INSPECTION REPORT

Redcar & Cleveland LEA

25 June 2004

ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

Overall judgement

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

Provision will normally be deemed to be inadequate where:
- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

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

INSPECTION REPORT

Redcar & Cleveland LEA

Contents

Summary

Detailed inspection findings

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Redcar and Cleveland Adult Learning Service (RCALS) is part of the Lifelong Learning Service within the education directorate of Redcar and Cleveland Borough Council (borough council). The service directly delivers a large programme, and subcontracts a small number of programmes to a college and to a subcontractor. Provision in construction, information and communications technology (ICT), hospitality, sport, leisure and travel, visual and performing arts, humanities; English, languages and communications, foundation programmes and family learning are included in this inspection. There were too few learners in land-based provision, hairdressing and beauty therapy; and health, social care and public services for these areas to be inspected separately.

2. There is a head of service who reports to the acting assistant director for lifelong learning. He is supported by an adult and community learning manager who is currently on long-term sick leave. The management team is made up of seven full-time organisers and two part-time heads of adult learning centres. The skills for life organiser post was vacant at the time of the inspection. The administration team is subject to a service level agreement between the borough and an external organisation.

3. RCALS receives most of its funding through Tees Valley Learning and Skills Council (LSC). Further funding for targeted areas of work is accessed through the Single Regeneration Budget (SRB), Rural Development Programme and New Opportunities Fund. Redcar and Cleveland is a unitary authority in the northeast of England. At just over 1 per cent, the population from minority ethnic groups is considerably below the national average of 9.1 per cent. A number of wards in the borough have high indices of deprivation.

SCOPE OF PROVISION

Construction

4. There are 147 enrolments on 13 courses. In 2002-03 there were 219 enrolments. Courses include woodcrafts, do-it-yourself (DIY) and French polishing at levels 1 and 2 and are mainly intended for learners with some practical experience. Two accredited courses are provided in French polishing at level 1 and 2. Most courses are designed for 30 weeks and take place during the day. There is also a 10-week toy-making evening course. There are no weekend courses. Most of the sessions are provided at the Redcar learning centre with one 30-week woodworking evening course in a local community venue. Most learners are men and are aged over 60. Four part-time tutors work in this area.

Information & communications technology

5. ICT courses are provided at basic, elementary, intermediate and advanced levels. Courses include word-processing, spreadsheets, databases and other applications such as digital imaging, webpage design and computer graphics. To date, 1,550 learners have enrolled on 151 ICT courses in 2003-04. During the previous year, 2,843 learners enrolled on 328 courses. At the time of the inspection there are 558 learners on 77 courses. Of these, 42 per cent of learners are over 60 years of age and 17 per cent are under 40. Twenty-six per cent of learners are men and 2 per cent are from minority ethnic groups. Courses are run during the day and in the evenings. Some courses are provided outside term dates. The shortest course is for five weeks and the longest for 30 weeks and learners are required to attend for two or three hours a week. Fifty-three per cent of courses are accredited. Courses are taught in 45 learning venues throughout the borough, including schools, libraries, local learning centres, a day centre and community halls. In venues where there are no computing facilities, laptop computers are provided. A full-time member of staff oversees this curriculum area, among other responsibilities, and there are 28 part-time tutors.

Hospitality, sport, leisure & travel

6. To date there have been approximately 800 enrolments in 2003-04 on courses including yoga, tai chi, medieval broadsword training, bridge, cookery and cake decoration. At the time of inspection there are 260 enrolments on 19 sport and leisure and seven hospitality courses. Most of the provision is non-accredited. Most courses recruit on a termly basis and last 10 weeks. Approximately 83 per cent of the learners are women. Seventeen learners from minority ethnic groups have enrolled during 2003-04. Sixty-three per cent of learners receive concessionary fees. Courses take place at 15 venues including two of the service's adult learning centres, local schools and community and local learning centres. There are 14 part-time tutors who work between one and a half and six hours a week. They are managed by three organisers who share responsibility for planning the provision and report to the adult and cummunity learning manager.

Visual & performing arts & media

7. There are 797 enrolments on 71 visual and performing arts and media courses, of which 65 are non-accredited. At the time of inspection there are 282 enrolments on art courses, 366 on craft courses and 149 on dance courses. There were 2,217 enrolments between September 2003 and June 2004. Courses include pottery, jewellery, painting and drawing, dress making, decoupage, guitar, sequence, tap and circle dancing. The courses are provided at six main sites and 17 community-based locations across the borough. The courses take place during the day and in the evening, Monday to Friday, and generally last for 10 weeks. The courses are repeated three times a year and learners attend for two hours a week. Some taster courses and one-day workshops are also provided and are linked to specific projects. Currently, 67 per cent of learners are over 55 years of age and 78.5 per cent are women. Teaching is carried out by 14 part-time tutors. Although most of the courses are aimed at a wide range of ability levels, some courses are specifically for beginners and intermediate learners.

Humanities

8. In 2003-04, 112 learners enrolled on 11 courses, of whom 85 are still in learning at the time of the inspection. The provision includes family history and the internet, women and crime, and a local history course. Learners can join at any time and attend the courses for two hours a week for three, 10-week terms. However, most learners start their course at the beginning of the first 10-week term. With the exception of the family history and the internet course, where learners can work towards a level 2 qualification, and the women and crime course that forms part of another qualification, most courses are not accredited. Most courses take place at the Redcar learning centre with some provision at learning centres in Nunthorpe, Saltburn, Skelton and Guisborough. A recent taster class took place in a mobile learning centre that tours the area. Most of the learners are aged over 50. The provision is managed by one of the full-time team of organisers who report to the adult and community learning manager. There are six part-time tutors. Local learning centre organisers decide which provision is to be offered at their sites.

English, languages & communications

9. In 2002-03 there were 1,455 enrolments in English, languages and communications, amounting to 8 per cent of the total provision. There were 109 courses including Sign Language, English, French, German, Spanish, Swedish and Italian. In 2003-04, Arabic is also being taught. Sessions usually last for two hours. During the inspection, 45 courses are running, 27 of which are modern foreign language courses, 12 in sign language and three in lip reading. Three English courses are running. Courses are mainly at beginners level and level 2, and there are 367 enrolments. Most of the provision is accredited, with some non-accredited courses in languages for holiday purposes and English. Most of the learners are women. Courses run at a variety of times to suit learners. During the inspection, they are in 14 different locations, including adult learning centres, school-based centres and employers' premises. The provision is delivered by 17 part-time tutors. The curriculum area is managed by a full-time member of staff whose primary responsibility is for information and advice across the service, and who also has the additional responsibility of co-ordinating disability issues.

Foundation programmes

10. Foundation programmes include literacy and numeracy classes, English for speakers of other languages (ESOL), and provision for adults with learning difficulties and/or disabilities. The programmes account for 17 per cent of the total provision. At the time of inspection there are 69 classes in 22 centres. There are 467 enrolments of whom 210 are in literacy and numeracy, 187 are in ESOL and 70 are in classes for learners with learning difficulties and/or disabilities. Thirty per cent of learners are men. Learners come from a wide range of backgrounds and include unemployed adults, those in low-paid jobs and asylum seekers. Some literacy and numeracy classes are provided for employees of the borough council. Adults with learning difficulties and/or disabilities, including those who experience mental health problems, are referred by hospitals, doctors, social services and care homes. Most of the classes take place in the centres which they attend. Some ESOL provision is delivered in a women-only centre. Most courses run for two hours a week for 30 weeks, although learners enrol each term. Most courses are non-accredited, but there are opportunities for learners to take nationally recognised qualifications, such as in literacy and numeracy. Most courses run during the day with some evening provision. Classes are taught by 41 part-time tutors.

Family learning

11. At the time of the inspection, 253 learners are enrolled on 35 courses in 30 locations. Nine per cent of the learners are men and 2 per cent are from minority ethnic groups. Courses include family literacy, language and numeracy, wider family learning and additional progression courses. Wider family learning covers a broad range of courses including footballing skills, family safety and conservation work. Most courses are accredited. Most sessions take place during the day in school term-time, with some evening, weekend and holiday provision. Childcare is provided for daytime courses. A full-time organiser and a full-time co-ordinator manage the provision and approximately 30 part-time tutors. Five of these tutors work substantially on the family literacy and numeracy programme.

ABOUT THE INSPECTION

Number of inspectors	25
Number of inspection days	125
Number of learner interviews	511
Number of staff interviews	136
Number of subcontractor interviews	2
Number of locations/sites/learning centres visited	98
Number of partner/external agency interviews	2

OVERALL JUDGEMENT

12. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, RCALS's leadership and management are unsatisfactory. Its approach to equality of opportunity is satisfactory, but its quality assurance arrangements are unsatisfactory. The quality of provision in construction, ICT, humanities

and family learning is satisfactory. The quality of provision in hospitality, sport and leisure; visual and performing arts and media; English, languages and communication, and foundation 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

Construction		3
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Adult and community learning	147	3

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Adult and community learning	558	3

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation - Adult and community learning	260	4

Visual & performing arts & media		4
Contributory areas:	Number of learners	Contributory grade
Arts - Adult and community learning	282	3
Crafts - Adult and community learning	366	4
Dance - Adult and community learning	149	4

Humanities		3
Contributory areas:	Number of learners	Contributory grade
History and genealogy - Adult and community learning	85	3

English, languages & communications		4
Contributory areas:	Number of learners	Contributory grade
Languages - Adult and community learning	246	4
Other contributory areas - Adult and community learning	111	3

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
ESOL - Adult and community learning	187	4
Literacy and numeracy - Adult and community learning	210	4
Independent living and leisure skills - Adult and community learning	70	3

Family learning		3
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	253	3

KEY FINDINGS
Achievement and standards

13. **Learners produce very good practical work in woodcrafts.** They design a good range of individual projects, some of which are particularly complex, and use a range of jointing techniques. Most of the courses are non-accredited, with low achievement on accredited courses.

14. **In ICT, retention for the past three years is good and improving,** from 80 per cent in 2000-01 to 83 per cent currently. Learners' work is good and they demonstrate good computing and creative skills. Portfolios are well designed and carefully organised. Most learners make good progress and they work increasingly more independently and confidently. Many learners have progressed from short non-accredited courses to accredited courses at various levels, including level 3.

15. In hospitality, sport, leisure and travel, retention and the standard of learners' work are satisfactory.

16. **Learners on visual and performing arts and media programmes gain considerable personal and social benefit from their classes.** They value the social contact they have with other learners and develop self-confidence through achieving personal goals. They develop independent learning skills and plan their own project work in the final term to consolidate their skills.

17. **In humanities, learners progress well and develop self-confidence and new skills.** Achievement has improved in the accredited provision and is satisfactory.

18. **In English, languages and communications, learners on sign language courses produce a good standard of work** and are aware of what they have achieved and need to do to progress. However, achievements in 2001-02 and 2002-03 on accredited modern foreign languages courses were poor at 53 per cent and 46 per cent respectively.

19. **On foundation programmes, learners with learning difficulties and/or disabilities develop good practical skills and a good level of understanding.** In addition, their speaking and listening skills improve. Mature learners who are returning to education develop good literacy skills. However, there is low achievement of qualifications in literacy and numeracy. In 2002-03, 25 per cent of learners achieved a qualification in literacy and/or numeracy. ESOL learners increase their self-confidence. In ICT, learners use computers confidently and work on their portfolios independently.

