

REINSPECTION REPORT

Lambeth LEA Reinspection

29 April 2005



ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

REINSPECTION REPORT

Lambeth LEA Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The London Borough of Lambeth is located in south London. Lambeth's adult learning service is based in the community and lifelong learning division of the education directorate. All of the local education authority's (LEA) adult and community learning programmes are commissioned from local providers, including voluntary organisations, one adult college, one general further education college, and other parts of the local authority. Since the previous inspection, the number of providers has been reduced from 29 to 16. Over 50 per cent of the provision is commissioned from one further education college. Much of the provision in the community is in areas of disadvantage. The head of adult learning reports to the head of the community and lifelong learning division. In addition to the head of adult learning, the LEA directly employs four managers, one with responsibility for information and communications technology (ICT) and e-learning, one for literacy, numeracy and language, one for guidance and employability, and a capacity and quality manager. Providers are responsible for their own tutors. Areas of learning are co-ordinated by one or more managers, all of whom have been appointed to these posts since the previous inspection.

2. The London Borough of Lambeth is one the most deprived boroughs in Britain. It has a very diverse population, with 157 languages spoken in its schools. According to the 2001 census, 37 per cent of the population is from black and minority ethnic backgrounds. The largest increase in ethnic groups between the 1991 and 2001 census is among black Africans, but there has also been an increase in the Portuguese, Somali and Turkish population. The unemployment rate in the borough, at 8.6 per cent, is significantly higher than the national average of 3.4 per cent.

3. The LEA contracts with the central London Learning and Skills Council for its adult and community learning provision. The contract includes land-based provision, provision in construction, business administration, ICT, hospitality, sports, leisure and travel, visual and performing arts and media, humanities, foundation and family learning. Of these, ICT, hospitality, sports, leisure and travel, visual and performing arts and media, English, languages and communications, foundation programmes and family learning were reinspected. At the time of the previous inspection, 6,965 learners were in learning. During the week of the reinspection, 2,324 learners were in learning. Of these, 71 per cent were from black and minority ethnic groups, 67 per cent were women and 10 per cent had a disability.

SCOPE OF PROVISION

Information & communications technology

4. Currently 865 learners are enrolled on 44 courses or on drop-in workshops. Of the 44 courses, seven are nationally accredited and run for up to three terms. The remaining 37 courses are usually six to 10 weeks long, and most are offered at basic levels for learners

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with little previous experience. The learners come from a wide range of cultural backgrounds, with 91 per cent from black and minority ethnic groups. Sixty per cent are women. Courses are run by 11 different providers at 18 different venues throughout the borough of Lambeth. Training is provided on six days a week from 0900 to 2100. Learners are able to take advantage of drop-in sessions on most days of the week. A curriculum leader oversees the running of the courses and supports the 30 tutors, of whom half are part time.

Hospitality, sport, leisure & travel

5. The LEA currently contracts with the adult college and the further education college to provide 17 health and fitness-related courses and three hospitality courses. All classes are non-accredited and fitness courses include yoga, tai chi and keep fit. Four courses are aimed at older learners. Courses are offered at six venues including the colleges and community centres. Most of the current courses recruit annually and run for 30 weeks. In 2003-04 there were 827 learners, 18 per cent of whom were men, 10 per cent had a disability and 58 per cent were from black and minority ethnic groups. Since September 2004, 377 learners have enrolled, of whom 15 per cent are men, 7 per cent have a disability and 50 per cent are from black and minority ethnic groups. Most of the learners attract concessionary fees. A curriculum lead is responsible for curriculum planning and quality assurance of teaching and learning. The curriculum lead also teaches on eight courses. Six part-time and one full-time tutor employed by the colleges teach in this area of learning.

Visual & performing arts & media

6. Performing arts and media is the second largest area of learning in Lambeth LEA's community learning programme, with 418 performing arts learners and 103 media learners at the time of the inspection. This area of learning is delivered through two main subcontractors and six community providers in 32 venues across the borough. There are 28 performing arts and four media courses. Courses cover a range of performing arts including music, music technology, dance, technical theatre arts, drama, and lens and digital media. These include music and video production, production and event management, hip-hop dancing, street dance, percussive tap dance, salsa dancing, recording and editing music, DJ workshop, guitar, gospel singing, introduction to steel pans, introduction to acting, theatre for life, graphic design and photography. There are 18 daytime courses and 14 evening courses. Classes are usually of two hours duration and most run for around 10 weeks, three times each academic year. A small number of courses are more intensive, and run for four days a week over 10 weeks. Short courses in carnival arts are offered during the summer. Most courses are non-accredited, although there are 65 learners on eight accredited courses in performing arts and media. Many classes have a mix of beginners and improvers, but the provider also offers a small range of courses where learners can progress from beginners to intermediate level. Forty-two per cent of learners are men, 9 per cent are over 60 years of age and 44 per cent come from a black and minority ethnic background. Sixty-seven per cent are identified as new learners for 2004-05. Teaching is carried out by 34 part-time tutors and the curriculum is managed by four curriculum leaders.

7. The courses in visual arts and textiles are predominately held at one site. These include art, art workshop, experimental art, flower arranging, life drawing, clothes making, patchwork and quilting soft furnishings. They are held during the day and evening and offered at beginners' and improvers' levels. All courses are non-accredited. A number of classes including jewellery and photography, are held at a local college and some at outreach community venues. Numbers have decreased considerably from 871 learners in 2003-04, to 282. Seventy-one per cent of these learners are women, 62 per cent are from black and minority ethnic groups and 14 per cent have a disability.

Foundation programmes

8. Two hundred and two learners are enrolled on literacy and numeracy programmes, of whom 81 per cent are from black and minority ethnic groups, 8 per cent have a declared disability and 35 per cent are men. There are 23 courses at entry level and level 1 at 11 different venues. The adult learning service contracts six community organisations to provide 12 courses at local sites. The further education college is contracted to provide a further eight courses on its own premises and three in community venues. Courses are two to three hours long and last between six and 32 weeks. Most are daytime courses and most are non-accredited. A few level 1 courses offer national tests, open college accreditation or a national literacy certificate. There are 12 tutors, two of whom are salaried. The programme is managed by the basic skills and English for speakers of other languages (ESOL) manager. Skills for life is the government's strategy on training in literacy, numeracy and the use of language.

9. At the time of the reinspection, there were 210 learners of ESOL courses, of whom 28 per cent are men. One hundred per cent are from black and minority ethnic groups and 3 per cent have a disability. Courses take place in one college and 13 other venues. These include libraries, resource centres, community centres, training organisations that have charitable status and schools. Learners can enrol on courses throughout the year. A few courses are offered during the summer. Courses range from 25 hours to 120 hours and most are held during the day. Most of the provision is non accredited. Classes are taught by four full-time and seven part-time tutors. The LEA currently offers 23 ESOL courses at pre-entry level 1 to entry level. The area is co-ordinated by the manager for basic skills and ESOL.

10. At the time of the reinspection, the local further education college was contracted to run courses for adults with learning difficulties and/or disabilities. Currently, there are 114 learners in this area. All learners are on part-time programmes, most of which are run in one college community venue, although there are a small number of classes each week at two additional college community venues. Learners choose from a range of course options including creative crafts, performing arts, cookery and independence, communication skills, healthy lifestyles, and leisure and fitness. Most learners attend several classes each week. There are 33 classes running each week and all take place during the day throughout college term time. None of the courses lead to nationally recognised qualifications, but all learners have the opportunity to achieve a college certificate to recognise achievement of personal targets. Full-time and part-time staff, including specialist subject tutors from across the college, teach these courses. A full-time course manager leads the curriculum area.

Family learning

11. Lambeth LEA provides a range of family learning through its education business partnership, and an 'excellence in cities' action zone. Ninety per cent of programmes relate to family literacy, language and numeracy. Most take place in, or are organised through, links with primary schools, children's centres and early years providers. Courses are available on a flexible basis, ranging from half-day tasters and workshops, one-off cultural and artistic events and visits, and a Saturday course specifically targeting families from a Latin American background, through to 30- or 60-hour programmes. Wider family literacy in the current year has included 'positive parenting', loans of laptop computers to families, family yoga and assertiveness training.

12. In 2003-04, there were 468 learners of whom 5 per cent were men and 46 per cent were from black and minority ethnic groups. In the current year, there are 398 learners. Family Learning is organised by a curriculum leader, who also has management responsibility, and a project worker. Ten tutors teach family learning within seven schools in addition to their other school role. There are also school teaching staff, visiting trainers, community workers and crèche workers who make significant contributions to the programme.

ABOUT THE REINSPECTION

Number of inspectors	11
Number of inspection days	55
Number of learners interviewed	230
Number of staff interviewed	81
Number of locations/sites/learning centres visited	64

OVERALL JUDGEMENT

13. At the previous inspection, leadership and management, and equality of opportunity were satisfactory. Provision for quality assurance was unsatisfactory. Family learning was good, ICT and visual and performing arts and media were satisfactory. Hospitality, sport, leisure and travel, and foundation programmes were unsatisfactory. At reinspection, all aspects of the provision are satisfactory apart from quality assurance and foundation programmes which remain unsatisfactory.

