

INSPECTION REPORT

Cornwall LEA

11 December 2004



ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

Overall judgement

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

Provision will normally be deemed to be inadequate where:

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

This provision will be subject to a full reinspection.

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

INSPECTION REPORT

Cornwall LEA

Contents

Summary

Description of the provider	1
Scope of provision	1
About the inspection	4
Overall judgement	4
Grades	5
Key findings	6
What learners like about Cornwall LEA	14
What learners think Cornwall LEA could improve	14
Key challenges for Cornwall LEA	15

Detailed inspection findings

Leadership and management	19
Equality of opportunity	21
Quality assurance	22
Information & communications technology	24
Hospitality, sport, leisure & travel	28
Visual & performing arts & media	31
English, languages & communications	35
Foundation programmes	39
Family learning	44

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Cornwall Adult Education Service (CAES) was established by Cornwall County Council (the council) more than 40 years ago and is part of Cornwall local education authority (LEA). It is currently maintained by the council and operates as a semi-autonomous business unit in the council's directorate of education, arts and libraries. A governing body for CAES is responsible for its overall conduct and oversight and monitoring its performance. In April 1993, agreement was reached between the general further education college principals and the head of the adult education service to divide responsibility for adult learning in Cornwall on a geographical basis. The three further education colleges are responsible for providing adult learning in towns in which the colleges are based and their immediate surrounding area. The remainder of the county is CAES's remit. The service is divided into six geographical areas. Each area is managed by a principal. CAES also has responsibility for the literacy and numeracy provision throughout the county. This is managed by a subsidiary division of CAES, known as Link into Learning. CAES has a relatively small central team of senior managers and support staff. CAES employs approximately 700 part-time tutors.

2. CAES is funded through Devon and Cornwall Learning and Skills Council (LSC). It receives a core budget of just under £5 million, which is supplemented by additional LSC funds for family learning, learner support and community projects. In 2003-04, just over 22,300 learners joined CAES's programmes that took place at nearly 500 venues. The number of enrolments on literacy and numeracy classes has increased by 75 per cent since 2001. CAES offers provision in 12 areas of learning, however, during the two weeks of inspection only information and communications technology (ICT), sports, visual performing arts and media, languages, foundation programmes, and family learning were running sufficient classes to be inspected.

3. Cornwall is a large, rural county with a sparse, dispersed but steadily increasing population of about 500,000. Just over a quarter of the county's residents are over the age of 60. The population is widely scattered throughout small towns, villages and smaller settlements and the density is one of the lowest in the country. Approximately 99.5 per cent of the population of Cornwall is white, which is the second highest proportion in the country. The economy is characterised by very small businesses and self-employment. Much employment in the county is part time or seasonal, and there is a relatively high level of poverty, deprivation and social exclusion.

SCOPE OF PROVISION

Information & communications technology

4. ICT is the second largest area of learning for CAES. CAES uses up to 200 venues spread across all six geographical areas. These include community halls, primary and

secondary schools and local libraries. CAES has set up four learning centres known as 'dot shops' which are based in the centre of the main towns in the county. In 2003-04 there were over 1,000 individual courses, including short taster courses, weekend workshops and courses lasting from three to 45 weeks. CAES employs approximately 60 part-time tutors. A curriculum area leader is employed for two and a half days a week. In 2003-04, 65 per cent of learners were women, and over 7 per cent of learners disclosed a disability. Just over a third of learners attended flexible provision provided in the dot shops or other open learning centres. Twelve per cent of learners were part of a project to promote ICT in the community, locally known as the 'circle project'. In November 2004, 2,821 learners had enrolled on CAES's ICT programmes in 2004-05, with 41 per cent of them attending the provision in workshops. Most of these learners are on programmes that lead to national qualifications in ICT.

Hospitality, sport, leisure & travel

5. CAES's programme of hospitality, sport and leisure courses includes yoga, keep fit, swimming, badminton, squash, tai chi and Pilates, wine tasting, food hygiene and cookery. Sports courses account for a significant proportion of courses in this area of learning. Some of the 153 sports courses currently running are specifically for groups of learners, such as women, men or those aged over 50. Courses are offered throughout the county at different times of the day and evening. Many take place in venues in local communities such as village or church halls in remote rural villages. Very few sports courses lead to national qualifications. Most courses are run each term for a 10-week period. In 2003-04, there were 7,620 enrolments and 4,701 learners. Of these, 20 per cent were men. Eleven per cent were aged over 60. At the time of inspection, 2,920 learners had enrolled on sports and hospitality courses since September 2004. CAES employs 88 part-time tutors, most of whom teach for less than five hours a week. The programmes are managed through the six adult education centres.

Visual & performing arts & media

6. CAES provides courses in visual and performing arts in all six geographical areas covered by CAES in the daytime and evenings. During the first week of inspection, 150 courses took place, of which 64 were art, 40 were craft and 31 were dance. Nine hundred and five learners were enrolled on art courses, 352 on craft courses and 514 on dance courses. Fifteen further courses were in music, singing and art history. CAES's art courses include drawing, watercolour and oil painting and other courses focus on specific subjects such as marine or flower painting and portraiture. Most geographical areas offer a similar range of craft courses that includes sewing, embroidery, upholstery, stained glass, card-making, woodcarving and pottery. Two art courses, eight craft courses and one dance course lead to national qualifications at levels 2 and 3. Courses take place for between 10 and 30 weeks a year. Sessions last between one and three hours. A programme of art and craft workshops is run on Saturdays throughout the year. Summer schools primarily provide taster courses to help learners decide if they want to join longer courses starting in the following September. At the time of inspection, 21 per cent of learners were men. CAES employs 120 part-time tutors to teach visual and performing arts programmes and two part-time curriculum leaders have recently been appointed to provide specialist advice to managers and tutors.

