

INSPECTION REPORT

Derby LEA

16 January 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 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

Derby LEA

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Derby adult learning service is one of the local education authority's (LEA's) services. The adult learning service is part of the lifelong learning and community group. The LEA has a contract with the Derbyshire Learning and Skills Council (LSC) for the provision of accredited and non-accredited provision in the area. All the provision is directly delivered by the adult learning service. Courses are offered in 10 areas of learning, of which information and communications technology (ICT), sport and leisure, visual and performing arts, English, languages and communication, foundation and family learning were inspected. In 2002-03 there were 7,000 enrolments on courses.

2. The current management structure is very new following recent rationalisation and restructuring. The head of the adult learning service is responsible for the strategic development of the service. She reports to the assistant director of the lifelong learning and community group, who is one of three assistant directors in the education department. A deputy head of service has general management responsibilities, including management information. Two full-time members of staff and two other staff who job share are senior managers and have specific key responsibilities leading teams of staff in one of three areas: quality and curriculum; programme and teacher co-ordination; and equality and learner support. There are 28 other managers, 16 of whom work part time and have either co-ordinating or organisational responsibilities in one of these three areas. All those staff with a co-ordinating role work full time. All the members of staff with organisational responsibilities work part time. Each senior manager, including the head and deputy head of the service, takes the lead in a curriculum area. There are over 350 part-time tutors who teach on accredited and non-accredited courses, in over 70 locations in the city. All tutors work part time and are paid hourly.

SCOPE OF PROVISION

Information & communications technology

3. ICT is a major part of Derby LEA's provision. During 2002-03, the LEA offered 121 courses in ICT to 1,386 learners. Since September 2003, 116 courses have been offered to 645 learners. Courses are aimed at new learners and are mostly at introductory level. While some are offered as short, taster courses, the majority of the ICT provision is for longer courses which mostly lead to external accreditation. Courses are provided at dedicated adult education centres, at secondary schools and at community venues. Courses are taught by part-time tutors who teach for four to 20 hours each week. The tutors are employed by the LEA. The provision was previously managed in terms of its location; it is now managed according to curriculum.

Hospitality, sport, leisure & travel

4. In 2002-03, that there were 647 learners taking hospitality, sport and leisure courses. Since September 2003, there have been 559 enrolments for classes in this area of learning. Twenty per cent of learners enrolling are men, 7 per cent have a disability and 11 per cent are from a minority ethnic community. Currently, the adult learning service provides 26 courses in keep fit, yoga, pilates, badminton, circuit training, and tai chi, and seven hospitality courses in wine tasting, sugarcraft and Italian cookery. Courses take place each term between Monday and Thursday, during the day and in the evening. Lessons last for one to two hours and are held at a range of venues including community centres, schools and adult education centres. Many of the classes are for mixed-ability learners. There are 19 part-time tutors in this area of learning. Until December 2003 area programme managers were responsible for planning all adult learning classes in their geographical area and for appointing tutors. Inspection activity focused entirely on the sport and leisure classes.

Visual & performing arts & media

5. In 2002-03, there were over 980 enrolments in visual and performing arts. Since September 2003, there have been 707 enrolments. Fifteen per cent of these have been by learners from minority ethnic groups, 16 per cent have been by people with disabilities and 37 per cent by people aged over 60. Most of the courses in this area of learning are held in one of the main learning centres in the city. There are eight centres located mostly in local schools. Visual arts courses include pottery, calligraphy, lace making, furniture renovation, woodcarving, jewellery making, machine embroidery, painting and craftwork. The performing arts courses include line dancing, guitar playing, singing and social dancing. Enrolment takes place each term. Sessions are generally run for two hours over 10 weeks but there are some five-week and some 30-week courses. All courses take place on weekdays or in the evening. Most of the provision in this area of learning is non-accredited, although a small number lead to foundation level qualifications.

English, languages & communications

6. Derby LEA offers a range of accredited and non-accredited language courses in Spanish, British Sign Language (BSL), French, Italian, German, Greek, Russian, Punjabi and Urdu. The LEA also offers courses in Makaton, lip-reading, English, English for adults from overseas and creative writing. Seven hundred and fifty-one learners have enrolled since September 2003. Seventy-one per cent of learners are women, 18 per cent are from minority ethnic communities and 11 per cent have a disability. There are currently 64 courses running in this area of learning. There are currently no Punjabi, Urdu or creative writing courses. Courses vary in length from 10 to 62 hours. Classes take place once a week, usually for two hours. Some BSL and Makaton classes are longer and some conversation classes are shorter. Daytime and evening courses are offered at a variety of levels. Fifty-eight per cent of courses are held at one adult education centre in central Derby. Other courses are run at schools, the city council training and development centre and at the joint adult education-youth service centre. Thirty-two tutors teach in this area of learning.

Foundation programmes

7. Since September 2003, there have been approximately 2,400 enrolments on foundation programmes. There are 46 literacy courses, 11 numeracy courses and 103 English for speakers of other languages (ESOL) courses. There are a further 11 supported learning courses for learners with mental health conditions and for learners with moderate learning difficulties. Courses take place at community venues throughout the city, such as adult education centres, community centres, schools, libraries, church halls and hostels. Most of the 51 part-time tutors work at more than one location and are supported by 19 volunteer tutors. Learners can join courses at any time throughout the year and usually attend one or more learning sessions a week. Learning sessions offer teaching and learning in the contexts of work, everyday life, community settings and citizenship. There is a mixture of accredited and non-accredited courses. On accredited courses, learners work towards nationally recognised qualifications in literacy, numeracy and ESOL. On non-accredited courses, learners aim to complete the learning goals agreed with them at the start of their programme of learning.

Family learning

8. Derby LEA's family learning provision includes a range of programmes for families with children at all key stages and family literacy and numeracy programmes. Courses are offered during the school day, after school and on Saturday mornings. These courses are provided mainly in schools but also in some community venues such as libraries, church halls, training and development centres and adult learning centres. All venues provide childcare facilities. There were 313 learners enrolled on family learning programmes in 2002-03. Since September 2003, 202 learners have enrolled.

ABOUT THE INSPECTION

Number of inspectors	13
Number of inspection days	65
Number of learner interviews	372
Number of staff interviews	116
Number of locations/sites/learning centres visited	73
Number of partner/external agency interviews	12

OVERALL JUDGEMENT

9. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Overall, leadership and management are very weak, as is the LEA's approach to quality assurance. Equality of opportunity is unsatisfactory. The provision in visual and performing arts and English, languages and communication is satisfactory. The provision in ICT, foundation and family learning is unsatisfactory. The provision in sports and leisure is very weak.