20. **In family learning, achievement has increased** from 85 per cent from 67 registrations in 2001-02 to 86 per cent from 133 registrations in 2002-03. However, national skills tests in literacy and numeracy are not promoted sufficiently to learners on these courses. For many learners their achievement of the qualification aim does not represent sufficient individual progress relative to their prior attainment.

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
Construction	0	0	3	2	0	0	0	5
Information & communications technology	0	3	8	13	2	1	0	27
Hospitality, sport, leisure & travel	1	1	8	3	3	0	0	16
Visual & performing arts & media	0	3	10	10	3	0	0	26
Humanities	0	1	3	1	1	0	0	6
English, languages & communications	1	5	3	7	3	0	0	19
Foundation programmes	0	2	13	9	5	1	0	30
Family learning	1	4	5	3	2	0	0	15
Total	**3**	**19**	**53**	**48**	**19**	**2**	**0**	**144**

21. **The overall teaching profile for the service is poor,** with 52 per cent of sessions observed being good or better and 14 per cent less than satisfactory.

22. **Learners in construction craft develop practical skills and self-confidence.** They are able to work independently and collaboratively with limited supervision. They are particularly confident in the use of fixed machines.

23. **On woodcraft courses learners have access to a good range of fixed and hand-held power tools.** Health and safety practice in the wood machine workshop at one of the learning centres is unsatisfactory. There is no machine maintenance schedule and the risk assessment process does not assess or manage risk effectively. However, an annual audit of health and safety and a cyclic maintenance programme are conducted by local authority services.

24. **The recording of the learners' development on construction programmes is inadequate.** Initial assessment of learners' practical skills and knowledge is not sufficiently detailed. Individual learning plans are generic for a range of courses and are not linked to learners' work.

25. A good range of ICT courses from basic to specialised level is provided to meet local community needs. Good provision is made for learners with physical impairments, learning difficulties and mental health problems.

26. In ICT, teaching and learning are satisfactory. Learners receive good individual attention and advice and classes are small. They are encouraged to work at their own pace and to achieve as much as possible. Some tutors, however, do not fully understand how to plan ICT sessions where learners are working at their own pace through a range of tasks.

27. **In many ICT sessions the planning of individual learning is inadequate.** Learning goals are insufficiently analysed and short-term targets are not set. Individual learning records do not accurately identify learners' initial competences or record sufficient information about their progress during the course. Initial assessment of learners' literacy, numeracy, language and ICT skills is poor.

28. **Technical support in ICT provision is very poor,** with faults sometimes taking over a month to rectify. RCALS does not have direct control over maintenance and technical support as the borough council has a contractual agreement with an external organisation for all ICT support across the borough.

29. **In hospitality, sport, leisure and travel there are effective initiatives to encourage people into learning.** Over 60 per cent of learners receive some remission of fees. Strong partnerships have been established with the local primary health care trust. Taster sessions are provided in areas of high social deprivation, and there are constructive links with family learning courses.

30. **Teaching and learning in some sports classes is unsatisfactory.** Planning for individual learning is ineffective. Learning activities are not differentiated according to learners' skill levels and individual needs.

31. **Target-setting for learners on hospitality, sport, leisure and travel programmes is ineffective.** There is insufficient initial assessment of learners' prior level of skills and experience. On the two accredited courses learners are required to produce portfolios of their work, but there is no initial assessment of their literacy, numeracy and language skills. Completion of health questionnaires is not quality assured by the service. Individual learning plans are insufficiently individualised.

32. **Teaching in art is good.** Sessions are usually well planned to introduce a range of creative and technical skills. However, teaching in craft and dance is uninspiring. There is too much reliance on using pre-printed designs and copying second-hand source material. There is not enough use of differentiation to ensure the needs of learners of different ability and skill levels are met.

33. **Tutors in art and craft classes make good use of photography to record learners' work as evidence of their progress.** However, the monitoring and assessment of learners' progress is generally weak. Individual needs or learning goals are not sufficiently identified or recorded.

34. **There is good use of arts and crafts courses to widen participation.** The provider has consulted community groups in deprived areas of the borough to provide appropriate courses. There are taster courses and one-day workshops, but a range of programmes has not been developed, and not all learners are able to progress through beginner, intermediate and advanced levels in art and craft. Many learners re-enrol for the same class each year.

35. **On humanities programmes, the strategies to involve learners in their learning are good.** Tutors effectively use learners' experiences in group work. Learners develop good research skills and are fully involved in planning their own learning.

36. **Identification of individual learners' needs is inadequate in humanities provision.** Initial assessment is inadequate and learners' progress is not systematically monitored.

37. **There is a good range of provision in sign language.** The service is the sole provider in the area and runs many courses on the two levels of the syllabus. There is also good provision of minority interest courses. The service responded well to community requests for courses in Arabic and Swedish.

38. **Most of the foreign language classes are reliant on instructions spoken in English,** and insufficient exposure is given to the target language. Tutors talk about the language rather than using it and practising it in meaningful situations.

39. **On foundation programmes teaching is good for learners with learning difficulties and/or disabilities.** Eighty per cent of teaching observed is good or better. Tutors work very well with learners and have a thorough understanding of their individual needs. However, there is some unsatisfactory teaching in ESOL classes. Of those sessions observed by inspectors, 50 per cent were judged to be unsatisfactory. Tutors do not use an adequate range of teaching methods and styles to maintain learners' interest and to motivate them to progress.

40. **Tutors of foundation programmes make good use of contextualised teaching** and learning materials in literacy classes and with learners with learning difficulties and/or disabilities. Learning materials are designed to meet individual learners' personal interests. However, there is not enough sharing of good practice or learning materials between tutors.

41. **On foundation programmes, poor use is made of initial assessment and individual learning plans.** Insufficient use is made of accreditation of prior learning in literacy, numeracy and ESOL classes to assess learners' skills at the start of a course. The results of the initial assessment for learners with literacy and numeracy needs are not always recorded and there is little assessment related specifically to ESOL.

42. For learners in literacy, numeracy and ESOL classes, individual learning plans are completed at the start of the course. However, some of these are not sufficiently detailed and do not identify clear short- and long-term goals. Learners with learning difficulties and/or disabilities complete their own records, but they do not adequately show their progress.

43. **Recording of achievement and progress is poor in ESOL, lip-reading, literacy and numeracy classes.** Most forms do not contain any comments about learners' progress against learning outcomes. Recording of learning activities is inconsistent. In most of the accredited literacy and numeracy classes, evidence for the qualification is only collected at the end of the course. Learners' progress is not systematically monitored.

44. **There is an insufficient range of foundation courses.** Most of the literacy, numeracy and ESOL classes are taught in one of the main learning centres. Not enough classes are provided in the community. For those with learning difficulties and/or disabilities, there are very few accredited courses and insufficient opportunities for progression to classes outside the day centres.

45. **There is a good and prompt response by RCALS when specific community needs for foundation programmes are identified.** In the ESOL provision, the learning environment is particularly supportive for the needs of vulnerable learners.

46. **On family learning programmes, tutors use particularly effective strategies to help parents and children work together.**   Parents are encouraged to work with their children to negotiate and make decisions about learning. One school specifically targeted the parents who were the least confident. They were able to attend a nurture group run by the school and are now progressing to other programmes, such as ICT courses.

47. **Partnership arrangements to support family learning are good.** There is a significant amount of investment in development work to widen participation and promote the provision to hard-to-reach learners. Broad ranges of new courses are developed through consultations with SureStart, local scouts groups, women's groups, communities and schools.

48. **Target-setting for individual learners on family learning programmes is inadequate.** Most targets are based on the needs of groups of learners. There currently is no formal assessment of learners' literacy, numeracy and language skills other than for the level two teaching assistants course. Targets are not matched to the adult core curriculum. Not enough progress reviews take place.

49. The service has developed good measures to widen participation in learning with 44 per cent of its work provided through targeting in disadvantaged areas. It has prioritised funds for the development of provision specifically for people from disadvantaged areas. Rural provision has significantly increased in the past two years from four classes to the 81 scheduled for the next academic year.

50. The service plans and monitors funding effectively to make buildings more accessible in response to the Special Education Needs and Disability Act 2001. A working party has been established to advise the head of service. The group, including a representative from the Redcar and Cleveland Disability Access group, a health and safety officer and a building works manager from the borough council and centre managers meet to plan and monitor the capital spend.

Leadership and management

51. **The provider has a wide range of good working partnerships.** These include key local organisations such as educational, funding, employing and other contributory bodies.

52. **Successful local learning centres work in partnership with five local primary schools across the borough.** These centres support many good projects created through the partnerships, such as, the community skills programme, a healthy eating project, mother and toddler groups and SureStart initiatives. Effective arrangements are in place with other providers such as a subcontractor, local colleges and voluntary organisations to provide a range of learning opportunities.

53. Financial management of the service is satisfactory. Detailed monthly budget reports ensure that the service operates within its funding and budget allocations.

54. Overall communication systems are satisfactory. Newsletters for tutors and learners provide adequate general information about the provision.

55. The management of the provision is ineffective. **The local authority has developed an appropriate strategic plan that identifies key objectives for the adult learning service.** However, the implementation of those objectives by the service is ineffective. The curriculum is designed without reference to any long-term plan to achieve the corporate objectives in the adult learning plan. Management of the curriculum areas is inadequate. Some management meetings take place but do not sufficiently focus on a detailed review of performance against the authority's adult and community learning plan. Curriculum teams do not meet formally on a regular basis and there is not enough sharing of good practice by tutors. Tutors do not directly contribute to the self-assessment process and some have not seen a copy of the latest report. The strategy for literacy, numeracy and language provision is inadequate. There is no skills for life strategy and no clear action plan supports the achievement of wider aims or objectives.

56. **Poor use is made of management information.** Data analysis is not completed and reports do not provide managers with sufficient detail about their learners. Team meetings do not include a detailed review of data to monitor performance against targets such as gender balance and participation by learners from minority ethnic groups. There is insufficient analysis and use of equal opportunities data. The performance of the service is not sufficiently analysed to identify trends in performance and to improve the quality of the service.

57. The management of the curriculum in construction crafts is satisfactory. Although this is a small area, the provider has met the demand for new courses, despite the limited resources available.

58. **In ICT, hospitality, sport, leisure and travel, visual and performing arts and media, English, languages and communications, foundation programmes and family learning curriculum management is inadequate.** Staff do not meet frequently enough and good

practice is not always shared. Observations of teaching are not always carried out by subject specialists. Tutors are not fully involved in the self-assessment process.

59. **In humanities, quality assurance procedures are inadequate.** The return of learner feedback forms is significantly below that of other curriculum areas.

60. There is insufficient promotion of equal opportunities. There is insufficient attendance by staff at the mandatory equality and diversity training. There is no reference to equality and diversity in the staff handbook and insufficient emphasis on equality and diversity in staff induction. Although learners are made aware of their entitlement to additional support, there is no learner handbook and equality of opportunity is not adequately covered during their induction or sufficiently reinforced during sessions. There is insufficient analysis and use of equal opportunities data.