English, languages & communications

7. CAES currently runs 93 courses English, languages and communication, of which 87 are in modern foreign languages and six are in English. Nine courses lead to national qualifications. In 2003-04, the county received 1,767 enrolments. At the time of inspection, 1,379 learners had enrolled on these programmes since September 2004, of whom 873 were women. The range of languages offered includes Arabic, Cornish, French, German, Italian, Latin and Spanish. Courses currently take place at 22 centres and last from 10 to 30 weeks. Currently 41 daytime classes make up about 44 per cent of the provision. Forty part-time tutors teach on CAES's modern languages programmes. Nineteen of these tutors are native speakers of the target language. Five tutors teach the English courses. Nineteen of these tutors are native speakers of the target language. CAES has a curriculum leader for modern foreign languages and another who has responsibility for English and performing arts.

Foundation programmes

8. Just under 3,000 learners currently take part in foundation programmes, CAES's largest area of learning. Approximately 92 per cent of these learners attend literacy and numeracy programmes. Approximately 7 per cent of learners are on courses in English for speakers of other languages (ESOL). Thirty-one clients are currently on Jobcentre Plus-funded short intensive basic skills (SIBS) training in literacy and numeracy. They attend for 30 hours a week. Learners with learning difficulties and/or disabilities also take courses in literacy and numeracy. Courses are provided in 28 Link into Learning centres and 29 community locations throughout the county, such as care homes, libraries, community centres, workplaces and schools. Most learners enrolled on the Link into Learning workshops attend for a maximum of three hours a session and some attend more than one workshop a week. Learners can start an individual learning programme at any point in the year. One hundred and thirty-seven staff provide training, of which 21 are full time and 116 are part time. Foundation courses are managed by a full-time principal and four assistant principals. Currently 80 volunteers assist learners across Link into Learning centres. Learners on most courses are offered the opportunity to work towards nationally recognised qualifications from pre-entry level to level 2. CAES provides short courses specifically for learners wanting to gain a national certificate in literacy and numeracy at levels 1 or 2.

Family learning

9. Cornwall LEA offers family literacy, language and numeracy (FLLN) and wider family learning programmes. At the time of inspection, 37 family learning courses were offered at 34 venues including primary and secondary schools, community centres and premises belonging to voluntary and statutory organisations. During the inspection, 19 of these courses were intensive family literacy and numeracy courses. Accreditation is offered to adults following family literacy, language and numeracy courses at levels 1 and 2. Nineteen courses were shorter wider family learning courses based on different subjects such as pottery, arts, exercise and languages. On these courses, adults work with their children to help build their confidence and develop parenting skills. Since September 2004, 151 adult learners have enrolled on family literacy and numeracy courses, of which nine are men. Eleven of the 146 adults on wider family learning are men. Three people from minority ethnic communities have enrolled on wider family learning programmes. The Link into Learning principal has line management of the new management structure that was set up in September 2004. Four established members of staff have responsibility for managing and developing the programmes. They use part-time tutors to teach the programmes.

ABOUT THE INSPECTION

Number of inspectors	26
Number of inspection days	178
Number of learner interviews	935
Number of staff interviews	315
Number of locations/sites/learning centres visited	180
Number of partner/external agency interviews	17

OVERALL JUDGEMENT

10. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, CAES's arrangements for equality of opportunity are good. CAES's leadership and management are satisfactory, but its quality assurance arrangements are unsatisfactory. The quality of the provision in ICT, foundation programmes and family learning is good. The quality of the provision is satisfactory in sports, and visual and performing arts and media. In languages the provision is unsatisfactory.

GRADES

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

Leadership and management		3
Contributory grades:		
Equality of opportunity		2
Quality assurance		4

Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
Using IT - Adult and community learning	2821	2

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation - Adult and community learning	2920	3

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts - Adult and community learning	905	2
Crafts - Adult and community learning	352	3

English, languages & communications		4
Contributory areas:	Number of learners	Contributory grade
Languages - Adult and community learning	1379	4

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
ESOL		
- Adult and community learning	208	4
Literacy and numeracy		
- Adult and community learning	2735	2
- New Deal 25+ and work-based learning for adults	31	2
Family learning		2
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	297	2

KEY FINDINGS

Achievement and standards

11. **Learners develop good technical skills on CAES's courses in ICT, visual and performing arts and sports.** Many learners who are new to using computers make rapid progress in mastering the basics of using a keyboard and mouse, navigating the software menus and managing their files. Learners on exercise and keep fit classes develop a good command of posture, balance, movement and co-ordination. The good technical skills learners on art, craft and dance courses include good observational skills and good hand-eye co-ordination.

12. **Parents and carers develop good personal skills to support children's learning on family literacy and numeracy courses** and gain a good understanding of how children learn. **Many learners on foundation programmes make good use of their improved literacy and numeracy skills in their work and daily lives.**

13. Attainment on modern foreign languages and ESOL is satisfactory. Many learners develop good writing skills in their chosen language, but the communicative skills of speaking and listening are less well developed.

14. **Retention rates are particularly good on foundation programmes and courses in modern foreign languages and ICT.** Between 82 and 91 per cent of learners complete these programmes. The numbers of learners enrolling on languages and programmes leading to national qualifications in literacy and numeracy has increased significantly since 2002-03. Retention rates are satisfactory on sports courses.

15. **Achievement of national qualifications in literacy and numeracy is good.** Almost 85 per cent of clients on SIBS courses achieved the national qualification at level 1 or 2 in eight weeks. Just over 73 per cent of the 1,500 of Link into Learning learners who

entered for national qualifications achieved the required standard.

16. Retention and achievement rates are good on visual arts courses leading to national qualifications. However, in some areas of learning, such as languages and ICT, the data on learners' achievement of qualifications throughout the county is not readily available.

17. CAES does not sufficiently record the achievement of learners on courses not leading to a qualification. Many personal learning records do not fully reflect learners' individual achievements. Learners in all areas of learning rarely have a record of their personal achievements, such as their increased confidence, improved ability to learn and progress in their chosen subject.

Quality of education and training

18. Eighty-eight per cent of lessons observed were judged to be satisfactory or better. Learners benefit from good teaching and learning on art, ICT and family literacy and numeracy programmes. Art tutors use a wide range of learning activities that successfully challenge them to develop new skills and raise their standards of work. Similarly, many ICT tutors make learning fun in action-packed learning sessions. These tutors successfully ensure that the content of learning sessions is relevant to learners' lives. **CAES's family literacy and numeracy tutors use good resources and imaginative learning activities and projects** that successfully motivate learners to develop their skills in learning as well as parenting.

