

# INSPECTION REPORT

## Lambeth LEA

03 February 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
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

## Overall judgement

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

## Lambeth LEA

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Lambeth local education authority (the LEA) is located in South London. It is the fourth most deprived borough in the United Kingdom. One hundred and fifty-one languages are spoken in the borough. The borough also has rapidly growing populations of African, Portuguese and refugee communities. The LEA provides adult and community learning. The LEA commissions programmes from over 30 local organisations operating in the communities where learners live. The provision includes two colleges, other parts of the local authority, and voluntary-sector providers. The LEA's role is commissioning local providers, increasing local facilities, monitoring and quality assurance. The LEA does not employ any tutors.

2. The LEA's strategic objectives for adult and community learning include widening participation in learning, challenging prejudice and stereotyping and celebrating diversity. These are set and agreed through strategic committees which include council members. Officers in the LEA link with providers to formulate a strategy to provide adult and community learning throughout the borough and in neighbouring areas.

3. The adult learning manager is one of six managers who report directly to the head of the lifelong learning division. The head of lifelong learning reports to the executive director of education. The head of adult learning is supported by four managers and a team of 15 other personnel with responsibilities for quality assurance, administration and advice and guidance.

4. The LEA has contracts for adult and community learning with the central London Learning and Skills Council. The LEA provides courses in land-based provision; construction; engineering technology and manufacturing; business administration, management and professional; information and communications technology (ICT); visual and performing arts; hospitality, sport, leisure and travel; hairdressing and beauty therapy; English, languages and communications; and foundation programmes. At the time of inspection, only ICT, visual and performing arts, sports and leisure, foundation programmes and family learning were in the scope of inspection. There are currently 6,965 learners in learning.

### SCOPE OF PROVISION

#### Information & communications technology

5. At the time of inspection there were 293 learners registered on 33 different courses. Courses are offered at 32 different centres. There are 17 full-time and 28 part-time teaching staff. Most learners are enrolled on courses provided by a local college but delivered at centres located in the community. Most of the provision is non-accredited and is offered at a basic level for learners without any prior ICT learning experience. Some courses offer learners with previous experience the opportunity to work towards

qualifications up to level 2. Provision is flexible and offered at a wide range of community-based locations at different times throughout the day and in the evening. The length and duration of courses varies considerably. Some intensive courses for learners who want to gain a qualification are offered for seven hours over two days.

### **Hospitality, sport, leisure & travel**

6. There were approximately 622 learners in this area of learning at the time of inspection. In 2002-03, there were 1,822 learners in this area of learning. There were 123 learners in 2001-02, and 28 in 2000-01. Twenty-three per cent of learners are men and 36 per cent are from minority ethnic groups. Five per cent of learners have a disability. Thirty-six per cent of learners are aged over 60.

7. The LEA works with a number of providers including community associations, colleges and charities to provide courses such as keep-fit, tai chi, salsa, aerobics and yoga. Most courses last for an average of 10 weeks. Courses take place on weekdays with some provision at weekends and in the evening. Lessons last from one to two hours and take place at a range of venues in the borough, including colleges, community centres and church halls. Many of the classes are for mixed-ability learners. None of the classes lead to accreditation.

## Visual & performing arts & media

8. Visual and performing arts and media represents the second largest area of learning in the LEA's adult and community learning programme. All the provision is non-accredited and is delivered through 14 subcontracted providers in the local community and by two colleges. One of the colleges caters for 61 per cent of the total number of learners in this area of learning. In 2002-03 there were 2,284 learners on non-accredited courses. At the time of the inspection, there were 995 learners on the 44 courses, delivered by 34 part-time tutors. Most courses run for two hours each week over a 10-week period. Eighty per cent of courses take place in the daytime. The remaining 20 per cent is evening provision. There are currently no weekend courses taking place in this area of learning.

9. Visual arts subjects include painting and drawing, life drawing, art workshops, patchwork and quilting, soft furnishings, curtain-making, sewing, clothes making, fashion drawing and design, graphic design, jewellery making and silversmithing, photography, video production, pottery, painting on china, stained glass, mosaics and flower arranging. Included in the much smaller performing arts programme are drama, singing, guitar, salsa, ballroom dancing and street dance. Almost all of the courses are for mixed abilities except for photography, clothes making, guitar and salsa, which are offered at either beginners, intermediate or advanced levels. At the time of the inspection, 75 per cent of those enrolled were women, 43 per cent of learners were from minority ethnic groups, less than 1 per cent of learners had a disability and 9 per cent of learners were 60 years or over.

10. At the main college, the visual and performing arts provision is managed by a community education manager, who is responsible for the overall planning and delivery of the programme and for quality assurance. There is no overall co-ordinator for this area of learning in the borough. The smaller subcontractors have their own arrangements for managing their programmes. They are accountable to the LEA for all aspects of the provision they offer.

## Foundation programmes

11. There are 412 learners currently enrolled on foundation programmes. The LEA provides its adult and community learning sessions through subcontracted provision arranged with local further education colleges and through direct funding of community and voluntary organisations. Courses take place in colleges, libraries, resource centres, community centres, training organisations that have charitable status, and schools. Programmes include literacy and numeracy, English for speakers of other languages (ESOL), courses for learners with learning difficulties and/or disabilities and preparation for employment courses. Learners can enrol on courses throughout the year. There are limited courses during the summer. The adult and community learning service is managed by an adult learning manager with three full-time and one part-time member of staff working specifically in this area of learning. There are no curriculum specialists in the LEA management team.

12. The LEA provides supported learning for 141 learners with learning difficulties and/or disabilities or mental health problems. The LEA subcontracts all supported learning provision to two local further education colleges and a charitable organisation. Some classes are held at outreach venues in the borough. Learners can join classes at any time of the year. Most learners enrol in September and attend between one and six sessions a week. Nearly all classes are during the day. There is little evening provision and limited provision during holidays. There are 35 courses to enable learners to develop skills in visual and performing arts, crafts, cookery, fitness, social skills, self-advocacy, and literacy and numeracy. There are six full-time and eight part-time tutors who are managed by a full-time course manager.

13. One hundred and thirty-one learners attend literacy and numeracy programmes in six local centres. Provision is at entry level. Most learners attend the literacy and numeracy provision for fewer than six hours each week. One evening literacy session is offered. The LEA has no literacy and numeracy strategy. There are no arrangements for the provision of additional support for learners on other adult and community learning programmes. The LEA does not offer any discrete courses for learners with dyslexia.

14. The LEA currently offers 18 ESOL courses at entry level, and there are 36 learning sessions each week. ESOL courses are available at 14 centres, including four schools and three libraries. One hundred and forty learners are currently enrolled on ESOL courses. Courses last from 25 to 120 hours and learners can attend classes from two to five days each week. Most courses are held during the day, although there is one evening course and one weekend course. Most learners do not work towards external qualifications. Four full-time and seven part-time tutors deliver the ESOL provision.



## Family learning

15. The LEA delivers its family learning through a service level agreement with the education business partnership. Most of the courses are then subcontracted to the 'excellence in cities' action zone. Schools are invited to apply for funding to provide family learning courses. Most courses are in family language and literacy and numeracy, and are offered in primary schools. There is a small amount of wider family learning provision.

16. In the current year there have been 125 enrolments on family learning courses. Approximately 60 per cent of enrolments have been made by members of minority ethnic communities and 6 per cent of enrolments have been made by men. Currently there are 65 learners on family learning programmes. The family language, literacy and numeracy courses include 'keeping up with the children' workshops, family literacy and family numeracy classes. There is also an ICT programme. The parents who attend this class are able to borrow a laptop computer. A recent development is family language courses. Courses take place during the day. Most family language, literacy and numeracy courses run all day for one day a week for 12 to 14 weeks. Some classes are at the end of the school day and run for one to four hours each week for 30 weeks. Wider family learning programmes include health and parenting, exercise and music, photography, film and information technology (IT). Some courses specifically target fathers. Visits to galleries, arts centres and events are part of the family learning provision.