GRADES

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

Leadership and management	5
Contributory grades:	
Equality of opportunity	4
Quality assurance	5

Information & communications technology	4
Contributory grades:	
Adult and community learning	4

Hospitality, sport, leisure & travel	5
Contributory grades:	
Adult and community learning	5

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	4
Contributory grades:	
Adult and community learning	4

Family learning	4
Contributory grades:	
Adult and community learning	4

KEY FINDINGS

Achievement and standards

10. **Learners produce good, professional work in visual and performing arts. In languages and communications the oral, written and signed language of learners is also very good.** Learners on family learning courses acquire an understanding of what their children are learning at school and feel more confident to support them. However,

learners' skills are not well developed on some ICT programmes. Retention of learners and attendance at classes is generally satisfactory on all programmes.

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	0	0	5	6	5	0	0	16
Hospitality, sport, leisure & travel	0	1	2	2	5	4	0	14
Visual & performing arts & media	1	1	5	3	0	0	0	10
English, languages & communications	0	4	9	7	3	0	0	23
Foundation programmes	0	0	6	12	4	0	0	22
Family learning	1	1	2	1	2	1	0	8
Total	2	7	29	31	19	5	0	93

11. **Overall there is too much unsatisfactory teaching.** Twenty-five per cent of all classes were graded as unsatisfactory or worse. In sport and leisure classes there is poor planning of sessions and little account taken of the different needs of individual learners. In foundation and family learning, learners have no clear learning objectives and are not sufficiently challenged. In some of the better sessions observed, tutors plan well, use a wide variety of teaching methods and help learners to develop and improve their skills.

12. **Resources are poor in over 50 per cent of the provision and do not effectively support learning.** Some accommodation is not suitable for the activities. On some programmes there are not enough teaching resources. In sport and leisure tutors bring their own equipment because none is provided by the LEA. **There is insufficient access to ICT facilities for some learners.** In some areas of learning, good teaching and learning resources have been produced, but they are not widely used or shared across the service.

13. **There is some poor initial assessment especially in ICT, sport and leisure and family learning.** In ICT and modern foreign languages there is poor assessment of non-accredited courses. A common feature in many areas of learning is the failure to set sufficient individual targets for learners.

14. The range of courses available is generally satisfactory across the provision. The provision in languages is good where there are good additional activities. The visual arts provision is satisfactory, although there are limited progression routes available. In sport and leisure there is a narrow range of courses on offer.

15. Support for learners is at least satisfactory in most areas of learning, but it is good in visual and performing arts, foundation and family learning. **Personal and learning support for people with disabilities is a particular strength across the provision.** Volunteers, carers and tutors work well together to ensure that learners with disabilities are adequately

supported.

Leadership and management

16. There is a clear strategic direction for the development of the adult learning service.

This is reflected in some areas of learning, such as ICT where a good range of courses has been developed to reach new learners, and in family learning where a clear strategy is being introduced.

17. Staff training and development overall is satisfactory. Appropriate staff development is available for tutors but their involvement has been inconsistent.

18. Management of the curriculum is weak. Most provision is poorly managed. Areas of learning do not plan their programmes coherently. Action plans for improvement are not followed through. Communications with tutors are ineffective.

19. Management information is not used by managers to set targets or monitor performance.

20. The adult learning service engages in good initiatives to successfully attract learners from under-represented groups. The LEA's equal opportunities policies are generally satisfactory. However, there is insufficient planning, promotion and monitoring of equal opportunities activities by the adult learning service.

21. Quality assurance arrangements are incomplete. There are a number of initiatives that are not properly related to each other and are not well implemented. For example, the observation of teaching and learning is identifying actions which are not being completed. Tutors have a poor understanding of the quality assurance arrangements. Tutors and learners are insufficiently involved in the preparation of the self-assessment report.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- clear focus on the strategic development of the adult learning service
- good initiatives which attract under-represented learners to learning

Weaknesses

- weak curriculum management
- insufficient management information to set targets or monitor performance
- insufficient strategies for literacy, numeracy and language support for all learners
- poor resources in some curriculum areas
- weak promotion of equality of opportunity
- poor monitoring of equality of opportunity

- inadequate quality assurance arrangements
- insufficient involvement of all staff in the self-assessment process

Information & communications technology

Strengths

- good initiatives for widening participation in learning

Weaknesses

- poor development of skills in some sessions
- poor initial assessment
- poor assessment of non-accredited courses
- ineffective management

Hospitality, sport, leisure & travel

Strengths

- no significant strengths were identified

Weaknesses

- very poor teaching
- inadequate resources
- ineffective assessment of learners' performance
- narrow range of courses
- particularly weak curriculum management

Visual & performing arts & media

Strengths

- high standard of work in visual arts
- good use of feedback in lessons
- effective personal support for learners with disabilities

Weaknesses

- poor advice and guidance about progression routes
- weak management of curriculum-planning
- insufficient quality assurance arrangements for courses

English, languages & communications

Strengths

- good attainment
- good enrichment activities for learners
- well-planned provision in BSL
- good learner involvement in planning course content in modern foreign languages
- good support for BSL tutors

Weaknesses

- poor individual target-setting for learners
- insufficient use of target language in modern foreign language lessons
- poor assessment in non-accredited courses
- inadequate venues to meet learners' needs

Foundation programmes

Strengths

- good partnerships to reach new learners
- good advice and guidance to help learners choose courses
- particularly good courses for learners with profound learning needs

Weaknesses

- inadequate target-setting for learners
- inadequate resources
- insufficient involvement by tutors to improve the provision
- insufficient use of data to improve learners' progression and achievement

Family learning

Strengths

- good use of recruitment strategies
- clear strategic planning for family learning
- good support for learners

Weaknesses

- insufficiently challenging learning objectives
- ineffective initial assessment
- poor planning of learning sessions
- weak quality assurance

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WHAT LEARNERS LIKE ABOUT DERBY LEA:

- the friendly and helpful tutors
- that they feel at ease and are not afraid of making mistakes
- working in small groups
- improving their confidence
- the social aspects of learning
- the support from other learners

WHAT LEARNERS THINK DERBY LEA COULD IMPROVE:

- the enrolment process - 'improve the procedures and reduce the amount of paperwork'
- the access to parking spaces
- the accommodation
- the number of cancelled classes
- the pace of learning
- the access to ICT facilities

KEY CHALLENGES FOR DERBY LEA:

- improve curriculum management across the provision
- consolidate quality assurance arrangements
- use data to monitor and improve performance
- ensure all accommodation is at least satisfactory
- improve initial assessment
- promote equality of opportunity
- implement the literacy and numeracy strategy

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 INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 5

The following strengths and weaknesses were identified during this inspection:

Strengths

- clear focus on the strategic development of the adult learning service
- good initiatives which attract under-represented learners to learning

Weaknesses

- weak curriculum management
- insufficient management information to set targets or monitor performance
- insufficient strategies for literacy, numeracy and language support for all learners
- poor resources in some curriculum areas
- weak promotion of equality of opportunity
- poor monitoring of equality of opportunity
- inadequate quality assurance arrangements
- insufficient involvement of all staff in the self-assessment process

22. Derby LEA has a clear strategic direction for the development of its adult learning service. Adult learning benefits from changes put in place in the past two years by Derby City Council. The adult learning service's relationship with the recently created lifelong learning and community group at the LEA provides a sound basis for the development of the new provision. LEA departments work closely in partnership to benefit the local community and wider groups including employers. Effective partnerships have been established and previous contacts have flourished. Creative flexible arrangements are in place and many new learners benefit from this closer working. For example, the adult learning service gained funding from the neighbourhood renewal unit and worked collaboratively with other departments in the city council to create a learning centre in a refurbished closed secondary school. Since its launch in May last year, 450 learners have done courses at these premises.