19. Learners living in the regions covered by CAES benefit from the wide range of courses the organisation offers. The geographical spread of locations used for classes is extensive and includes many rural and remote towns and villages. The use of laptops enhances the range of ICT courses that take place in community venues and offers learners a good choice of different modes of learning at different levels. Similarly, the diverse range of subjects and specialisms provide learners with an interesting choice of visual and performing art courses, including some unusual subjects such as marine painting, willow sculpture and belly dancing. Many new programmes have been established in response to identified needs in areas previously without programmes in language learning programmes. Courses in eight languages are offered, and there are satisfactory progression opportunities for learners in most of them. The geographical spread of the sports classes is particularly good. CAES offers good opportunities for learners to progress to higher levels in yoga, tai chi and badminton.

20. Very effective partnerships have successfully led to foundation and family learning programmes being offered in locations with high levels of unemployment and economic and social disadvantage. Many Link into Learning workshops have extensive opening hours that give learners good flexibility when planning their attendance. Family learning managers have recently succeeded in extending the provision, already successful in primary schools, to secondary schools.

21. **Extensive learning resources enhance foundation programmes.** Link into Learning centres are well equipped and teaching staff make good use of the ICT resources to develop learners' literacy and numeracy skills and introduce them to computing. Many teaching staff have good expertise in teaching literacy and numeracy and benefit from the comprehensive staff development programme.

22. Resources in visual and performing arts, ICT, sports, languages and family learning are satisfactory. CAES's designated adult learning centres provide learners with good facilities. Most other accommodation used for classes provide adequate facilities and learning environment. However, some rooms and halls not owned by CAES are too cold or are too small to accommodate the number of students on class registers. Most tutors are occupationally and vocationally competent to teach their subjects. However, about 25 per cent of tutors do not have a teaching qualification. Some language and ESOL tutors do not have the required expertise in teaching languages.

23. **Learners receive particularly good personal and additional support in foundation and ICT programmes.** Voluntary support workers and tutors provide good additional support to learners working on tasks in small groups or individually. Similarly, ICT tutors provide effective individual coaching to help learners overcome barriers to completing specific learning activities.

24. Staff provide learners on all courses with satisfactory advice and guidance when they join a programme. Some learners on family literacy and numeracy and visual art courses receive useful advice on how they might develop their skills further after the end of a course.

25. CAES provides satisfactory support for learners who require additional teaching and learning in literacy or numeracy to complete their main learning programme. This mostly applies to learners working towards national qualifications. Although few tutors routinely assess learners when they join a programme, many provide extra support in literacy or numeracy once a need has been identified. One Link into Learning centre provides particularly effective assessment and support for learners with dyslexia.

26. Learners receive satisfactory feedback on the quality of their work in sports, visual and performing arts, foundation programmes, ICT and family learning. However, too few tutors effectively use individual learning plans and personal learning records to plan learning activities and monitor learners' progress.

27. **Some teaching and assessment practices on language courses are inadequate.** Some learning sessions are poorly planned. Many tutors use English too much and do not give learners enough opportunities to practise their listening and speaking skills. Similarly learners on ESOL courses do not adequately develop their speaking and listening skills. Many tutors use texts and worksheets too much for written exercises, with too few learning activities to develop and reinforce learners' spoken English. In ICT, the range of learning methods is too narrow in some learning sessions. Some tutors rely too heavily on the use of worksheets and workbooks and do not sufficiently encourage learners to work together in group activities.

Leadership and management

28. **Managers provide good leadership throughout CAES.** All staff have a good understanding of their roles in the organisation. Managers are well aware of CAES's objectives and how they are expected to achieve them. Senior managers have developed a successful collaborative and consultative approach to dealing with local and national changes or initiatives.

29. **Social inclusion is fundamental to all aspects of the work of CAES.** Outstanding partnership working has significantly increased the range of provision offered. Many groups that are often excluded from adult learning are provided with good opportunities to attend programmes. CAES is very successful in working with an extensive range of local, regional and national organisations to identify the county's priorities for adult and community learning and to set up new provision accordingly.

30. **Many aspects of the programmes are well managed.** Area managers effectively develop and market programmes in their geographical areas. They make good use of targets for recruitment and each year attract a good proportion of learners who are new to adult and community learning. Link into Learning staff manage the 28 learning centres that are spread across the county effectively and efficiently. CAES gives a high priority to developing its staff, especially those on full-time or substantial part-time contracts. Externally funded projects are well managed and are also successful in attracting new learners to adult learning. The provision is benefiting from the recent appointment of curriculum leaders who provide principals and tutors with useful specialist advice. However, post-holders do not have management responsibility and are not involved in recruiting tutors.

31. **CAES provides particularly effective and readily available support for learners with diverse needs.** Low fees and reduced fees for learners from identified groups are two policies that are effective in extending learning programmes to more people. Each main adult learning centre has an equality adviser who effectively manages the provision of additional learning support, mentors or adapted equipment.

32. Financial management is sound. Senior managers effectively monitor the central and area budgets every month and consult appropriately with central and area teams when allocating the annual budget. Managers keep good records. However, tutors on some courses are unaware of the budget available to them to buy learning materials and equipment.

33. **Too few part-time tutors benefit from CAES's training and development programme.** Not enough tutors routinely attend training events. This has a significant effect on the quality of teaching and learning. Some tutors are using out-of-date teaching materials or methods. Some tutors do not fully understand the purpose of some of the systems and forms recently introduced by CAES or implement them appropriately. Participation in training on equality of opportunity by part-time tutors is also inadequate.

34. **CAES has developed a thorough self-assessment process using a wide variety of sources of information** for the six geographical area and Link into Learning reports. The quality of some of the area reports is good with many sound judgements. The quality of the report for CAES is satisfactory. It is too descriptive and does not contain sufficiently clear judgements. Many part-time tutors are not fully aware of the self-assessment process or how their work has contributed to the report.

35. Internal verification is satisfactory in most areas. However, internal verifiers in some areas of learning have responsibility for internally verifying too many learning centres in the time allocated. In the languages programmes, internal moderation does not adequately verify the assessment of speaking skills. Internal verification is not adequately linked to the CAES's quality assurance system or staff development procedures.