17. A family learning manager who works in the education business partnership is employed by the LEA. There is also a project manager for family learning for the 'excellence in cities' action zone. Teaching staff are mostly recruited through schools. The family learning programme is planned by the two managers and learners are recruited through schools.

## ABOUT THE INSPECTION

Number of inspectors	13
Number of inspection days	73
Number of learner interviews	224
Number of staff interviews	96
Number of subcontractor interviews	75
Number of locations/sites/learning centres visited	78
Number of partner/external agency interviews	13
Number of visits	78

## OVERALL JUDGEMENT

18. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the LEA's leadership and management are unsatisfactory. Its approach to equality of opportunity is satisfactory, but its quality assurance arrangements are unsatisfactory. The family learning provision is good. The provision for

ICT and visual and performing arts programmes is satisfactory. The provision for foundation and sports and leisure programmes is unsatisfactory.

## GRADES

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

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

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

Hospitality, sport, leisure & travel	4
Contributory grades:	
Adult and community learning	4

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

Foundation programmes	4
Contributory grades:	
Adult and community learning	4

Family learning	2
Contributory grades:	
Adult and community learning	2

## KEY FINDINGS

### Achievement and standards

**19. Learners on all programmes can demonstrate what they have learnt, and can use their new skills outside the classroom for their own benefit.** For example, sports learners feel fitter and have more stamina, ICT learners can keep in touch with their families by e-mail, and visual and performing arts learners can make soft furnishings for their home.

20. Some learners in ICT, and visual and performing arts have found a job through their learning.

21. **Many learners who have not previously attended adult and community learning classes find the atmosphere friendly and welcoming.** They are pleased with their progress and become more confident.

22. **Approximately 50 per cent of ESOL learners find their classes insufficiently challenging.**

23. Learners on family learning programmes are able to use their new skills to help their children and understand what happens in their schools.

### 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	3	5	5	0	0	0	13
Hospitality, sport, leisure & travel	0	1	2	3	2	1	0	9
Visual & performing arts & media	0	4	10	4	2	2	0	22
Foundation programmes	0	3	1	7	8	3	0	22
Family learning	0	2	2	2	0	0	0	6
<b>Total</b>	<b>0</b>	<b>13</b>	<b>20</b>	<b>21</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>72</b>

24. **For most ICT learners, there is good accommodation** with good facilities at many sites. In a few venues the accommodation is poor and the computers are old and reconditioned.

25. **Most ICT learners do not have enough information about progression routes.** These learners are unable to plan their future learning.

26. **In sports and leisure, some of the venues are unsuitable.** Some halls are cluttered, noisy and used as thoroughfares. In some venues, there are no changing rooms.

27. In sports and leisure, learners are not always required to share some essential information about their physical well-being with the tutor before beginning exercise classes. Some learners are on programmes that are unsuitable.

28. **There is good teaching in drama and singing classes.** There is also some poor teaching. Tutors do not always check that learners understand what they have to do, and occasionally learners are left with little or nothing to do. **There are some excellent specialist facilities at some venues.** These include a photography studio and a pottery studio. However, some centres have cramped accommodation and many tutors have to supply their own basic materials for classes.

29. **There is overcrowding in some visual and performing arts classes,** and many learners find it difficult to get a place in the class of their choice because of the heavy demand.

30. Many learners in visual and performing arts do not have enough information about progression routes.

31. **In foundation programmes, there is good teaching for learners with learning difficulties and/or disabilities. However, there is poor teaching in ESOL classes.** Learners on foundation programmes receive satisfactory support.

32. Resources for foundation programmes are satisfactory. However, they are not used throughout the area of learning.

33. **There is some poor accommodation for foundation programmes.** Some rooms have poor acoustics and some are cramped and poorly furnished. There is insufficient use of computers for learners on foundation programmes.

34. **There is good teaching on family learning programmes.** Tutors are good at linking children's school experiences with their parents' learning. **Learners also receive very good advice and guidance on further learning and employment.** Resources for family learning are satisfactory. Many parents improve their English through using computers.

35. **There is insufficient continuous assessment on family learning courses** for learners to be able to gauge their own progress.

### Leadership and management

36. **The LEA is very good at working with a range of community groups to take learning into the heart of the communities it serves.** There are opportunities for people to learn in a variety of welcoming venues. Although the LEA does not directly provide classes, it commissions local providers to deliver classes. **The LEA communicates well with providers** and helps them to understand what they need to do to improve their provision.

37. **There is poor co-ordination of the areas of learning.** It is difficult for learners to plan their learning. There is no one responsible for overseeing any area of learning, except for family learning.

38. **The LEA does not have a good overview of the provision,** making it difficult to plan it cohesively. The data the LEA keeps on classes are unreliable, making it difficult to know if learners' needs are being met.

39. Although the LEA has an equal opportunities policy, and monitors the policies of the providers with whom it contracts, **there is insufficient monitoring of equality of opportunity.**

40. **The quality assurance arrangements for the teaching provision are new and are not yet fully operational.** There are good strategies in place for quality assurance, but these

have not been used in practice.

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

## **Leadership and management**

### **Strengths**

- very effective partnerships to widen participation in learning
- good communications with providers
- effective marketing to promote inclusion and social change

### **Weaknesses**

- poor management of areas of learning
- insufficient use of management information systems
- inadequate monitoring of equality of opportunity
- incomplete implementation of quality assurance arrangements

## **Information & communications technology**

### **Strengths**

- good development of personal and social skills
- good accommodation and resources at most sites
- responsive action to meet the community's ICT needs

### **Weaknesses**

- insufficient planning for, and preparation of, learning at some sites
- inadequate monitoring of learners' progress at many sites
- few clear progression routes
- unsatisfactory strategic management of area of learning

## **Hospitality, sport, leisure & travel**

### **Strengths**

- good development of knowledge and skills for everyday life

### **Weaknesses**

- inadequate monitoring of formal feedback provided for learners
- inadequate health assessment of learners' readiness to exercise
- poor curriculum planning
- unsatisfactory resources at some centres

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

### **Strengths**

- good development of practical skills
- good teaching and learning in drama and singing
- excellent specialist facilities at some centres
- some very effective community projects

### **Weaknesses**

- some poor teaching
- insufficient use of initial assessment
- narrow breadth of provision
- inadequate co-ordination and monitoring of the provision

## **Foundation programmes**

### **Strengths**

- good attainment by learners with learning difficulties and/or disabilities
- good teaching in visual and performing arts for learners with learning difficulties and/or disabilities
- good retention of ESOL learners by the main college provider
- effective measures to widen participation in learning

### **Weaknesses**

- unsatisfactory teaching and learning on the ESOL programmes
- poor deployment of learning resources
- poor accommodation and facilities at some centres
- insufficient monitoring of learners' progress on ESOL and literacy and numeracy programmes
- poor co-ordination of the area of learning

## **Family learning**

### **Strengths**

- good teaching and learning
- particularly good advice and guidance for employment and learning
- good implementation of the family learning strategy

### **Weaknesses**

- poor learning environments in some schools
- inadequate recording of learners' progress

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

- everybody's contribution is valued and encouraged
- tutors challenge and support learners
- learners gain confidence and improve social skills
- provision is local and friendly

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

- the amount of provision - 'there is not enough'
- the amount of crèche provision - 'there is not enough'
- the system for enrolling - 'it's disorganised and learners have to queue for hours'
- progression routes - 'classes are overcrowded and we don't know where to go next'



## **KEY CHALLENGES FOR LAMBETH LEA:**

- to co-ordinate the areas of learning in order to have an overview of the provision
- to improve teaching and learning in ESOL
- to improve accommodation and facilities in some centres
- to improve resources in foundation
- to ensure the recently developed quality assurance procedures are fully applied to monitor providers
- to monitor targeted groups of learners for progression, achievement and retention

## 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.

	Relating the term to Adult and Community Learning
<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 4**

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

#### **Strengths**

- very effective partnerships to widen participation in learning
- good communications with providers
- effective marketing to promote inclusion and social change

#### **Weaknesses**

- poor management of areas of learning
- insufficient use of management information systems
- inadequate monitoring of equality of opportunity
- incomplete implementation of quality assurance arrangements

41. Partnerships are used well to improve the existing provision and create new opportunities for learners throughout the LEA. Drawing on the specialist expertise of providers, such as a Chinese association, the LEA is able to offer a wide range of programmes to learners from particularly hard-to-reach groups. Working with providers who can access very specific community groups, the LEA is able to provide training and learning opportunities within the communities it has identified. For example, specific and targeted selection of providers has enabled workers in the service industries, who would not otherwise have continued their learning, to access courses. Portuguese community learners working in the service sector in the evenings and at night access daytime learning. One provider has converted two flats into a community learning centre, which is based in a housing estate in the heart of the community. Another provider encourages whole family learning and participation in carnival preparation activities. Organisations working in partnership with the LEA are supported through regular provider forum meetings. Training on various aspects of providers' roles is frequently provided during these sessions. New organisations are well supported by both the LEA and other providers.