61. Arrangements for quality assurance are inadequate and incomplete. Staff and tutors generally have a poor understanding of quality assurance. The implementation of observation of teaching is unsatisfactory. Tutors were insufficiently involved in the production of the self-assessment report.

Leadership and management

Strengths

- good partnership working
- good measures to widen participation
- particularly effective planning and monitoring of funds to make buildings more accessible

Weaknesses

- ineffective management of the provision
- poor use of management information
- insufficient promotion of equality of opportunity
- inadequate arrangements for quality assurance

Construction

Construction crafts

Strengths

- very good practical work in woodcrafts
- good development of learners' self-confidence and practical skills
- good range of fixed and hand-held power tools

Weaknesses

- low achievement on accredited courses
- unsatisfactory health and safety practice in wood machine shop
- inadequate recording of learners' development

Information & communications technology

Using IT

Strengths

- good community-based, responsive provision
- high levels of retention
- good standard of learners' work

Weaknesses

- very poor technical support
- inadequate planning of individual learning
- inadequate curriculum management

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- effective initiatives to encourage people into learning

Weaknesses

- unsatisfactory teaching in some sports and leisure courses
- ineffective target-setting
- weak curriculum leadership and management

Visual & performing arts & media

Arts

Strengths

- significant personal and social gain for learners
- good development of independent learning skills
- good teaching
- good use of photography to record learners' achievement

Weaknesses

- weak assessment
- inadequate curriculum management

Crafts

Strengths

- significant personal and social gain for learners
- good use of photography to record learners' achievement
- effective development of independent learning skills

Weaknesses

- poor session planning
- much uninspiring teaching
- weak assessment
- inadequate curriculum management

Dance

Strengths

- significant personal and social gain for learnerss
- effective development of independent learning skills

Weaknesses

- poor session planning
- much uninspiring teaching
- weak assessment
- inadequate curriculum management

Humanities

History and genealogy

Strengths

- good learner development
- good strategies to involve learners

Weaknesses

- inadequate procedures for quality assurance
- inadequate identification of individual learners' needs

English, languages & communications

Languages

Strengths

- good provision of minority interest courses

Weaknesses

- poor achievements on accredited modern foreign languages courses
- insufficient use of the target language in modern foreign languages
- inadequate curriculum management

Other contributory areas

Strengths

- good standard of work in sign language
- good range of sign language provision

Weaknesses

- inadequate procedures for assessment and verification
- inadequate curriculum management

Foundation programmes

ESOL

Strengths

- good development of learners' self-confidence
- supportive learning environment
- good partnership working to meet learning needs

Weaknesses

- unsatisfactory teaching
- poor use of initial assessment and individual learning plans
- poor recording of learners' achievements and progress
- inadequate management of curriculum area

Literacy and numeracy

Strengths

- good development of learners' skills and confidence
- very effective use of contextualised teaching and learning material
- good partnership working to meet learning needs

Weaknesses

- poor use of initial assessment and individual learning plans
- poor recording of learners' achievement and progress
- insufficient range of courses
- inadequate management of curriculum area

Independent living and leisure skills

Strengths

- good development of learners' skills and confidence
- good teaching
- very effective contextualisation of teaching and learning materials
- good partnership working to meet learning needs

Weaknesses

- poor use of initial assessment and individual learning plans
- insufficient range of courses
- inadequate management of curriculum area

Family learning

Strengths

- good development of learners' personal skills and confidence
- particularly effective strategies to help parents and children work together
- good partnership arrangements to broaden the range of courses

Weaknesses

- inadequate individual target-setting
- weak curriculum management

WHAT LEARNERS LIKE ABOUT REDCAR & CLEVELAND LEA:

- experienced, knowledgeable and supportive tutors
- supportive, relaxed, enjoyable learning environment
- 'marvellous ideas from other learners'
- being able to cope with stress and relax better
- 'I used to be bad tempered before I came on the course. Now I am much calmer'
- choice of venues
- better diet for my family
- have the confidence to go into their children's schools
- we enjoy working with our children

WHAT LEARNERS THINK REDCAR & CLEVELAND LEA COULD IMPROVE:

- repair of ICT equipment - it could be quicker
- more information about courses
- more courses in the local area and in the evenings
- better heating
- more classes to help us speak English
- some sessions are too easy

KEY CHALLENGES FOR REDCAR & CLEVELAND LEA:

- improve curriculum management
- improve curriculum planning and support
- improve quality assurance procedures and practice
- ensure that good practice is shared across the service
- improve systems to monitor learning
- continue to develop strategies to widen participation

Language of the Adult and Community Learning Sector

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

Single term used in the framework	Relating the term to Adult and Community Learning	
Provider	Provider	Any organisation providing opportunities for adults to meet personal or collective goals through the experience of learning. Providers include local authorities, specialist designated institutions, voluntary and community sector organisations, regeneration partnerships and further education colleges
Learner	Learner	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
Teacher / trainer	Tutor	Person teaching adult learners or guiding or facilitating their learning.
	Mentor	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
Learning goals	Main learning goals	Intended gains in skills, knowledge or understanding. Gains may be reflected in the achievement of nationally recognised qualifications. Or they may be reflected in the ability of learners to apply learning in contexts outside the learning situation, e.g. in the family, community, or workplace. Learners' main goal/s should be recorded on an individual or, in some cases, group learning plan. Plans should be revised as progress is made and new goals emerge.
	Secondary learning goals	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
Personal and learning skills	Personal and learning skills	These include being able to study independently, willingness to collaborate with others, and readiness to take up another opportunity for education or training.

Other terms used in Adult and Community Learning

	Relating the term to Adult and Community Learning
Unanticipated, or unintended learning outcome	Adults often experience unanticipated gains as a result of being involved in learning. These include improved self-esteem, greater self-confidence and a growing sense of belonging to a community. Gains of this kind should be acknowledged and recorded in any record of achievement.
Subject-based programme	A programme organised around a body of knowledge, e.g. the structure and usage of the French language or ceramic glazing techniques. Students could be expected to progress from one aspect of the subject to another, to grasp increasingly complex concepts or analyses or to develop greater levels of skill or to apply skills to a new area of work.
Issue-based programme	A programme that is based on the concerns, interests and aspirations of particular groups, for example members of a Sikh Gurdwara wanting to address inter-faith relations in their town, or parents worried about the incidence of drug abuse in their locality. Issue-based learning tends to be associated with geographically defined communities, but the increasing use of electronic means of communication means that this need no longer be the case. Progress is defined in terms of the group's increasing ability to analyse its situation, to access new information and skills which will help it resolve its difficulties and generate solutions and its growing confidence in dealing with others to implement those solutions.
Outreach provision	Provision established in a community setting in addition to provision made at an organisation's main site(s). Outreach programmes may be similar to courses at the main site(s) or be designed to meet the specific requirements of that community.
Neighbourhood-based work	The provider's staff have a long-term presence in a local community with a specific remit to understand the concerns of the local residents and develop learning activities to meet local needs and interests.
Community regeneration	The process of improving the quality of life in communities by investing in their infrastructure and facilities, creating opportunities for training and employment and tackling poor health and educational under-achievement. Community regeneration requires the active participation of local residents in decision-making. Changes and improvements are often achieved either directly or indirectly as a result of the adult learning activities which arise from this.

	Relating the term to Adult and Community Learning
Community capacity building	The process of enabling local people to develop the knowledge, skills and confidence to take advantage of opportunities for employment, training and further education and to become selfmanaging, sustainable communities.
Active citizenship	The process whereby people recognise the power they have to improve the quality of life for others and make a conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 4

Strengths

- good partnership working
- good measures to widen participation
- particularly effective planning and monitoring of funds to make buildings more accessible

Weaknesses

- ineffective management of the provision
- poor use of management information
- insufficient promotion of equality of opportunity
- inadequate arrangements for quality assurance

62. The provider has a wide range of good working partnerships. These include key local organisations such as educational, funding, employing and other contributory bodies. The partnerships are part of a well-structured system with clearly identified roles and responsibilities. Sub-groups, with clearly allocated remits, meet to tackle identified strategic objectives. These objectives reflect local, regional and national policies of the LSC, the authority and other relevant national objectives. Local learning centres work in partnership with five local primary schools across the borough. The centres support many good projects created through the partnerships, such as the community skills programme, a healthy eating project, mother and toddler groups and Sure Start initiatives. Many of these projects are co-financed and good use is made of a range of funding sources including SRB. Detailed reports to funding agencies contain information to record the success of these projects. The service also responds well to community projects and provides a diverse range of learning programmes for adults. Effective arrangements are in place with other providers such as a subcontractor, local colleges and voluntary organisations to provide a range of learning opportunities. Some of these are not always part of the core service programme.

63. Financial management is satisfactory. Detailed monthly budget reports ensure that the service operates within its funding and budget allocations. The monitoring ensures effective and efficient deployment of the service's resources.

64. Overall, communication systems are satisfactory but most of it is informal. Recently developed newsletters for tutors and learners provide adequate general information about the provision. Communication with tutors who work away from the main learning centres is less effective than with those who work longer hours in the main learning centres. Staff recruitment policies and procedures are satisfactory. Management meetings take place, but do not sufficiently focus on a detailed review of the

performance of the service against the authority's adult and community learning plan. Minutes of these meetings are not adequately detailed and do not have clear follow-up action points. Some curriculum teams do not meet formally on a regular basis and good practice is not always shared by tutors.

65. Arrangements for information, advice and guidance for learners are satisfactory. The member of staff with this responsibility is well qualified and experienced. Information on how to access the service is signposted in the service's brochure. Resources are satisfactory. There are appropriate arrangements for information, advice, and guidance on some courses. The member of staff with responsibility for advice and guidance has further service responsibilities within RCALS, including support for the English, languages and communications curriculum area, and for disabilities issues across the service.

66. The management of the provision is ineffective. The local authority has developed an appropriate strategic plan which identifies key objectives for the adult learning service. However, the implementation of those objectives by the service is ineffective. Some analysis takes place of community learning needs, and provision has been introduced to deal with the issues of widening participation. However, there is insufficient strategic analysis to plan the provision. Although the provider works to meet key objectives which are described in the adult learning plan, the process for planning the core curriculum programme is ineffective. The curriculum is decided without reference to any long-term plan to achieve the corporate objectives in the adult learning plan. Insufficient detailed needs analysis takes place to link courses to the objectives in the plan. Individual course organisers are not set specific targets to support curriculum development. No detailed targets are set in relation to key and strategic objectives, such as for recruitment numbers, retention and achievement, or general targets such as learners from specific age groups, gender, ethnic groups or disadvantaged communities.

