, there is insufficient formal recording of learners' starting points and previous experience. Learners do not have an individual learning plan, although they do know and understand their learning goals. Tutors give verbal feedback to learners individually, but little of this is recorded. Tutors and learners have insufficient supporting evidence of progress. The recording that is carried out mainly focuses on outcomes, to meet the requirements of the awarding body.



**17. There is inadequate pre-course information on visual and performing arts and media programmes.** The additional costs for materials and registration fees for accreditation are not fully evident until after enrolment. The publicity leaflets do not mention the bursary scheme, to which learners on a range of benefits can apply for help with costs. Some pre-course information arrives too late for learners to carry out adequately the research needed for the first project, or to purchase the long list of materials required.

**18. On family learning programmes there is inadequate provision of additional support.** Some tutors are unaware if any learners need additional support, or are unsure how to access literacy and language support for learners whose needs are identified. Literacy, numeracy and language support needs on visual and performing arts programmes are assessed informally, and currently no learners have been identified as needing additional support.

### Leadership and management

**19. Leadership of Wiltshire LEA's adult and community learning provision is strong.** Support from elected members of the council is good. Strategic planning is comprehensive and a clear strategy for the development of family learning provision is being effectively implemented. Key personnel have been appointed to directly manage the provision. Some capacity issues must still be resolved to ensure that the further planned improvements and developments are successfully implemented.

**20. Wiltshire LEA has effective partnership arrangements.** It has formed partnerships with other council departments and with a good range of external partners, to deliver family learning programmes. It also takes part in extensive networking with neighbouring authorities and other groups, to exchange ideas, avoid duplication and investigate areas for common development.

**21. Wiltshire LEA takes effective positive action to reach under-represented groups.** Wiltshire LEA carefully targets its family learning provision in specific areas of social disadvantage across the county and in areas of rural isolation. The LEA operates a number of different family learning models to meet the varying needs of different groups and communities.

**22. Wiltshire LEA uses self-assessment productively.** The LEA has put several measures in place to rectify weaknesses identified through the self-assessment process. It has identified the need to plan training programmes more coherently, to provide tutors with greater guidance and further opportunities for appropriate training and support, and to improve quality assurance and the monitoring of the work of subcontractors.

**23. Wiltshire LEA does not collect and use management information enough.** The LEA has recently acquired and installed a computer-based management information system. However, it has yet to populate the system with data. Not enough management information has been available so far to guide management decisions, to measure performance or to monitor equality of opportunity issues.

24. **Equality of opportunity is not promoted enough at programme level.** The corporate equal opportunities policy has not been fully disseminated to all tutors. Learners are not routinely provided with written information regarding equality of opportunity. No specific equality of opportunity targets are set. Many tutors and learners on family learning programmes are unaware of any procedures or systems for formally making a complaint. Marketing materials do not specifically refer to or promote equality of opportunity.

25. **Quality assurance arrangements are incomplete.** Wiltshire LEA recognises that further establishing of, and training in, its quality assurance processes and procedures is needed. No policies or established procedures currently exist for quality assurance. A quality assurance framework has been distributed to programme co-ordinators, and is intended as a set of guidelines for staff for quality assuring the provision overall. It has yet to be extended to tutors.

26. **Family learning provision is not sufficiently coherent.** Many family learning programmes are delivered independently, without reference to other partners. Although communication between the LEA and providers has improved, communication is still weak between partners involved in family learning provision. Good practice is not shared effectively. The management of literacy, numeracy and language support also varies in effectiveness across the provision.

*The following strengths and weaknesses were identified during this inspection:*

## **Leadership and management**

### **Strengths**

- strong leadership
- effective partnership arrangements
- effective positive action to reach under-represented groups
- productive use of self-assessment

### **Weaknesses**

- insufficient collection and use of management information
- insufficient promotion of equality of opportunity
- incomplete quality assurance arrangements

## **Visual & performing arts & media**

### **Strengths**

- very good standard of creative and practical work
- good teaching and learning
- particularly good learning environment

### **Weaknesses**

- insufficient learning resources
- poor formal monitoring of learners' progress
- some inadequate pre-course information

## **Family learning**

### **Strengths**

- good development of learners' confidence and personal skills
- effective teaching to engage learners
- wide range of provision in a variety of contexts

### **Weaknesses**

- insufficient measurement and recording of learners' progress
- inadequate additional support for learners
- insufficient coherence across family learning provision

### **WHAT LEARNERS LIKE ABOUT WILTSHIRE LEA:**

- the supportive and organised tutors
- the keen interest management take in what's going on
- the course structure and discipline that qualifications provide
- the good atmosphere, accommodation and food at the residential college
- the relaxed family learning sessions: 'I have always been scared of school, but I have enjoyed three different activity sessions with my children. I will now come to parents' evenings.'