36. CAES has developed a comprehensive set of policies that cover all aspects of the provision, such as health and safety, equal opportunities and quality assurance. However, many of these procedures are new and have not been adequately implemented by staff. Some tutors follow the procedures effectively, but many part-time tutors have not had the training they need in using the systems. For example, in some visual and performing arts and sports courses, tutors do not sufficiently reinforce or monitor safe working practices or systematically use health screening forms when planning dance or sports activities. Managers do not adequately monitor the implementation of these procedures and systems.

37. **CAES does not adequately monitor the quality of learning.** Procedures to observe learning sessions focus too much on teaching. Observers do not make sufficient judgements on how the teaching and learning activities impact on learning and help learners achieve their learning goals. Most of the observations are carried out by managers who do not have expertise in the relevant area of learning. Too few records of observed sessions contain judgements on assessment practices, learners' attainment or their standards of work.

38. **CAES uses data well to manage its provision.** Managers make good use of detailed data to help them identify their progress in meeting targets set for recruitment. However, CAES does not use data sufficiently to evaluate programmes in areas of learning throughout the service. Data on achievement is not sufficiently defined to provide useful information on learners' achievements.

Leadership and management

Strengths

- good leadership through communication
- outstanding development of provision through effective partnerships and projects
- good operational management
- successful promotion of social inclusion to learners
- particularly effective support for learners with diverse needs

Weaknesses

- inadequate participation in training by part-time tutors
- inadequate implementation and monitoring of quality assurance systems
- inadequate monitoring of the quality of learning
- inadequate use of data to evaluate some aspects of the provision

Information & communications technology

Using IT

Strengths

- good development of learners' skills
- much good teaching and learning
- good support for learners with diverse needs
- wide range of flexible provision
- particularly good use of projects to enhance resources and widen participation in learning

Weaknesses

- narrow range of learning methods in some sessions
- insufficient implementation of some systems and processes

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good development of skills and knowledge
- good range of provision

Weaknesses

- insufficient use of group learning plans
- unsatisfactory curriculum leadership

Visual & performing arts & media

Arts

Strengths

- good teaching and learning
- good development of technical skills
- good range of courses

Weaknesses

- insufficient use of personal learning records
- insufficient use of observations of teaching to drive quality improvement
- insufficient reinforcement and monitoring of safe working practices

Crafts

Strengths

- good retention and achievement on courses leading to a qualification
- good development of technical skills
- good range of courses

Weaknesses

- insufficient use of personal learning records
- insufficient use of observations of teaching to drive quality improvement
- insufficient reinforcement and monitoring of safe working practices

English, languages & communications

Languages

Strengths

- good retention rates
- good development of the provision in response to identified local needs
- effective specialist support

Weaknesses

- too much unsatisfactory teaching
- insufficiently thorough in assessment practices
- inadequate monitoring of the quality of learning

Foundation programmes

ESOL

Strengths

- good and improving retention rates
- good development of programmes in response to identified needs

Weaknesses

- too much unsatisfactory teaching
- ineffective use of individual learning plans in some learning centres
- inadequate monitoring of processes and systems to manage learning
- inadequate expertise in developing ESOL programmes

Literacy and numeracy

Strengths

- good achievement of national qualifications
- good and improving retention rates
- good attainment
- wide range of learning resources
- good individual learning support
- good development of foundation programmes

Weaknesses

- ineffective use of individual learning plans in some learning centres
- insufficiently planned jobsearch training for clients on SIBS programmes
- inadequate monitoring of systems and procedures to manage learning

Family learning

Strengths

- good attainment of skills to support children's learning in literacy, language and numeracy
- very good teaching in FLLN programmes
- particularly effective partnerships to widen participation in learning
- imaginative and creative family learning programmes

Weaknesses

- inadequate individual learning plans
- some inadequate planning in wider family learning programmes

WHAT LEARNERS LIKE ABOUT CORNWALL LEA:

- opportunities to return to learning - 'I didn't think I would ever enjoy being in a classroom'
- classes close to home
- social benefits and the confidence gained by going to classes
- learning new skills
- help to overcome fear of computers - 'I am now going to buy one'
- supportive and friendly tutors who make things very clear
- being able to try out courses first
- fun approach to learning
- having something else to focus on while recovering from an illness

WHAT LEARNERS THINK CORNWALL LEA COULD IMPROVE:

- more courses leading to national qualifications
- the paperwork
- car parking
- some of the accommodation
- more information on progression routes
- better refreshment facilities

KEY CHALLENGES FOR CORNWALL LEA:

- maintain the outstanding partnerships and very good initiatives that promote social inclusion and widen participation in learning
- improve the monitoring of the quality of learning
- build on the current developments to provide specialist curriculum support and management
- develop expertise in teaching modern foreign languages and ESOL
- improve the implementation and monitoring of the quality assurance procedures

Language of the Adult and Community Learning Sector

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

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

Other terms used in Adult and Community Learning

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

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

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good leadership through communication
- outstanding development of provision through effective partnerships and projects
- good operational management
- successful promotion of social inclusion to learners
- particularly effective support for learners with diverse needs

Weaknesses

- inadequate participation in training by part-time tutors
- inadequate implementation and monitoring of quality assurance systems
- inadequate monitoring of the quality of learning
- inadequate use of data to evaluate some aspects of the provision

39. Managers provide good leadership throughout CAES. All staff have a good understanding of their roles in the organisation. Managers are well aware of CAES's objectives and how they are expected to achieve them. Most members of staff are well informed about national, local and regional developments in adult and community learning. Senior managers have developed a successful, collaborative and consultative approach to dealing with local and national changes or initiatives. They make good use of electronic communications and well-managed meetings to ensure that relevant members of staff contribute to CAES's plans in response to the changes. Frequent newsletters effectively summarise proposed changes to staff. Similarly, managers value the information and ideas they receive from members of staff and use these effectively to develop the provision. A comprehensive information and learning technology strategy has led to the development of a communications network that, although in its infancy, has already improved communications between staff throughout CAES. Other similar projects are in development. Learners benefit from provision that is in line with national and local priorities. However, some tutors working on Link into Learning programmes do not receive sufficient information on some of the developments in foundation programmes.