23. The recently appointed head of service has refocused the provision. The LEA now has a clearer and more focused mission statement containing measurable outcomes. She has also restructured the management of programmes, establishing clearer structures for curriculum development, quality assurance and operational management of the programmes and learning support. It is too early to judge the impact of this new structure. Some staff found the introduction of this new structure rushed. Some managers and tutors are still confused about aspects of the structure .

24. Staff training and development is satisfactory. Each manager receives regular appraisals from their line manager, all of whom have received suitable training for their

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roles. Appropriate staff development is available for tutors. However, many tutors have not yet attended any training and many are unaware of what training is available. For example, training for the introduction of new paperwork has been offered to staff from all areas of learning, but participation in this has been inconsistent. A significant number of tutors from some of the larger teams have not attended this training. Many tutors are either not completing the new paperwork or not completing it well, including some who had attended the training.

25. Management of the curriculum is weak. Most of the provision is poorly managed. Examples of poor management were cited for all areas of learning, including those judged to be satisfactory. Curriculum areas do not plan their programmes coherently. There is no clear systematic review of tutors' performance. Tutors do not understand the reasons for the changes to the structure. Outcomes of the teaching observations are not shared effectively with all curriculum staff and action-planning for improvement is not followed through. In one curriculum area communications are effective, tutors' work is closely monitored and there are productive working relations. However, communications overall with tutors are ineffective. There are curriculum areas where tutors feel isolated, particularly those in outlying centres, and in some areas meetings are not regular or sufficiently frequent.

26. There is insufficient management information to enable curriculum managers to set targets or monitor performance. Senior managers are able to request reports from the management information system but reports have not been routinely produced about retention and achievement. The adult learning service sets the strategic targets based on information collected about previous recruitment, retention and achievement. However, much of the data about the provision were collected manually last year and managers are not clear about the basis of the analysis. Managers do not routinely monitor learners' performance using detailed, accurate and reliable retention and achievement data.

27. There is no overall plan or strategy for supporting learners' literacy, numeracy and language needs in all areas of learning. Tutors have information in their handbook about what to do if they recognise their learners need some specific support. Initial assessment is not conducted systematically for learners on all courses and many learners are not receiving the support they need. In family learning, learners' needs have been diagnosed but they have yet to receive any support. On a few courses learners have received appropriate initial assessment and receive the help they need, or they have been directed to appropriate literacy, numeracy and language skills provision.

28. The head of the adult learning service and the council's financial officers work together productively to monitor Derby LEA's finances for the adult learning service. Monthly reports are used to effectively scrutinise budgets. The head of the adult learning service has suitably delegated budget responsibility and uses this appropriately. For example, in a short period of time she has turned a budget deficit into a surplus which has been used to support some inadequately resourced areas. However, resources are still poor in 50 per cent of the provision and do not effectively support learning.

Equality of opportunity**Contributory grade 4**

29. The adult learning service is involved with a variety of good initiatives, which attract learners from under-represented groups. For example, the service offers home tuition for learners who cannot access ESOL provision in the learning centres. There are 10 mobile learning units which take courses to the six most deprived areas of the city. There are also specific programmes to attract learners with mental ill health back to learning. In 2002-03, over 150 learners attended such programmes. In the past year, 200 asylum seekers and refugees have been on ICT and ESOL courses. The service has a good record of work with deaf learners and courses are currently being planned for a recently identified number of deaf Asian people. Currently 13 per cent of learners have a declared disability. In 2002-03, 32 per cent of learners were from minority ethnic groups.

30. Equal opportunities policies are satisfactory. The city council has an equality and diversity policy, a code of practice for stopping harassment and a complaints procedure. The council has also produced a race equality scheme that fulfils the main requirements of the Race Relations (Amendment) Act 2000. There are, however, no indications of how the adult learning service aims to translate the intentions of these various policies into practice. The adult learning service produced a disability statement in 2001. However, it has not been updated to take account of the requirements of the Disability Discrimination Act 1995 or the Special Educational Needs and Disability Act 2001. Apart from one of the main learning centres, which is being replaced, most centres have satisfactory access for people with restricted mobility.

31. There is weak promotion of equality of opportunity. There is no coherent or systematic planning to ensure that the adult learning service and the programmes it offers promote equality of opportunity. The good practice from successful initiatives is not adequately shared across the service to further promote equality of opportunity. Very little training in equality and diversity has taken place over the past two years. Equality of opportunity is not promoted during induction. Teaching materials are not monitored sufficiently to ensure they promote equality and diversity. In some areas of learning there is insufficient evidence of the promotion of equality of opportunity to the diverse population. Tutors' and learners' awareness of equal opportunities policies is poor.

32. Equality of opportunity is poorly monitored. The LSC sets the council ethnic and diversity targets. The LSC also sets enrolment targets for each of the learning centres and the different programmes. However, the LEA has not used these targets to set equality targets for each course. There are no action plans relating to the equal opportunities policies to illustrate how the adult learning service plans to implement and monitor the organisation's statements of intent about equality and diversity. In those instances where the adult learning service participates in activities to promote equality, it does not adequately record or analyse its actions for promotion throughout the service. For example, tutors and centre managers often deal with complaints before they become part of the official process. There are no records of how staff have dealt with complaints and no summaries for managers to analyse or identify actions.

Quality assurance

Contributory grade 5

33. There is no framework or document which clearly outlines the adult learning service's policy on quality assurance or its strategy for ensuring continuous improvement. Quality assurance rests on a number of disconnected initiatives, for which there are insufficient measures to ensure their effective use. For example, the observation of teaching and learning initiative has been running for two years, but it has been inconsistently applied across different learning programmes. This initiative is not well monitored and has not been sufficiently reviewed. Problems identified during observations are not consistently being followed up. There has been inadequate monitoring, review and reinforcement of an initiative to improve course and learners' files. This initiative has also been inconsistently applied across the provision. A significant number of tutors are resisting the initiative, and are not using forms effectively. An audit of staff training and development was completed in September 2003 but the information collected has yet to be collated or analysed. Additionally, an initiative to train deaf tutors in differentiated learning was started but has not been implemented. There is insufficient sharing of good practice among tutors in most curriculum areas apart from foundation and languages.