### **WHAT LEARNERS THINK WILTSHIRE LEA COULD IMPROVE:**

- the pre-course information
- the information on other courses available
- the information and communications technology (ICT) facilities
- the signage and lighting at the residential college

## **KEY CHALLENGES FOR WILTSHIRE LEA:**

- improve the collection and use of management information data
- promote equality of opportunity to all learners and tutors
- further develop and implement quality assurance arrangements
- provide greater coherence in the family learning provision
- improve initial assessment and the recording of learners' progress
- develop better arrangements for additional learning support
- provide additional learning resources

## 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	
<b>Provider</b>	<b>Provider</b>	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
<b>Learner</b>	<b>Learner</b>	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
<b>Teacher / trainer</b>	<b>Tutor</b>	Person teaching adult learners or guiding or facilitating their learning.
	<b>Mentor</b>	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
<b>Learning goals</b>	<b>Main learning goals</b>	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.
	<b>Secondary learning goals</b>	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
<b>Personal and learning skills</b>	<b>Personal and learning skills</b>	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
<b>Unanticipated, or unintended learning outcome</b>	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.
<b>Subject-based programme</b>	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.
<b>Issue-based programme</b>	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.
<b>Outreach provision</b>	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.
<b>Neighbourhood-based work</b>	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.
<b>Community regeneration</b>	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.

<b>Relating the term to Adult and Community Learning</b>	
<b>Community capacity building</b>	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.
<b>Active citizenship</b>	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 INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 3

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- strong leadership
- effective partnership arrangements
- effective positive action to reach under-represented groups
- productive use of self-assessment

#### Weaknesses

- insufficient collection and use of management information
- insufficient promotion of equality of opportunity
- incomplete quality assurance arrangements

27. The leadership of Wiltshire LEA's adult and community learning provision is strong. Elected members of the council support the provision well, and are active as governors at Urchfont Manor College. The department for children, education and libraries, which was formed between October 2002 and April 2003, has overall management responsibility for adult and community learning. As part of the restructuring, key personnel were appointed in the schools branch of the department to directly manage the adult and community learning provision. These new staff include the head of lifelong learning and the family learning co-ordinator. The department has a comprehensive planning structure. The current three-year adult learning plan is a working draft which, although comprehensive, is awaiting the result of the inspection before finalisation. The adult learning plan reflects the clear priorities of higher-level departmental plans. The strategic direction is now clear for the development of family learning provision across the county, and for the work at Urchfont Manor College in visual and performing arts and media. Wiltshire LEA's leadership strategy document clearly details the leadership and management skills and responsibilities expected of management grade personnel, and is used effectively as a measure of performance at managers' annual appraisals. Although management capacity has increased, some capacity issues still need to be resolved to ensure the continued effective management of planned improvements and developments.

28. Effective partnership arrangements are in place. The LEA works with a large number of partners to provide a broad range of family learning in the county. Partners include schools, local colleges and the WEA. The LEA also has internal partnership arrangements with other council departments. Tutors are either recruited from partner organisations or from other council teams, such as the early years and bridge the gap teams. The LEA has recently finalised an agreement with the Information, Advice and Guidance Partnership for it to provide initial advice and guidance on all the adult provision. The LEA also takes

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part in extensive networking with neighbouring authorities and other groups and partnerships, to exchange best practice, avoid duplication and investigate areas for common development.

29. Wiltshire LEA's appraisal and development of its staff are satisfactory. Council officers have an annual performance appraisal which also covers their continuous personal development needs satisfactorily. Performance management does not extend to tutors who are employed by other partners, unless as part of that partner's own arrangements. Communication within the council is satisfactory, as is communication between the LEA and all partners. However, there is currently insufficient effective communication between partners to ensure that good practice is shared and that all partners are fully informed about progression opportunities across and beyond Wiltshire LEA's provision.