40. CAES has developed a very good range of programmes in all areas of learning. Managers understand the needs of learners living in remote rural areas and areas of social deprivation particularly well. They are successful in working with local, regional and national organisations to identify CAES's priorities for adult and community learning and set up new provision accordingly. Strategic and operational partners view CAES as being forthcoming and collaborative. CAES contributes effectively at meetings and provides pragmatic leadership on the use of funds on joint externally funded projects. For example, CAES has good working relationships with the local colleges, taking part in

joint marketing of learning programmes and joint staff training programmes. CAES manages co-financed projects very well. One project significantly exceeded its target of reaching 900 learners new to ICT programmes by enrolling just over 2,500 learners from the identified target group on courses on using computers. CAES has effectively extended some of these projects after the end of the period of external funding. CAES uses needs analyses well to identify gaps in the geographical spread of its programmes and the ranges and levels of programmes in the main curriculum areas. Recent research and effective partnerships have led to the inclusion of secondary schools in providing family learning programmes and the development of new courses in health care and nursing that prepare learners for progression to higher education.

41. Many aspects of the programmes are well managed. Area managers effectively set up and market programmes in their geographical areas. They make good use of targets for recruitment and attract a good proportion of learners who are new to adult and community learning each year. Link into Learning staff manage the 28 learning centres that are spread across the county effectively and efficiently. CAES's accommodation strategy for their own premises is well implemented. CAES provides satisfactory accommodation in most areas of learning. Managers also arrange for some enhancements, such as better signage or lighting, of premises not owned by CAES to improve the facilities for tutors and learners. CAES gives a high priority to developing its staff, especially those on full-time or substantial part-time contracts. Many of these members of staff benefit from effective appraisals and good opportunities for professional development. CAES has identified the insufficient specialist curriculum leadership throughout the organisation and has recently appointed curriculum area leaders in many areas of learning. The curriculum advisers and area managers are developing good working relationships. However, curriculum planning by CAES is still fragmented in some areas of learning and many tutors do not currently receive sufficient specialist advice on teaching programmes in their areas of learning.

42. Financial management is sound. Senior managers effectively monitor the central and area budgets every month and consult appropriately with central and area teams when allocating the annual budget. In particular, the substantial capital budget is currently being used well to improve access to the main buildings owned by CAES. Managers keep good records. However, tutors on some course are unaware of the budget available to them to buy learning materials and equipment.

43. CAES provides satisfactory support for learners who require additional teaching in literacy or numeracy to complete their main learning programme. This mostly applies to learners working towards national qualifications. Although few tutors routinely assess learners when they join a programme, many provide extra support in literacy or numeracy once a need has been identified. One Link into Learning centre provides particularly effective assessment and support for learners with dyslexia.

44. Too few part-time tutors benefit from the CAES's training and development programme. Not enough tutors routinely attend training events. Many tutors combine their teaching for CAES with other employment or commitments and do not sufficiently prioritise the need to update their knowledge and skills, or are not available to attend

training events. This has a significant effect on the quality of teaching and learning. For example, some tutors are using out-of-date teaching materials or methods and some tutors do not fully understand the purpose of some of the systems and forms recently introduced by CAES or implement them appropriately.

Equality of opportunity

Contributory grade 2

45. Social inclusion is fundamental to all aspects of the work of CAES. Outstanding partnership working has increased the range of provision offered by the organisation. Many groups that are often excluded from adult learning are provided with good opportunities to attend programmes. Lone parents, carers and people with mental health illnesses benefit from attending provision especially arranged for them in community centres and on the premises of residential homes. Link into Learning managers and development workers are particularly successful in responding to requests from local organisations to set up provision for specific groups of learners, including those working for small businesses. A learning bus provides good learning opportunities during the night shift for learners working at a local pasty manufacturing company. Managers adopt a realistic and inclusive approach to marketing. They have agreed not to put on discrete programmes for learners from minority ethnic groups. Instead, they work well with local organisations and multi-cultural community groups to ensure that their marketing is effective in reaching all potential learners, including those from minority ethnic groups. Similarly, managers adopt good strategies to increase the number of men attending learning programmes. Recent marketing initiatives have included marketing at a local air base, a local football club and in the fire service.

46. CAES provides particularly effective and readily available support for learners with diverse needs. Low fees and the relaxation of fees for learners from identified groups are two policies that are effective in extending learning programmes to more people. Each adult learning centre has an equality adviser who manages the provision of additional learning support, mentors or adapted equipment. In particular, learners on ICT programmes benefit from using adapted hardware, screen enlarging software and adapted keyboards. Managers use additional funds well to make special purchases to enable earners to continue their programmes. Innovative examples of activities that have supported learners in learning sessions include the use of a signer to enable communication in yoga sessions and the use of a video camera to encourage learners in keep fit classes to make video clips of themselves not only to help their learning, but also to introduce them to information technology. However, some part-time tutors are fully not aware of the availability of the adaptive equipment. Although most equality advisers routinely contact learners who have indicated on their enrolment form that they require additional support, some learners do not receive the additional equipment or support agreed. Procedures to monitor this process are inadequate.

47. CAES has a satisfactory equal opportunities policy. It is based on the council's policy which has been adapted to reflect the needs of adult learners. CAES uses the council's complaints procedure, but not all tutors and learners are aware of this. However, CAES deals appropriately with the complaints that they receive from learners and staff.

48. Although most staff have a satisfactory understanding of equality of opportunity issues relating to gender and disability, participation in equality of opportunity training by part-time tutors is inadequate. A recent survey on the promotion of racial awareness in the service identified some of the weaknesses in this aspect of CAES's work. Many staff do not have an adequate understanding of race awareness issues. Learning materials and resources used in most learning programmes are not multi-cultural. CAES does not sufficiently promote diversity and cultural awareness in its provision.