42. Communications with all providers in the LEA's partnership are good. All providers are linked to the LEA's internet-based management information system, which was recently set up to collect data about learners and to share useful information. Providers are all well supported by the LEA's staff who are always accessible by telephone, even outside office hours. Providers make good use of the forum which meets every three months to share good practice and to discuss various topics and problems. The forum has led some providers to become mentors to less-experienced providers in order to help them to develop their provision. Guidance about the self-assessment process has enabled providers to develop their own reports and examine the consistency of their provision. Some providers have attended workshops from the wide range of sessions in

## LAMBETH LEA

the capacity-building training programme. The LEA is particularly good at communicating with a wide range of learners. Learners from different providers attend regular meetings set up by the LEA to consult them on planning and co-ordination of the adult learning service. The most recent learners' forum consulted learners about the three-year development plan and the new self-assessment process. These forums are also used to test ideas with learners before they are adopted by the LEA. One provider manages termly learners' forum meetings each term. These meetings are well documented and action points are produced.

43. The LEA does not co-ordinate its management of the areas of learning, with the exception of the family learning programme. There are no area of learning managers for the areas of learning at the LEA. Some members of staff have limited knowledge of some of the areas of learning areas, but that is generally insufficient to ensure adequate management of the providers. The LEA does not have specialists for each area of learning to ensure providers are operating appropriately. For example, in sports and leisure there is no one in the LEA who has the subject-specific knowledge to ensure all learners complete an appropriate pre-activity physical assessment or to know whether physical spaces used for exercise are suitable. The role of managing and monitoring the areas of learning falls to the quality assurance team. The LEA does not co-ordinate the training programmes to enable providers who are delivering similar programmes to share good practice. The LEA does not sufficiently promote the training programmes. There is inadequate information on courses for providers to inform learners of progression routes.

44. The data and information collected by the LEA are not used to improve or guide performance. A new provider database was brought into use five months before inspection, but it still has a significant number of data entry problems. The LEA's management team does not frequently use data as a tool for analysing providers' performance or for monitoring learners' performance. Retention and achievement data are not analysed or routinely monitored for any of the adult and community learning provision. Retention and achievement data are collected from each provider every three months, but this only allows retrospective analysis and not ongoing monitoring of providers' performance. These data are not used effectively to plan the provision in each of the areas of learning. Guided learning hours are the only data that are monitored, but this information is not used effectively to monitor learner performance during their programme. The adult learning plan is written every year and clearly identifies the strategic plan for adult and community learning in the borough. However, it is not supported by sufficient performance or achievement targets.

45. The LEA's strategic planning is satisfactory and has been developed through research and consultation with local organisations. The LEA's strategic focus is now closely linked to the strategic plan for adult learning in the borough.

46. Arrangements for the management of literacy, numeracy and language support across the provision are inadequate. The provision is managed by one subcontractor, but the LEA does not know where specific support is required nor how to advise providers on its provision. The LEA does not have any qualified literacy, numeracy or language support staff.

**Equality of opportunity****Contributory grade 3**

47. There is effective promotion of inclusion and social change. The LEA has conducted comprehensive and relevant research based on national and local information to determine the needs of the community. The LEA now works effectively with a range of targeted, specialist providers to introduce people from specific priority groups to learning. There are increased numbers of new learners from these groups, and in some cases the proportion of their representation in learning exceeds the proportion of their representation in the local population.

48. The LEA has good links with community groups to maintain and expand its provision for priority groups. There is a providers' forum where training providers can meet and exchange ideas and access training. These groups are often an integral part of the communities they serve. The provision is sometimes taken to learners in imaginative and innovative ways. For example, one provider has a bus which is used as a mobile learning venue and another provider has converted flats into classrooms. More traditional community venues are also used. The LEA provides support for these providers through training. For example, there have been sessions on how to monitor the learning process through individual learning plans. Each provider is required to have an equal opportunities policy. This policy is monitored by the LEA.

49. The LEA has a multi-lingual project which promotes participation in learning. Part of this project is to provide learners with advice and guidance through the medium of community languages. There is also training for people who wish to become community interpreters. This is accredited through the London Open College Network. Documents are available in a variety of community languages and in different formats, including video and audio cassette.

50. There is inadequate monitoring of equality of opportunity. The LEA has a strategy to offer first-rung provision, but does not have a comprehensive overview of how this impacts on its target groups. For example, some classes are over-subscribed, making it difficult for new learners to join. In some cases, the same group of learners has been using the same provision for many years without progressing to other courses. The LEA is developing a website to help providers and learners to identify progression routes. Not all learners or tutors are aware of this website or able to access it. Many learners find it difficult to plan their progression or identify suitable progression routes. Some courses have substantial waiting lists.

51. Available data have been broken down to give a picture of participation, but have not been analysed to compare the retention rates and progress of different groups, nor to set new targets for recruitment. During the inspection, the LEA was unable to agree data to enable an accurate analysis of learner numbers in terms of, for example, gender, age and ethnicity.

52. The LEA has recently established a programme of monitoring visits. However, the LEA does not systematically test the implementation of training providers' policies and procedures during these visits.

53. Practice in learning sessions is generally satisfactory, but the provision is not monitored to ensure that materials used in classes are inclusive and reflect good practice with regard to equality of opportunity and diversity. No advice or training has been given to tutors on how to present their courses inclusively. Awareness of equality and diversity has not been monitored, and not all tutors have received training.

54. The LEA has identified some premises which are difficult to access, or which have a poor learning environment. There are plans to make reasonable adjustments where problems have been identified. The LEA has given training providers training in the Disability Discrimination Act 1995 to help them to understand the importance of completing audits for compliance with the Act. The LEA has developed and piloted a tool for providers to use during such audits, but no organisation had completed an audit of this type at the time of inspection.

### **Quality assurance**

### **Contributory grade 4**

55. All the LEA's staff complete comprehensive annual performance and development reviews with their line managers. This process includes two annual reviews where individual targets are set and development needs are identified. A wide variety of training courses is available to staff, but many find it difficult to attend because of other demands on their time.

56. The new self-assessment process is inclusive and has involved most of the providers involved in the LEA's adult and community learning provision. Providers were given training and advice in developing their own self-assessment reports which then contributed to the LEA's self-assessment report. The LEA's self-assessment report is not effective in identifying strengths and weaknesses and does not provide sufficient information to contextualise the importance of them. For example, strengths were identified in relation to retention, but there was no justification or detail to these strengths. However the current self-assessment report is now over a year old and a new one is currently in development.