GRADES

Grades awarded at previous inspection

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

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

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

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

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

Foundation programmes	4
Contributory grades:	
Adult and community learning	4

Family learning	2
Contributory grades:	
Adult and community learning	2

Grades awarded at reinspection

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

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

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

Hospitality, sport, leisure & travel	3
Contributory grades:	
Adult and community learning	3

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

Foundation programmes	4
Contributory grades:	
Adult and community learning	4

Family learning	3
Contributory grades:	
Adult and community learning	3

KEY FINDINGS

Achievement and standards

14. As at the previous inspection, **standards of work are high in visual and performing arts and media.** In the best classes, learners achieve high standards of practical and technical skills in all aspects of this provision. In dance, learners accurately perform and retain complex routines with good posture and whole-body awareness. Learners perform with a good sense of rhythm in dance and music. **In sports classes, older learners improve their co-ordination, balance and memory skills,** and most are able to perform a wide range of exercises.

15. **In many areas of learning, learners make significant personal and social gains.** Learners gain health and social benefits from sports classes, as well as increasing their knowledge and developing a good understanding of the body and how to exercise safely. They learn how to maintain levels of fitness and how to prevent the onset of conditions which are common in later life. Many learners on ICT courses make significant personal gains. Many have increased levels of confidence, feel more able to talk to others in the group and enjoy some of the pairing and group work in class. Most learners on literacy, numeracy and ESOL classes become more confident and improve their social skills. In family learning, many learners demonstrate more confidence as parents, for example in helping with children's homework.

16. Rates of retention are satisfactory in most areas. Inspectors based their judgements on local information, as the basis of the data provided for the inspection was not always clear and figures were sometimes contradictory.

17. It was not possible to evaluate attainment, as the systems of collation of information about non-accredited provision are not yet fully developed. Achievement rates on the relatively small amount of accredited provision are mainly low for 2003-04. Data for accredited short courses for 2004-05 has not been collated.

Quality of education and training

18. **The quality of teaching and learning has improved since the previous inspection,** and a higher proportion of teaching is good or better. In performing arts, as at the previous inspection, teaching and learning in many community venues was very good, and in one case outstanding. In ESOL, the focus on oral skills is good. Family learning tutors make good use of tasks and activities which explain explicitly how parents can support literacy and communication skills. In a class for adults with learning difficulties and/or disabilities, learners prepared for a musical performance while developing their skills in working with other people and for self-and peer evaluation.

19. **Support for individual learners is good in ICT.** Staff are particularly responsive to the needs of learners with disabilities. There is a wide range of adaptive equipment available, which in some cases is being used. Tutors know where to access this if it is not kept on site. Tutorials are held at some centres where learners can discuss concerns about their training or personal problems. Learners can also use drop-in facilities if they pre-book.

20. **Provision to attract hard-to-reach groups of learners is good.** The use of community venues to attract learners was a strength at the previous inspection, and remains so. In performing arts and media, this process has been very successful in working with the voluntary sector. This provision is good, and in one case outstanding. In foundation provision, literacy and numeracy programmes are offered in centres for people recovering from drug and alcohol misuse, people with mental illness, and women refugees and asylum seekers. Others cater for homeless people or for people who feel safest close to home in a small estate project or library. Providers work effectively with a range of community organisations to widen the participation of hard-to-reach learners. In family learning, the LEA organises an imaginative range of first-step provision, with a flexible approach to style of delivery and timing. Programmes include visits to major arts and cultural venues in London. Some courses are tailored explicitly to the needs of under-represented target groups. There are courses for Portuguese migrant workers' families, teenage parents, and families of children attending a unit for children with autistic spectrum disorders.

21. Induction is satisfactory, with learners receiving an information pack to back up the information provided by their tutor. Learners have an informal initial assessment for literacy and numeracy. Where there are identified needs, learners are referred for help with literacy and numeracy.

22. Despite the improvement since the previous inspection in the proportion of teaching

and learning that is good or better, **significant amounts of teaching are unsatisfactory.** A proportion of unsatisfactory teaching was found in four out of the five areas of learning.

The planning of learning is poor, with insufficient focus on how learning will be achieved. The small range of teaching and learning strategies used, with too little participation from learners, does not meet the needs of all learners. Slow progress is made in many visual arts and textiles classes. In literacy and numeracy provision, 40 per cent of teaching and learning was found to be unsatisfactory and some very weak.

23. In visual arts and textiles, support for learners is insufficient. Although initial assessment is now in place and learners can declare their support needs, none of the learners who had requested support was receiving it. Teachers do not have the skills and teaching strategies to deal with individual needs, and many have a poor understanding of diversity. Class plans do not reflect an appropriate response to individual needs. Visual arts courses are often over-subscribed. Insufficient adjustments are made at enrolment for learners with a disability.

24. Aspects of assessment, planning and monitoring of progress remain weaknesses in all areas of learning. Progress has been made in identifying suitable ways to assess and monitor learners' work and progress, but as yet these are not well implemented by all tutors. There is no formal monitoring of achievement of accredited modules for groups of learners. Overall, learners' goals are not challenging and not dated. On sports provision, improvements have been made and all learners now complete a comprehensive health questionnaire, but the information gathered on these forms is not used effectively to identify specific, measurable targets for learners to achieve or to plan individual learning. Tutors are working in a variety of ways to monitor and record progress, but these are largely ineffective as they are based on very general course and individual targets. Similar weaknesses were found in every area of the provision.

25. The management of the planned changes in the range and type of provision has not been satisfactory in all areas. In visual arts and textiles, the courses do not reflect the diversity of the community. Most of the courses are in traditional subjects and includes life drawing, clothes making, soft furnishing and flower arranging. In ICT, the provision does not offer sufficient single subjects for accreditation. Only 17 sports and fitness classes are provided, which include a narrow variety of activities. There is a very restricted geographic spread of courses, with classes taking place in only six venues across the borough. Similarly the provision for learners with learning difficulties and disabilities is insufficient. Twelve classes are held in one venue. Most courses run in only one college centre, with a small number of classes in two other centres. The courses are daytime only and term time only. There are limited opportunities for progression and learners cannot always get onto their first choice of course. There are very few classes held in some centres and learners do not have sufficient opportunity to practise and reinforce their skills regularly. Opportunities for progression in the same centre are few.

Leadership and management

26. **The LEA has provided a clear direction through its strategic planning.** The member of the cabinet with responsibility for the area has a good understanding of the challenges that face the LEA. An analysis of provision has taken place to identify the areas of highest need and the numbers of preferred providers reduced to prevent duplication of provision. Progress has been made in resolving the key weaknesses from the previous inspection. Much of this progress is structural and involves an extensive programme of capacity building with community providers. The LEA recognises in its latest draft strategic plan, 2005-06 to 2007-08, that much still needs to be done. Although much has been achieved, three of the six key challenges identified from the previous inspection remain and the overall quality of teaching and learning in the foundation area remains unsatisfactory.

27. **Communication with providers continues to be a strength.** Since the previous inspection, the LEA has developed a good range of working groups and forums to support the providers and managers. Each of these groups has appropriate terms of reference and membership. A calendar of meetings has been produced to regulate the number and timing of meetings. The LEA and the larger providers work effectively to gather the learners' views through learner forums.

28. **Arrangements for providing additional support have improved since the previous inspection.** They have been very recently introduced and it is too early to assess their impact. However, early signs are that the community providers value the visits made by the guidance team to explain the support available. This was a weakness at the previous inspection.

29. **The focus on encouraging participation by under-represented groups, in particular groups such as lone parents, the homeless and refugees, continues to be a strength of the LEA's provision.** As at the previous inspection, the provision reflects well the diversity of the population of Lambeth. Seventy per cent of learners are drawn from black and minority ethnic groups, well above the proportion for the borough, and 33 per cent of learners are men, which is above the national average. Particularly effective over this year has been the recruitment of men to the one-day introduction to family learning.

30. **The LEA has met many of the requirements of the Disability Discrimination Act 1995.** Managers have received training and all providers apart from one have provided a disability audit. Funding has been secured to provide aids such as induction loops, speech and magnification software and accessible keyboards. However, the site used by most learners is not accessible, even though that is where programmes for older learners and adults with learning difficulties and/or disabilities are provided. The LEA does not have a current detailed plan to show how it will continue to respond to the requirements of the Disability Discrimination Act 1995.

31. **Participation rates by disadvantaged learners continue to be a strength.** The LEA continues to attract high numbers of learners from black and minority ethnic groups. Seventy-five per cent of staff have attended a one-day equality and diversity event.

Enrolments are monitored by race, gender and disability. However, achievement and progression has not yet been monitored and formally reported. It is not yet possible for the LEA to show how it is fulfilling the expectations of the Race Relations Act 2000, by analysing its performance on an annual basis.

32. Strategies for initiating improvement in the quality of provision are well thought out, and considerable effort has been made in developing and implementing new systems.

The quality handbook has been revised and was reissued in February 2005. Quality assurance arrangements for the teaching provision were new at the time of the previous inspection and have now been consolidated with a range of initiatives. A team of curriculum leaders has been appointed with responsibility for managing their area of learning, including carrying out observation of teaching and learning. Inspection grades confirm improvement in teaching and learning but there is still too much unsatisfactory teaching, especially in particular areas of foundation learning. Overall, the proportion of unsatisfactory teaching has been reduced since the previous inspection from 25 per cent to 15 per cent.

33. Management of accommodation is satisfactory overall. Much provision that was in unsatisfactory premises at the time of the previous inspection has been discontinued, and much of the provision is now fit for purpose. However, the plans to improve the largest centre used for the courses provided by the local further education college have been delayed, and the future of the building is not clear. It has not been adapted sufficiently for users with restricted mobility. Resources for learners and tutors have been significantly improved in most areas of the provision, and are now satisfactory in many areas of learning, although they remain a weakness in the foundation area.