30. Management information is not sufficiently collated and used. The LEA has recently acquired and installed a computer-based management information system. However, it has yet to populate the system with data, and not enough management information has been available so far to guide management decisions, measure performance or monitor equality of opportunity issues. Little accurate data are kept on age, ethnicity, disability and enrolment by post-codes. Urchfont Manor College has a computer-based management information system, but this is mainly used for monitoring the funding contract. Insufficient data analysis is carried out, and data on ethnicity and disability are not sufficiently accurate. Data are not used as a management tool or to set and monitor targets.

31. Family learning programmes include family literacy and family numeracy courses. On other family learning programmes there is insufficient formal identification of literacy, numeracy and language needs. The management of literacy and numeracy needs at Urchfont Manor College is carried out informally and, currently, no learners have been identified as needing additional support. Wiltshire LEA recognises that it needs to improve the management of additional support. The new handbook for tutors, which all tutors will use from January 2004, includes some new guidelines on the provision of additional support.

### **Equality of opportunity**

### **Contributory grade 3**

32. Wiltshire LEA takes effective positive action to reach under-represented groups. Wiltshire LEA carefully targets its family learning provision in specific areas of social disadvantage across the county and in areas of rural isolation. A number of different family learning models operate to meet the varying needs of different groups and communities. Programmes are run in local schools and community-based learning environments, to make learning more accessible in local communities.

33. Wiltshire LEA has a comprehensive equal opportunities policy, which includes statements relating to sexual and racial harassment, victimisation, bullying, age discrimination, sexual orientation and religious beliefs and practices. Direct employees of the LEA receive copies of the policy, and it is available on the council's intranet

system. Wiltshire County Council is taking the necessary steps to comply with the most recent equal opportunities legislation. It has a clear and comprehensive race equality scheme for May 2002-05, supported by a research study of Wiltshire's minority ethnic residents in April 2002. The LEA has carried out an audit of all premises where LEA-funded family and adult learning activities are held, to ensure that they comply with the requirements of the Disability Discrimination Act 1995. Access arrangements are adequate at most premises. Considerable building works have recently been carried out at Urchfont Manor College to improve accommodation and access for learners who have restricted mobility. A new minibus with a lift has also been purchased.

34. There is insufficient promotion of equality of opportunity at programme level. The corporate equal opportunities policy has not been fully disseminated to all tutors, although it is included in the tutor pack to be introduced in January 2004. Learners are not routinely provided with written information on equality of opportunity. No specific targets are set with regard to equality of opportunity. All those currently participating on LSC-funded programmes at Urchfont Manor College are white female learners. The council has a clear complaints procedure for service users. However, this has not been fully implemented for the LEA's adult and community learning provision. Many tutors and learners on family learning programmes are unaware of any procedures or systems for making a formal complaint. Marketing materials do not specifically refer to or promote equality of opportunity. For example, leaflets advertising programmes at Urchfont Manor College make no mention of the bursary scheme, which provides financial support to learners in receipt of benefits.

35. Centrally based staff have a good awareness of equality of opportunity issues and have access to a range of good equality training. Tutors are well qualified and skilled at meeting the needs of individual learners. However, tutors have received insufficient training in equality of opportunity. Tutors currently receive insufficient guidance on support for learners, or on the identification of additional support needs.

### **Quality assurance**

### **Contributory grade 4**

36. Wiltshire LEA makes productive use of self-assessment. The LEA has put several measures in place to rectify weaknesses identified through the self-assessment process. It has recognised the need to plan training programmes more coherently, to provide tutors with greater guidance and further opportunities for appropriate training and support, and to improve quality assurance and the monitoring of subcontractors' work. Communication between providers and the LEA has significantly improved in the past few months. Providers now have a named personal contact at the LEA and receive advice and guidance on a variety of issues. Insufficient co-ordination and communication between providers remains an issue on family learning programmes.

37. Quality assurance arrangements are incomplete. Wiltshire LEA's November 2003 self-assessment report identifies that further establishing of, and training in, its quality assurance processes and procedures is required. No policies or established procedures for quality assurance are currently in place. A quality assurance framework has been distributed to programme co-ordinators, and is intended as a set of guidelines for staff. It

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includes templates for collecting information on learners and the learning process, with a view to standardising and assuring the quality of provision overall. It has yet to be implemented with tutors. Programmes do not include appropriate systematic initial assessments or inductions. Adult learners' needs are not always identified or planned for. Many adult learners have little idea of the progress they are making. Providers are largely unaware of progression opportunities for adults. Arrangements are not in place to give additional literacy and numeracy support to all learners. Observation of tutors is not systematically approached. Tutors are rarely formally observed while training, and receive insufficient constructive feedback and guidance. No systematic arrangements exist for sharing good practice. A new management information system has been purchased but is not yet operational. There is currently insufficient use of data to monitor performance, and few targets are set.