67. Management of the curriculum is inadequate. Six of the eight areas inspected identified this as a weakness. Some staff have insufficient specialist knowledge for planning and delivering accredited courses. The observation of the teaching and learning has been insufficiently specific in identifying weaknesses. Monitoring of learner numbers has not led to adequate action, and some courses are allowed to continue with inappropriately low numbers. Some tutors have several line managers depending on the number of courses taught or their geographical location and some do not know how to access support. The tutor review process is not sufficiently rigorous to ensure continuous improvement. There is insufficient monitoring to ensure that tutors' qualifications are current or of their professional up-dating and staff development. Not all tutors have attended mandatory training, and attendance at voluntary training is sometimes poor. Tutors are insufficiently involved in the self-assessment process, and some have not seen a copy of the latest report. The strategy for literacy, numeracy and language support is inadequate. The service has some specific aims relating to targeting learners with literacy, numeracy and language needs in its three year development plan. The local LSC has worked to ensure provision is targeted in this way. No skills for life strategy plan is in place and there is not enough staff training to improve staff awareness of literacy, numeracy or language issues and to ensure that they are up to date with current teaching methods and trends. In a majority of the areas of learning inspected, there were no

procedures for initial assessment to identify literacy, numeracy or language needs, and no identification of the levels of literacy, numeracy or language needed to enable learners to achieve their course outcomes.

68. Poor use is made of management information. A contracted strategic partner is responsible for the input of data, but this is not carried out at an adequate pace. Data analysis is not completed and reports do not provide managers with sufficient detail about their learners. Team meetings do not include a detailed review of data to monitor performance against targets such as gender balance on courses and participation by learners from minority ethnic groups. Organisers carry out individual checks of registers to determine factors such as the number of learners on specific programmes.

69. There is insufficient analysis and use of equal opportunities data. The service collects data on gender, ethnicity and disability, which it matches to the profile of the community and uses to set targets. However, tutors are not sufficiently aware of these targets. There is no analysis of data to identify the retention and achievement of particular groups for planning and making improvements. Data is not used to compare the performance of different groups or the effectiveness of different learning centres which provide the same courses. Data on staff is kept but not analysed to see if they reflect the local population.

70. The performance of the service is not sufficiently analysed and compared to identify trends in performance or other impacting issues to improve the quality of the service.

Equality of opportunity   Contributory grade 3

71. The service has developed good measures to widen participation, with 44 per cent of its work provided through targeted work in disadvantaged areas. It has successfully prioritised funds for the development of provision specifically for people from disadvantaged areas. The service has a clearly stated fee remission policy for adults who attend learning within the priority curriculum areas and wards of deprivation and for learners who have a disability or are in receipt of specific benefits. Support for childcare is available for these learners. Local learning centres have been established in the five most deprived wards with programmes provided in over 100 local venues. Local learning ambassadors have good local knowledge and working relationships with residents. Good links are maintained with local associations and organisations to develop new courses and provide relevant learning opportunities to learners from disadvantaged groups. A manager and two rural community development workers work effectively to research what learning opportunities are wanted by the disadvantaged rural communities. Rural provision has significantly increased in the past two years from four classes to 81 scheduled for the next academic year.

72. The service plans and monitors funding effectively to make buildings more accessible in response to the Special Education Needs and Disability Act 2001. Access is good at most of the premises. A working party has been established to advise the head of service. The group, including a representative from a disability access group, a health and safety officer, a building works manager from the borough council, and centre managers meet to plan and monitor the capital spend. The group works together in a

practical way to ensure that the actions identified from an access audit are prioritised to make efficient and effective use of the funds. In the current financial year adaptations include automatic doors in the main learning centre, improvements to the DIY workshop, height adjustable furniture and improved accommodation and access for the skills for life programmes.

73. The service produced a final draft of its equality and diversity policy and action plan in May 2003. The policy makes appropriate reference to learners' rights and responsibilities and current legislation, and clearly demonstrates the service's commitment to diversity and equality of opportunity. The service has also produced a race equality scheme and action plan in response to the Race Relations (Amendment) Act 2000. However, equality and diversity are not routinely discussed at management team meetings, and procedures are not used to ensure that the equality policies are applied throughout the service. Procedures for dealing with complaints are satisfactory and most learners have a satisfactory understanding of their rights and responsibilities.

74. There is insufficient promotion of equal opportunities. Promotional materials are not produced in a variety of formats, although access to other formats, including Braille and community languages is indicated in the annual brochure. Staff development and training in equality and diversity is mandatory, but less than 50 per cent of the staff have attended the training. Further training is scheduled for the autumn term. There is no reference to equality and diversity in the staff handbook and insufficient emphasis on equality and diversity in staff induction. Although learners are made aware of their entitlement to additional support, there is no handbook for learners and equality of opportunity is not adequately covered during their induction or sufficiently reinforced during sessions. There is insufficient attention to diversity in some session planning. For example, in visual and performing arts, materials used by tutors do not promote cultural diversity. Although targets have been set to increase the proportion of men in learning, there is insufficient promotion and development of provision in some curriculum areas. There is insufficient analysis and use of equal opportunities data. The service collects data on gender, ethnicity and disability, which it matches to the profile of the community and uses to set some targets. However, tutors are not sufficiently aware of these targets. There is no analysis of data to identify the retention and achievement of particular groups for planning and making improvements. Data is not used to compare the performance of different groups or the effectiveness of learning centres which provide the same courses. Data on staff is kept but is not analysed to see if it reflects the local population.

Quality assurance   Contributory grade 4

75. The service makes satisfactory use of feedback from learners and staff to develop the provision in most areas. Learners' views are collected at several stages during their courses and they and the tutors complete a detailed questionnaire each term. The service chairs a learner forum which takes place on a regular basis. The feedback is effectively collated, and all actions are clearly recorded and acted on promptly. Effective actions include improvements in resources and facilities and improvements of the presentation of the prospectus. The questionnaires for learners with poor literacy and numeracy skills are inadequate and do not focus sufficiently on their progress.

76. Internal verification and moderation of externally accredited awards take place within the curriculum areas. While procedures at this level are satisfactory, staff do not routinely meet colleagues from other areas to share good practice in assessment. Although assessors' work is standardised effectively, action points from internal verification are not monitored consistently. The service is involved in a pilot scheme to internally verify non-accredited courses and has achieved a target of internally verifying 50 non-accredited courses.

77. Arrangements for quality assuring the provision are inadequate and incomplete. The service has worked to implement improvements and the quality assurance policy and procedures are well written and detailed and include all aspects of the learning process. The member of staff who is responsible for implementing quality assurance carries a considerable portfolio of responsibilities, and has limited time to devote to quality assurance. Implementation of the quality assurance procedures is poor. Attendance is generally poor at staff training events. Information from the training is sent to staff who do not attend, but this is not effective. Partner organisations do not always adhere to the quality assurance procedures.

78. Staff and tutors generally have a poor understanding of quality assurance and many are not aware that quality assurance arrangements exist. Some tutors do not produce learning session plans or schemes of work, while others produce them to a good standard. The information recorded on learners' individual learning plans varies and in some cases it is inadequate. There is no systematic approach of checking the quality of these key documents. A check only takes place for compliance purposes.

79. There is a system for the observation of teaching and learning. However, its implementation is unsatisfactory. Observations are not carried out on a regular basis and some tutors have not been observed in the past two years. Some observations have not complied with the written procedure. Curriculum specialists do not always carry out observations in their area. Of those observations that do take place, some do not have sufficient emphasis on learning. Effective action plans and areas for development and improvement are not systematically produced. Staff are not given adequate guidance on how to improve. Written records of the observations do not always reflect the grade awarded. Observations are not carried out in a consistent way and when completed are not systematically standardised or moderated. Once an observation has taken place or feedback been provided, follow-up work is not always carried out to ensure actions are implemented. The overall teaching profile for the service is poor, at 52 per cent good or better and 14 per cent less than satisfactory.

80. The service produced its third self-assessment report for the inspection. Self-assessment is an established part of the quality assurance procedure. However, although all areas of learning contributed to the report, tutors were not directly involved in its production and some have not seen it. Senior managers moderated and collated the area of learning reports effectively and also wrote the sections on leadership and management. Attendance by tutors was poor at the training on the self-assessment process. The self-assessment report does not make sufficient analysis of the overall

strengths and weaknesses of the service. Inspectors identified that some of the strengths were no more than normal practice and identified additional weaknesses. The development plan identifies actions to improve the provision, but the service has made slow progress towards achieving them.

AREAS OF LEARNING

Construction

Construction		3
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Adult and community learning	147	3

Construction crafts

Strengths

- very good practical work in woodcrafts
- good development of learners' self-confidence and practical skills
- good range of fixed and hand-held power tools

Weaknesses

- low achievement on accredited courses
- unsatisfactory health and safety practice in wood machine shop
- inadequate recording of learners' development

Achievement and standards

81. Learners produce very good practical work in woodcrafts. They design a good range of individual projects, some of which are particularly complex, such as indoor and outdoor seating, beds, cupboards and tables. They use a range of jointing techniques including dovetails, mortise and tenon and lengthening/width joints and make good use of turned lathe work. Many projects include mouldings produced to a high standard, for example, on doors and decorative panels. The finishing of work is also to a good standard and includes work with a range of timbers and veneers.

82. Retention in wood crafts and French polishing is good at 86 per cent and 84 per cent respectively. Attendance during inspection was satisfactory at 79 per cent and registers show that attendance across all courses throughout the year is high.

83. Although most of the courses are non-accredited, achievement on accredited courses is low. In 2002–03, out of the 23 learners registered, only three achieved their qualification. At the time of inspection, 10 registrations had been made and four learners had presented complete portfolios that had been moderated. Learners do not fully understand the value of these awards and only 10 per cent presented evidence for accreditation. In response to learner feedback, these courses will run without accreditation in 2004-05.

Quality of education and training

84. Learners develop good practical skills and self-confidence. They are able to work independently and collaboratively with limited supervision. Learners make good selection and use of handtools for setting out and cutting and shaping timber. They are particularly confident in their use of fixed machines. Learners are enthusiastic about their work and their growing self-confidence is evident as they take commissions for new projects from their families. Tutors are experienced and adequately qualified to develop learners' practical skills. They have good working relationships with the learners and give effective individual support.

85. Learners have access to a good range of fixed and hand-held power tools. These include machines for edging, surfacing and thicknessing timber, and a range of fixed and hand-held machines for jointing and lathes. Learners make good use of these to produce their work. The standard of consumable materials is generally satisfactory, but timber in the woodworking for pleasure course is poor.

86. Health and safety practice in the wood machine workshop is unsatisfactory. There is no machine maintenance schedule and the risk assessment process does not assess or manage risk effectively. One fixed machine is powered by extension leads that cross the floor and the braking mechanism does not comply with current regulations. Personal protective equipment is not routinely worn by learners and one learner was observed using a fixed machine without due care and attention.

87. Courses are appropriate to the needs of learners. Many learners have been on the courses for a number of years and many enrol on more than one course. There are eight distinct programmes, some of which are repeated throughout the week. The number and range of courses has grown in line with identified needs, for example, the addition of further courses for woodcraft and the development of DIY courses. The repeated enrolment of some learners does not allow enough new learners to join some courses.

88. Course outlines match learners' expectations and accurately reflect their work. There is no initial assessment of learners' numeracy and literacy skills. Most of the courses are based on practical work and are non-accredited. Most courses do not include the teaching of essential background knowledge or identified learning outcomes for written work.

Leadership and management

89. The management of the curriculum is satisfactory. Although this is a small curriculum area, the provider has met the demand for new courses, despite the range being restricted by the resources available. Course reviews include effective feedback from learners that is actioned appropriately. Tutors do not meet with each other or their managers on a regular basis and do not receive sufficient feedback from course reviews. Not enough training was provided for the new member of the support staff. There is a good mix of men and women on the courses. All of the areas where the courses are

provided are accessible to people with sensory and mobility difficulties and adjustable benches have been provided in the DIY workshop.