34. The LEA makes insufficient use of targets to plan and monitor progress towards achieving their strategic objectives. Although detailed monitoring reports are provided by the largest of the providers, this data is not used by the authority to analyse trends or assess the extent to which the curriculum meets the needs of targeted learners, or what actions can be taken to improve the provision. Curriculum leaders have developed a series of targets to improve the quality of provision. However, these are not thorough.

35. The LEA has made insufficient progress in developing effective management information systems. At the start of the inspection, the basis of data on retention was not clear. More reliable data was produced at the end of the inspection. Data on accredited achievements is incomplete. Quality assurance of individual learning plans is insufficiently robust to accurately record non-accredited achievements. The LEA is aware that its data is not yet sufficiently accurate or comprehensive to evaluate performance. This was a key challenge in the previous inspection.

36. The promotion of equality of opportunity is not fully established throughout the provision. This continues to be a weakness. The LEA asks to see providers' equality policies, but few are more than policy statements and providers are not required to have action plans in relation to the Race Relations Amendment Act, 2000 or other aspects of equality such as sexual orientation. A minority of tutors are not fully trained to meet the needs of a diverse range of learners. Some centres have not made reasonable

adjustments in the use of their accommodation and other services. Arrangements for enrolment do not always take account of the needs of those with restricted mobility. Publicity materials do not indicate the extent to which centres are accessible, nor how information can be provided in a range of formats.

37. **Arrangements for monitoring providers are incomplete** and are in the early stages of development. Quality assurance was unsatisfactory at the previous inspection. The quality handbook which was issued in February 2005 does not give providers accurate information. The major provider has its own systems and the service has concentrated on the performance of the smaller providers. There is poor document control. Some key documents from providers have not yet been submitted to the LEA, such as an up-to-date insurance certificate and equality of opportunity policy. The contract with the major provider, which has its own systems, is unsigned. The quality assurance and capacity team and curriculum leaders meet each month and share provider information, but systems for moderating the achievements on non-accredited programmes are not yet in place. The systems to monitor the curriculum are not yet in place. The programme of staff development for providers' and LEA staff to support these process are still at an early stage of the process.

38. The quality and accuracy of the most recent self-assessment report varies.

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

Leadership and management

Strengths

- clear strategy to improve provision
- good communication with providers
- good participation by hard-to-reach learners
- good strategies for initiating improvement in teaching and learning

Weaknesses

- insufficient use of targets to meet strategic objectives
- insufficient progress in developing management information systems to monitor performance
- the promotion of equality of opportunity is not fully established throughout the provision
- incomplete arrangements for monitoring providers

Information & communications technology

Strengths

- good development of personal skills
- good use of community venues
- good arrangements for individual support

Weaknesses

- insufficient planning and monitoring of individual progress
- insufficiently flexible provision

Hospitality, sport, leisure & travel

Strengths

- good health and social benefits for learners
- good standards of work in classes for the elderly

Weaknesses

- unsatisfactory target-setting and monitoring of progress
- insufficient planning of provision
- insufficient management information to bring about improvements

Visual & performing arts & media

Strengths

- very good standards of practical and technical skills
- very effective teaching in dance and drama
- very good specialist resources in visual arts and textiles
- very good provision to engage hard-to-reach learners in community classes
- very effective support for tutors in performing arts

Weaknesses

- slow progress in a minority of classes in performing arts and media
- ineffective use of formal assessment in visual arts and textiles
- insufficient reflection of cultural diversity of learners in the visual arts curriculum
- insufficient support for learners with specific needs in visual arts and textiles
- ineffective quality monitoring

Foundation programmes

Strengths

- good focus on oral skills in ESOL teaching
- good teaching on visual and performing arts courses
- successful targeting of community provision in ESOL and literacy and numeracy
- successful recruitment of black and minority ethnic learners in literacy and numeracy

Weaknesses

- much unsatisfactory teaching in literacy and numeracy
- unsatisfactory target-setting and monitoring of progress in ESOL
- insufficient provision for adults with learning difficulties
- insufficient resources
- incomplete arrangements for individual risk assessments for adults with learning difficulties

Family learning

Strengths

- good focus on practical learning to enhance parenting skills
- imaginative range of first steps provision

Weaknesses

- inadequate recording of learners' progress
- ineffective quality monitoring

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 REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

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

Strengths

- clear strategy to improve provision
- good communication with providers
- good participation by hard-to-reach learners
- good strategies for initiating improvement in teaching and learning

Weaknesses

- insufficient use of targets to meet strategic objectives
- insufficient progress in developing management information systems to monitor performance
- the promotion of equality of opportunity is not fully established throughout the provision
- incomplete arrangements for monitoring providers

39. The LEA has a clear strategy for the development of its adult and community learning service. This is well understood and supported by the cabinet member with a specific brief for this area of work. He has a good understanding of the challenges faced by the service in implementing its strategic plans. The head of community and lifelong learning has provided strong leadership to respond to weaknesses identified at the previous inspection. The post-inspection action plan is detailed with clear timelines for the completion of tasks. Much has been achieved, but not all of the tasks have been completed to time. The draft development plan for 2005-06 to 2007-08 shows clearly that more has still to be done. The LEA has recently introduced new or updated strategies for ILT and e-learning, family learning and skills for life.

40. The number of providers has been reduced from 29 to 16 and the LEA now contracts with preferred providers, following a bidding process. There have been planned reductions in provision. Enrolments between September 2004 and April 2005 are less than half those in 2003-04, when targets were exceeded. Many of the providers continue to be voluntary organisations with specialisms that reflect the target groups in the LEA's strategic plans. The main provider, with responsibility for more than half of the provision, is a local general further education college. The LEA carried out a detailed analysis of its provision and has continued to fund provision to reach its key priority groups, including refugees, black and minority ethnic groups, unemployed people, parents and those who need to improve their literacy, numeracy or language skills. The LEA recognises that its strategy requires significant capacity building for the voluntary

organisations and has staged its requirements from the providers accordingly. However, although the strategy has been successful in identifying community groups who can respond to local needs, planned cuts in learner numbers have not always been successful in balancing the need to meet curriculum requirements. In four of the five areas of learning, weaknesses were found in the range and sufficiency of provision. The eight curriculum leaders are having a positive impact on the quality of teaching and learning in many areas, but they are employed through a number of different arrangements. It is too early to evaluate the effectiveness of the arrangements. Although there are fewer unsatisfactory areas of learning than at the previous inspection, one area has been given a grade lower than the previous inspection, and weaknesses identified at the previous inspection remain in all areas of learning. At the time of reinspection, although much has been achieved, and three of the six key challenges identified in the previous inspection have been met, three still remain. The quality of teaching and learning overall has improved. However, unsatisfactory teaching was found in four of the five areas reinspected, and the overall quality of teaching and learning in the foundation area continues to be unsatisfactory.

41. The LEA communicates well with all providers. This was a strength at the previous inspection. Since then, the LEA has developed a good range of working groups and forums to support the providers and managers. Each of these groups has appropriate terms of reference and membership. A calendar of meetings has been produced to regulate the number and timing of meetings. Meetings are minuted and action points are determined. However, minutes of meetings do not always reflect the discussions clearly enough to be of benefit for those who are not able to attend the meetings. The LEA expects all providers to attend all of these meetings, but some have not been able to attend them all. Providers and their staff welcome the support they receive from the LEA and the curriculum managers, and feel more involved and supported. The LEA and the larger providers work effectively to gather the learners' views through forums which are well used by learners to identify what is working well and what needs to be improved.

42. Staff development is satisfactory. Providers have been responsive to requests by the LEA to complete a training needs analysis, and attendance at the three days of training held over the year has been good. The LEA supports staff to gain appropriate teaching qualifications. A third of tutors have teaching qualifications, some are in training, but not all have sufficient specialist experience or qualifications in the foundation area of learning. In other areas of learning, most tutors have relevant qualifications or experience in their subjects. The LEA has set a target that all teaching staff reach the further education national training organisation standards by 2007. Staff appraisals are inconsistently carried out.

43. Financial arrangements are satisfactory. The providers' financial situation is monitored as part of the preferred provider process. Providers have three-year funding agreements which are welcomed by providers as they have greater stability and opportunities for more effective curriculum planning. Funding allocations are based on achievements of guided learning hours.

44. Since the previous inspection, an additional learning support policy has been

developed. Arrangements are satisfactory, but they are very new and it is not possible to fully evaluate their effectiveness. The policy builds on previous informal practice, and is based on a referral system. Support arrangements are clearly described and involve the use of partners for literacy, numeracy and language support, as well as welfare and personal support. The new arrangements have been developed particularly to support community groups. Learners on the provision delivered by the adult college and the further education college, continue to make use of those arrangements. New arrangements to reach learners with restricted mobility, involves using information which is collected at enrolment. Most of referrals to date relate to personal and welfare requirements rather than literacy, numeracy and language needs. Not all tutors refer learners for support and those who are referred have not always received a response. Examples were found during the inspection of learners who were not able to participate fully, because their support needs were not being met by tutors who did not know how to teach them. The LEA's adult guidance service has become more actively involved with the community providers over the past year and has started a schedule of visits to talk to learners to explain what is available. This service is particularly appreciated by learners on family learning programmes, who make good use of it.