Quality assurance

Contributory grade 4

49. Self-assessment is satisfactory. CAES has developed a thorough self-assessment process using a wide variety of sources of information for the six geographical areas and Link into Learning reports. The quality of some of the area reports is good with many sound judgements. The quality of the report for CAES is satisfactory. The report for CAES is too descriptive and does not contain sufficiently clear judgements. Inspectors agreed with the grades for three areas of learning, but the report is not sufficiently critical about its provision in languages and quality assurance. Many part-time tutors are not fully aware of the self-assessment process or how their work had contributed to the report. Managers use learners' views well to assess their programmes. In 2003-04, learners were requested to provide feedback on both the course and the learning experience. However, although most managers respond promptly to learners' views on their programmes or requests for practical improvements, some learners are not aware of how their feedback is used.

50. Internal verification is satisfactory in most areas. However, internal verifiers in some areas of learning have responsibility for internally verifying too many learning centres in the time allocated. In the languages programmes, internal moderation does not adequately verify the assessment of speaking skills. Internal verification is not adequately linked to the CAES's quality assurance system or staff development procedures.

51. CAES has developed a comprehensive set of policies that cover all aspects of the provision, such as health and safety, equal opportunities and quality assurance. These form the central part of the CAES's quality assurance framework. Most of these policies are very clear and are well understood by managers and some tutors. Procedures and related forms, designed to be used to implement the policies, are well written and come with excellent guidance. In addition, CAES provides detailed guidance on the administration and monitoring of the quality assurance procedures. However, many of these procedures are new and are not adequately implemented by staff. CAES identifies this weakness in its self-assessment report, but it does not adequately assess its significance. The extent to which the procedures are followed often depends on the skills of the tutors and their understanding of the reason for the systems. Some tutors follow the procedures effectively, complete all the forms as required and use them very well to plan and record individual learning. However, many part-time tutors have not had the training they need in using the systems. Many group and individual learning records are not completed or used appropriately. Some tutors do not develop adequate schemes of work or learning plans. Some of these documents are not completed at all. In some visual and performing arts and sports courses, tutors do not sufficiently reinforce

or monitor safe working practices or adequately use health screening forms when planning dance or sports activities. Managers do not adequately monitor the implementation of these procedures and systems. The rate of sampling of the quality assurance procedures is insufficient to ensure their quality.

52. CAES does not adequately monitor the quality of learning. Procedures to observe learning sessions focus too much on teaching. Observers do not make sufficient judgements on how teaching affects learning and how it helps learners to achieve their learning goals. Most of the observations are carried out by managers who do not have expertise in the relevant area of learning. Few records of observed sessions contain judgements on assessment practices, learners' attainment or their standards of work. For example, many records on observed language or ESOL classes do not refer to learners' development of language learning skills or the feedback learners receive on their performance. Records do not provide sufficient evidence to support the grades given, which are often over generous. The process of observing learning sessions is not sufficiently monitored. It is not having sufficient effect on improving the quality of learning. Tutors receive insufficiently specific guidance on what they can do to improve the quality of their learning sessions.

53. CAES uses data well to manage its provision. Managers make good use of detailed data to help them identify their progress in meeting targets set for recruitment. Senior managers use information on retention rates for each course effectively to monitor performance and identify failing courses. However, CAES does not use data sufficiently to evaluate programmes in areas of learning throughout the organisation. Data on achievement is not sufficiently defined to provide useful information on learners' achievements. CAES does not adequately separate the achievement of national qualifications from the achievement of personal goals. CAES identifies that the assessment of learners' achievement of learning goals are inadequate. CAES is currently participating in a national project to develop more reliable assessments of learners' achievement on programmes not leading to qualifications.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
Using IT - Adult and community learning	2821	2

Using IT

Strengths

- good development of learners' skills
- much good teaching and learning
- good support for learners with diverse needs
- wide range of flexible provision
- particularly good use of projects to enhance resources and widen participation in learning

Weaknesses

- narrow range of learning methods in some sessions
- insufficient implementation of some systems and processes

Achievement and standards

54. Learners develop good ICT skills, especially in the use of software applications. Many are new to using computers and they make rapid progress in mastering the basics of using the keyboard and the mouse, navigating the software menus and managing their files. Learners are highly motivated and most of them succeed in achieving their personal goals. They apply their ICT skills successfully at home, at work and in the community, often enhancing their confidence and self-esteem. Some of their achievements contribute significantly to the development of their communities, such as by producing publicity materials for local organisations. Older learners, some in their eighties and nineties, make particularly good progress and prove that they can tackle complex tasks, such as desk-top publishing, constructing web-pages or sending images by e-mail. All learners show good levels of concentration during learning sessions. Most learners attend regularly and in 2003-04, the retention rates were good, at 91 per cent. Many learners practise their skills at home. However, some learners find that they are not developing sufficient skills in managing their computers at home or at work, especially in dealing with faults and adding new software and hardware.

55. For many learners, the achievement of a qualification is secondary to learning how to use a computer, while others wish to enhance their employability by gaining a

qualification. Pass rates are good to satisfactory, ranging from 95 to 65 per cent. All learners complete a personal learning record which lists the main objectives of their programme and whether they achieve those objectives. However, the personal learning records often only record the learning outcomes of the qualification and do not fully reflect learners' individual achievements. Learners rarely have a record of their other achievements, such as their increased confidence or improved ability to learn.

Quality of education and training

56. Learners benefit from good teaching. Good whole-class teaching is well prepared and well structured. Many tutors make learning fun in action-packed learning sessions. These tutors successfully ensure that the content of learning sessions is relevant to learners' lives and that they produce work that they can use at home, in their communities or at work. Many learners develop the ability to use computers in the most efficient way by learning good keyboarding habits, and how to customise the settings and successfully troubleshoot when things go wrong. Most tutors monitor learning well and help learners extend and consolidate their learning through a good range of techniques, including discussion and collaborative activities. In the workshops many tutors provide effective individual coaching, responding quickly to meet learners' needs. Many handouts are attractive and easy to read and the worksheets some tutors use are well structured to help learners build their skills step by step. Learners rapidly gain confidence and increasingly work independently.