34. Tutors and managers are insufficiently involved in the self-assessment process. Inspectors identified that tutors and managers in most areas of learning have a poor awareness of the self-assessment process. Senior managers have produced the self-assessment report with some input from learners through surveys and forums. An action plan has been designed to remedy the weaknesses identified in the self-assessment report. However, a number of weaknesses are not covered in the action plan, and some of the actions have not been fully completed. The self-assessment report contained some of the strengths and weaknesses identified by inspectors. The self-assessment also identified a number of strengths that are no more than normal practice.

35. Internal verification is satisfactory. Verifiers meet regularly to discuss administrative matters and some have attended standardisation meetings organised by awarding bodies. The adult learning service does not monitor the work of the verifiers, and is reliant on the awarding bodies training and external verifiers to ensure the quality of their performance. Assessment paperwork for accredited courses was up to date and completed satisfactorily.

AREAS OF LEARNING

Information & communications technology

Grade 4

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	645	4

The following strengths and weaknesses were identified during this inspection:

Strengths

- good initiatives for widening participation in learning

Weaknesses

- poor development of skills in some sessions
- poor initial assessment
- poor assessment of non-accredited courses
- ineffective management

Achievement and standards

36. Most learners on accredited courses are currently making adequate progress and their work is satisfactory. Insufficient data were available to assess retention and achievement rates on ICT programmes.

37. Learners' skills are poorly developed in some learning sessions. Learners are not adequately supported to develop the correct methods for using features of software packages. For example, some learners use the spacebar on a computer keyboard to generate paragraphs on a word-processing package rather than the correct key. In other sessions, learners were still not clear about how to print documents at the end of a 10-week course. The tutors in most sessions use extensive direct teaching methods and do not provide learners with the opportunity to gain knowledge of and practise essential features of the software package. For example, in one session a learner who had already produced a word-processed document was not able to reproduce most of the same document again. Learners are not confident in using their new skills.

Quality of education and training

38. Derby LEA has developed a good range of initiatives to provide training for learners who traditionally do not access training. The programme offers a wide range of appropriate courses for such learners. The LEA offers specific ICT courses on digital photography and the internet, which are particularly attractive to learners. The courses are held in a good range of venues. In addition to the dedicated adult education centres, which are well distributed geographically, courses take place in a number of secondary

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schools in other parts of Derby, both in the evening and during the daytime. The adult learning service also has a number of mobile learning units, which provide courses in a wider range of community venues. For example, these include a session on internet access in a retired persons' club and in a city centre nightclub. In addition to the well-developed partnerships with local community, primary and secondary schools, the adult learning service also has effective partnerships with BBC Radio Derby and the Workers' Educational Association (WEA). A bus owned by BBC Radio Derby, equipped with computers linked by satellite to the internet, visits venues throughout the city one day each week. The course is advertised on the radio station and is very effective in attracting mainly older learners who, having visited the bus, are contacted by telephone. Many of these learners are subsequently recruited to regular courses. The physical resources and space at one learning centre are used by both the adult learning service and the WEA, which allows a greater range of courses to be offered.

39. In 70 per cent of lessons, teaching is satisfactory or better. In the better sessions, learners are inspired by knowledgeable, motivated tutors to produce work which continually challenges them. Tutors use a good range of learning strategies and materials. In the poorer sessions, tutors rely too much on paper-based materials containing specific instructions which do not develop skills which can be used in a range of contexts. Tutors concentrate on completion of tasks and do not give sufficient emphasis to the information technology (IT) learning outcome associated with these tasks.

40. Support for learners is satisfactory. Most tutors have developed effective working relationships with learners which are valued. Tutors are accessible and learners discuss their concerns and anxieties openly and freely with them.

41. Learners' literacy, numeracy and language needs are not routinely identified. However, if a learner is identified during a learning session as having additional learning needs, they receive adequate support. Tutors have a satisfactory awareness of how they can obtain additional support for any learner who requires it. This may take the form of a support worker or of a range of physical items, such as large keyboards or tracker balls for learners with limited manual dexterity.

42. Initial assessment of learners' needs is poor. Learners' needs are not systematically and effectively identified. Initial assessment is not adequate for tutors to use as a basis for planning learning activities. Initial assessment is not thorough and some learners are offered inappropriate courses. For example, a learner who has no literacy needs is on a literacy through IT course. Learners' physical requirements are not routinely assessed. For example, elderly learners are not consistently provided with suitable assistive technology or equipment. In one session, learners were not offered adequate support for their wrists.

43. There is poor assessment of learners' progress on non-accredited courses. There is no procedure for tutors to assess the progress of learners and learners are not provided with clear information about their progress. In most sessions, learners do not have a clear or realistic understanding of their current ability level or how to improve it. Tutors assume that learners who stay to the end of their course will have developed sufficient

skills and do not assess these learners thoroughly before they progress to other courses. Learners are not sufficiently supported to develop the required skills to succeed in any new course.

Leadership and management

44. The provision is poorly managed. Information and data about learners are not adequately collected or used to support the learners' progress and achievement. For example, most tutors are not aware of the retention and achievement rates.

45. The scheduling of learning sessions is poorly managed and some classes are cancelled or rescheduled without sufficient notice. In these cases, learners are not offered a suitable alternative. Tutors are not well informed about the development and operation of courses. Tutors who take over classes from other tutors do not receive clear, reliable or timely information about the progression of learners. For example, in two sessions observed, the tutor did not receive adequate information to effectively support the learners' training needs.

46. There are arrangements for staff development throughout the service. However, most part-time tutors are not clear about these arrangements and do not access them. Most tutors' teaching is observed and an action plan to improve teaching is agreed. However, these action plans are not adequately implemented.

47. The use and availability of resources are not sufficiently managed. For example, the schemes of work which tutors devise are not adequately monitored to ensure they support the requirements of the awarding bodies. Books and other paper-based learning materials are not available for all learners. There is insufficient technical support to ensure the reliability and availability of IT equipment. For example, in one session about using the internet, 50 per cent of the computers could not connect to the internet. There is also IT equipment which has been purchased but not installed. For example, there are a number of interactive whiteboards in the learning centres which have not yet been installed. There is no evidence of equal opportunities policies being used in this area of learning; men are under-represented but have not been a recruitment target. The self-assessment report identified many of the weaknesses identified during the inspection. Inspectors gave the same grade as that given in the self-assessment report. The LEA has introduced a new management structure to remedy the identified weaknesses. However, it is too early to judge the effect of this change.