45. Management of accommodation is satisfactory overall. A strategy review has been recently completed, based on a sample of providers. An options feasibility study has been recommended. Weaknesses relating to the quality and suitability of some of the facilities are recognised. Much provision that was in unsatisfactory premises at the time of the previous inspection has been discontinued, and much of the provision is now fit for purpose. However, the plans to improve the main centre used for the courses have been delayed, and the future of the building is not clear. It has not been adapted sufficiently for users with restricted mobility. Resources for learners and tutors have been significantly improved in most areas of the provision, and are now satisfactory in many areas of learning, although they remain a weakness in foundation programmes. Individual risk assessments are not always adequate for adults with learning difficulties and/or disabilities.

46. The LEA makes insufficient use of targets to plan and monitor progress towards achieving their strategic objectives. Contractual agreements between the LEA and providers contain simple performance indicators based on measuring total learner numbers and guided learning hours. Provider information on these measures is incomplete. Providers are insufficiently clear about actions they need to take to plan and manage programmes and to monitor their impact. Although detailed monitoring reports are provided by the largest of the providers, this data is not used by the authority to analyse trends or assess the extent to which the curriculum meets the needs of targeted learners, or what actions can be taken to improve. Curriculum leaders have developed a series of targets to improve the quality of provision. However, these are insufficiently thorough. The LEA recognises this and the draft three-year development plan for 2005-06 to 2007-08, more effectively defines targets relating to the types of programmes offered, the targeted learner groups and quality improvement plans.

47. The LEA has made insufficient progress in developing effective management information systems. The use of management information systems was a weakness at

the previous inspection. Progress has been made, but the system is not yet providing timely and accurate information. Smaller providers input their own learner data which is validated by the LEA. The management information system can be used to produce reports on enrolments, providers and areas of learning. However, the LEA has yet to determine a reporting framework that best provides an analysis of the data to support effective management of the curriculum. For example, data is not routinely provided on numbers of new learners. Not all managers in the areas of learning receive sufficient information to evaluate their performance effectively. It is not always clear whether figures are accurate, as there are discrepancies in figures in the most recent self-assessment report which was produced two months before the reinspection. At the start of the reinspection, it was not clear on what basis the data on retention was prepared. More reliable data was produced at the end of the inspection. Data on accredited achievements is incomplete, and the quality assurance of individual learning plans is insufficiently robust to accurately record non-accredited achievements. The LEA is aware that the reports provided are not yet sufficiently accurate or comprehensive to evaluate performance.

Equality of opportunity

Contributory grade 3

48. The focus on encouraging participation by under-represented groups, in particular groups such as lone parents, the homeless and refugees, continues to be a strength of the LEA's provision. In rationalising the provision, voluntary bodies and other agencies, who work with specific communities or with hard-to-reach groups in disadvantaged areas, were prioritised. The providers often have very close links with their local communities, and learners benefit from provision that is convenient and close to their homes. The performing arts provision is stimulating in these community venues and offers provision in new venues that attract hard-to-reach learners. An arts project with homeless young people is particularly effective in helping the learners to become engaged with learning and employment. Some providers are able to provide appropriate childcare when required. At the time of inspection, 348 learners had benefited from this support, although not all centres are able to respond to requests. A very high proportion of the learners have remitted fees. As at the previous inspection, the provision reflects well the diversity of the population of Lambeth. Figures produced at inspection show that 71 per cent of learners are drawn from black and minority ethnic groups, well above the proportion for the borough, but a slight reduction compared with 2003-04. Thirty-six per cent of learners are men, which is above the national average for adult and community learning programmes. Particularly effective over this year has been the recruitment of men to attend a one-day introduction to family learning. Almost 10 per cent of learners have a disability, an increase of 2 per cent from the previous year.

49. The LEA has met many of the requirements of the Disability Discrimination Act 1995. Managers have received training and all providers apart from one have provided a disability audit. Funding has been secured to provide aids and equipment as induction loops, speech and magnification software and accessible keyboards. These are particularly used by learners on ICT programmes. Some community centres have partial access for people with restricted mobility, but more are now accessible for all. However, the site used by most learners is not accessible, even though that is where programmes

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targeting older learners and adults with learning difficulties and/or disabilities are provided. The LEA has had planning difficulties that have delayed the implementation of lift access. The future is still uncertain. However, adequate reasonable adjustments are not made for these learners to enable them to use ground-floor teaching rooms and toilets. Specialist equipment is not adequate for adults with learning difficulties and/or disabilities. The LEA does not have a current plan that shows how it will continue to respond to the requirements under the Disability Discrimination Act 1995.

50. The LEA continues to attract high numbers of learners from black and minority ethnic groups. Seventy-five per cent of staff have attended a one-day equality and diversity event. Enrolments are monitored by race, gender and disability and the LEA has recently monitored the enrolments and produced a report which identifies recruitment patterns. It shows that the LEA is successful in attracting black African men. However, achievement and progression has not yet been monitored, although some individual providers have local data about progression. It is not possible for the LEA to show how it is fulfilling the expectations of the Race Relations Amendment Act 2000.

51. The promotion of equality of opportunity is not fully established throughout the provision. This continues to be a weakness. The LEA asks to see providers' equality of opportunities policies, but although these policies often focus well on their intention to respond to the needs of a diverse community, few make specific reference to recent legislation, or demonstrate clearly how they will further the LEA's policies. Not all include reference to sexual orientation. Few providers' policies are more than policy statements and few have action or implementation plans. Providers are not required by the LEA to have action plans in relation to the Race Relations Amendment Act 2000 or any other aspect of equality of opportunity.

52. Arrangements for enrolment do not always take account of the needs of those with disabilities. For example, a learner with restricted mobility had to stand for an hour and a half in a queue to enrol on a course, and despite requests, adjustments were not made for her. Tutors are not fully trained in equality and diversity. Although many tutors work effectively with learners, some are not able to respond to the needs of learners appropriately. Examples were found across the curriculum of tutors who need further training in meeting the needs of learners. The failure to provide support to meet the needs of learners is a key weakness in one area of learning, as is the low level of awareness of diversity. Cultural sensitivities are not always observed. The service has started to take a more systematic approach to identifying those learners who may need additional support for a disability and now contacts learners who have a declared disability. A start has been made, but it is too early to evaluate fully the effectiveness of this.

53. Publicity materials do not indicate the extent to which centres are accessible for people with disabilities and have reserved parking spaces, or whether centres identified as possible progression routes are suitable. Too few leaflets and sources of information indicate whether information is available in a range of formats or in community languages. The availability of text telephones is not highlighted, and the main referral centre does not have this facility.

Quality assurance**Contributory grade 4**

54. Strategies for initiating improvement in the quality of provision are well thought out, and considerable effort has been made in developing and implementing new systems. The quality handbook has been revised and was reissued in February 2005. Quality assurance arrangements for the teaching provision were new at the time of the previous inspection and have now been consolidated with a range of initiatives. A team of curriculum leaders has been appointed with responsibility for managing their area of learning including carrying out observation of teaching and learning. Tutors find the feedback from these to be useful and supportive. The helpful manual and guide for the observation of teaching and learning has been updated and issued to all providers. However, some have not yet issued these to their tutors, but use them for reference. The LEA engaged external consultants to carry out observations and to identify training needs, and has found this a useful moderating process to confirm observation grades, including those from by the major provider. Through this process, unsatisfactory teaching and learning has been identified and those tutors are being supported and re-observed. In one instance, an observation of a curriculum leader has been carried out by an observer with no subject expertise. Inspection grades confirm improvement in teaching and learning, but there is still too much unsatisfactory teaching, especially in particular areas of foundation learning. Overall, the proportion of unsatisfactory teaching has been reduced since the previous inspection from 25 per cent to 15 per cent.

55. Arrangements for monitoring providers are in the early stages of development. Quality assurance was unsatisfactory at the previous inspection. The quality handbook which was issued in February 2005 contains inaccuracies. The major provider has its own systems and the LEA has concentrated on the performance of the smaller providers. There is poor document control. Many documents are undated and unsigned. Most records of the first formal monitoring visits carried out in January are not fully completed and they are difficult to follow through to specific action-planning. Monitoring takes place against contractual requirements which are common to all providers, such as checking providers' policies and procedures, but there is no numbering of requirements and criteria for reference and review. Some key documents from providers have not yet been submitted to the LEA, such as an up-to-date insurance certificate and equality of opportunity policy. The contract with the major provider, which has its own systems, is unsigned. The use of documents provided in the quality handbook is not consistent. Dates for the next formal monitoring visits are not firmly scheduled sufficiently in advance and most small providers are not yet fully aware of this cycle or requirement. Despite discussions relating to national initiatives on recognition of non-accredited learning, the LEA has no systems for moderating achievements on non-accredited programmes. External verifier reports are held centrally and in some instances curriculum leaders have not seen them until after courses have finished. Action plans for individual providers with defined targets and timescales, including those from the preferred provider selection process, are not clear. The systems to monitor the curriculum are not yet in place. The quality of assessment practice is not monitored and development plans and course reviews are not yet regularly completed. Staff development is provided to assist in these processes, but its implementation for

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providers and the LEA is still at an early stage. The potential conflict of interest where curriculum managers are employed by two of the subcontracted providers has not yet been sufficiently considered.