38. No procedures are in place to monitor subcontractors and other providers. The LEA has contacted subcontractors in advance of securing service level agreements to discuss in more detail the precise nature of their relationship. The LEA is still working on formulating service level agreements with the colleges, and discussions are taking place to establish how the relationships will function. No service level agreements are yet in place.

39. Feedback is sought from learners, but the LEA has recognised that this information is not always useful in evaluating the quality of the service. Ways of collecting feedback are currently being reviewed to improve the quality of information. Some information taken from learners' questionnaires was used in compiling the self-assessment report.

40. Arrangements for internal verification are satisfactory for the programmes that require it. Internal verification is adequately co-ordinated and provides satisfactory feedback for external verifiers.

41. The self-assessment report accurately identifies many of the strengths identified at inspection in the areas of learning, but does not identify all of the weaknesses found by inspectors. For example, the report identifies no weaknesses at all in visual and performing arts and media programmes. The report accurately identified most of the weaknesses in leadership and management identified at inspection, but inspectors found additional strengths not highlighted in the report. Wiltshire LEA gave itself a grade 4 for leadership and management overall, and inspectors gave a grade 3.

## AREAS OF LEARNING

### Visual & performing arts & media

Grade 2

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	50	2

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- very good standard of creative and practical work
- good teaching and learning
- particularly good learning environment

#### Weaknesses

- insufficient learning resources
- poor formal monitoring of learners' progress
- some inadequate pre-course information

#### Achievement and standards

42. Learners in machine embroidery, creative embroidery and passementerie at Urchfont Manor College, achieve a very good standard of creative and practical work. They are very enthusiastic about their work and the courses. They make very good progress during each residential weekend. Completed work seen in classes and on exhibition is very creative, individual and of a very good, professional standard. Two learners have received gold awards for their work from the awarding body. Attendance rates are very good. The retention rate for 2002-03 is 91 per cent.

#### Quality of education and training

43. Teaching and learning are good on visual and performing arts and media programmes. All of the tutors are very experienced, well qualified, have in-depth technical competence and are practising experts in their field. Some have national reputations. Tutors effectively demonstrate techniques which inspire and motivate the learners. Good-quality demonstrations are given throughout the weekend to promote learning. These demonstrations are supported by informative explanations and stimulating discussion about the best techniques, methods and materials to use to create a good finished project. These demonstrations set good standards to which learners can aspire. Working relationships between tutors and learners are very good. This supports and encourages learners to discuss and explore new ways of working. Learners practise and use a wide variety of techniques and processes to improve and enhance their work. Learning activities fully engage the learners. The tutors can be contacted by telephone

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or e-mail and provide learners with good advice and support for the work they complete at home between the residential weekends. Tutors are encouraged to share good practice through courses provided by the awarding body and by the Adult Residential Colleges Association.

44. The learning environment is particularly good for residential programmes. The range of good-standard teaching rooms includes large practical studios and also smaller teaching rooms that learners and tutors can use. The living space is very comfortable and welcoming. A bedroom suite has recently been refurbished for use by people who have restricted mobility. The residential centre has good restaurant facilities, which provide good food and cater for all dietary needs. The college has a new minibus, which is equipped with a lift for those who have restricted mobility. The bus is used to visit exhibitions and galleries and is also used to pick up, from the local railway station, learners who are attending courses. Some classrooms are situated away from the main building in grounds where, at the time of inspection, the lighting was inadequate. The signage at the entrance to Urchfont Manor College is difficult to see when approaching by road.

45. Learners are provided with insufficient learning resources at the residential centre. Tutors provide all their own specialist equipment and a large number of the reference books that are used. Learners are also required to provide all of the equipment and resources they use. The lists of what each individual learner has to bring each weekend are substantial and include many basic items and materials, including scissors, needles and glue, which are not available at the centre. No information technology facilities are available to the learners. Learners are disadvantaged by this, as some would like to experiment with digital imaging to enhance their work.