57. The quality assurance arrangements for the teaching provision are new and are not yet fully operational. The LEA has recently established a quality assurance team that has revised and updated the quality assurance procedures. However, they are still not adequate to assure the quality of the subcontracted provision. The LEA does not yet effectively monitor or evaluate this part of the provision. There is a quality assurance manual which contains some of the quality assurance policies and models, but it is incomplete. For example, copies of forms are included but are not supported with the detailed procedures explaining how the quality assurance process and quality auditing processes should be conducted. Observations of teaching are not consistently conducted for all of the provision, and where they are conducted, the quality is variable. Some providers do their own observations of teaching while others require visits from the LEA's quality assurance team. The LEA has completed benchmarking checks of the larger well-established providers' quality assurance procedures. Where applicable, these providers have then been allowed to use their own systems rather than adopt the LEA's



new system. Quality assurance procedures do not monitor teaching materials. Teaching materials observed during inspection were of variable quality. Some materials contain significant errors. The LEA's staff do not have sufficient specialist knowledge of the areas of learning to ensure the provision is adequately supported or run in the most appropriate way.

58. Providers' quality assurance policies are collected at the start of contract periods. Few providers offer learning programmes where learners can work towards accreditations. Those that do use their own quality assurance procedures and internal verification protocols. Providers have not had time to respond to the most recent monitoring. These reviews do not sufficiently test the providers' use of procedures to ensure that policies are being correctly implemented.

59. Some learners' views are collected through the use of providers' questionnaires. Learners who might have difficulty in completing a questionnaire are not consistently provided with assistance to give feedback to the provider. The learners' forums are also used as a source of feedback. The LEA does not analyse the results of the questionnaires or use them to make improvements to the provision.

## AREAS OF LEARNING

### Information & communications technology

Grade 3

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	293	3

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

#### Strengths

- good development of personal and social skills
- good accommodation and resources at most sites
- responsive action to meet the community's ICT needs

#### Weaknesses

- insufficient planning for, and preparation of, learning at some sites
- inadequate monitoring of learners' progress at many sites
- few clear progression routes
- unsatisfactory strategic management of area of learning

### Achievement and standards

60. Many learners without prior experience of computing develop good practical computing skills and apply their skills in different contexts. For example many learners described and demonstrated how they use their newly acquired skills to e-mail friends and relatives. Other learners use word processing skills to produce their own letters and posters. Learners interviewed commented on how their ICT classes have broken down their barriers of fear and ignorance about computers. Learners are also developing good personal and social skills. For example learners' personal aspirations and self-esteem have been raised through learning. Many learners have set personal goals to progress to more advanced courses or employment. In one centre where provision is targeted at refugees and people who have recently arrived in the United Kingdom, the tutor uses ICT exercises to explore social and cultural topics and develop learners' language skills.

61. The teaching observed ranged from satisfactory to very good. Some tutors make effective use of data projectors to support their teaching. Much of the teaching is in a workshop format where learners can work independently on set tasks during class. Tutors offer good support and coaching during sessions. However, in some classes, there were insufficient opportunities for learners with higher ability to work on tasks more appropriate to their skills. In other classes, the style of teaching was instructional with insufficient opportunities for experiential learning or independent exploration of computer features and functions. In some classes, tutors have produced manuals or workbooks to support learning. For example, one centre has produced an excellent guide to the internet and e-mail which covers the course content and contains examples,

labelled diagrams and illustrations to support the topics covered in class. In a few lessons, learning aims and outcomes for the lesson were not planned or structured. In these lessons schemes of work and lesson plans were not available and learners did not have access to adequate learning materials.

### **Quality of education and training**

62. Accommodation and resources are good at many centres. Some ICT training suites are purpose built and provide good, clean, well-lit accommodation. At these centres equipment is up to date and meets current industry standards. At one centre, computers and printers are also available in the café area which allows learners to practise and develop their skills outside formal class time. There is poor accommodation at two of the centres. The equipment at three centres is old and reconditioned. Many tutors have ICT qualifications but few have teaching qualifications. This is recognised in the self-assessment report. There is insufficient specialist equipment to support learners with disabilities. For example, centres do not offer touch screens or tracker balls.

63. Monitoring of learners' progress and attendance is inconsistent across the ICT provision. Most tutors were unable to provide detailed records about learners' progress. Some centres have developed their own systems, but in most cases monitoring and recording are inadequate. Most centres conduct initial assessments, but these are not routinely used as a basis for individual action-planning, for making course choices or to set targets. Training in the use of individual learning plans to set individual targets and monitor progress has been offered by the LEA, but the response and use of this by the subcontractors has been poor. Learners are making progress in their learning and there is evidence of this. However, there is no structured approach to monitoring progress and this inhibits the planning of clear progression routes.

64. The LEA has active strategies to target providers working in different parts of the community. These providers have links with diverse groups, and are responsive to the needs of these groups, as identified through local research about employment and education. Many providers are based in the heart of communities and recruit learners who would not otherwise be recruited by mainstream providers. For example, some providers are located on housing estates either in purpose-built accommodation or in converted flats. Another provider runs an IT bus that offers IT taster courses on housing estates in the borough. Learners interviewed appreciate the accessibility of training. Many learners are keen to develop their ICT skills and are able to access computer facilities at many of the providers' premises outside class hours.

65. Some community providers meet the social, welfare and cultural needs of their learners as well as providing training. At one centre, 40 per cent of the staff are former learners. At this centre there is an active strategy to encourage volunteers and learners to take up employment opportunities at the centre. At many centres there is evidence of effective partnership arrangements to meet the needs of the local community. For example at one centre, the provider works with external agencies to enable ex-offenders with mental health problems to develop ICT skills to help them find employment and

gain independence.

66. Learners are supported with their learning and have good relationships with their tutors. Where evaluations have been carried out, they show that learners are generally satisfied with the provision. Some centres identify learners' support needs when producing the individual learning plans. Support is then provided for these needs. There is little evidence of structured guidance to more advanced learning opportunities. There is inadequate information on courses and many learners are not aware of the central advice and guidance service provided by the LEA. Most providers are well informed about their own provision but have little knowledge of ICT provision elsewhere in the borough. There are no clear progression routes for learners. Many learners are not aware of how their course fits into the framework of levels of provision offered by the LEA and elsewhere. There is also no clear strategy to identify or support learners' literacy, numeracy and language needs.

### **Leadership and management**

67. Quality assurance systems are inadequate. Providers are required to complete an annual self-assessment report, but not all providers comply with this requirement. There is no systematic course review process. Data collection and management information are poor. For example, the LEA does not have a central bank of information about the number of learners on programmes, the course provision, or retention and achievement. Some centres conduct regular lesson observations, but information collected is not used by the LEA to report on teaching across the ICT provision, nor does it contribute to the self-assessment report. Some centres receive feedback from learners, but there is no evidence that the information collected from learners impacts on course development. Under the LEA's new quality assurance arrangements, providers receive annual monitoring visits during which policies such as health and safety and equal opportunities are checked. However, there is no monitoring of the effectiveness of these policies.

68. There is no strategic management of the ICT provision across the borough. There is a providers' forum that enables providers and the LEA to share information and discuss topics such as the adult development plan. The providers' forum is not used to plan for the development of the ICT curriculum. The ICT provision is planned and developed locally by individual providers. Providers operate independently and often develop provision in isolation from other providers who may be targeting the same groups of learners and who may be offering identical provision in the same community. Providers are unaware of the range of ICT provision across the borough. In some cases there is duplication of the provision. For example, several providers are offering the same course but developing their own learning materials without collaborating with each other. There are no formal opportunities for providers to discuss and share good practice or resources. Where providers do discuss and share good practice or resources, it is often on an informal basis, rather than planned.

**Hospitality, sport, leisure & travel****Grade 4**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	622	4

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

**Strengths**

- good development of knowledge and skills for everyday life

**Weaknesses**

- inadequate monitoring of formal feedback provided for learners
- inadequate health assessment of learners' readiness to exercise
- poor curriculum planning
- unsatisfactory resources at some centres

**Achievement and standards**

69. Learners show a clear understanding of the benefits exercise can have on other aspects of their life. Learners interviewed value the social benefits of classes and the opportunities they have to learn new skills. Many learners wish to improve and maintain their physical and mental fitness. Learners experience a wide range of health benefits such as improved flexibility and mobility. Regular exercise to inhibit the development of Paget's disease was promoted in one class. Learners grow in confidence and enjoy learning and meeting new people. Some classes retain learners in their late eighties and early nineties. Learners identify that as a result of attending the class they are more mobile, stronger and have more stamina than their contemporaries. Most learners perform above the level expected for sedentary people of the same age and gender. Learners effectively use exercise equipment including sponge balls, yoga tapes and blocks in some classes.