56. The service's self-assessment report for 2003-04 was reviewed and updated in February 2005. Self-assessment reports from the curriculum leaders and providers have contributed to the service's own report. The quality and accuracy of these varies. Tutors at some providers are not fully aware or involved in the process, although there has been a programme of essential staff development for all providers. The quality assurance and capacity manager has been assisted by an external consultant to support providers. For many this was their first attempt at self-assessment.

AREAS OF LEARNING

Information & communications technology

Grade 3

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	865	3

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

Strengths

- good development of personal skills
- good use of community venues
- good arrangements for individual support

Weaknesses

- insufficient planning and monitoring of individual progress
- insufficiently flexible provision

Achievement and standards

57. Many learners gain significant personal skills and social benefits after attending classes. Many have increased levels of confidence, feel more able to talk to others in the group and enjoy some of the pairing and group work. Some learners have gained employment after training. Learners' self-esteem has greatly improved as a result of gaining new skills and being able to help other members of the family. Many learners start with no knowledge of computers and go on to gain ICT skills at a basic level, enabling them to carry out routine computer tasks. This strength was identified at the previous inspection and in the self-assessment report.

58. Retention and achievement data is incomplete and is not robust enough to make sound judgements about the provision, although registers would suggest that retention is satisfactory. Achievement rates for 2003-04 on accredited courses are low at 52 per cent, although many learners continue and achieve at a later date. Information about achievement rates on accredited courses completed so far in 2004-05 has not been collated, so it is not possible to evaluate progress made. The lack of detail in learning plans does not allow for sound judgements about attainment.

Quality of education and training

59. The LEA makes good use of community venues. This was a strength at the previous inspection. Many of the venues are set in the middle of communities, close to home and in familiar surroundings. The convenient location of centres reduces travel times and

costs, and in some cases, is allowing learners to attend classes after work. Some centres have childcare facilities. Centres are well furnished, bright, warm and welcoming. One class caters for vulnerable learners with mental health needs. Computer equipment is good and has up-to-date software. At two sites the access for learners with restricted mobility is poor, and the seating in one of these is unsuitable. Alternative arrangements can be arranged, although this is not clearly sign-posted.

60. Learners receive good individual support. Staff are particularly responsive to the needs of learners with disabilities. There is a wide range of adaptive equipment available, and in some cases it is being used. Tutors know where to access this if it is not kept on site. Tutorials are held at some centres when learners can discuss any concerns about their training or personal problems. Learners can use drop-in facilities if they pre-book. Induction is satisfactory. Learners are given an information pack to back up the information provided by their tutor. Learners have an informal initial assessment for literacy and numeracy and if additional needs are identified they are referred for help. Referral routes are clear and well used by some of the community providers. Some of the learning materials have additional illustrations and simplified text. For learners with dyslexia, written material with differing fonts or colours are tried. The linking of literacy, language and creative writing to ICT is good at one centre. Many of the provider's staff have attended equality and diversity training, but others still need to receive this training.

61. Teaching and learning are satisfactory overall, with just over half of the classes graded good or better. The most effective tutors demonstrate good subject knowledge and plan their class well, with a good standard of handouts and tasks for completion. However, in the less effective classes, learners make slow progress and tutors are not sufficiently responsive to learners' needs.

62. The planning and monitoring of learners' progress is insufficient. This weakness is similar to that in the previous inspection and is also identified in the self-assessment report. Learning plans contain few challenging targets. Some may have broad comments about using the mouse or the printer. None have a target date. Only in one case was the achievement of learning goals being recorded. Additional skills gained, such as keyboarding skills, dexterity with the mouse and faster data entry are seldom recognised. The identification of previous knowledge and experience is inconsistent. Learners are asked to assess whether they have any prior knowledge or experience of computers, but tutors do not comment on the accuracy. Few records on the learners' progress are maintained by tutors. Tutors do not record specific help or training provided and it is difficult to evaluate the effectiveness of the class. Some learners keep logs but tutors seldom comment on the learners' perception of how they are progressing. There is no formal monitoring of achievement of modules for groups of learners. On accredited courses, no targets are set for completing modules or even parts of them. Learners do not know if the amount of time they are taking to achieve is reasonable.

63. There is insufficient flexibility in the type of courses offered. This was identified at the previous inspection. Many learners start on entry-level courses, but when they want to progress, there are insufficient single subjects offered in some centres. Learners are

expected to complete the full qualification on accredited courses, as the LEA does not offer any single-subject accreditation. Courses are only available up to level 2, but learners can enrol with other local providers if they wish to progress further. Not all learners are clear about these opportunities. However, a few web-design classes are offered.

Leadership and management

64. Leadership and management have improved since the previous inspection when it was unsatisfactory. The area of learning now has a curriculum leader who works with the providers to improve the ICT provision. Communications have improved. Effective action has been taken to deal with the weaknesses identified at the previous inspection, although several still remain. Teaching observations are carried out well. There is a detailed timetable for observing teaching and learning, and resulting actions are followed up.

65. Resources are satisfactory. Many of the centres are good, with suitable computer equipment and rooms. Only two of the sites visited were not adapted for adults with disabilities. Tutors are suitably qualified. Many tutors have attended training for equality and diversity, and providers attended training for the Disability Discrimination Act 1995. However, not all tutors have an understanding of cultural issues. A significant improvement has been the provision of technology aids to support learners. However, despite the positive action that has been taken to improve the provision, the LEA does not have an effective system for measuring attendance of drop-in workshops, or for monitoring the progress of learners who enrol each term.

66. The self-assessment report has recognised some of the weaknesses in the provision, but overestimated the strengths.

Hospitality, sport, leisure & travel**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	377	3

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

Strengths

- good health and social benefits for learners
- good standards of work in classes for the elderly

Weaknesses

- unsatisfactory target-setting and monitoring of progress
- insufficient planning of provision
- insufficient management information to bring about improvements

Achievement and standards

67. Health and social benefits for learners are good. This strength was identified at the previous inspection. Learners gain knowledge and develop good understanding of the body and how to exercise safely. They learn how to maintain levels of fitness and how to prevent the onset of conditions which are common in later life. Many learners gain significant relief from medical conditions and improve flexibility, stamina and strength. Learners' energy levels increase and they have a feeling of well-being after classes. They find it easier to deal with stress. Learners value the social element of attending classes and many have made new friends. Older learners in particular comment that the classes give them a reason for going out and help them to reduce their sense of isolation. Learners in some classes meet at the end of the session and tutors use this time to discuss healthy eating tips. One dance exercise tutor organised a theatre trip so that learners could see a professional example of the style of exercise which they would be learning. The learners have gained confidence and are now working on routines which they plan to perform as part of a college award ceremony. Learners are encouraged to try other forms of exercise and some participate in activities such as organised local walks.

68. Older learners improve their co-ordination, balance and memory skills and most are able to perform a wide range of exercises. One learner in her middle nineties participated fully in a one and a half hour fitness class and was able to get down onto the floor for relaxation and back up again without assistance. Learners demonstrate high levels of concentration and motivation, and perform activities with enthusiasm and obvious enjoyment.

69. Data related to 2003-04 is not clear. Local evidence suggests that retention rates are

satisfactory or better for 2004-05, but recognition of attainment needs further development to be of any significance.

Quality of education and training

70. Teaching is satisfactory. Tutors produce satisfactory schemes of work which plan for progressive development of skills, although the amount of detail included is variable. Class plans include a suitable range of activities and effective use of learning resources. Most include some modifications and alternatives to use if learners have injuries or medical conditions. In a few plans these are related to particular individuals. Instructions are generally clear and all tutors observed had a good rapport with their learners. There is sufficient emphasis on safe working practices and tutors take care to give full explanations to learners about the way to use equipment correctly. In most classes, tutors use observation to assess learners' practical activity, but in some classes, there is limited use of individual correction to help learners to identify ways of improving. In the better classes, tutors use questioning effectively to check learners' knowledge and understanding and to reinforce learning.

71. Guidance and support for learners are satisfactory. Brief information about courses is available in the prospectus and tutors have a comprehensive list about sports activities, clubs and other fitness facilities in the area. The level of individual support for learners is satisfactory in most classes and learners often seek their tutor's advice about appropriate exercises that they can do at home to ease or alleviate pain. Literacy, numeracy and language support is available in the colleges.

72. Target-setting and monitoring of performance are unsatisfactory. All learners have individual learning plans on which course learning outcomes are listed. Learners use these to record what they would like to gain from attending classes. All learners now complete a comprehensive health questionnaire, but the information gathered on these forms is not used effectively to identify specific, measurable targets for learners to achieve or to plan individual learning. Tutors are working with a variety of ways to monitor and record progress, but these are largely ineffective as they are based on very general course and individual targets. Some forms list performance of an activity, but do not contain any evaluation of the standard reached. Tutors' comments on individual learning plans do not effectively identify learners' progress.

73. Planning of provision has not been effective. Planned reductions have been made, but the planning has not been effective in targeting provision to meet the needs of the community. Only 17 sports and fitness classes are provided, which include a narrow variety of activities. There is a very restricted geographic spread of courses, with classes taking place in only six venues across the borough. Twelve classes are held in one venue. Classes are offered in term time only so learners lose many of the benefits they have gained. Ninety-five per cent of classes take place from Monday to Friday, and 75 per cent are during the day. Collaboration with a national charity for the elderly has been effective in recruiting more elderly learners and the LEA has introduced classes at different levels, but as there are lengthy waiting lists for some classes. Learners are

reluctant to give up their place in one class as there are none available in classes at a higher level. This weakness was identified during the previous inspection. However, the LEA is responsive to requests from community groups and a new class has started recently.