Hospitality, sport, leisure & travel**Grade 5**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	559	5

The following strengths and weaknesses were identified during this inspection:

Strengths

- no significant strengths were identified

Weaknesses

- very poor teaching
- inadequate resources
- ineffective assessment of learners' performance
- narrow range of courses
- particularly weak curriculum management

Achievement and standards

48. The retention rate of learners on programmes during 2002-03 was satisfactory at 84 per cent. Attendance at observed sessions during the inspection was also satisfactory at 79 per cent. Learners gain social, physiological and psychological benefits including stress management, improved ability to relax, greater mobility and flexibility, increased cardio-respiratory fitness, strength gains, and improved balance and co-ordination from sports, yoga and fitness classes. Some learners also gain significant relief from conditions such as arthritis, multiple sclerosis, strokes, back pain and hypertension. Although learners do benefit from the sessions they attend, some learners' skills and knowledge have not developed sufficiently given the length of time they have been attending classes.

Quality of education and training

49. Guidance and information for learners about courses is adequate. Learners are informed about the programmes through a variety of methods including a course prospectus. The LEA's staff who answer learners' initial enquiries have achieved initial advice and guidance certificates. In one class, support for learners with a variety of medical conditions is good. As well as receiving individual attention, learners have an individual review of their progress with the tutor during which the tutor devises a programme of activity and movement for the learner to continue practising at home.

50. Teaching is very poor. Sixty-four per cent of the classes observed were less than satisfactory. Many classes comprise only activities for the whole group with no allowance for individual learners' needs or abilities. Most tutors make little or no adaptation to exercises to meet individual learners' needs and abilities. In some sessions

learners are not sufficiently challenged, while in others, the activities are too challenging for some learners. There is little correction of individual learners' performance, even when their performance is poor. In many cases, learners who have attended for a number of years demonstrate poor performance. Tutors often remain at the front of the class during the whole lesson, rarely moving around the class. Demonstrations are often ineffective and unnecessarily lengthy, with many tutors performing activities themselves throughout the session without paying attention to learners' performance. Most tutors have a good rapport with learners and sometimes tutors socialise with learners at the end of sessions. The course planning and session planning vary considerably between tutors. Many session plans are very detailed and contain lots of information about teaching points while others are sketchy and inadequate.

51. Resources are inadequate to meet learners' needs. In many sessions there are no learning resources or equipment available. In yoga classes, learners are required to bring their own mats, which are often unsuitable for yoga practice. There are no blocks, belts or other support materials to enable learners to improve their performance. In most keep-fit sessions there is no equipment such as mats, resistance bands or weights. Some tutors provide their own equipment, often having to use trolleys to transport it, but they are unable to carry sufficient equipment to meet the needs of all the learners. All tutors observed used their own music systems. There are not enough tutors to meet the demand for some classes. For example, two pilates classes are no longer offered as there is no replacement tutor. Most rooms used for sessions are satisfactory, although some venues are too small and restrict the session's activities. In some centres, there are no changing or shower facilities, and toilets are sometimes inaccessible during class times. Many classes are held in schools and sessions are frequently disrupted by other school activities. Classes are cancelled, sometimes at short notice, or moved to less suitable rooms. Tutors and learners sometimes have to move furniture in order to hold the class.

52. Assessment of learners' performance is ineffective. For most courses there is no initial assessment of learners' fitness or performance levels. Appropriate individual learning goals are not identified. Most learners complete a health questionnaire, but occasionally this is completed after they have started the course. These health questionnaires are not always kept in a confidential location. In most sessions, learners' performance is not sufficiently assessed through observation. Learners do not receive feedback about how well they are progressing and there is no questioning to assess learners' knowledge during most sessions. Learners do not receive individual, specific, critical praise or encouragement in many sessions. In a few classes, however, a good range of assessment methods is used. Each learner has a personal record card on which to detail weekly performance.

53. There is a narrow range of courses in this area of learning. Thirty per cent of classes are for keep fit, 29 per cent for yoga, three badminton classes, and only one class each for tai chi, pilates and circuit training. Some classes are oversubscribed and learners have to travel inconvenient distances in order to attend a suitable class. Classes are only available between Monday and Thursday, during the day and in the evening during term time only. There are not enough opportunities for learners to continue their sport and leisure activities at more advanced levels. There has been insufficient systematic market

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research locally to identify courses that may appeal to the wider community. Although 21 per cent of classes are for older adults, these are limited to keep fit only. There are not enough courses for targeted groups and few classes are offered in the deprived wards of the city.

Leadership and management

54. Management of the curriculum area is particularly weak. Tutors do not understand or feel properly informed about the recent management restructuring and are confused about the different management roles and responsibilities. There is poor communication between tutors and their line managers. Many tutors often have to repeatedly contact their managers before receiving a response. The management of some facilities is ineffective. In a few cases, there is no response to reported health and safety problems. There is insufficient staff development specific to the area of learning. The adult learning service has, however, paid for a few tutors to complete the first part of their adult teaching certificate. Tutors from the curriculum area do not meet to share ideas, but one meeting was organised to introduce new paperwork. Few tutors were able to attend this session on account of other commitments. There was not enough consultation about suitable dates to meet.

55. Tutors are not aware of the reason for quality assurance procedures. Tutors' understanding of the quality assurance arrangements is that they exist for inspection purposes, rather than to improve the service. The observation of teaching programme does not include all tutors, as many are teaching for less than six hours a week. A comprehensive document is used by staff conducting observations, but it is completed inconsistently with some observers writing detailed comments while others merely tick boxes. Action plans are developed following teaching observations, but there are no target dates for completion and no arrangements to review progress. There are no support mechanisms to ensure tutors are provided with the training they require. Some tutors have been observed on several occasions and the same points for action are given each time. Some tutors are not sufficiently qualified, and the currency of their qualifications and experience is not routinely monitored. There is insufficient monitoring of course and session plans by subject area specialists. Tutors' course files are not reviewed systematically and not all tutors' files are reviewed. Some have never had their files returned even though they contain important reference material. Tutors were not involved in the self-assessment process and are unaware of the contents of the self-assessment report. Only some learners are given the opportunity to complete course evaluations and their views are often not taken into consideration.

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

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	707	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- high standard of work in visual arts
- good use of feedback in lessons
- effective personal support for learners with disabilities

Weaknesses

- poor advice and guidance about progression routes
- weak management of curriculum-planning
- insufficient quality assurance arrangements for courses

Achievement and standards

56. The work in visual arts is consistently good. Learners' work combines technical competence with creative ability. For example, in a lace making class, a learner developed a complex traditional technique into a contemporary design for an art deco wall hanging in a modern setting. Learners produce good sketchbooks, work diaries and portfolios to contribute to their project designs. In a furniture restoration class, the tutor used a digital camera to photograph learners' project work, before and after. Learners consistently exceed their personal learning goals and achieve beyond their tutors' expectations. Tutors encourage peer group teaching, leading to good self-evaluation. Learners reinforce their skills and work with confidence. Many learners produce work of a professional standard which they share with family and friends.