70. Learners skilfully demonstrate basic salsa steps and movements in time to music. Toe taps, side-stepping and stretches were all demonstrated skilfully. These movements were well co-ordinated. Learners put in good effort to improve muscular endurance and physical condition. Strength, stamina and suppleness are developed progressively in classes. Learners show a satisfactory understanding of the specialist language of tai chi and yoga. They demonstrate very good concentration and motivation throughout the classes. All learners are involved in the class at all times and push themselves to reach targets set by the tutor. Learners often do more than is asked of them. When encouraged to try to achieve more, they often do.

### **Quality of education and training**

71. Teaching is satisfactory. In the best classes challenging targets are set for learners who are encouraged to gradually achieve more in lessons. Clearly stated targets are an ongoing part of these classes, and tutors promote good working relationships that foster learning and stimulate learners.

72. Some teaching is inspirational with appropriate use of music, voice and imagery to stimulate learners. For example, in one class, learners are asked to imagine they are holding a balloon in order to most effectively position their arms and shoulders.

73. The planning of teaching is satisfactory. Most lessons have a lesson plan and scheme of work that are adequate and provide lessons with sufficient direction. Learners who arrive late to classes are accommodated with an appropriate warm-up before joining in with the class activities. In one yoga class, latecomers are asked to do specific stretching exercises as a warm up before they join with the main class activity. In the poorer classes, activities start late because tutors complete enrolment and initial assessment forms with students. Some tutors do not offer effective alternative exercises to learners and are unable to see all of their learners because of static teaching positions. Correction of technique in the poorer classes is inadequate. Tutors in these classes do not adequately reinforce learning, and offer limited individual instruction. Instruction is sometimes given too quickly and without appropriate prompts.

74. In some classes learners are working at the wrong level. They enrol on the same day that classes begin and enrolment procedures do not sufficiently identify learners' needs. Some inexperienced staff have difficulty accommodating and modifying activities for individual learning needs.

75. Resources are unsatisfactory in some centres. For example, classes are regularly disturbed by other people using the centre. This has a particularly detrimental effect on concentration during the relaxation stage of activity in yoga and keep fit classes.

76. There are physical resource problems in 89 per cent of classes observed. These include problems with equipment stored around the edges of the activity area, such as pot plants, chairs, tables, drum kits and loose screening. In one class, the lighting is inappropriate because the teacher uses a bedside lamp rather than the classroom lighting. In another class, learners balance by supporting themselves on equipment stored at the edges of the hall. This situation presents significant hazards in some rooms. There are no changing facilities available in some classes and some learners have to dress and undress in front of other class members.

77. In 44 per cent of classes, learning materials are inadequate. For example, matting is worn and poorly repaired and there are insufficient yoga blocks. Some learners use their own mats in classes. Staff do not check that these mats are suitable for the planned activity.

78. Staff qualifications are satisfactory. All staff observed have appropriate and up-to-date vocational qualifications.

79. The identification of learning goals is inadequate. In 11 per cent of lessons observed, which equates to one learning session, no learning goals had been identified. Learning goals are often identified late in the programme. Goals are not monitored formatively and there is only partial summative assessment of learners' achievements. Learning goals are not developed during the course and are not discussed with learners.

80. Learners' feedback is not adequately monitored. The information that the LEA collects from learners is incomplete and many feedback forms have not been signed by tutors.

81. There is insufficient written information to explain the course goals, targets or progress of each learner in the case of absence of the course tutor. Initial assessment forms use unexplained grading scales. There are no clear references to learners' fitness levels or prior specialist knowledge of the activity in the initial assessment form.

82. There is insufficient target-setting. For example, in two of the classes observed, tutors rushed through the initial assessment form, which is essential to determine learners' readiness to exercise, and encouraged learners not to worry too much about the detail of the programme.

83. Most tutors have a satisfactory informal understanding of their learners' goals and are able to provide feedback during classes. However, this information is not recorded and cannot be shared with new or replacement tutors.

84. Learners do not receive an adequate assessment of their readiness to exercise. In 89 per cent of lessons observed during the inspection, learners' readiness to exercise was assessed using the health assessment form but they were not asked to provide information about joint, bone or cardio-vascular problems. In one of the classes observed, no assessment of learners' readiness to exercise took place and in other classes learners who had taken the assessment form away with them to put the name of their doctor on it had not returned it. Many of the learners in these classes are retired people. The assessment of learners' readiness to exercise is often completed during the learners' first class. Learners are frustrated by the waste of class time caused by completing forms during class instead of at enrolment. Tutors are unable to use the information provided in the forms completed during classes to plan their teaching. In 11 per cent of classes observed, which equates to one learning session, learners were in a class that was at the incorrect level for their ability and physical condition. The LEA does not monitor learners' readiness to exercise.

85. The initial assessment form is not used for action-planning. The information provided in the initial assessment is not sufficient for tutors to provide all learners with appropriately modified exercises. Learners are not advised about whether to seek guidance from their tutor or from their doctor when a problem is identified.

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86. The tutor in one class did not have a specific qualification to teach older learners. A number of older learners enrolled at the class on the day inspectors observed it.

87. Courses satisfactorily meet the needs and interests of learners. There is a range of learning activities in classes, including cardiovascular activity, strengthening activity and relaxation work. Learners interviewed report that they benefit from participating in classes.

88. Guidance and support are satisfactory. Brief information about courses is provided in the providers' prospectuses. More detailed information is available, but only on request. There are no arrangements for additional literacy, numeracy and language support in courses in this area of learning.

### **Leadership and management**

89. Curriculum planning is poor. The provision is based on the development of individual providers. The LEA has no plans to develop a coherent curriculum programme to meet the needs of the wider community and there is no borough-wide sharing of good practice. Most classes are for learners with mixed abilities. There are very limited opportunities for learners to progress.

90. The LEA does not target priority groups for marketing purposes.

91. The arrangements for risk assessment are satisfactory. However tutors who are specialists in the area of learning are not involved in risk assessment. In 33 per cent of classes observed, the numbers of students on the register exceed the class capacity. Some classes start late.

92. Eighty-nine per cent of classes are held during the day from Monday to Friday, and six per cent are in the evening. Only 8 per cent of learners are men.

93. The self-assessment report for this area of learning was inadequate. There was no contributory grade from two providers, who provided 42 per cent of the provision in 2001-02.



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

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	995	3

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

**Strengths**

- good development of practical skills
- good teaching and learning in drama and singing
- excellent specialist facilities at some centres
- some very effective community projects

**Weaknesses**

- some poor teaching
- insufficient use of initial assessment
- narrow breadth of provision
- inadequate co-ordination and monitoring of the provision

**Achievement and standards**

94. There is good development of practical skills in most subjects in this area of learning. Learners work at their own pace and make steady progress. The work they produce demonstrates good technical ability and the attainment of relevant skills.

95. In the mixed-ability pottery course which inspectors observed, all the learners were confidently using a range of hand-building and throwing techniques to produce a variety of ceramic pieces. One learner was making simple shallow moulded bowls, decorated with designs based on drawings by her young child. Another more advanced student in the same class was continuing to work on a very large organic form coiled in red earthenware clay. In a two-dimensional class at another centre, learners were competently using glass in a number of different ways. Beginners were making small stained glass panels using newly acquired skills of cutting glass to size and shape and the traditional assembly methods using lead, soldering and finishing. Other, more accomplished learners, were making larger decorative panels using the appliqué technique. Another learner, experiencing some loss of movement in one of her hands, was carefully applying a mosaic border to a mirror. In many of the soft furnishing, sewing, and clothes-making courses, learners were demonstrating a good standard of work and application of practical skills. One learner was completing a pair of lined curtains to a very good standard and, in the same class, a young mother was working on a smaller pair of curtains and tie-backs for her child's bedroom, to complement the bed cover and pillow cases she had previously made.