Leadership and management

74. Many of the weaknesses identified during the previous inspection have been dealt with satisfactorily. Improvements include the appointment of a specialist as curriculum lead, the introduction of a comprehensive health screening questionnaire, the provision of changing facilities and the recruitment of new tutors. Unsuitable venues are no longer used, the documents in tutor course files have been standardised and there has been an improvement in the cleanliness in classrooms. Observations of teaching and learning are systematic, and action-planning for tutors has been effective in resolving weaknesses. Teaching and learning remain satisfactory. Good practice is shared, and tutors have attended several staff development workshops recently. Tutors are paid to attend this training and curriculum meetings. The LEA also pays for tutors to attend courses for professional development.

75. Resources are now satisfactory, although they had been identified as a weakness at the previous inspection. Accommodation is fit for purpose and classrooms are sufficiently spacious, well-lit and with heating levels appropriate for exercise. Changing facilities are now available at all venues. A sufficiently varied range of equipment is available for keep fit classes, and sufficient yoga and exercise mats and blocks are provided for learners. Arrangements for risk assessment are satisfactory. However, the largest number of classes for the elderly are held on the first floor of premises and there is no lift. Staff qualifications are satisfactory. Tutors have appropriate and up-to-date specialist qualifications and experience, although some do not yet have full teaching qualifications. Three of the six fitness tutors are awaiting certificates for part 1 of the teachers' qualification and two of these are currently working towards part 2. The three other fitness tutors will start part 1 in September. Tutors do not hold current first aid certificates, but a date for training has been planned.

76. Equality of opportunity is satisfactory. A high proportion of learners are from black and minority ethnic groups. Seventy-five per cent of learners, attending classes with the major provider in this area of learning, receive remission of fees and classes with the other provider are free. Crèche facilities are available for one evening class in a community centre, without which learners would not be able to attend the class. However, there is little evidence of the promotion of equal opportunities in classes and tutors still have little awareness and understanding. In the buildings where most classes are held, adjustments have not been made so that those with restricted mobility can have level access.

77. The curriculum lead does not have sufficient overall data or information about the area of learning as a whole to bring about improvements. Monitoring of providers by the LEA is not yet sufficiently rigorous and curriculum lead meetings are ineffective as a

mechanism for setting and reviewing standards. Targets are only set for recruitment and guided learning hours and data is too unreliable for closer monitoring. The curriculum lead is employed by the provider responsible for 90 per cent of the provision in this area of learning and teaches eight of the 11 fitness classes. This presents potential conflict of interest for the LEA when making judgements about the quality of provision. The teaching has been observed by external consultants and the lead's line manager, who is not a sports specialist, as part of the moderation process. The self-assessment report is not accurate or sufficiently informative.

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

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	803	3

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

Strengths

- very good standards of practical and technical skills
- very effective teaching in dance and drama
- very good specialist resources in visual arts and textiles
- very good provision to engage hard-to-reach learners in community classes
- very effective support for tutors in performing arts

Weaknesses

- slow progress in a minority of classes in performing arts and media
- ineffective use of formal assessment in visual arts and textiles
- insufficient reflection of cultural diversity of learners in the visual arts curriculum
- insufficient support for learners with specific needs in visual arts and textiles
- ineffective quality monitoring

Achievement and standards

78. Learners achieve high standards of practical and technical skills in all aspects of the provision. This was recognised in the self-assessment report and at the previous inspection. In many classes, learners learn to apply their skills to an industrial context. For example, those in drama participate in touring productions to hostels for the homeless. Drama learners demonstrate confident presentation skills and the ability to work experimentally in rehearsal. Some learners at a salsa class participate in social dancing, and learners at one community provider stage a showcase event of mixed-media performances in a local venue. Some music technology learners are working towards producing a compact disc of rap material. In an art workshop, learners are using a computer for research and a digital camera to record work.

79. Achievement rates on the small number of accredited courses in 2003-04 were high, but rates of retention were low at 75 per cent. Rates of retention across the provision were satisfactory at 88 per cent. However, figures provided were not consistent in different parts of the report. At the time of the inspection, data for 2004-05 was not accurate. The final information provided suggests that the 2004-05 retention rate is satisfactory at around 88 per cent. Information on achievement rates for the small number of accredited courses was not clear.

Quality of education and training

80. Teaching and learning in dance and drama are very effective. In the best classes, tutors effectively integrate theory with practice in well-planned and well-structured classes. Tutors use an effective range of teaching and learning strategies to challenge and support learners. Learners make good progress and understand what they need to do to improve. For example, learners at one community provider quickly overcame nerves to perform short presentations on video camera in a supportive and safe environment. In the best classes, learners receive very helpful feedback on their progress. For example, in one beginners steel pans class, complex tasks are effectively broken down to help learners rehearse and quickly perform a short section of music in four parts. In the good or better teaching in visual arts and textiles, project briefs are well designed to challenge learners. In a life drawing class, learners develop greater understanding of art techniques and visual awareness through compositions influenced by film-editing techniques. In an art workshop, learners are encouraged to use the computer to research other artists' work with good effect.

81. Provision to engage hard-to-reach learners in performing arts is mainly good and sometimes outstanding. Well-targeted partnership arrangements with six community-based providers enable a large proportion of the provision to attract new learners in community venues across the borough. The curriculum area has made significant progress since the previous inspection to provide a good range of courses which attract non-traditional learners in 14 new venues. On successful completion of their courses, learners often progress onto relevant courses in mainstream provision or employment.

82. Assessment in performing arts and media is satisfactory. All learners have an individual learning plan which in most cases includes appropriate learning goals for learners. However, while their use in planning learning and monitoring progress has improved significantly since the previous inspection, some learning goals are not sufficiently challenging and the progress of learners on non-accredited courses is not always sufficiently well recorded or moderated. Assessment practices and monitoring of learners' progress on accredited courses are good and this is identified in external verifier reports.

83. Additional support for learners is satisfactory in performing arts. All learners receive an initial diagnostic assessment of their starting points. This is a significant improvement since the previous inspection, but information is sometimes insufficient to support learners' needs. When learners are referred for individual support, they do not always attend the sessions provided. However, one community provider effectively supports many learners to attend the additional learning support classes, provided by a local college, through continued study and personal support in the form of a study group. This helps learners in the transition from community to mainstream provision.

84. Learners make slow progress in a minority of classes in visual and performing arts and media. In these classes, the planning of learning is poor with insufficient focus on how learning will be achieved. A small range of teaching and learning strategies is used,

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and learners have few opportunities for participation. Learners' needs are not met. Classes are poorly structured and tutors do not effectively check learners' progress or reinforce their learning. In most of the classes in visual arts and textiles tutors do not check learners' understanding.

85. In visual arts and textiles, formal assessment practice is not effective to assist learning. In most classes assessment is weak. Tutors use a tick box system to record progress against very broad learning outcomes and provide very little written feedback to learners with comments to help them improve. However, a few teachers have a better understanding of assessment and mark work against specific measurable criteria and give good written feedback to learners. Informal verbal feedback to learners is generally good, but there is insufficient use of self-assessment and peer assessment. Learners are not given the opportunity to develop their self-evaluation or critical skills. Individual learning plans are in place but these often have gaps where learners have not filled in all the sections, or they are unsigned.

86. The diversity of the community is not reflected in the courses offered in visual arts and textiles. Most of the courses are traditional subjects and include life drawing, clothes making, soft furnishing and flower arranging. Some efforts are made to introduce cultural diversity into the classroom but as yet this is a token gesture, rather than considered and actively promoted activity. There is insufficient cultural awareness and sensitivity in the design of the curriculum. Life drawings are exhibited in the classroom and public areas, with insufficient regard for cultural sensitivities. In an art class, a project on culture encourages learners to look at other cultures for influences, but this is not supported by any in-depth knowledge or understanding, and does not build on the experiences of the learners. The LEA has identified the low enrolment of men on these courses, but little attempt has been made so far to offer courses that might be more appropriate.

87. Additional support for learners is not sufficient in visual arts and textiles. Although initial assessment is in place and learners can self-declare support needs, none of the learners interviewed who had requested support was receiving it. Teachers do not have the skills and teaching strategies to deal with individual needs, and many of the staff have a poor understanding of diversity. Class plans do not reflect any response to individual needs. For example, in one class a deaf learner was left at the back, and the teacher had her back to her during a demonstration and verbal commentary. In another class, a learner who was learning English had problems understanding verbal instruction and had to ask another learner for help. Visual arts and textiles courses are often over-subscribed. Insufficient adjustments are made at enrolment for learners with a disability. A learner with restricted mobility was not allowed to enrol by telephone. She had to queue for an hour and a half and was not provided with a chair or other suitable support.

Leadership and management

88. The support provided for tutors in performing arts is very effective. There is effective communication between tutors, providers and the curriculum leader through regular forum meetings and visits to community providers, staff training and a well-planned

programme of teaching and learning observations. There is now an improved awareness and understanding of the planning and structuring of learning, an improved tutor focus on and recording of learners' achievements, and more understanding of the standardisation of class planning and schemes of work, and some sharing of good practice between providers. In visual arts and textiles, progress has been slower, although communication with part-time staff has improved.