Quality of education and training

57. Particularly effective teaching is provided by experienced tutors. Lesson plans are thorough and flexible containing good aims and objectives. Learners are motivated and achieve these aims and objectives. For example, in a pottery class, beginners were far exceeding their expectations after a very short time and producing decorative ornaments. Tutors use a wide range of teaching methods taking account of group and individual learning needs. Good use is made of individual tuition. For example, in a machine embroidery class, a demonstration of a complex technique for one learner was opened to the whole class to remind them and reinforce their skills. Learners are allowed to progress steadily at their own pace and are challenged to reach their potential. Many learners develop the skills to work independently at home or in private groups. Learners are motivated and engaged by well-prepared group demonstrations which are widely

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used to introduce new skills. Many tutors bring samples of their own work to class to stimulate learners' imagination, give them ideas to broaden their aspirations and fulfil the tutors' high expectations of them. Tutors plan work with sensitivity and work well to create an environment in which learners are happy to share and enrich the group learning experience. Learners receive clear, constructive feedback so they know how they are progressing and are then capable of planning their own schedule of project work.

58. Effective personal support is provided for learners who have learning or any additional needs, to enable them to participate in mainstream classes. These learners would be unable to access classes independently. Learners are sensitively matched to a volunteer who provides appropriate learning and personal support, encouraging and promoting the skills required for learners to increase their independence. In one class, a learner who suffered from agoraphobia, has attended regularly with her 'learning partner' and has far outreached her learning goals. Volunteers, who are also enrolled as learners, build their own self-esteem and make new friends while learning a skill which interests them. Volunteers gain valuable experience, receiving induction training followed by awareness on mental health and learning disabilities issues. Each 'partnership' is set up for one term initially but can continue for up to two years, at which point the volunteer and the learner move on. The LEA celebrates International Volunteers' Week, presents certificates and hosts activities with voluntary organisations throughout Derby.

59. Resources in visual and performing arts are satisfactory. First-time learners are provided with equipment needed for the first session or given advice about suitable equipment to buy. Some classes are building their own resource banks.

60. Initial, continuous and final assessment is satisfactory. The assessment is constructive and lets learners know how they have progressed and what they can do next.

61. There is poor advice and guidance about progression routes. Most of the provision is non-accredited and has no progression routes automatically available to learners. No formal mechanism has been put in place to support or encourage progression, and many tutors and learners are unaware of their options. There is no guidance to enable learners to choose the right programme for them and there is a high proportion of learners in some classes who repeat the programme of learning every year.

Leadership and management

62. Equality of opportunity can be seen in practice in classes which successfully integrate minority ethnic groups and learners with disabilities. However, tutors are unaware of any promotion of equality and diversity by management.

63. There is weak management of curriculum planning. The planning of the provision is largely based on historical provision. Ineffective use is made of the data available to plan the provision. Insufficient market research is done to identify new course possibilities. Only 14 per cent of learners in classes observed during inspection were men. The LEA has not done anything to target this group of learners or promote learning to them.

Communication between tutors and managers is poor. Tutors have little awareness of the adult learning service's priorities and the implications which these priorities have for this area of learning. There are few opportunities for staff to share professional ideas and there is no sharing of good practice between tutors or learning centres.

64. There is no quality assurance at course level. There have been some teaching observations which have been well documented. However, few have led to action plans. Where action plans have been produced they have not been used. Tutors have a poor understanding of the quality assurance arrangements. Tutors were not involved in the self-assessment process and are unaware of the development plan produced in response to it.

English, languages & communications**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	751	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good attainment
- good enrichment activities for learners
- well-planned provision in BSL
- good learner involvement in planning course content in modern foreign languages
- good support for BSL tutors

Weaknesses

- poor individual target-setting for learners
- insufficient use of target language in modern foreign language lessons
- poor assessment in non-accredited courses
- inadequate venues to meet learners' needs

Achievement and standards

65. Attainment is good for learners on language and communication courses. Many learners are more skilled in oral, written and signed language than the average for their level of study. This is confirmed by the very good work in portfolios and by external verifier reports for both modern foreign languages and BSL. On modern foreign language courses learners gain a wider range of language than that required by the awarding bodies. They also acquire a good cultural knowledge. Achievement rates on accredited courses are satisfactory and there are adequate opportunities offered for progression onto other courses.

66. There are satisfactory rates of attendance and retention on language and communication courses.

Quality of education and training

67. Courses include a wide range of enrichment activities for learners. Tutors ensure regular cultural input to course content. Learners on modern foreign language courses have opportunities to taste Greek food and enjoy Italian music. Good information is given to BSL learners about social activities in the deaf community. Many attended a 'sing and sign' event organised locally. Tutors also encourage learners to participate in a wide variety of extra-curricular extension activities, such as foreign language performances.

68. BSL provision is well planned. There are clear progression routes for learners through the Open College Network and a registered charity that raises the standards of communication between deaf and hearing people. Achievement rates are now approximately the same as the national average. Retention rates are good on most courses. Learners report that they enjoy their lessons and only miss classes when they are unwell.

69. Learners are involved in planning the contents of modern foreign language courses. There are regular surveys, which encourage learners' suggestions. Learners are encouraged to bring souvenirs and written material to class regularly to stimulate language in agreed areas of interest. Tutors and learners work together to ensure that courses continue to meet learners' needs.

70. Teaching is satisfactory, with some very good teaching observed in Italian language classes. Many BSL tutors challenge and inspire learners. Tutors are suitably qualified and have sufficient knowledge of their subject areas. Teaching resources are adequate for all subjects and courses, although they are not always fully exploited by tutors. Some good locally produced learning resources are used in BSL classes.

71. Learners receive accurate course information before enrolment. During the course learners are offered appropriate individual support for their learning. Objectives are shared with learners at the beginning of learning sessions.

72. There is poor individual target-setting for learners. Few personal targets are recorded and learners are unaware of targets other than those outlined in their accreditation requirements.

73. The target language is not sufficiently used in modern foreign language classes. English is used a lot in most classes. Most modern foreign language tutors rely too heavily on translation to convey meaning and to monitor learners' understanding. Some learners are slow to understand and use the target language. There is noticeably better use and comprehension of the target language in those classes where it is used throughout.

74. On all accredited courses there are adequate arrangements for internal and external verification. However, assessment of learners' progress on non-accredited courses is poor. There is inconsistent application of initial assessment procedures. For example, some learners receive no initial assessment, some are assessed over the telephone and some complete self-assessment checklists. Initial, ongoing and final assessment tools are rarely used on learners on non-accredited courses.

75. There are insufficient course locations across the city to meet learners' needs. Most courses are held in one centrally located venue; some learners find it difficult to travel to this venue. Only three BSL courses are held at other locations, and all courses are held in the evening in one area of the city. There is very little daytime provision outside the city centre. Makaton and lip-reading courses are only offered during the day at the

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central location. Learners find it particularly difficult to park at this location.