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Adult and community learning	558	3

Using IT

Strengths

- good community-based, responsive provision
- high levels of retention
- good standard of learners' work

Weaknesses

- very poor technical support
- inadequate planning of individual learning
- inadequate curriculum management

Achievement and standards

90. Retention for the past three years is good and it is improving. In 2000-01 it was 80 per cent while for 2001-02 and 2002-03 it was 81 per cent, as acknowledged in the self-assessment report. For the two completed terms of the current year, it was 83 per cent. Attendance during inspection was satisfactory at 75 per cent.

91. Learners' work is good. They demonstrate good computing and creative skills and produce a variety of documents including letters, spreadsheets, databases, posters, greetings cards and calendars. Portfolios are well designed and carefully organised. Work is accurately matched to specific criteria for units that lead to external qualifications. Learners become familiar with a range of software applications and features which enable them to develop their knowledge and skills further. Most learners make good progress and they work increasingly more independently and confidently. They are justifiably proud of the work they produce.

92. Many learners have progressed from short non-accredited courses to accredited courses at various levels, including level 3. Three part-time tutors began their computer training with the service. They achieved a range of computing qualifications before training as teachers and joining the service's register of part-time tutors. Another learner recently achieved an external certificate awarded to older learners for outstanding achievement on a basic computing course. However, the management information system could not produce reliable statistics to enable inspectors to judge the extent of

achievement and progression.

Quality of education and training

93. Overall, teaching and learning are satisfactory. Learners receive good individual attention and advice and classes are small. They are encouraged to work at their own pace and to achieve as much as possible in the time allowed. The good sessions are well planned and implemented. Detailed planning documents clearly identify the different levels at which learners are working and give accurate information about the assessment methods. Some tutors, however, do not fully understand how to plan ICT sessions where learners are working at their own pace through a range of computer-based tasks. Often schemes of work and lesson plans are produced even though they are inappropriate for computer workshops where learners are progressing at their own pace through practical assignments.

94. In many sessions the planning of individual learning is inadequate, as the self-assessment report acknowledges. Learning goals are insufficiently analysed and short-term targets are not set. Too little attention is given to measuring progress against pre-set targets to assess how much learners have achieved and whether they are being sufficiently challenged. Individual learning plans produced by the service are confusing to learners and tutors. Many tutors readily admit to not knowing how to use them and how to apply the high, medium and low assessment criteria. Most learners are vague about their individual learning plans. They do not know what they contain and some learners are unaware of their existence. Recording of learners' progress is poor. Individual learning records do not accurately identify learners' initial competences or record sufficient information about their progress during the course. Some individual learning plans and records contain spelling errors. Tutors who have produced their own individual progress monitoring systems use them effectively. Initial assessment of learners' literacy, numeracy, language and ICT skills is poor. The self-assessment report acknowledges the need for a more formal method of initial assessment for learners. Many tutors are insufficiently aware of ways to assess learners' literacy, numeracy and language skills through innovative ICT tasks. Even though the course had been running for several weeks, the tutor had no reliable information about the learner's literacy or numeracy competences. Overall, tutors give insufficient attention to literacy and numeracy and to ways of using ICT as a means of improving learners' literacy and numeracy skills. Insufficient attention is given to the development of keyboard skills.

95. A good range of courses is provided throughout the Redcar and Cleveland area to meet local community needs. Basic computing courses enable learners to gain skills in word processing, spreadsheets, databases and desktop publishing. Intermediate and advanced courses include computer literacy and business technology courses, advanced computer literacy courses and an examination-based qualification in information technology (IT). Specialised courses include digital imagery, website design, the use of presentation software, and internet skills. Good provision is made for learners with physical impairments, learning difficulties and mental health problems. There has been considerable growth in community-based ICT courses over the past four years. Classes

are held in a variety of venues such as adult learning centres, libraries, village halls, and primary schools. These measures have helped to increase participation in adult learning activities. When talking to inspectors, many learners said they would probably not attend classes if they had to travel to more distant, or larger, learning venues.

96. Learner support is satisfactory. For example, one deaf learner is accompanied by a communicator. She spoke highly about her progress in the ICT class, which she attributed to the support provided by the communicator and the service.

97. In learning venues there are sufficient computers with up-to-date hardware and software. Interactive whiteboards and projectors are available in some venues and laptop computers are taken to community venues where there are no permanent computers. Special aids, such as large keyboards, adjustable-height desks, and large screens, are available for learners who have sensory impairments or physical disabilities. In some learning centres, however, inadequate attention is given to health and safety. For example, in one learning centre, the computer room is excessively hot, there is insufficient workspace between the computers, the chairs are unsuitable for computer users, the carpet is worn and there are trailing wires across the floor at the front of the room. The risk assessment carried out by the service did not highlight any of these hazards.

98. Technical support is very poor. This causes considerable frustration to learners and tutors and it impedes learning. For example, problems with scanners, computers and printers make it difficult for learners to scan images, process text and obtain hard copy. Although tutors try to make alternative arrangements to overcome the problems, such as the tutor in a digital imaging class who scanned learners' photographs in another learning centre, they do not compensate for an efficient maintenance service. In some cases, it takes over a month for faults to be identified and repaired. During the inspection, an evening class was cancelled because of a fault that affected all the computers in the centre. Apart from a few school-based learning venues where technician support is available, RCALS does not have direct control over maintenance and technical support for ICT provision as the borough council has a contractual agreement with an external organisation for all ICT support across the borough.

Leadership and management

99. Curriculum management is inadequate. Induction is poor for new members of staff and for existing staff when they move to new venues. Too many staff work in isolation. They are unaware of the service's priorities and areas of concern. There is inadequate sharing of good practice. For instance, many tutors are producing learning materials even though similar materials have been produced by other tutors or used in other learning venues. There are too few opportunities for staff to meet to review and develop the curriculum and to discuss appropriate teaching and learning strategies. Staff development is not linked to a systematically implemented staff review process. Insufficient managerial time has been allocated for the development of the e-learning strategy. Quality assurance is inadequate. Although learners and staff complete evaluation questionnaires, insufficient use is made of the data to improve and strengthen

the provision. Observations of teaching and learning are not carried out by staff with relevant subject knowledge and feedback does not identify specific ICT strengths and weaknesses. Observers did not identify any unsatisfactory teaching, although this accounted for 11 per cent of teaching during inspection. Tutors are not fully involved in the self-assessment process and most are unfamiliar with the self-assessment report. Some of the judgements made in the self-assessment report did not accord with those made by inspectors. Overall, internal verification and moderation are satisfactory. However, there are no regular moderation meetings for staff. Currently, learners are waiting an unacceptably long time before being informed whether they have gained a qualification through one awarding body used by the service.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation - Adult and community learning	260	4

Leisure, sport and recreation

Strengths

- effective initiatives to encourage people into learning

Weaknesses

- unsatisfactory teaching in some sports and leisure courses
- ineffective target-setting
- weak curriculum leadership and management

Achievement and standards

100. Retention is generally satisfactory and shows a slight improvement on last year. However, retention is still low on some courses. Attendance is satisfactory. The standard of learners' work is satisfactory. Learners on sport and fitness courses demonstrate appropriate levels of performance and a satisfactory understanding of safe working practices and the principles and benefits of exercise. Most learners apply their learning in their everyday lives to help them maintain their fitness and reduce stress. In the medieval broadsword training class, learners demonstrate excellent attainment in practical sword skills and a wide range of theory and historical knowledge. Since the course started two years ago, five learners have progressed into employment as performers and one as a stage choreographer in the film and theatre industry. Twelve learners are now members of re-enactment groups. In hospitality, attainment is good in some classes. For example, in a healthy eating awareness class, learners have a good awareness of the nutritional values of different food. They use their learning to significantly change their family's eating habits, using more fresh fruit and vegetables and healthier cooking methods. In cake decoration and a sugarcraft class, some learners have developed sufficient expertise to produce and sell their own cakes and decorative arrangements.

Quality of education and training

101. Effective initiatives are used to encourage people into learning. Over 60 per cent of learners receive some remission of fees. Strong partnerships with the local primary health care trust have developed effective weight management and customised fitness programmes as part of the service's strategic objectives. A healthy living project

effectively targets and engages learners through referrals from local doctors. Several taster sessions in hospitality are provided in areas of social deprivation. Other projects have been successful in engaging new learners and opening up employment opportunities. Links with family learning have successfully developed courses such as football skills, to encourage men into learning. Brochures have been delivered to every household in the service's area. However, these are not easily available in other formats.

102. Resources are generally satisfactory. Most facilities have good access for people with restricted mobility. Learning environments are generally sufficiently spacious, clean and fit for purpose. However, in some learning centres the rooms are poorly heated or contain equipment from other activities. Some classes are affected by noise from other activities. Although learning materials are satisfactory, there are not enough available for some classes. Tutors are appropriately qualified and experienced in their subject area, but most do not have teaching qualifications and some do not adequately update their expertise in line with current industry standards.

103. Teaching and learning in some sports classes is unsatisfactory. Planning for individual learning is ineffective. Learning activities are not differentiated according to learners' skill levels. Not enough consideration is taken of individual learners' health or medical needs. Tutors often remain at the front of the class and do not sufficiently observe learners' performance to check safe practice and assess technique. Learners do not receive enough individual instruction, support or feedback. Tutors do not use an adequate range of teaching methods to motivate learners. Learners who have attended the same class for many years repeat activities and do not progress sufficiently or develop higher skill or performance levels. In the better lessons, planning is good and teaching is well paced and structured with a high level of individual support. In the medieval broad sword training course, teaching is particularly good and learners often extend their learning through thorough independent research, which they share with their peers. These learners develop excellent personal and team-working skills and are assessed on all aspects of their skills including fighting techniques and chivalry.

104. Target-setting for learners is ineffective, a weakness not identified in the self-assessment report. There is insufficient initial assessment of learners' prior level of skills and experience. On the two accredited courses learners are required to produce portfolios of their work, but there is no initial assessment of their numeracy, literacy and language skills. The service has recently introduced a health questionnaire to record information on learners' medical conditions, but some are not completed until several weeks after the beginning of term. Some tutors have designed their own more comprehensive questionnaire or use those provided by their professional body. Information from these forms is not used to agree individual learning targets or plan courses and lessons. Completion of health questionnaires is not quality assured by the service. Learning outcomes detailed on individual learning plans are group targets and are not negotiated with individual learners. Some learners identify goals, but these are too general for progress to be monitored. Learners who continue on the same course for several terms do not agree new targets. Assessment of learners' performance does not identify their progress and achievement. The criteria on which judgements are based are too general and comments made by the internal verifier are insufficiently evaluative.

Only one person has been trained to carry out this role and does not have sports or leisure expertise.