46. Monitoring of learners' progress is poor. Learners know and understand their learning goals and discuss these informally with tutors. However, learners' starting points and previous experience are not formally recorded. Learners do not have an individual learning plan. No formal procedures are in place to identify learners who have literacy, numeracy and language support needs. Tutors give verbal feedback during classes and to individual learners during tutorials. However, there is insufficient recording of feedback. Learners have no supporting evidence of the progress they are making. Few formal records are available for the use of tutors or learners. This is particularly significant, given the weekend pattern of provision and the relatively long periods of time between the taught sessions. The records that are kept focus mainly on outcomes, to meet the requirements of the awarding body.

47. Some pre-course information is inadequate. The full costs of the residential weekend programmes are not clearly explained in the prospectus or in the additional publicity materials. The additional costs for materials and registration fees are not fully evident until after enrolment. Urchfont Manor College does have a well-produced prospectus, which is widely distributed. However, the publicity leaflets do not mention the bursary scheme to which learners on a range of benefits can apply. Information for the course can arrive too late for learners to carry out the research needed for the first project, or to purchase the long list of required materials.

## Leadership and management

48. The director for Urchfont Manor College is responsible for managing the visual and performing arts and media curriculum, which is satisfactory. She maintains close working relationships with the part-time tutors and provides effective ongoing informal support. No system is in place for the formal appraisal of part-time tutors.

49. Quality assurance is the responsibility of the director. Some formal quality assurance systems are in place. For example, the observation of teaching and learning is carried out by the internal verifier, who has relevant subject expertise. However, most quality assurance takes place informally. A new handbook for tutors has been produced centrally by Wiltshire LEA and outlines details of all quality assurance procedures. However, this is not yet being used at Urchfont Manor College. The internal verification processes are satisfactory.

50. Equality of opportunity is well established informally in the working practices of tutors and managers. Learners are aware of their rights and responsibilities and tutors treat learners with respect and as individuals. No formal equal opportunities policies or procedures are shared with learners. All of those currently participating on visual and performing arts and media programmes are white, female learners. Equal opportunities data of learners' gender, ethnicity, age or postcode are not formally used. No targets are set for equality of opportunity. Ways in which Urchfont Manor College can develop more socially inclusive provision have been discussed, and include delivering a two-day, mid-week programme for carers. However, these plans have yet to be implemented. No formal complaints procedure is in place. Learners can raise any concerns in their feedback, which is regularly collected. Access to some venues and classrooms is difficult for learners who have restricted mobility. However, arrangements are made for room changes to meet the needs of these learners. A bedroom suite has recently been refurbished for the use of learners who have restricted mobility, and a minibus with a lift is available.

51. The self-assessment report gave visual and performing arts and media provision a grade 1, while inspectors gave a grade 2. The strengths identified in the self-assessment report were broadly accurate. Weaknesses identified at inspection were identified in the self-assessment report.

52. The centre is supported well by its governing body, which includes several council members who attend all of the meetings required of them. Insufficient formal arrangements for equality of opportunity are in place, and most of those in learning are white, middle-aged female learners. Induction does include an informal statement on complaints procedures and some health and safety information. However, no student handbook is available. The centre has a very well-equipped suite for those who have restricted mobility. The bursary Urchfont Manor College provides is from its own funds. However, the availability of the bursary is not mentioned in the flyers sent out or fully explained in the college's brochure.

**Family learning****Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	936	3

*The following strengths and weaknesses were identified during this inspection:*

**Strengths**

- good development of learners' confidence and personal skills
- effective teaching to engage learners
- wide range of provision in a variety of contexts

**Weaknesses**

- insufficient measurement and recording of learners' progress
- inadequate additional support for learners
- insufficient coherence across family learning provision

**Achievement and standards**

53. Learners develop good personal skills and confidence on family learning programmes. They gain confidence in their ability to contribute to their children's learning and school activities. For many learners, the family learning programmes are their first experience of formal learning since leaving school. Learners develop positive attitudes to learning and the ability to work effectively with their children and with other learners. For example, learners on a family learning course in an isolated rural area demonstrated increased confidence in working as part of a team, and welcomed the opportunity to share their knowledge and experiences. Two learners on a SHARE course in an urban school who had no history of parental involvement have now become school governors. Many of the shorter courses are non-accredited. Accreditation is offered on the helping in schools course and on the SHARE programmes. Achievement on the accredited programmes is satisfactory. Learners on family literacy and numeracy programmes are offered the opportunity to take national accreditation tests.