76. Most classrooms are fit for purpose. The furniture is suitably rearranged for BSL courses to ensure that the learners can see each other.

Leadership and management

77. The member of staff responsible for this area of learning ensures that there is adequate curriculum-planning to meet with the adult learning service's objectives. Line management arrangements are satisfactory. The tutor observation process in this area of learning is adequate. There is particularly good support for BSL tutors, who were all observed teaching during 2002-03. In response to the teaching observations, the LEA produced well-focused action plans which staff have used. Teaching sessions observed since September 2003 show improved grades, compared with the previous year. The LEA has provided effective support for tutors to improve the BSL course documents. Good documents have been observed in use in most courses. All tutors can access good professional support through the curriculum co-ordinator.

Foundation programmes**Grade 4**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	2400	4

The following strengths and weaknesses were identified during this inspection:

Strengths

- good partnerships to reach new learners
- good advice and guidance to help learners choose courses
- particularly good courses for learners with profound learning needs

Weaknesses

- inadequate target-setting for learners
- inadequate resources
- insufficient involvement by tutors to improve the provision
- insufficient use of data to improve learners' progression and achievement

Achievement and standards

78. Many learners benefit from attending foundation courses and make adequate progress in developing their skills. Learners can take part in community activities and their employment prospects are improved. In the best ESOL classes, there is some good development of learners' language skills. Learners frequently ask tutors questions and some learners are able to recognise how their developing skills impact on their everyday life. ESOL learners keep organised files that show their attainment and progression. Some learners have been attending their foundation course for several years without progressing to more advanced classes or meeting their longer-term goals.

Quality of education and training

79. Literacy, numeracy and ESOL programmes are a priority in Derby LEA's development and business plans. The adult learning service provides a good range of courses that are effectively located in accessible community locations to increase participation. Many programmes are located in areas of deprivation to attract new learners. ESOL courses developed in partnership with local employers have been particularly effective in improving employees' language skills for work. Tutors are very aware of the organisational priorities of the partnership projects. Staff involved in the partnership projects work particularly effectively together. There are many examples of projects which have involved the recruitment of groups of learners with specific learning needs.

80. Community enrolment days are used well to provide clear information to potential

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learners and in engaging their interest and commitment to learning. Informative leaflets advertising literacy, numeracy and language courses have attracted many learners to the service. Marketing materials are widely distributed in a range of well-chosen locations, including local shops and community buildings. Staff use a pre-course interview particularly well to inform learners of the range of courses available. Learners are well directed to courses by informed staff who work on the centres' reception. The reception staff have very good local knowledge and course awareness. In some cases, learners are referred to course tutors at the point of enquiry to help them identify the best course for them. Specially designed pictorial information sheets are used on supported learning programmes to help learners understand their programme of learning.

81. The interests of learners with profound and moderate learning needs are well stimulated by the range of well-selected course activities. Activities in and out of the learning centre are frequently rotated and combined to maintain learners' interest and participation. Paper-based resources use language and symbols, which are very well suited to the user group. Learners benefit greatly from the good learning support provided to them by carers and the tutor. Carers participate well in the learning activities and provide the essential travel and personal assistance learners need to attend courses. There is some particularly good evaluation of learners' achievements and learning preferences during, and at the end of, activities. Learners are able to direct their own learning and are often well challenged by the course tutor. For example, learners taking part in music activities choose their preferred instruments and direct the contribution of others.

82. Just over 50 per cent of learning sessions observed were graded as satisfactory. There is not enough good teaching. In the best sessions, tutors prepare well, regularly monitor learners' understanding and use a wide range of teaching methods. They are able to provide for learners' different needs within the class, regularly mark learners' work and develop a working culture that improves learners' attainment. In the weaker learning sessions, attainment is poor, tutors are unprepared and learners are insufficiently challenged by the activities. In some ESOL classes, lessons consist of unrelated activities.

83. Initial assessment is satisfactory. Staff and tutors use a range of initial assessment methods including Basic Skills Agency tests, initial interview and diagnostic assessment. These are appropriately used by tutors to establish a starting point for learners. Three-hour extended assessment sessions that take place before learners start on their programme are effective in helping them identify their development and learning needs. The assessment sessions use a range of initial assessment methods. Assessment information is given to the class tutor. National tests take place at least once each term and are administered in adequate test conditions. There is an established programme of external and internal moderation for entry level awards.

84. Tutors provide adequate and appropriate learning support in most classes. A supportive learning culture is developed in most teaching sessions. Well-used crèche facilities are available free of charge in some locations to assist those learners with children of pre-school age, who otherwise could not access learning. Courses for deaf learners make good use of volunteers to provide sign language support and there is a

home tuition programme in ESOL to improve the language skills of those learners with health problems and other needs. However, some learners with additional learning needs do not receive the support they require. Learners in literacy classes do not always receive language support.

85. Many learning plans fail to set targets that sufficiently reflect the results of learners' initial assessment. Learning plans are not always individual. Most do not contain adequate detail about learners' long-term targets or the most appropriate contexts that tutors should consider when planning learning activities. Many tutors do not use learners' employment and career aspirations sufficiently to guide their individual learning programmes. Learners' progress reviews do not include sufficient measurable short-term targets and learners often do not understand how, when and where assessment or testing will take place. Where volunteers support tutors, they seldom contribute to formal progress reviews of learning. In ESOL classes, tutors record progress regularly. However, there are no tutorials. Individual learning plans are not reviewed or updated during the course.

86. Many of the IT resources used by learners are not sufficiently maintained. Printers do not always work and access to the internet is often unreliable. Learners in one outreach centre have waited three months for new interactive whiteboards to be installed. Some of the accommodation is unsuitable. Rooms are often too small, untidy or inaccessible to those learners with restricted mobility. Much of the accommodation is poorly decorated. In some locations, there is insufficient space for tutors to prepare for lessons. The variety and quantity of reading books at outreach centres is inadequate. Tutors often provide their own learning resources and do not sufficiently access the resource library at main centres. The management of resources across the service is poor. Tutors have a poor awareness of the resources available to them. The variety of resources for learners to use in sessions is too small and much of the teaching relies on worksheets that are sometimes poor. Resources from learners' places of work and from the community are not sufficiently used. However, in one centre, everyday resources are well used to stimulate learners' interest and increase the relevance of literacy, numeracy and language learning. Most teaching staff are suitably qualified. Most tutors have the appropriate experience to teach in their subject area, although some tutors do not have the expertise required in some teaching activities such as planning individual learning or recording learners' achievements appropriately.