Leadership and management

105. Leadership and management of the curriculum is weak. Co-ordination of the provision is poor, a weakness not identified in the self-assessment report. The curriculum is managed through three learning centres that operate independently with no area of learning specialist. Planning of the curriculum is weak. There is insufficient systematic research to identify demand for courses. Not enough work takes place with other providers to offer appropriate provision in the area. Approximately half the courses advertised are not running. The range of courses offered is not adequate and does not sufficiently cover the geographical area covered by the LEA. None of the courses are provided at weekends or over the summer break. Two of the courses are accredited. There are insufficient progression routes and many learners repeat courses. The service, however, did close one course when it was identified that no learning was taking place and has supported the learners to become an affiliated club. Observations of tutors are carried out by non-specialists and focus on paperwork and administration rather than their teaching. Target-setting following observation is ineffective. In some cases, areas for improvement identified in the observation report are not highlighted on the action plan and in others action points are not always followed up effectively. The service has identified this weakness and the training of observers who are specialists in the area of learning has been arranged for September. A database has been introduced recently to support and monitor observations.

106. Communication between tutors is poor. They do not meet regularly to share good practice. There is no annual review for tutors and arrangements for staff development are inadequate. Some training has taken place recently on equality and diversity and producing lesson plans, but attendance was poor. Many tutors do not have teaching qualifications and there is no system to ensure that tutors update their skills and knowledge.

107. The authority has carried out satisfactory risk assessments on facilities, but tutors who have not had health and safety training complete those relating to specific activities. The authority has produced guidelines to support the tutors, but does not monitor the completion of the risk assessments.

108. Pre-course information does not effectively promote equal opportunities. Lesson handouts do not adequately take account of different learning styles. There is very low participation by men and people from minority ethnic groups and attendance is poor on courses targeting these groups.

109. Quality assurance arrangements are ineffective and do not identify inconsistencies between learning centres and tutors in the completion of paperwork and the implementation of procedures. The authority does not adequately monitor key processes such as risk assessment, completion of health questionnaires and observation of teaching and learning. The self-assessment report is insufficiently evaluative and inspectors

identified additional strengths and weaknesses to those identified in it.

Visual & performing arts & media

Visual & performing arts & media		4
Contributory areas:	Number of learners	Contributory grade
Arts		
- Adult and community learning	282	3
Crafts		
- Adult and community learning	366	4
Dance		
- Adult and community learning	149	4

Arts

Strengths

- significant personal and social gain for learners
- good development of independent learning skills
- good teaching
- good use of photography to record learners' achievement

Weaknesses

- weak assessment
- inadequate curriculum management

Crafts

Strengths

- significant personal and social gain for learners
- good use of photography to record learners' achievement
- effective development of independent learning skills

Weaknesses

- poor session planning
- much uninspiring teaching
- weak assessment
- inadequate curriculum management

Dance

Strengths

- significant personal and social gain for learnerss
- effective development of independent learning skills

Weaknesses

- poor session planning
- much uninspiring teaching
- weak assessment
- inadequate curriculum management

Achievement and standards

110. Learners gain considerable personal and social benefit from their classes. Many are elderly, have disabilities, long-term illnesses or are recently bereaved, and some have had previous negative learning experiences. Learners value the social contact they have with other learners and develop self-confidence through achieving personal goals. They fully understand the therapeutic nature of their classes.

111. Learners successfully develop independent learning skills. They plan their own project work effectively in the final term to consolidate their skills. The standard of learners' work is variable. However, learners in stained glass and pottery classes have produced very good work that is permanently displayed in local churches, hospices and used in the learners' own homes and gardens. There are not enough celebrations of learners' work organised centrally. However, some tutors successfully organise such events for their own groups of learners. In some classes attendance is poor.

Quality of education and training

112. Teaching in art is good. Most sessions are well planned to introduce a range of creative and technical skills, although in weaker sessions some tutors do not plan their lessons effectively, and schemes of work are not sufficiently detailed. Learners are encouraged to practise work at home and develop their own creative work. Tutors integrate outdoor sketching and watercolour painting into the planned programme. Demonstrations are used effectively to introduce new skills and individual tuition and support helps learners to improve drawing and painting skills.

113. Teaching in craft and dance classes is uninspiring. In craft classes many learners repeat the same techniques and make the same artefacts a number of times during their classes. Learning activities are not sufficiently demanding to enable learners to develop further skills. Tutors do not always plan their classes to meet the needs of individual learners. There is too much reliance on using pre-printed designs and copying second-hand source material. There is not enough use of differentiation of activities to ensure the needs of learners of different ability and skill levels are met. Tutors do not make sufficient reference to the historical and contextual elements of the work, nor do they use sufficient exemplars to illustrate different styles of dance. Not enough use is made of targeted questioning to monitor learners' knowledge and understanding. Some classes are continuations of work done in previous sessions and do not have separate learning objectives.

114. Resources are generally satisfactory. Accommodation is clean and appropriate to most learning activities. However, the rooms allocated for tap dancing and art classes at one learning centre are too small for the current number of learners. Learners of guitar at the same learning centre are not provided with music stands. Noise from adjoining school classrooms interrupts some classes. Most tutors are appropriately qualified. Most venues are clearly sign-posted and access for learners with disabilities is generally good. However, in some school centres internal signs are inadequate.

115. Tutors in art and craft classes make good use of photography to record learners' work as evidence of their progress. However, in other respects the monitoring and assessment of learners' progress is generally weak. Some tutors do not understand why non-accredited courses should be assessed and records consist mainly of tick lists and achievement dates. Many tutors do not provide sufficient evaluative feedback for learners. The current system for recording progress is not suitable for returning learners. Individual needs or learning goals are not sufficiently identified or recorded and initial assessment is generally carried out on an informal basis.

116. There is good use of arts and crafts courses to widen participation. The provider has consulted community groups in deprived areas of the borough to help it to provide appropriate courses. There are taster courses and one-day workshops. However, the range of core programmes has not been developed, and learners are not able to progress through beginner, intermediate and advanced levels in art and craft, and many learners re-enrol for the same class each year. Many established courses aim to meet the needs of existing learners rather than to attract new learners. Progression is available in some

dance classes. There is insufficient provision for music and media and no drama is currently provided. Classes take place during the day and in the evening. However, no art and craft subjects are available on Wednesday evenings nor at weekends. There are courses offered by other providers in the area that extend the range available to learners.

117. Support and guidance is generally satisfactory. Pre-course information is provided through course brochures and informative flyers and posters. Course descriptors are available, but some learners are not given sufficient information regarding the cost of materials for some courses until their first class. It is difficult to attract new learners to some courses as existing learners re-enrol and meet the maximum numbers allowed. Support is generally provided by individual tutors and is dependent on their knowledge of progression routes. Some tutors do not know that they can access additional support for learners. Provision for literacy, numeracy and language support is satisfactory.

Leadership and management

118. Curriculum management is inadequate. Insufficient needs analysis and use of data takes place and there is inadequate planning of the curriculum. Some teaching observations of tutors have taken place, but they are carried out by non-specialists. Tutors do not fully understand the self-assessment procedures. Course reviews are not used to monitor the provision and ensure continuous improvement. In some classes learners are required to fill in health questionnaires, but this information is not used effectively. Support for tutors is poor with insufficient opportunities to meet with managers or share good practice. While some tutors independently arrange to exhibit learners' work, there is no policy to ensure that celebrations of learning take place throughout the borough. Managers do not understand the importance of organising such events or how they can be good for motivation and recruitment. Management information systems are not used to help staff with curriculum planning. The self-assessment report is insufficiently self-critical, with some of the strengths being no more than normal practice.

Humanities

Humanities		3
Contributory areas:	Number of learners	Contributory grade
History and genealogy - Adult and community learning	85	3

History and genealogy

Strengths

- good learner development
- good strategies to involve learners

Weaknesses

- inadequate procedures for quality assurance
- inadequate identification of individual learners' needs

Achievement and standards

119. Learners' development is good and many new or returning learners overcome significant obstacles in their personal circumstances to start a course. Learners progress well and develop good self-confidence and new skills. One learner, with tutor support, has taken a teaching qualification and is now a tutor. A particularly successful course targeted learners with mental and drug-related issues. All of the learners on this course have progressed to further education, employment or voluntary work and achieved an adult learners' award. Retired learners develop new interests and skills, provide good peer support and share their skills.

120. Achievement has improved in the accredited provision and is now satisfactory. Currently two courses are accredited and the provider has plans to increase this. Achievement on these courses has improved from 41 per cent in 2001 to 68 per cent in 2003. The number of learners registered for a qualification has risen in the same period from 17 to 61. To date in 2004, over 100 learners have registered for an award. Most of the provision is not accredited, and the centre is developing ways of identifying and recording achievement. The system is not yet functioning reliably or consistently, but the self-assessment report identified that only 34 per cent of over 500 learners succeeded on these programmes, compared with the overall achievement rate for the learning centre of 63 per cent. Enrolments have fallen in 2003-04 and are less than half of the those from the previous year, when additional funding from external projects significantly reduced the charges for courses.

Quality of education and training

121. The strategies to involve learners in their learning are good. Tutors use learners' experiences in group work. Learners develop good research skills and are fully involved in planning their own learning. In a women and crime class, learners apply theory and research findings to their own experiences. Tutors make good use of external visits to support classroom learning. For example, a local history course involves field trips to local areas of historical significance. All learners on the family history courses are taken to visit local archives and also attend a visit to a family history fair in York. On many courses, learners are able to make good use of ICT for their research and many have progressed to ICT courses. Learners are fully involved in planning their curriculum. Initially, tutors propose programmes to reach specific learner groups such as women, the unemployed and disadvantaged. Further courses are developed according to learners' interests and preferences. Programmes meet specific learner needs and the strategic priorities of the local authority. Accredited programmes are developed to meet the needs of target groups. In partnership with community health services, the provider runs a successful course for women who have mental health and drug-related problems. During the inspection, a mobile learning centre visited Saltburn and Redcar to provide taster courses.

122. Approximately two-thirds of the teaching sessions observed during inspection were good or better. Class sizes are small and tutors are able to provide adequate individual support. Tutors use a wide range of methods to assess learners' progress including portfolios, group discussions, posters, debates and worksheets. Quizzes are used effectively to consolidate and test learning.

123. There is limited provision in humanities in RCALS, as resources are prioritised across other curriculum areas. However, the full range is not provided in rural areas or disadvantaged wards. Most of the provision consists of family history and most of this takes place at the main learning centre in Redcar, with some further provision in the Nunthorpe and Saltburn learning centres.

124. Most accommodation is satisfactory. The family history and the IT class take place in a well-equipped IT workshop at the main learning centre. Classes in community centres have the use of tea and coffee-making facilities. However, these sites do not have projection facilities to help tutors with group presentations. Some classes are occasionally interrupted by noise from other class activities. There are no whiteboards at the Redcar learning centre.

125. Identification of individual learners' needs is inadequate. There is no formal mechanism to assess learners' prior experience, skills and qualifications. As identified in the self-assessment report, initial assessment is also inadequate. There is no formal process to assess learners' literacy, numeracy and language needs. Some tutors carry out informal assessments and refer their learners for additional support. Tutors often complete learners' individual learning plans, but these consist of general targets for the learner group and not enough specific targets for individual learners. Learners' progress

is not systematically monitored. However, tutors do have some knowledge of their learners' destinations.