**Quality of education and training**

54. Teaching on family learning programmes is effective and positively engages learners. Sixty per cent of sessions observed were good or better, and 40 per cent were satisfactory. Tutors use a wide range of constructive activities to help learners to develop positive attitudes to learning, both individually and with their children. Most sessions observed were well planned, and tutors set learners clear and relevant tasks that motivated them and encouraged class participation. Tutors are enthusiastic and prepared well, and bring a variety of contextual experience to the sessions. Learning activities are linked to the needs of parents and the ability levels of their children. For



example, in one observed session, the tutor set an imaginative shopping task for learners and children, to explore the practical concepts of numeracy.

55. A wide range of programmes offered in a variety of different contexts. The strategic policy of Wiltshire LEA is to target family learning provision in areas of social deprivation and rural isolation. Family learning programmes are delivered in a range of suitable locations across the county, which serve different geographical and social communities. For example, courses are held in isolated primary schools in rural settings, as well as in large schools and community centres in urban areas with a high deprivation index. Family learning programmes are targeted at learners who would not normally attend more traditional provision in more formal educational contexts. Family learning programmes are delivered in a variety of different models, reflecting the diverse nature of the communities served. For example, an effective short family learning taster programme was introduced in one small rural centre to attract isolated rural learners. In an urban school with a history of parents not co-operating, the family learning programme initially was effectively used to bring parents into the school community. The range of courses at the school is now well established and attendance is good. In another school with poor levels of parental involvement, the family learning provision is planned to meet the learners' working patterns, with a breakfast club introduced. Learners welcome this, as they would not be able to attend in normal school hours.

56. Learners' progress is not sufficiently measured and recorded on some family learning programmes. In the longer family learning courses of over 10 hours' duration, initial assessment practices vary considerably. Some courses observed have little or no initial assessment. Learners are unclear about their learning goals and targets. Initial assessment is effective on some courses, for example on the helping in schools courses. This good practice is not shared across most of the provision. Recording of learners' progress is poor. Although tutors discuss progress informally with learners, this is not always formally recorded. The use of individual learning plans is not widespread across the longer family learning programmes. Learners do not receive enough specific, constructive feedback, and focused forward-planning is not sufficiently carried out.

57. Additional support for learners on family learning programmes is inadequate. Some tutors are unaware if any learners need additional support. Some tutors do not know how to access literacy and language support for learners whose needs have been identified. Wiltshire LEA has recognised the need for additional learning support. It is currently producing new guidelines in this area for the tutors' handbook.

58. Resources are satisfactory to meet the needs of learners on the family learning programmes. The accommodation is at least adequate for the adult learners. In some instances, good use is made of dedicated family/community rooms. Learning resources are satisfactory overall, although materials in some centres are tailored more to the needs of children than adult learners. Staff are very experienced and well qualified.

## Leadership and management

59. The family learning provision overall is not sufficiently coherent. Many family learning programmes are delivered independently without reference to other partners. The sharing of good practice is inhibited. For example, in one centre the staff devise imaginative strategies to effectively recruit hard-to-reach learners. Recruitment in a similar setting is poor but the sites have no opportunities to share good practice on more successful recruitment processes. On some courses learners receive ineffective information, advice and guidance on progression opportunities, both in Wiltshire LEA's family learning provision and with other providers. On other family learning programmes, progression advice is narrowly focused on a limited range of related courses. Communication between partners involved in family learning provision is weak. The management of literacy, numeracy and language support varies across the provision. These issues are acknowledged by the LEA and a regular meeting network of partners and tutors is being established to facilitate a more coherent approach.

60. Some good examples exist of programmes to widen participation. The LEA's strategy to target areas of social disadvantage and rural isolation is being usefully implemented. Tutors treat learners with respect and learners are aware of their rights and responsibilities. No agreed equal opportunities policy or statement is given to all tutors and learners. The Wiltshire County Council complaints procedure applies to family learning provision, but is not shared with all tutors and learners. Induction programmes for new learners vary and some have an insufficient focus on equality of opportunity. Equal opportunities data on family learning programmes are not monitored. Some crèche facilities and childcare arrangements are provided, but there is no policy common to all provision.

61. No overall, consistent quality assurance procedures are in place, with different approaches operating across the provision. A new handbook for tutors is being produced which outlines Wiltshire LEA's developing quality procedures and practices. These are not yet fully implemented. Practice varies across the family learning provision. Good practice is not sufficiently shared. Wiltshire LEA is aware of these issues, which it identifies in the November 2003 self-assessment report.