96. Learners work at their own pace to develop their practical skills and many take their

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work home to progress and complete independently. In one patchwork and quilting class visited, one learner had very successfully finished the whole front section of a patchwork bedspread, assembling the many separate decorative panels in just three weeks. One volunteer on the carnival-preparation course is now making props for a television company.

97. The average attendance rate during the inspection was good at 78 per cent.

### **Quality of education and training**

98. There is good teaching in drama and singing. Tutors in both of the drama classes observed have devised effective strategies to improve the attainment of their learners. One class with a particularly disparate group of students used massage, meditation and yoga exercises to allow the group to become still and calm before attempting improvisations. Another tutor used humour and energetic exercise to increase the group's energy levels before starting their duologues. In singing, the tutor expertly varied her critiques to her solo singers between challenging the more experienced learners and encouraging newcomers. Each learner interviewed receives advice relevant to their chosen genre. Learners' attainment improves significantly.

99. However, there is some poor teaching for other aspects of this area of learning. Eighteen per cent of the teaching sessions observed were judged to be less than satisfactory. In some cases, there is weak or inadequate lesson planning, with poorly defined learning outcomes in some of the tutors' course files. Tutors are not sufficiently prepared to cater for the range of learners' needs or abilities. The LEA has no effective strategies to deal with this problem. Some tutors do not vary their teaching style to facilitate learning. Learners' understanding is not monitored and there are no checks to ensure that learning is taking place. The whiteboard is not used sufficiently as a means of identifying key learning points. Where used, diagrams and instructions are not clearly explained or are erased too quickly. In some lessons observed by inspectors, there was no introduction to the lesson, or recapitulation of the main learning points from the previous lesson. Inspectors observed one lesson which was poorly presented on an overhead projector. Some tutors do not have up-to-date teaching materials, or use current teaching techniques. The development and attainment of skills is difficult for learners. In some lessons, learners are kept waiting and are inactive for periods of up to 30 minutes. In one class observed, the tutor demonstrated techniques without checking that all learners were listening. The same advice and guidance is often given to many learners individually.

100. There are excellent specialist facilities in some of the centres. In one of the main colleges, the resources for photography are outstanding with spacious areas for general use, lighting studios and very well-equipped darkrooms for black and white and colour printing. There is further space for film processing and other processes. This facility also has technical support for the preparation of chemicals and for the general maintenance of equipment. At the same centre, the pottery studio, although smaller, is a clean and well-equipped area. At the other main college provider, the facilities offer good-sized,

well-lit studios for the range of art and craft activities offered, as well as a number of general purpose rooms. However, the resources are not as good, and some items of equipment are out of date. Some of the rooms are cluttered and untidy. Many of the community venues do not have adequate resources for art and craft subjects. Tutors at these venues have to bring along additional materials and small items of equipment to facilitate the courses. One of the venues visited is unsuitable for the soft furnishings course operating there. The room is too small, and does not have adequate tables, lighting, storage space, power points or equipment.

101. There is insufficient use of initial assessment to identify individual learning needs. For many courses, a variety of forms of initial assessment are used to identify learners' previous skills, knowledge and aspirations. However, the results of these assessments are often not used either in the planning or delivery of programmes. For most courses there is no assessment of learners' literacy and numeracy skills. Some learners who speak English as an additional language struggle to read handouts or fully understand detailed instructions. Some tutors do not fully monitor learners' understanding or compensate for learners' poor communication skills. There is some assessment of learners' vocational skills but this is not used for lesson planning or to ensure teaching meets the needs of everyone in the class. However, for the art provision offered by one of the community providers, the tutor does fully assess learners' individual learning needs, records the outcome of this assessment and then designs an appropriate individual learning plan to monitor and review their learning and to set realistic learning targets.

102. There is a narrow breadth of provision in this area of learning. There are no progression routes for learners in most of the subject areas provided. Most offer mixed-ability classes only, where beginner, intermediate and advanced learners share the same learning environment. There is inadequate differentiation of activities to cater for the range of learning needs. Learners' needs are not adequately met. Learners' progress is slow and it is limited. There are too few progression routes for learners on performing arts courses. Learners on these programmes have to repeat courses despite having advanced beyond that level. Some aspects of the provision are duplicated, especially in clothes making and soft-furnishing classes. There are very few classes for performing arts. For example, there is only one singing class which is very over-subscribed.

103. The provision in this area of learning is insufficient to meet the needs of learners in the borough. Many learners who were interviewed reported long queues during the autumn enrolment period and some were not able to secure a place on their chosen course. Some learners have to wait until the following term, or the term after, or even a full year to get on a specific course. There is also a problem with continuity as learners get a place on a course for one term and lose it the next. One of the main providers allows too many learners to enrol on courses. Classes with this provider are overcrowded and practical sessions are unworkable. For example, at one flower arranging course, the room was full with just eight learners. However, there were 19 learners enrolled on the course.

104. There are some very effective community projects currently operating in the borough. One small provider has developed a very successful crime correction or

prevention course for 16-19 year old offenders. These learners are required to attend a 20-hour programme over 10 weeks where they discuss and write about their crime, then use special IT facilities to produce posters with a crime prevention message. The posters have been used in schools and in community settings. For some learners this experience has been very positive and has provided a pathway to further vocational opportunities in graphic design at college. The LEA also supports provision for older learners in a community setting. The older learners have a number of challenging learning opportunities and one group is currently preparing for an exhibition of work at a local library. Another provider offers a range of very positive learning opportunities through art, for learners experiencing varying levels of personal and social disadvantage. For example, one member of the group, who is recovering from problems related to drugs misuse, has already attained a general certificate of secondary education in art. Another provider is teaching lone parents from a particularly deprived area how to video and edit films of their children's lives.

105. Guidance and support for learners is satisfactory. The main providers have reasonably effective marketing strategies and one even delivers brochures for its provision through every door in the borough. Course information is available in various formats although some do not contain sufficient detail. Concessionary fees are offered. Other support mechanisms are in place across the borough and these vary in quality and availability according to the size of the subcontractor. The information, advice and guidance provided is also variable. The main providers largely provide adequate levels of detail about their own provision.

## **Leadership and management**

106. The co-ordination and monitoring of the provision in this area of learning is inadequate. There is no member of staff to co-ordinate the visual and performing arts curriculum. The curriculum currently offered in this area of learning is not cohesive. The various subcontracted providers with whom the LEA subcontracts work independently with little knowledge of the work that similar providers do. There is little evidence that providers share good practice. Providers also seem to have little idea of their role in the overall adult and community learning provision. There are gaps in the provision in this area of learning, and many areas of the curriculum are not provided for at all. In other instances, there is too much provision for some subjects. Progression routes are not made clear to learners. The LEA has no overall strategy for the provision of adult and community learning in visual and performing arts in the borough.

107. The monitoring of diversity is not a prominent feature of the visual and performing arts programmes. At the time of inspection, there was no celebration of diversity in the borough. However, equality of opportunity is becoming increasingly more important to the LEA. There is evidence of the LEA and providers sharing common beliefs and values for widening participation in learning and for the promotion of social inclusion.