Leadership and management

126. Application of the quality assurance procedures is inadequate. In 2002-03, only 34 per cent of the learner feedback forms were returned. To date in 2003-04, only nine forms were returned in the first term and 16 in the second term. This return rate is considerably below that for other curriculum areas. The forms do not collect sufficient useful information on the provision and many learners do not provide their own personal opinions on their course.

127. All tutors attended the staff-development sessions on equal opportunities. There are termly meetings for updating tutors and informing them of necessary procedures. Tutors who work in outreach locations do not meet regularly as a team to discuss relevant issues and share good practice. Tutors who are new to the service are provided with adequate support. All tutors receive a CD-ROM containing standard forms. The area manager carries out quality assurance checks to ensure that all documents are completed. However, this is not monitored adequately.

128. As identified in the self-assessment report, the provider has introduced measures to improve retention. It analysed the learner feedback and contacted learners who left early. A system for the internal verification of non-accredited courses has recently been introduced, but it is too early to judge its effectiveness.

129. Tutors are involved in the self-assessment process. They complete evaluations for each of their courses and the manager for the area uses this information to produce the self-assessment report. However, there is insufficient ongoing involvement of tutors in producing the self-assessment report and in setting targets. Inspectors identified additional strengths and weaknesses to those shown in the self-assessment report.

English, languages & communications

English, languages & communications		4
Contributory areas:	Number of learners	Contributory grade
Languages		
- Adult and community learning	246	4
Other contributory areas		
- Adult and community learning	111	3

Languages

Strengths

- good provision of minority interest courses

Weaknesses

- poor achievements on accredited modern foreign languages courses
- insufficient use of the target language in modern foreign languages
- inadequate curriculum management

Other contributory areas

Strengths

- good standard of work in sign language
- good range of sign language provision

Weaknesses

- inadequate procedures for assessment and verification
- inadequate curriculum management

Achievement and standards

130. In sign language, learners produce a good standard of work. Individual targets are set according to curriculum and examination board requirements and they are monitored by continuous assessment. The learners are also encouraged to self-assess. This process ensures that the learners are aware of what they have achieved and what they need to do to improve. In every lesson learners are encouraged to consider their previous learning, so skills are consistently reinforced. In lip-reading classes, learners who are deaf acquire good lip-reading techniques and quickly gain confidence to talk to people.

131. In one English class, learners showed considerable interest and skill in analysing a chapter of a novel. In the best modern foreign language classes learners show a good level of comprehension and good recall of vocabulary, and speak fluently using tenses in a number of contexts. Achievements in a conversation class in Spanish were particularly good, with learners demonstrating a thorough knowledge of verbs and phrases in meaningful contexts. In an Arabic lesson, learners showed good developing skills in reading and writing Arabic script.

132. Achievements in 2001-02 and 2002-03 on accredited modern foreign language courses were poor, at 53 per cent and 46 per cent respectively. In one level 2 class learners had nearly completed the course, but assessments have not taken place. In many language classes, learners have not fully developed their language skills.

Quality of education and training

133. There is a good range of provision in sign language. The service is the sole provider in the area and runs many courses to give comprehensive coverage of the two levels of the syllabus. However, the number and range of lip-reading classes is small, with no accredited provision. The classes are not provided at beginner, intermediate and advanced levels, and learners are taught in the same class regardless of their own skill level. Most learners have attended this lip-reading course for a number of years. Some beginners find this class difficult and leave early.

134. There is good provision of minority interest courses. The service responded well to community requests for courses in Arabic and Swedish. Learners on a leisure course in belly dancing were motivated to learn Arabic in order to talk to Arabic-speaking friends they had met through this interest. During the inspection, tutors went out to a number of locations on a bus to promote languages in general and Arabic in particular. Provision in foreign languages is satisfactory with courses available in French, German, Spanish and Italian from beginners level to level 2. Progression beyond that on accredited provision is to the local college of further education. There is good provision of conversation classes.

135. Overall, teaching and learning sessions in this curriculum area are satisfactory, but there is a significant proportion of poor teaching in modern foreign languages. Lesson plans are inconsistent in form and content, with little detail of what is planned. There is some exemplary teaching in conversation classes which are entirely in the foreign language. A few learners use language well among themselves and are able to follow a sustained presentation in the language by the tutor. In a Spanish class, learners practised speaking skills in a variety of ways. In a Swedish conversation class, the tutor skilfully used question and answer techniques. Learners responded well and were clearly developing linguistic insight. In an English discussion lesson, the tutor used her expertise to select passages that stimulated discussion, and used her knowledge of literary history to broaden the learners' understanding of the context in which the novel was written. Lip-reading classes are planned and managed well.

136. Most foreign language classes are too reliant on English as the medium for instruction, with insufficient exposure to the target language. Tutors talk about the language rather than using and practising it in meaningful situations. In many sessions, there is too much input from the tutor and insufficient opportunity for learners to speak. Tutors frequently give good cultural examples illustrating the way of life in countries where the language being studied is spoken. All too often, however, this information is given in English.

137. Resources are satisfactory, with suitable provision of overhead projectors and video players. Accommodation is satisfactory, although there are some inappropriate rooms. In sign language, staff produce their own resources for use in the classroom. Learners have access to homework videos. Sign language staff are appropriately qualified and have attended a number of staff development courses, including computer training, deaf studies and equal opportunity training. There is no central pool of resources for language tutors. While most staff have a generic teaching qualification, few have had specific training in the techniques of language teaching.

138. There are inadequate assessment and verification procedures in sign language and lip-reading provision. There is no formal initial assessment of learners enrolled onto lip-reading classes and tutors do not use the organisation's individual learning plans. Instead they develop their own systems that do not adequately identify or record relevant information on learners' progress. There is no internal verification in sign language. The service's individual learning plans are not entirely appropriate in this context, and some sign language tutors have designed their own record systems. Assessment procedures for accredited modern foreign language provision are satisfactory. There are some good examples of assessment and recording of progress on non-accredited provision, particularly where tutors have national vocational qualification assessor training. Dossiers of evidence are linked to the individual learners' plans. However, in some non-accredited provision, individual learning plans are insufficiently differentiated.

139. In sign language the initial guidance is satisfactory, although some learners would like easier access to information. In foreign languages and English, initial guidance and support is adequate, In language lessons, tutors give good individual support during pair and group work to ensure that learners understand the tasks. There are no formal systems in place for the identification of literacy, numeracy and language needs.

Leadership and management

140. Management of the curriculum area is inadequate. The curriculum manager also has oversight of information, advice and guidance and disability across the service. Tutors comment favourably on the availability of senior staff to provide help and advice when approached, and internal communication is effective on an individual basis with the curriculum manager. More formal links are less evident and there is insufficient communication and sharing of good practice within the team. A modern language tutors' forum attended by half the tutors has met once. No formal minutes were taken and those who were unable to attend were not informed of the proceedings. An

interpreter is provided for sign language tutors at service level meetings, but there are no meetings for the sign language team. Observations of teaching and learning are generic and do not satisfactorily deal with subject-specific issues or identify subject-specific training needs. Only seven out of the 19 staff were observed in 2002-03 and in 2003-04, only four staff had been observed by the time of the inspection. However, when unsatisfactory teaching is identified, there is a system with clear stages and specific deadlines for improvement and for signing off after successful completion of remedial action. There is limited use of data for planning, and the figures used are inconsistent and unreliable. Sign language staff in particular are unaware of the quality assurance process and do not have access to accurate data Ethnicity and gender data is only accessed at the end of the year and are not used for ongoing planning. There is no formal internal verification in sign language and no moderation of programmes or learners' work to ensure that there is a consistent standard. The quality and content of the self-assessment report is weak, with little input by the curriculum manager for this area of learning. It does not identify the weaknesses identified by inspectors and shows insufficient understanding of curriculum issues.

Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
ESOL ⁻ Adult and community learning	187	4
Literacy and numeracy ⁻ Adult and community learning	210	4
Independent living and leisure skills ⁻ Adult and community learning	70	3

ESOL

Strengths

- good development of learners' self-confidence
- supportive learning environment
- good partnership working to meet learning needs

Weaknesses

- unsatisfactory teaching
- poor use of initial assessment and individual learning plans
- poor recording of learners' achievements and progress
- inadequate management of curriculum area

Literacy and numeracy

Strengths

- good development of learners' skills and confidence
- very effective use of contextualised teaching and learning material
- good partnership working to meet learning needs

Weaknesses

- poor use of initial assessment and individual learning plans
- poor recording of learners' achievement and progress
- insufficient range of courses
- inadequate management of curriculum area

Independent living and leisure skills

Strengths

- good development of learners' skills and confidence
- good teaching
- very effective contextualisation of teaching and learning materials
- good partnership working to meet learning needs

Weaknesses

- poor use of initial assessment and individual learning plans
- insufficient range of courses
- inadequate management of curriculum area

Achievement and standards

141. Learners with learning difficulties and/or disabilities develop good practical skills and a good level of understanding. In addition, their speaking and listening skills improve. Practical activities are used well in craft and cookery to develop learners' self-confidence. Learners in a cookery class are taught to use healthy ingredients, such as wholemeal flour and yoghurt, and are able to express their understanding of a healthy diet confidently. Older learners are able to maintain their current skills through appropriate tasks. In a craft class they create a range of professional products. These are on display in the daycentre they attend. Learners are confident enough to provide feedback to tutors and each other. Mature learners returning to education develop good literacy skills. They are very competent in form filling and free writing and demonstrate a good level of grammatical accuracy. Older learners develop good self-esteem and confidently take part in discussions on local and national issues. They are very comfortable sharing their written views with peers. However, there is low achievement of qualifications in literacy and numeracy. In 2002-03, only 25 per cent of learners achieved a qualification in literacy and/or numeracy. ESOL learners develop good self-confidence. In ICT, learners use computers confidently and work on their portfolios independently of the tutor. In one session, a learner with poor self-confidence completed a task in the learning centre. Learners work well together and provide each other with good support in the class and socially. Particularly vulnerable beginners are confident enough to give feedback to tutors and each other. Overall, the development of language skills is satisfactory.

Quality of education and training

142. Teaching is good for learners with learning difficulties and/or disabilities. Eighty per cent of teaching observed is good or better. Tutors work very well with learners and have a thorough understanding of their individual needs. They use an appropriate range of teaching styles and activities to motivate learners. In one class, good use is made of a digital camera and other IT equipment such as a scanner to motivate learners who have a

mental health problem.

143. There is unsatisfactory teaching in ESOL classes. Of those sessions observed, 50 per cent were unsatisfactory. Tutors do not use an adequate range of teaching methods and styles to maintain learners' interest and to motivate them to progress. Many learners make slow progress. Learning sessions are poorly planned and learning aims and objectives are not based on learners' individual needs. Resources are not used effectively and tutors make too much use of poorly photocopied worksheets.

144. Tutors make good use of contextualised teaching and learning materials in literacy classes and with learners with learning difficulties and/or disabilities. Learning materials are designed to meet personal interests. For example, in literacy classes, worksheets on vintage cars and popular television programmes are used to motivate learners and develop their skills in reading, writing, comprehension and spelling. In addition all learning materials used in these classes are based on topics of interest for this age group. Well-prepared and innovative resources are used in other classes. Learners with severe learning difficulties play a citizenship board game which has been designed by tutors. This allows them to develop numeracy and literacy skills and answer questions relating to their rights and responsibilities. They are encouraged to discuss current affairs at a level appropriate to their learning needs. However, there is not enough sharing of good practice or learning materials between tutors. In some lessons there is too much use of textbooks and commercially produced handouts.