Leadership and management

87. Tutors have insufficient involvement in the self-assessment process. Lesson observations are used by managers as part of the self-assessment process; however, tutors are unfamiliar with the completed self-assessment report and the resulting action plans. Tutors are unable to effectively contribute to improvements. Tutors have poor awareness of the adult learning service's priorities. The service's aims and objectives in implementing the extensive management restructure were inadequately communicated. Some initiatives have failed to bring about improvement. The analysis and use of learners' feedback is inadequate and the process for monitoring complaints is seldom used. There is no system to ensure that all action plans arising from teaching

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observations are used. The tutor mentoring programme, involving 25 tutors, has started but it is too early to judge its full impact. The self-assessment report partially identified some of the strengths and most of the weaknesses inspectors identified.

88. There is inadequate monitoring of retention, progression and achievement. Although tutors use records of individual learning goals to measure learners' progress, many learners' individual goals are not recorded in sufficient detail and procedures to internally moderate achievement of these goals are inadequate. Managers fail to agree challenging targets with tutors and there is no system to quantify achievement or to accurately compare performance across the area of learning. The service cannot quantify the number of learners on foundation courses and there has been a significant delay in processing enrolments. Many learners do not receive sufficient information about the full range of progression routes early enough in their programmes. No data are used to measure the number of learners progressing to further learning.

Family learning**Grade 4**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	202	4

The following strengths and weaknesses were identified during this inspection:

Strengths

- good use of recruitment strategies
- clear strategic planning for family learning
- good support for learners

Weaknesses

- insufficiently challenging learning objectives
- ineffective initial assessment
- poor planning of learning sessions
- weak quality assurance

Achievement and standards

89. Learning objectives for adults are not sufficiently challenging. Adult learning objectives are not set in many classes and learning progress is not monitored or recorded. In some sessions, learning objectives for children are clear and appropriate. Learning for the adults is not differentiated to meet individual learning needs. Family learning courses raise learners' awareness of literacy, numeracy and language in schools. The courses also help learners identify their own literacy and numeracy needs. However, there are no individual learning plans showing how and when these needs will be met. For example, learners on several courses identified that they would like to do more work with commas and capitals to enable them to write better. But their learning needs are not dealt with promptly. The data on achievement of accreditation are not used effectively to set targets to improve the adult learning service. Learners on some programmes were not made aware of accreditation opportunities until six to 10 weeks into the programme. Learners who cannot attend for the full year, for example mothers who will be returning to work after maternity leave, expressed disappointment at not being able to have their learning recognised through accreditation. Accreditation for literacy, numeracy and language is not currently available for learners on family literacy, numeracy and language programmes.

Quality of education and training

90. The adult learning service uses a good range of effective strategies to recruit learners onto programmes. For example, the service effectively uses workshops sessions, taster days, links with health centres and notices in local shops to recruit learners. The family

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market was a particularly innovative and well-attended event which was used to showcase many different activities and attracted families from all areas of the city. The wording on written marketing materials is carefully considered to make information accessible. Many adults with few or no qualifications are attracted onto programmes. They speak of their fear of learning and of nervousness at returning to school. Staff treat learners sensitively and are experienced at putting learners at their ease.

91. Support for learners is good. All programmes have good, free childcare, which enables learners with children to participate in learning. Tutors are sensitive to the demands on families with young children. There is effective use of volunteers to support learning. For example, in one school older pupils join the group to support the use of IT as a learning resource. Specialist support is accessed where needed. Families that speak English as an additional language are supported by bilingual teaching assistants. On some programmes, support is given by early years specialists who continue to help children as they progress into school or nursery. Parents benefit from this ongoing support. Information, advice and guidance in the family learning provision is satisfactory. Resources and activities to provide information before entry onto programmes are available and are used. Some learners receive guidance about progression routes from the family learning programmes. Learners have increased confidence after attending family learning courses. They also acquire a better understanding of what their children are learning at school and feel more confident to support them. In many cases this also results in parents identifying their own literacy and numeracy learning needs.

92. Resources for family learning programmes are satisfactory. All accommodation has space for adults and children. Most furniture is of an acceptable size. Learning resources for an early education partnership learning programme are good. There are clear learning outcomes for this programme and there is a very good tutor resource pack. There is a wide range of stimulating and attractive books and toys to engage children. Parents can take these home regularly. The LEA makes culturally diverse and inclusive learning resources available for tutors. Resources are available for parents to take home and use with their child. Programmes are provided at times and in locations which meet the needs of families.

93. Initial assessment is poor. On programmes where the main aim is improvement of the adult learner's own literacy, language and numeracy skill there is no recorded assessment. Learners are not set relevant or challenging targets. Their progress is not effectively measured. In some programmes, an initial assessment tool is used to gauge parental involvement with their child's learning. This is not used to contribute to planning. Programmes do not always meet adult learners' needs. The LEA recruits its target learners successfully onto some programmes.

94. Many lessons are poorly planned. Lesson plans contain brief activity lists without any clear learning objectives or outcomes. Many different styles of lesson plans are used. Activities are not linked to learning objectives. Joint learning sessions involving adults and children are not used well to enable either group of learners to progress. In sessions where learners used the internet, some children had more advanced skills than

the adults. Two adults using the internet with their children identified difficulty with reading, to which the tutor did not adequately respond. There are some examples of good practice in teaching. Learners on programmes in this area of learning are stimulated and enthusiastic about their learning. Staff are experienced and appropriately qualified to teach children and adults on some programmes. Partnership programmes allow the sharing of good practice.

Leadership and management

95. There is clear strategic planning for family learning. The authority has an up-to-date family learning policy and a city-wide strategy which recognises the LEA's role in raising standards and encouraging lifelong learning. The strategic use of family learning as part of the inclusion strategy is evident. There are complementary objectives in the adult learning plan, the educational development plan and the family and out-of-lesson learning service plan. The provision is planned to include all key stage learning, early years learning and learning for parents, grandparents, other relatives and carers. The provision is reaching a good proportion of people who would not traditionally access learning and those with few or no qualifications. Links are made with vocational training for teaching assistants and childcare workers. A case study of the family and out-of-lesson learning provision has been recognised as an example of innovative and effective local practice in a government publication. There are fewer men than women on family learning programmes but activities are being organised to remedy this. For example, links are being made with the 'playing for success' initiative at the local football club.

96. The quality assurance of the family learning programmes is weak. There is insufficient monitoring of the teaching provision. No observation of teaching takes place. Some new programmes have been running for up to 10 weeks and there has been no support for the use of quality assurance procedures. Development support visits are valued by staff and partner provider organisations when they take place, but there has been no development support visit for these new courses. Staff are unaware of quality assurance procedures. There was no self-assessment report for family learning. Some of the LEA's quality assurance documents are good. Often the quality assurance documents are not being used or are not being completed appropriately. Staff are not aware of the LEA's equal opportunities policies. There are no targets set to improve participation from under-represented groups in family learning.