57. CAES provides good support for learners with diverse needs. Tutors work well with the equality advisers to provide additional equipment and adaptive technologies such as speech activated software, screen enlarging software, adapted keyboards, screen magnifiers, forearm supports, touch screen systems and hearing loops. Other support recently provided to enable learners participate in ICT programmes has included moving a course to another venue to aid access and the provision of a mentor to provide a learner with individual support. Learners with mental health illnesses are particularly well supported with some learning sessions run specifically for them. At one adult learning centre, the equality adviser arranged for tutors to have a training session with a community psychiatric nurse. Tutors go out of their way to support all of their learners, not just those facing particular barriers to learning. For instance, learners who miss sessions are often provided with extra individual coaching to enable them to catch up.

58. CAES offers its ICT learners a wide range of flexible programmes, both during the day and in the evening. Managers make good use of laptops to enable them to set up provision in community venues. Open learning provision and courses with a set length, such as taster courses and short courses, provide learners with a good choice of different modes of learning at different levels, from entry level to level 3. CAES works closely with community groups, employers and partners to identify local needs and interests. This leads to some highly customised provision, such as a course for coastguards on using spreadsheets which runs on Saturday mornings in their own workplace. Some exciting new initiatives involve integrating ICT with other areas of learning such as sport, languages and an online gallery for learners on art programmes. However, not all the

planned activities recruit sufficient learners. In 2003-04 around a quarter of the advertised courses did not run. At one adult learning centre this figure was as high as 38 per cent. The curriculum is still skewed towards the conventional use of computers in a typical office environment. The self-assessment report correctly identified that there are very limited opportunities for learners to gain skills in technical areas, such as computer repairs and maintenance.

59. Resources are satisfactory. Computer suites in the dot shops and adult learning centres are well furnished, well lit and the equipment is up to date. Most venues have efficient access to the internet. However, the accommodation is less good in schools and community halls, where, for example, some learners experience particular problems with non-adjustable, uncomfortable chairs. The self-assessment report correctly recognised that technical support is not readily available in some venues. Although tutors work extremely hard to try to ensure that all the equipment needed by the learners is up and running, technical glitches often hamper learning. Most tutors have appropriate qualifications and experience for the courses they are delivering. CAES has identified that about 20 per cent of tutors do not have a teaching qualification and a third of tutors do not hold level 3 or 4 qualifications in ICT. CAES is preparing a development plan to help them gain more advanced qualifications.

60. Assessment is satisfactory. Tutors are conscientious about marking learners' work and often provide good oral and written feedback. Tutors also observe learners' skills during learning sessions, offering constructive reinforcement as well as tips and ideas for improvement. Learners are well prepared for tests by completing practice papers. Internal verification is satisfactory, but the internal verifier has responsibility for internally verifying too many learning centres in the time allocated. Internal verification is not adequately linked to CAES's quality assurance system or staff development procedures.

61. Some learners make good progress. However, the range of learning methods is too narrow in some learning sessions. Some sessions follow a regular pattern of demonstration by the tutor, followed by the learners having a go, with help from the tutor if they get stuck. Although this is effective for many learners, some learners find that this method does not suit their learning style. In some sessions, tutors rely too heavily on worksheets and workbooks. In a few instances the worksheets are poorly designed and do not build learners' skills. Occasionally, learners are given sample test papers too soon and often need to wait too long for help from busy tutors. Some of the commercially produced materials tutors use are too complex and often frustrate learners. On a few courses learners do not benefit from small group work and other forms of collaborative learning. Some learners do not gain sufficient skills in problem solving and experimenting when using computers.

Leadership and management

62. CAES makes particularly good use of projects to enhance resources and widen participation in ICT courses. A three-year co-financed project that ended in March 2004 was particularly successful in attracting new learners to computing courses and helping them progress to other programmes. The project was also used well to add and update

computing suites. Effective teamwork continues with another co-financed project that is successfully taking the widening participation agenda forward by attracting learners who face some form of deprivation or disadvantage, offering them free training in a flexible and accessible way. ICT is used in a particularly innovative way on this and other co-financed projects that are well managed.

63. Some tutors do not adequately use the systems and processes designed to manage learning on ICT programmes. For example, the clear strategies for the initial assessment of learners' computing skills are not implemented effectively throughout CAES. Tutors do not routinely record learners' skills and knowledge when they join a course or dot shop. Although the procedures for safe working practices are comprehensive and well understood by tutors, some tutors do not use them sufficiently. For example, in one school learners sit on stacked children's chairs to enable them reach their workstations. Some chairs on premises hired by CAES are not at an appropriate height for the learners.

64. Staff meetings for tutors working in dot shops and open learning centres or teaching on the programmes set up through the projects give many tutors good opportunities to share ideas and good practice. However, some tutors do not fall into these groups. Attendance at other training events and meetings is often poor. The head of the curriculum area is currently closely involved with the recent development of an intranet and plans to use this to support a more systematic approach to sharing good practice.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Adult and community learning	2920	3

Leisure, sport and recreation*Strengths*

- good development of skills and knowledge
- good range of provision

Weaknesses

- insufficient use of group learning plans
- unsatisfactory curriculum leadership

Achievement and standards

65. Learners develop good skills and knowledge in sport. For example, in exercise and keep fit classes such as yoga, keep fit, tai chi and Pilates, learners develop good technical skills. These include a good command of posture, balance, movement and co-ordination. Learners show good understanding of tactics in badminton and squash that is demonstrated in their court awareness. Learners improve and retain their fitness on all sports courses. Many learners in their sixties and seventies work at levels above those expected for their age and the stage of their programme.

66. Attendance and retention rates are currently satisfactory on sports courses. However, in 2003-04, about 25 per cent of courses did not achieve the standard of 80 per cent retention set by CAES. On some courses, group work and class activities are often disrupted by poor attendance.

Quality of education and training

67. CAES provides a good range of sports courses. Most disciplines include classes for beginners to advanced levels, although most courses are for beginners to attract new learners into sport. CAES offers good opportunities for learners to progress to higher levels in yoga, tai chi and badminton. The geographical spread of the provision is particularly good. CAES uses 72 locations in the county, many of which are in remote rural locations.