**Foundation programmes****Grade 4**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	412	4

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

**Strengths**

- good attainment by learners with learning difficulties and/or disabilities
- good teaching in visual and performing arts for learners with learning difficulties and/or disabilities
- good retention of ESOL learners by the main college provider
- effective measures to widen participation in learning

**Weaknesses**

- unsatisfactory teaching and learning on the ESOL programmes
- poor deployment of learning resources
- poor accommodation and facilities at some centres
- insufficient monitoring of learners' progress on ESOL and literacy and numeracy programmes
- poor co-ordination of the area of learning

**Achievement and standards**

108. There is good attainment by learners with learning difficulties and/or disabilities. Learners have an initial assessment which enables the provider to identify their learning needs. Learners with learning difficulties and/or disabilities achieve the targets in their individual learning plans. Their attainment is monitored and their progress is recorded. Learners' work illustrates their good progress and maintenance of skills. Some learners demonstrate good recall of previous learning. There is good progression to accredited courses at a local college by learners with learning difficulties and/or disabilities. Learners gain confidence and use skills learnt during their course to support themselves and live independently. For example, some learners now travel to college on their own. Learners interviewed value the progress that they make and the social benefits they get from doing the course. However, some classes include learners with very different levels of ability. In classes where teaching is not sufficiently differentiated to meet individual learning needs, progress is inhibited. Progression is also limited to mainstream provision.

109. Over 75 per cent of learners on ESOL programmes do not have an individual learning plan. Of the 38 ESOL learners interviewed, only 50 per cent of them were able to clearly identify how they were making effective use of their new English skills in their everyday life. Over 75 per cent of the ESOL learners interviewed clearly stated the development of speaking and listening skills as their primary learning goals.

110. At the main college provider, the retention rate for ESOL learners is good. Ninety-two per cent of ESOL learners were retained in 2002-03, and 84 per cent were retained in 2001-02.

### **Quality of education and training**

111. There is good teaching in visual and performing arts for learners with learning difficulties and/or disabilities. Tutors plan classes very effectively in visual and performing arts. Learners' individual learning goals are well matched to their learning needs and abilities. The development of skills such as communication, listening, counting, speaking and making choices, form an integral part of visual and performing arts classes. Tutors encourage learners to practise these skills. Tutors challenge and inspire learners. For example, they teach learners additional and more complex skills such as creating a rhythm on the drums and how to recognise primary colours. Tutors are also skilled in managing challenging behaviour.

112. There are effective arrangements to widen participation in learning. The LEA has formed effective partnerships with a number of external organisations so that it can respond to community needs. There is an increasing number of enrolments in centres in deprived areas. Applications by established organisations to increase local facilities for adult and community learning are successful. For example, a provider working with people who have a drug or alcohol dependency also offers literacy, numeracy and IT learning sessions. Good information, advice and guidance and personal support has enabled these learners to progress to accredited courses at a local further education college. The LEA has good partnerships with a variety of agencies to ensure that learners with multiple learning difficulties and/or disabilities or mental health problems are referred to adult and community learning to allow them to participate in learning. Older learners, male learners, learners from minority ethnic groups and learners who have challenging behaviour are well represented in enrolments. There is some discrete provision targeting learners with autism and learners with profound or multiple disabilities. These learners are also included in other classes within the provision. However most of the provision for these learners is at one location in the borough and is not available during the holidays.

113. Ninety per cent of teaching observed in ESOL is unsatisfactory. Although tutors try to engage learners in language practice, they do not all have the skills to facilitate incremental language learning or to help learners sustain language. For example, in the weaker lessons, tutors do not fully present new language and vocabulary or allow learners to practise before starting activities. Learners often use and repeat incorrect language, pronunciation and intonation patterns, and are not sufficiently corrected by tutors. Learners remain unaware of the errors. Teachers use a limited range of teaching techniques and do not provide clear instructions or timely feedback to learners. Tutors do not encourage the production and practice of language through role-play during sessions. New language is often presented and practised out of context.

114. Resources are poorly deployed. There is no access to ICT resources in most classrooms. There is no specially adapted equipment and no audio, or visual-learning materials for learners with learning difficulties and/or disabilities. Learners with learning difficulties and/or disabilities are taught how to use video cameras, but they are not used throughout the area of learning. There are some very good resources in pottery and music, and timetables are produced in symbol format. The main subcontractor uses hearing loops but they are not used in community venues. Learning materials for the ESOL and literacy and numeracy courses are insufficient to meet learners' needs. For example, dictionaries are not available when learners are invited to check the spelling of new words. Tutors do not always use audio-visual aids effectively when they are available in the teaching rooms. All the materials used in ESOL and literacy and numeracy classes observed during inspection were locally produced.

115. The accommodation and facilities are poor in some community-based centres. There are 27 centres in the community. Most centres are satisfactory. However, in some, teaching areas are cramped and cluttered, restricting the range of learning activities. Rooms are bare and there are few displays of learners' work. At one site, there is no access to the ICT suite for people with restricted mobility and the dining area is too small. There are inadequate toilet facilities. Often, there is no private space to conduct learners' progress reviews or for use when dealing with learners with challenging behaviour. In one extreme case, learners study in cold and dirty rooms equipped with uncomfortable furniture. Some rooms have poor acoustics and language practice is difficult. Relaxation areas are cramped and poorly furnished. Some centres have pleasant, light teaching rooms and good facilities. This is particularly true in ICT suites. However, there is limited use of ICT to support guided learning as there is not enough space. Access to one centre is difficult because it is inadequately signposted. Learners interviewed are very positive about the benefits of learning in centres close to their homes.

116. There is insufficient monitoring of learners' progress in ESOL and literacy and numeracy classes. Seventy-five per cent of ESOL learners do not have individual learning plans and do not have formal progress reviews. Some do not have an initial interview to assess their learning needs, prior education or additional support requirements. Literacy, numeracy and language tutors interview learners and assess their literacy and numeracy skills using the Basic Skills Agency's assessment tool. Some additional support needs are identified, and preferred learning styles are analysed. However, this information is not used effectively to agree learning goals or devise appropriate individual learning plans. Those needs identified by initial assessment and agreed learning goals are rarely discussed during progress reviews, despite their inclusion in individual learning plans. ESOL and literacy and numeracy lesson plans do not contain clear objectives. They focus on the group's goals. Lesson plans do mention the national basic skills core curriculum or the national ESOL core curriculum, but there are no details of how these relate to the lesson plan. The teaching provision for foundation programmes is poor, especially for ESOL courses. Tutors are not sufficiently qualified or experienced to meet learners' needs. Some tutors have qualifications to teach English as a foreign language. Not all tutors have received national ESOL training in curriculum, diagnostic assessment or national learning materials.



117. There is poor co-ordination of the area of learning, particularly in ESOL. Tutors are not sufficiently trained and qualified to meet the needs of learners. When tutors have specialist qualifications, these are solely teaching English as a foreign language qualifications. Not all tutors have attended national ESOL training in curriculum, diagnostic assessment, and national learning materials. Some tutors are not aware of the national ESOL core curriculum. Course aims are often vague for literacy, numeracy and ESOL programmes. Teaching styles are not sufficiently varied. In most lessons, worksheets are used too much and there is insufficient use of oral work and practice of literacy skills. There are learners with a variety of learning needs in all classes. Little attention is paid to preferred learning styles, and no additional activities for more advanced learners are provided. They often have to wait for attention, or help their peers in finishing paper-based tasks. There are too few staff available to provide cover and lessons are cancelled if the tutor is absent. There is little sharing of good practice or teaching materials among staff. There is a particular shortage of teaching aids for numeracy lessons. A tutorial system is used to co-ordinate the programme for learners with learning difficulties and/or disabilities. This system works well for some learners. Learners' feedback is not gathered or used effectively to plan learning or effect changes to the programme. The support provided for learners with learning difficulties and/or disabilities is responsive to their needs. Core workers are involved in the provision of this support and work well with other external agencies to resolve learners' problems. However, casual support workers who are employed by external agencies change so often that they do not get to know the learners or their individual learning plan. Tutors have to spend time inducting casual support workers rather than teaching. Support is satisfactory for learners on literacy and numeracy programmes and employability provision. Support for ESOL learners is unsatisfactory where there are large numbers of learners in most classes.