89. The self-assessment report is analytical, with good focus on the quality of teaching and learning. It deals with many issues highlighted in the previous inspection, and has clear plans for development. However, the report did not identify all of the strengths and weaknesses identified during inspection.

90. Specialist resources for visual arts and textiles are good and learners have good access to materials and equipment. In a sewing techniques class, learners are able to have hands-on experience of threading overlockers. In a photography class, learners can use a large studio and two darkrooms. Staff are well qualified and have, or are working towards, teaching qualifications. All art and textile staff have received recent training in the use of digital cameras and these are now used widely to record work that is displayed in classrooms and public spaces. In performing arts, most tutors are practising professionals and have current industry knowledge and expertise. Half of all tutors have a relevant degree and some have a relevant teaching qualification. The quality of resources and facilities varies from industry-standard music technology equipment in one established community provider, to satisfactory teaching spaces in some of the newer providers.

91. Equality of opportunity is satisfactory in performing arts and media. Provision generally reflects the diversity of the learner profile, and tutors are culturally aware and responsive. However, provision is not always accessible to learners with restricted mobility. In visual arts and textiles, the levels of awareness are not always satisfactory and staff have had insufficient training.

92. Quality assurance is unsatisfactory. Target-setting and monitoring of performance are not yet used sufficiently. Staff do not use data for planning, to set targets or monitor performance. For example, there are no curriculum area recruitment targets for new and hard-to-reach learners and no retention and achievement targets for curriculum area or individual courses. No meaningful targets are set for the number of new courses or community providers to effectively measure the success of the process of rationalising the provision since the previous inspection. A very successful programme of observations is beginning to have an impact on the quality of teaching and learning. However, there are no targets for improvements in teaching and learning grades. Staff are unaware of attendance targets. Achievement and retention data currently available to curriculum leaders is not sufficiently reliable to effectively monitor performance. There is insufficient moderation of on-course progress for non-accredited courses. Curriculum leaders do not review external verifiers' reports until programmes have finished. Although there has been a significant development in awareness since the previous inspection, staff are not sufficiently involved in the self-assessment processes, nor do they fully understand quality assurance processes. Curriculum leaders do not

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have access to, or use 2003-04 course reviews or action plans and are unclear how these are monitored.

Foundation programmes**Grade 4**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	526	4

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

Strengths

- good focus on oral skills in ESOL teaching
- good teaching on visual and performing arts courses
- successful targeting of community provision in ESOL and literacy and numeracy
- successful recruitment of black and minority ethnic learners in literacy and numeracy

Weaknesses

- much unsatisfactory teaching in literacy and numeracy
- unsatisfactory target-setting and monitoring of progress in ESOL
- insufficient provision for adults with learning difficulties
- insufficient resources
- incomplete arrangements for individual risk assessments for adults with learning difficulties

Achievement and standards

93. Most learners on literacy, numeracy and ESOL courses become more confident and improve their social skills. One older Somali woman explained that she can now confidently communicate and hold a conversation with an inspector.

94. Learners' progress in developing literacy and numeracy skills is mainly satisfactory, although learners make slow progress in some classes. In ESOL classes, standards of work in learners' files are satisfactory, with evident progress in written work. In classes for adults with learning difficulties and/or disabilities, most learners mainly achieve satisfactory standards, although in a few classes they exceeded expectations. Attainment for these learners is satisfactory. Their progress is monitored and recorded. Most achieve the targets on their learning plans and their work shows appropriate progress and maintenance of skills.

95. Progression for adults with learning difficulties and/or disabilities is satisfactory. Many progress to other courses, but few progress to college courses. There are too few opportunities in the same centre for ESOL learners to progress.

96. The retention rates on 50 per cent of ESOL classes is high at 89 per cent, and attendance records suggest that this is accurate. However, on short courses in literacy

and numeracy, rates of retention are low.

Quality of education and training

97. In ESOL provision, teaching and learning have improved since the previous inspection. In most classes learners benefit from the focus on developing oral skills. All classes observed are satisfactory or better. Better classes have well-thought-out schemes of work, and detailed class plans with clear learning outcomes and individual targets. In one good class, the tutor successfully integrated language teaching on the topic of the weather with the development of ICT skills. Learners benefited from both activities, practising oral language structures around the table and then word processing correct sentences on the computer. In another class, learners were challenged to produce and widen vocabulary and language structures on the topic of jobs and job advertisements. In this class, the tutor used a variety of teaching methods and materials, including realia, such as job advertisements from newspapers, to elicit a good response from the learners. Commercially produced materials are used to good effect across the ESOL courses and tutors effectively adapt and produce materials for their own use. In the less successful classes, tutors are too dependent on the use of handouts.

98. Teaching and learning in visual and performing arts for adults with learning difficulties and/or disabilities is good. Classes are well planned to meet the individual needs of learners, based on their initial assessment. Teaching is stimulating and uses the subject very effectively to develop personal skills and confidence. Learning support assistants support learners well and intervene to ensure learners achieve as independently as possible. The intensive communication support they provide is vital to learners' success. In one class observed, learners prepared for a musical performance while developing their skills in working with other people, as well as self- and peer evaluation. They participated with enthusiasm and showed excellent concentration. In another class, learners developed very good interpersonal skills through drama. The learners interacted very well with each other, despite their particular difficulties in social interaction and communication. Teaching in this area was good at the previous inspection and support in these classes has improved since then. In the classes that were less effective, tutors did not focus sufficiently on individual needs. In a minority of classes, teaching is unsatisfactory. Class plans do not fully take into account individual needs, and activities are insufficiently challenging.

99. The community providers are successful in reaching learners who are hard to reach. Literacy and numeracy programmes are offered in centres for people recovering from drug and alcohol misuse, people with mental illness, and women refugees and asylum seekers. Others cater for homeless people or, for people who feel safest close to home, in a small estate project or library. Providers work effectively with a range of community organisations to widen the participation of hard-to-reach learners. For instance, Somali and Bengali learners benefit from the language and cultural support they receive from the partner providers. Many ESOL learners are able to attend because the classes are in their local area.

100. Assessment and monitoring of learners' progress have improved and are satisfactory in literacy and numeracy. Learners have an initial assessment of their skills and sometimes an additional diagnostic assessment. Results of assessment feed into a well-designed individual learning plan, which begins with a statement of a learner's existing strengths. Many individual targets are achievable and measurable and are regularly reviewed. However, in weaker classes tutors do not use assessment results sufficiently to plan classes. In one class, no assessment of learners' numeracy skills had taken place. The tutor was teaching a class on managing a weekly budget without knowing whether the learners needed such teaching. In provision for adults with learning difficulties and/or disabilities the initial assessment is detailed, but planning does not always take this into account sufficiently.

101. Guidance and support are satisfactory. In literacy and numeracy, tutors have information on progression opportunities and advise learners well. Some tutors accompany groups into the local college to introduce them to a new learning environment. However, other tutors have little experience of different provision and are unable to advise learners appropriately. A community worker at the main college site provides support for learners with social or welfare problems. Information on courses is available on the service website, but is out of date. Some course descriptions use language which is difficult to read. Learners with dyslexia are referred to the local college. All ESOL learners have an induction and information on the support available and on progression routes. Some learners are unclear about where to go for guidance on further learning. Support for learners on programmes for adults with learning difficulties and /or disabilities is satisfactory. College staff and parents, carers or external agencies keep in regular contact to help resolve individual problems.

102. Too much teaching and learning in literacy and numeracy is unsatisfactory and some is very poor. In the least effective classes, tutors plan inappropriate activities, do not involve learners sufficiently or give proper feedback on completed work. In some classes, too little time is allowed for learners to practise new skills or complete exercises. In others, learners do not have enough opportunity to discuss topics before writing about them. In one class, a tutor marked work individually without explaining learners' errors or speaking to them at all. Another tutor gave out an exercise for learners to complete but repeatedly interrupted their concentration with confused explanations. However, half of the teaching is good or very good. Good classes are carefully planned with individual needs in mind. They involve stimulating activities and well-designed materials.

103. All ESOL learners are offered initial interviews, but the information is not used to plan for their individual needs. Progress reviews and individual target-setting is inconsistent and weak on most programmes. Learners have short- and long-term goals, but it is not clear what steps should be taken to achieve them. As recognised by the provider in the self-assessment report, this is an area for development. Training has been offered, and systems and documents put into place to embed this in class planning and delivery.

104. Provision for people with learning difficulties and/or disabilities is insufficient. As

part of its quality improvement strategy, the LEA has reduced the number of providers it uses. Most courses run in only one college, with a small number of classes in two other centres. The courses are daytime only and term time only. There are limited opportunities for progression and learners cannot always get onto their first choice of course. In ESOL provision learners do not have sufficient local provision to practise their skills. Not all centres provide childcare support.

Leadership and management

105. Recruitment of learners from black and minority ethnic groups is good. Learners from these groups make up 81 per cent of enrolments in literacy and numeracy provision. A few tutors select their teaching resources carefully to reflect the needs of learners in their classes and to deal with issues such as racism. Published learning resources which are available to tutors also reflect diversity. However, retention and achievement are not routinely analysed by ethnicity, gender or disability. There is little active promotion of diversity through the curriculum.

106. The new arrangements for curriculum management have brought about some satisfactory improvements, but weaknesses found at the previous inspection remain. Communications with providers have improved and they are clearer about what is expected of them. Tutors are better supported. Staff development and opportunities to share good practice have improved but in literacy and numeracy, planned staff development has not taken place. A significant limitation in managing provision is the insufficiently reliable data to evaluate and plan their provision. Reliable systems are not yet in place for measuring achievement on non-accredited courses in ESOL and literacy and numeracy provision. Performance indicators are at an early stage of development.