145. Poor use is made of initial assessment and individual learning plans. Insufficient use is made of accreditation of prior learning in literacy, numeracy and ESOL classes to assess learners' skills at the start of a course. These learners are not able to progress immediately and many do not carry out learning activities which are appropriate to their specific needs until later in the course. The results of the initial assessment are not always recorded for use by tutors. In one class, results are only available for three of the five learners. There is little assessment which is specific to language needs.

146. For learners in literacy, numeracy and ESOL classes, individual learning plans are completed at the start of the course. However, some of these are not sufficiently detailed and do not identify clear short- and long-term goals. ESOL tutors complete learners' individual learning plans with generic goals and few individual targets are set. Most progress reviews are not recorded and plans are not systematically updated. The plans are stored in files and are not systematically used as a reference document by tutors during lessons. Some tutors attach details of individual learners' needs to group plans. However, in many of the sessions teaching is based on the needs of the group, rather than learners' individual needs. Learners with learning difficulties and/or disabilities complete their own records of what they have learnt. However, these records do not adequately show their progress.

147. Recording of achievement and progress is poor in ESOL and literacy and numeracy classes. Tutors do not ensure that the forms for recording learners' achievements are kept up to date. For example, most forms do not contain comments about learners' progress against learning outcomes. Recording of learning activities is inconsistent. In

most of the accredited literacy and numeracy classes, evidence for the qualification is only collected at the end of the course. When gaps in the evidence are identified, it is too late for learners to produce appropriate work. Only 25 per cent of learners gained a qualification in literacy and/or numeracy in 2002-03. Tutors in this area of learning do not understand the organisation's system to measure achievement. Learners' progress is not systematically monitored.

148. There is insufficient planning of the range of courses offered by the service. Most of the literacy, numeracy, and ESOL courses take place at one main centre in classrooms. Not enough classes are provided in the community. The organisation does not make sufficient use of alternative ways and venues to teach literacy and numeracy. Courses in day centres for learners with learning difficulties and/or disabilities are mostly in traditional subjects such as painting, craft and gentle exercise. There are very few accredited courses and insufficient opportunities for progression to classes outside the day centres.

149. RCALS works with partners when specific community and learning needs are identified. For instance, literacy and numeracy classes are provided for employees of the borough council. Learners are released from work for half a day each week to attend classes which help employees to gain better employment through the development of literacy and numeracy skills. Similarly, a request by the probation service for support was quickly met. A pilot programme is now in place. The service continues to promote it even though attendance is erratic. RCALS is also starting to develop work with a local manufacturing employer. For ESOL learners the provider responded well to requests from family centres and multi-cultural projects for provision. The tutors of learners with learning difficulties and/or disabilities work well with staff at the day centres and care homes to encourage others to join the classes.

150. In the ESOL provision, the learning environment is particularly supportive for the needs of vulnerable learners. The manager of a women's centre situated in a minority ethnic community works effectively to identify and encourage potential learners to attend classes. Tutors make particular efforts to promote a friendly, welcoming environment. Learners respect each other and their cultural values. Tutors use learners' knowledge of their native languages to explore cultural differences. Translators are used when appropriate to help more vulnerable learners participate. Crèche support is available for some courses.

151. Learner support is satisfactory. Automatic doors and appropriate height desks are available for those with restricted mobility. Specialist equipment and support personnel are also provided to help learners. Information and guidance for learners is satisfactory in a written format for those learners who can read English. Alternative material is available in other languages, but not in an audio or visual form for non-readers. The organisation has increased the overall size of the course prospectus, but, the print is still too small for people with sight problems. External agencies are used through partner organisations to support the transition from home to classes for ESOL learners. In ESOL, the provider has responded appropriately to requests for courses to be provided in a range of venues including a nursery, a women's centre, community halls and family centres.

Leadership and management

152. Management and quality assurance of the curriculum area is inadequate. There is no effective leadership to co-ordinate all aspects of the foundation provision. Management and tutors have insufficient knowledge of the content and use of the skills for life strategy to improve the experience for the learner. There is no Redcar and Cleveland adult and community learning skills for life strategy to provide, manage and quality assure the programmes. Tutors have a poor understanding of this strategy, which is reflected in the content and resources used to teach literacy and numeracy programmes. Curriculum management did not provide resources in order that tutors and the organisation could comply with the national skills for life programmes.

153. There is poor use of accreditation for all aspects of the foundation provision. Some learners are on inappropriate types and levels of courses. The courses offered for learners with learning difficulties are insufficiently challenging and there is no progression route. The range and use of resources in most classes is inadequate. There is not enough sharing of good practice between tutors, an example being the good contextualised learning materials developed by some tutors. There is no internal verification of accredited or non-accredited courses.

154. The internal observations of teaching and learning are poor. There are insufficient teaching observations of non-specialist tutors and little concentration on the learning that is taking place. The grade profile of the organisation's internal observations is significantly higher than the grades given during inspection.

155. Self-assessment of the curriculum area is mainly inaccurate. The self-assessment process did not identify many of the key strengths and weaknesses identified during inspection. The process does not involve all parties and staff are unaware of the self-assessment report and the organisation's findings for this area of learning.

Family learning

Family learning		3
Contributory areas:	Number of learners	Contributory grade
ˉ Adult and community learning	253	3

Strengths

- good development of learners' personal skills and confidence
- particularly effective strategies to help parents and children work together
- good partnership arrangements to broaden the range of courses

Weaknesses

- inadequate individual target-setting
- weak curriculum management

Achievement and standards

156. Achievement has increased from 85 per cent from 67 registrations in 2001-02, to 86 per cent from 133 registrations in 2002-03. However, learners on these courses are not able to take national skills tests in literacy or numeracy. For some learners their achievement of the qualification aim does not represent sufficient progress relative to their prior attainment. In all other family learning, including wider family learning and progression courses for parents, achievement improved from 80 per cent from 146 registrations in 2001-02, to 84 per cent from 566 registrations in 2002-03. Learners' achievements are celebrated through the presentation of certificates in school award ceremonies that are publicised through the local press. Although no data on retention is available, attendance is good at 71 per cent.

157. Learners develop good personal skills and confidence and are able to examine their options for further learning, voluntary work or employment. On family literacy, language and numeracy courses, parents and carers develop a good understanding of the work of the school and develop effective skills to help their children learn. Many learners take a more active role in the work of the school or in the community, such as through voluntary work in a youth group for young offenders.

158. Learners' portfolios are organised and presented well. In literacy classes, learners work well individually and in groups. For example, in a storyteller class, children and parents presented their own story to the rest of the group. Good use was made of an interpreter to help a learner who speaks English as an additional language. Good resources are also available for visually impaired learners. Number games are produced in joint sessions and parents, carers and children are able to use these well in their homes. However, in some sessions the work is not sufficiently demanding and involves

too much guidance from the tutor.

Quality of education and training

159. Tutors use particularly effective strategies to help parents and children work together. Parents are encouraged to work with their children to negotiate and make decisions about learning. Parents, carers and children work well together on activities such as storytelling, reading together and making and playing games in class and at home. Children are very enthusiastic about parents and carers learning with them in school. One school targeted parents who were the least confident. They were able to attend a nurture group and are now progressing to other programmes, such as ICT courses.

160. Sixty-seven per cent of teaching is good or better. In the best lessons, learners progress well through a good range of demanding learning activities. Tutors work well with the learners and motivate them effectively. Parents are taught numerical strategies which are used in schools and learn how best to use them to support their children. In good literacy and numeracy classes, learners improve their own knowledge and update their personal skills. Parents attend teaching assistant courses and develop skills relevant to helping their own children and to gaining jobs. Some parents have children with learning difficulties and/or disabilities and they are able to develop effective skills to help their children. Working relationships are good. However, in some classes the work is not sufficiently differentiated to meet the individual needs of learners. In many sessions teaching and learning outcomes are matched to the target qualification rather than the needs of the learners and the core skills curriculum. Some tutors make too much use of worksheets.

161. Partnership arrangements are good. There is a significant amount of investment in development work to widen participation and promote the provision to hard-to-reach learners. Broad ranges of new courses are developed through consultations with SureStart, local scout groups, women's groups, communities and schools. Courses provide new accreditation opportunities for adults and appropriate awards for children. Examples of these courses include conservation projects where the local environment is improved by joint work with local parks, computers for grandparents, football coaching and home improvement programmes.

162. The range of courses for family learning is satisfactory. Most of the courses include discrete family literacy and numeracy. Wider family learning engages learners in vocationally linked courses where adults learn and extend practical skills. An example of this is the teaching assistant course. Several learners have gained employment in schools after attending this course.

163. Learning environments and accommodation are satisfactory. Access to most of the learning centres is good for people with restricted mobility. However, at some sites parents are using children's chairs and tables. Tutors have access to resources, but these are not used well. Many tutors have extensive experience in family learning, but their

skills are not sufficiently shared within the team.

164. Target-setting for individual learners is inadequate. Most targets are based on the needs of the group and not individuals. There is no assessment of learners' literacy, numeracy and language skills other than for the level 2 teaching assistants course. Targets are not matched to the adult core curriculum. Not enough progress reviews take place. Learners' work is assessed by the internal verification team and problems are promptly rectified. However, there is insufficient evidence of actions identified during 2002-03. The accreditation criteria are not sufficiently demanding for learners.

Leadership and management

165. Partnership arrangements in family learning are good, with effective links with a significant number or organisations such as schools, women's centres, Sure Start and youth organisations. Learner and partner feedback about new courses is collected regularly and is used for planning. Learners are also involved in developing new publicity leaflets.

166. Curriculum management is weak. Some staff do not fully understand which courses are part of the family learning programme and which are progression routes from family learning. The managers do not monitor the provision effectively including those courses provided in conjunction with partners. The management information system is not yet effective to help with the strategic planning. There is insufficient attention to the adult core curriculum in family literacy and numeracy courses. Course assessments do not refer to the national curriculum. There is insufficient staff development and training. Quality assurance arrangements are incomplete and there is not enough monitoring of joint sessions in accordance with national guidelines. There is no standardisation of the process of assessing teaching and learning in the joint sessions and the support for staff in these sessions is weak. Most staff have not participated in training for skills for life and there is insufficient training provided to share good practice. Although tutors meet on a termly basis there is not enough opportunity for sharing good practice. There is good celebration of parent and child learning through presentations at local venues and through family learning newspapers and press coverage. Moderation processes are adequate. Partners are involved in regular internal verification meetings and actions are taken on identified issues. The family learning co-ordinator collects all the portfolios for sampling. The self-assessment is not adequately detailed, does not contain follow-up actions and staff were not sufficiently involved in its production.

167. Equality of opportunity is satisfactory. Programmes are targeted at schools and organisations in disadvantaged areas. There is a target to improve the number of men attending courses by 5 per cent during the current academic year. Classes such as football coaching and cooking for fathers and grandfathers have been established. Several tutors have attended recent equality and diversity training. One tutor has a translator for an asylum seeker who attends her class. Enlarged worksheets are produced for learners with a visual impairment.