118. There is satisfactory literacy and numeracy teaching. Most accredited literacy and numeracy teaching takes place in the main subcontracted college. Learners receive satisfactory learning opportunities at entry level in adult and community courses. Courses are planned so that learners progress quickly into the college's own provision. The LEA has no strategy to improve literacy, numeracy and language skills in the borough and it employs no literacy, numeracy and language support staff. Places on the literacy, numeracy and language courses are limited but information, advice and guidance services advise learners to contact the college who provides substantial accredited provision. There is insufficient evening provision and limited provision during the summer. There is a shortage of teaching resources in this area of learning.

119. There is satisfactory personal support for learners. Personal support for learners is a priority for staff. Learners interviewed report that they have gained confidence since starting their courses. One learner appreciated the opportunity to speak comfortably in front of others at a forum for learners. Learners enjoy the events where their achievements are celebrated. There is particularly good personal support for learners with learning difficulties and/or disabilities. Each learner is allocated a personal tutor. Learners with learning difficulties and/or disabilities attendance are effectively monitored. There is a good ratio of staff to learners on courses for these learners. There



is good initial assessment of learners' needs. The strategy used to support these learners' needs is detailed in their individual learning plans and is communicated well to tutors and permanent support staff.

### **Leadership and management**

120. The LEA's management of the ESOL programmes is poor. The LEA was not able to confirm the scope of the ESOL provision during the inspection. For example, management did not present information regarding an ESOL programme that runs for 18 hours each week until the fourth day of the inspection. Management were also unable to provide the LEA's strategy or development plans in identifying improvements to the provision required to ensure it meets national ESOL standards. ESOL tutors mostly work in isolation and are not fully aware of the training available to upgrade their skills and learning resources.

121. An adequate amount of data on foundation learners' age, gender, ethnicity and individual learning needs is collected. However, it is not used to develop new provision or to improve existing provision. The subcontractor records information about learners, but the LEA is not aware which learners make achievements or progress within their programmes. Learners receive little information formally and have low awareness of equal opportunities topics.

122. Quality assurance of foundation courses is incomplete. The LEA has insufficient knowledge of the teaching provided by subcontractors, despite teaching observations taking place. There is insufficient sharing of good practice. Feedback from learners is collected through learners' forums and satisfaction surveys. However, there is little evidence of improvement.

123. The self-assessment report does not contain enough detail and is not sufficiently evaluative. It does not identify most of the weaknesses identified by inspectors.

**Family learning****Grade 2**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	125	2

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

**Strengths**

- good teaching and learning
- particularly good advice and guidance for employment and learning
- good implementation of the family learning strategy

**Weaknesses**

- poor learning environments in some schools
- inadequate recording of learners' progress

**Achievement and standards**

124. There are positive benefits from the family learning provision for parents, schools and communities. Most learners speak English as an additional language. Most of these learners have poor English skills and have had limited education in their first language. Learning takes longer and is more complex for these learners than for those who speak English as their first language. All learners are progressively able to help their children with their school work and achieve new skills for themselves. They are more confident to deal with problems in the family and more able to join in school life. For example, one mother of four children who attends a family literacy class can now give better information on the progress of children she works with in her role as a classroom assistant. Headteachers interviewed value family learning programmes in their schools and report on the positive impact these programmes have had on their school and the local communities they serve. One headteacher reported that family learning programme helped to reverse the negative opinions of the school. Children behave better in school and parents are more likely to volunteer to be involved in parents' committees.

125. In classes where parents and children learn together, the parents and the children are making good progress. Language skills have also improved. In one class, parents and children made good and interesting prints of each other following a visit to a community printworks. Parents also communicate better with their children and benefit from improved relationships and less stress.

126. Parents and children contribute to published poetry books and exhibitions in public venues. Learners also produce good booklets and games to use with their children. There are good displays of parents' and children's work in schools.

### Quality of education and training

127. Teaching in family learning is good. All sessions observed were graded as being satisfactory or better, of which 67 per cent were good or very good. Lessons are well prepared with clear learning objectives related to the needs of the learners. Some family literacy lesson plans are matched to the core curriculum. Very effective teaching strategies are used. In family literacy classes teachers make excellent links with children's learning in school. Parents acquire and understand the technical language used in the education system. In the first ICT session forming part of a longer family literacy programme, learners enthusiastically produced pictures using computer programmes used by their children at school. In another class, parents improved their skills and knowledge related to reading for themselves and their children.

128. Most learners are very motivated. In a wider family learning class, parents and toddlers enthusiastically exercised and sang rhymes together for the entire lesson. All learners work at a brisk pace in an industrious atmosphere. They also have fun and develop friendships and support networks. Parents particularly enjoy the visits they make with their children to museums, art galleries and sights in London. They appreciate the positive benefits to themselves and their families. These visits have a lasting effect in enriching cultural life and families become confident to make return family trips to continue learning.

129. Family learning tutors are well qualified and many have experience of working in primary schools as well as with adults. Most have qualifications in teaching literacy, numeracy and language. There are regular staff meetings where tutors share experiences and also learn new skills.

130. The learning environment is unsatisfactory in some schools. In one school, old tables and chairs are used. Sometimes the tables and chairs are left in rows. In one lesson the continuous noise from an activity in the hall meant that the class had to move to a canteen area with small tables and chairs. In a class using laptop computers the room was too small.

131. Initial assessment of learners' needs in family learning is consistent. There is also a final assessment. Tutors know how learners in their classes are progressing, when asked. Sometimes learners' progress is recorded, but these records do not contain sufficient detail and are not routinely developed throughout the course. Learners receive informal feedback and their work is marked. Tutors identify learners with language support needs on wider family learning courses and develop strategies to meet those needs. This process is informal and relies on the experience and skill of the individual tutor. In some family literacy classes an individual learning plan with learning targets has recently been introduced. However, the plan does not identify milestones or record progress over time.

132. Family literacy provision is successfully targeted at schools where children are not achieving. The LEA plans this provision in partnership with external agencies. Learners,

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as well as other members of the community, experience the benefits of wider family learning. Many learners seek additional and further opportunities to learn after being involved in family learning programmes. Family learning courses are not accredited, although there are plans for Open College Network accreditation soon.

133. Advice and guidance for learners to progress to further learning and employment is particularly good. Visits are arranged to help learners' progression to other providers. Learners are encouraged to develop skills to access information about other courses. Guidance workers visit family learning provision. Leaflets advertising further learning opportunities are available in family learning classes and are present in learners' files. Teachers are keen to help learners access the information they need and help them with jobsearch activities and writing their curriculum vitae. Learners particularly value these opportunities. There is a family learning forum which meets and allows learners to share their family problems in a supportive and confidential manner.

134. Access to crèche facilities is good. Crèche arrangements were changed in response to learners' complaints. A community crèche resource has been set up to provide better crèche facilities. Learners are now happy to leave their children there.

135. Learners' resources are satisfactory. Some school books used in classes are old. However, family literacy tutors have files of good learning materials and use appropriate games that they have made. On the ICT family literacy course, learners borrow laptop computers to practise at home and tutors provide written support sheets to help them with this. A family learning vehicle is also available to transport materials and for group excursions.

## Leadership and management

136. There is good implementation of the family learning strategy. There is evidence that the family learning strategy is working in practice. For example, groups of learners targeted when planning the family learning provision have been identified as attending it. The LEA works effectively with external agencies and schools to recruit learners from hard to reach groups. The involvement of the external agencies and schools is important, as it is these organisations that the hard-to-reach groups trust. Managers of the family learning provision supply partner schools with good advice and a comprehensive resource pack to enable them to develop the knowledge and skills to deliver family learning courses. The resource pack forms part of the LEA's quality assurance system. Learners' evaluations of the family learning programme are sampled by managers. Learners' views are used to influence change. Tutors are visited and observed but there is no formal assessment of teaching.

137. The cultural diversity of learners is valued by the tutors. Tutors make use of learners' different experiences. For example, reading from right to left rather than from left to right was explained in one group. The wide range of experiences and potential of learners is recognised. Learners are encouraged to help each other by using their bi-lingual or multi-lingual skills and any prior learning, as appropriate.