107. Quality assurance of teaching and learning has improved. In ESOL, and literacy and numeracy, observations of teaching and learning are frequent and rigorous, with clear action plans for tutors. Grades are moderated by joint observations. Considerable individual support has been put in place for tutors in greatest need of development. In ESOL the teaching and learning has much improved. This was a key area for improvement in the previous inspection. However, in literacy and numeracy, support for some tutors is not yet effective and action plans for others are not followed up. There is still too much unsatisfactory teaching overall in this area of learning. The role of the co-ordinator for adults with learning difficulties and/or disabilities is unclear, with potential conflicts of interest. She is employed by the local college, but carries out class observations in her own organisation as part of the LEA's quality assurance system. The self-assessment reports in this area did not identify all of the weaknesses. The process involved all providers, but not all tutors contributed.

108. Resources are insufficient. This was a weakness at the previous inspection. Too few tutors in literacy and numeracy and in provision for adults with learning difficulties and/or disabilities have specialist qualifications. Just under 50 per cent of tutors have a teaching qualification although some are currently studying for qualifications. One tutor who is teaching literacy and numeracy has no higher level qualifications. The weakest

teaching in literacy and numeracy is by tutors who have little understanding of the way literacy and numeracy skills are acquired. In literacy and numeracy some tutors produce good materials, but others continue to produce materials in inaccessible font and with confusing typographical issues. In the main site used for literacy and numeracy, tutors do not have sufficient ICT resources, but in the community venues facilities are often very good. In ESOL provision, ICT resources are insufficient. In the provision for adults with learning difficulties and/or disabilities, kitchen facilities for cookery classes where most classes run are unsatisfactory. Although new equipment has recently been bought and some specialist equipment has been ordered, there are no adjustable height cookers and sinks to meet the needs of some learners. There is no adapted or specialist equipment, particularly for learners with visual or hearing impairments. Much accommodation at this centre is drab. Accommodation and facilities were poor at the previous inspection and there has been little improvement since then. Although a small amount of new ICT equipment has been provided, there is too little adaptive technology and specialist software. The main centre used by the learners does not have a lift. The main accommodation used by adults with learning difficulties and/or disabilities is in a temporary building at the rear of the site. Although the accommodation is comfortable, it does not have toilets, and learners have to walk to the main site for this facility.

109. Arrangements for risk assessments are incomplete. Although the provider's policy on the protection of vulnerable adults specifically mentions individual risk assessment, they are not sufficiently rigorous. Initial assessment takes into account medical and disability issues, but there are no specific risk assessments for individuals in particular situations. For example, a learner with a visual impairment who attends cookery classes has not had a risk assessment, neither have learners attending woodwork classes. Action has not been taken to identify specific actions required to minimise risks relating to any cognitive, behavioural or manual dexterity difficulties. The general risk assessment for the cookery classroom did not recognise the need for high visibility markings on steps from the kitchen for learners with visual impairments.

Family learning**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	398	3

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

Strengths

- good focus on practical learning to enhance parenting skills
- imaginative range of first steps provision

Weaknesses

- inadequate recording of learners' progress
- ineffective quality monitoring

Achievement and standards

110. The development of parenting skills is satisfactory. As is common in family learning, many learners demonstrate more confidence as parents, for example in helping with children's homework, personal skills and improved English. A number of parents gain employment, voluntary and paid, in school and elsewhere.

111. The data indicates that rates of retention are high, particularly on short courses. However, some of the data is inconsistent. Achievement of Open College units of credit in 2003-04 is satisfactory, with 43 units achieved. There is confusion over the data in relation to non-accredited provision. In 2003-04 the data showed no achievements and in 2004-05 to date shows 100 per cent. The criteria for achievement are not clear. The family learning team does not analyse learning outcomes from individual learning plans.

Quality of education and training

112. The focus on the development of practical skills in teaching and learning is good. Almost two thirds of class are good or better. These are well planned as part of a coherent scheme for the course, including input for child and parent sessions separately and some joint activities. Family learning tutors make good use of tasks and activities which explain explicitly how parents can support literacy and communication skills. In one class a mother was proud of a reading book she had made using pictures of her son as a baby, which was written in a dual English and Bengali story line. Another group of mothers was shown how to help their three year olds take the lead when making biscuits together, rather than be helped by an adult. Experienced nursery teachers monitor children's interaction with their parents and peers for their school records, while also acting as good role models in how to guide and support children. Through their expert

knowledge, tutors give mainly good, clear explanations of educational terminology and procedures. Where classes are less successful or unsatisfactory, tutors are less skilled in supporting the literacy, numeracy and language needs of the adults themselves, giving insufficient consideration of adults' prior knowledge and confidence levels. Tutors are sometimes over-ambitious in the complexity of what they present and make insufficient checks on understanding.

113. The LEA organises an imaginative range of first-step provision, with a flexible approach to style of delivery and timing. Programmes include collaboration with and visits to major arts and cultural venues in London. Some courses are tailored explicitly to the needs of under-represented target groups. There are courses for Portuguese migrant workers' families, teenage parents, and families of children attending a unit dealing with autistic spectrum disorders. In the summer term, the service puts on courses informing parents about the transition from primary to secondary school. The allocation for wider family learning constitutes less than 10 per cent of the budget but is deployed in unusual projects, including a 'pampering' course, family yoga and a day event entitled 'father figures'. Men family members were invited into seven schools to watch the children's activities and join in debates about the importance of men as role models. This was very successful and 129 men joined in these events. However, although the range is wide, the service has not yet fulfilled its target to work in more diverse family settings. It is also not always possible to offer progression for learners so that they can build on their learning.

114. Support and guidance are satisfactory. The LEA provides crèche facilities for all projects. Peer support is used in a sensitive way to deal with some language barriers and teachers encourage the use of learners' own languages. Learners benefit from input from the LEA's specialist information, advice and guidance service and visits to local colleges. One learner who was stimulated by the assertiveness course, attended a drop-in advice session and subsequently enrolled on a secretarial course. Another had the confidence to seek funding to start up her own business following a family computing course.

115. Inadequate recording of learners' progress is a weakness from the previous inspection. Progress has been made, but the LEA does not expect the use of individual learning plans for very short courses and workshops, and relies instead on assessment and evaluation sheets. It offers a suggested format for individual learning plans for longer courses, which is not always implemented. Where they are used, the targets are not always specific, measurable or given a target date. Reviews are not systematically scheduled and do not reflect progress against targets. Learners do not reflect specifically on skills attained and successful styles of learning. Planned staff development on target-setting, mentioned in the post-inspection action plan, did not take place, although less experienced tutors are given support by a project worker. Observation records of two tutors mention 'no individual targets set', but no action suggested. Poor monitoring of progress was identified by external consultants.

Leadership and management

116. Strategic planning is satisfactory. The LEA has continued to work on implementing its family learning strategy, which was a strength in the previous inspection. However it is acknowledged that its aims are not significantly different from those of two years previously and that some are not being carried through, in particular the aim to extend the range of community settings. Family learning projects are based on satisfactory partnership arrangements. The LEA adapted a toolkit to make sourcing funding more straightforward. This working document outlines course frameworks on offer, information about costing, logistics and guidelines on roles and responsibilities. There is evidence of schools taking on a degree of autonomy in tailoring family learning to suit their needs. Lambeth LEA collaborates with other LEAs on projects and the local university for networking and staff development.

117. The LEA has satisfactory resources for family learning. It recognises that there are still some less-than-ideal learning environments, but this no longer disadvantages a significant number of learners. Teaching qualifications and experience are satisfactory. Most of the tutors are primary school or early years' practitioners. The more experienced staff also have a qualification in adult literacy at level 2 or a qualification in teaching English as an additional language. There is an arrangement with a local university for training and support relating to family learning, including the loan of good tutor resources. Family learning project budgets include a reasonable allocation for resources to support practical activities. Tutors make use of activity sheets, practical resources and learner-developed resources which are mostly good quality. However, some of the tutors who are used for specialist input do not have sufficient experience of adult learning needs.

118. Family learning staff have attended diversity training and regular seminars are held on strategies for attracting new learners. Bilingualism and different cultures are celebrated in positive and creative ways in classes, for example encouraging use of families' own languages, and making bilingual reading books. The service prefers to use peer support rather than interpreters if possible. A project to attract more men into schools was very successful.

119. Family learning projects have ineffective quality monitoring. Project briefs and course outlines are not always monitored for the suitability of sessions planned. The ability of guest speakers and occasional trainers to interact well with adult learners is not sufficiently considered. There is no set schedule for monitoring visits or the formal observation of teaching and learning. Family learning uses a format for recording observations which is less rigorous than that used by the rest of the adult learning service. It contains no explicit action-planning or targets for staff development and support. The LEA evaluates courses for curriculum planning and audits schools in its education action zone for the impact of family learning. However, it does not capture the information from individual learning plans for service evaluation.

120. The family learning team developed a post-inspection plan to maintain the

strengths and deal with the weaknesses from the previous inspection. The self-assessment report is broadly based on this plan and is overly optimistic. Not all the actions in the post-inspection action plan were fulfilled, and one weakness from the previous inspection remains almost as before. Two previous key strengths are now only satisfactory.