68. Most aspects of the sports provision is satisfactory. The teaching in about half of the 44 classes observed on inspection was good or better. Tutors plan these courses well

and use assessments effectively to give learners constructive feedback and guide them to use appropriate exercise techniques. Learners benefit from the variety of teaching methods tutors use. Learners make good progress. Poorer teaching is characterised by weak preparation and planning, insufficient focus on individual learners and poor instruction. Some tutors spend too much time performing the exercises and too little time correcting their learners' techniques.

69. Most accommodation used for sports courses is satisfactory with appropriate lighting and heating. Most rooms are spacious enough to provide for the needs of learners. However, some halls have equipment stored in them at the sides. This sometimes presents a hazard because it takes up work space and provides unstable support for balancing. Some flooring is unsuitable for high-impact activities such as badminton. A few rooms are too small to accommodate the number of students on class registers. Some rooms are too cold for the activities taking place within them. Equipment and learning resources are satisfactory in most classes, although some learners are expected to supply their own equipment. Electrical equipment such as tape recorders, overhead projectors and compact disc players is not routinely tested at all sites. Most tutors are occupationally and vocationally competent to teach their subjects and however, some tutors do not hold more advanced qualifications than basic coaching qualifications.

70. Assessments are satisfactory. Most learners receive appropriate feedback on the quality of their performance and techniques. Some tutors use good techniques to give learners constructive comments and useful tips that effectively help them correct inappropriate moves and develop good habits in carrying out exercises. However, tutors do not sufficiently record learners' starting points or achievements. Most tutors do not use groups' learning plans adequately for this purpose. The identified learning outcomes recorded on group plans are often vague general statements of intent. Tutors do not sufficiently record learners' identified learning goals or their progress towards them on group learning plans. Most tutors rely too heavily on informal verbal feedback and do not routinely analyse or monitor learners' progress.

Leadership and management

71. Many aspects of the sports programmes are adequately managed. Learners receive satisfactory information on the courses offered. The broad range of programmes throughout the county gives learners good opportunities to practise sport or take part in exercises. This includes learners living in remote rural areas. However, specialist curriculum leadership is inadequate. Some systems are not adequately monitored by an adviser with expertise in teaching sport. For example, the monitoring of the health status of learners is not systematic. Tutors do not routinely use the information provided in health assessments to plan learning sessions and some teachers are not aware of some of the ailments of learners in their classes. Similarly some tutors do not use lesson plans or schemes of work to plan their courses and learning activities. Risk assessment of learning activities is not completed early enough on some courses. Tutors do not receive sufficient information or advice on the purpose of these systems or how to complete the paperwork. CAES has recognised that there is insufficient specialist support for tutors and area principals, and recent attempts to appoint a specialist curriculum leader have failed.

CORNWALL LEA

The authority does not routinely monitor attendance and recognises that the monitoring of attendance is unsatisfactory.

72. The observations of learning sessions adequately identify tutors' strengths and weaknesses in teaching adults. Most tutors are observed as planned and receive satisfactory generic advice on how to improve their teaching. However, identified actions are not routinely monitored for completion. Too few observations are carried out by a subject specialist and tutors do not receive sufficient specialist feedback on their performance. Many records of observed sessions are too general. The checklist used to grade learning sessions is not fit for the purpose of evaluating teaching and learning in sport classes.

Visual & performing arts & media

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts - Adult and community learning	905	2
Crafts - Adult and community learning	352	3

Arts

Strengths

- good teaching and learning
- good development of technical skills
- good range of courses

Weaknesses

- insufficient use of personal learning records
- insufficient use of observations of teaching to drive quality improvement
- insufficient reinforcement and monitoring of safe working practices

Crafts

Strengths

- good retention and achievement on courses leading to a qualification
- good development of technical skills
- good range of courses

Weaknesses

- insufficient use of personal learning records
- insufficient use of observations of teaching to drive quality improvement
- insufficient reinforcement and monitoring of safe working practices

Achievement and standards

73. Retention and achievement rates are good on courses leading to nationally recognised qualifications. In 2003-04, 91 per cent of learners completed these courses and 94 per cent of these achieved the qualification. These courses represent approximately 7 per cent of the provision in this area of learning. On courses not leading to qualifications, most tutors record learning outcomes as group learning goals and do not adequately measure or record individual achievement. However, most learners state that they achieve their personal learning objectives and talk enthusiastically of the

progress they have made and the growth in their confidence. They achieve satisfactory standards of practical work. Portfolios of work and sketchbooks in art and craft classes are well maintained and some contain good work. In most dance classes, learners dance with a strong sense of rhythm and develop good posture and co-ordination.

74. Learners develop good technical skills. In particular, they develop observational skills through drawing and painting, and good hand-eye co-ordination in craft. A wide range of techniques and processes are applied appropriately in learners' work. For example, learners develop innovative designs using a variety of clay techniques and decorative methods. Tutors successfully encourage learners to explore a wide variety of media creatively, such as making paint from natural materials and using visual research of the work of well-known artists to inspire and develop self-portraits. New learners make good progress and use their new skills appropriately. In one observed belly dancing class, learners worked successfully in groups to devise their own sequences using the basic moves and steps that they had learnt. CAES's visual and performing arts programmes have led to some innovative group projects and individual achievements. For example, in one craft class, several learners have developed sufficient skills in designing and making stained glass to become self-employed designers. One group of learners have developed an innovative gallery website, using additional external funding. Their course included very good technical and multimedia instruction enabling them to take digital photographs of their art and craft work, create a website and exhibit their work in the public domain. This innovative solution enables them to celebrate their work throughout this sparsely populated rural county.

Quality of education and training

75. Teaching in art is good in most classes. Learners benefit from a wide range of learning activities that successfully challenge them to develop new skills and raise their standards of work. Learners are often inspired by informative practical demonstrations and good discussions which recap previous learning and enable them to gain new skills. Some tutors manage learning sessions particularly well and effectively adapt learning activities to meet learners' individual needs. They successfully encourage learners to share ideas and techniques in class. Peer support is good in many sessions. For example, more experienced learners often provide useful demonstrations and instructions for newer learners. Teaching is satisfactory in craft classes. In a few craft classes good technical instruction is provided through demonstrations and effective individual tuition. However, session planning is often weak with insufficient focus on learning. Tutors often list activities or artefacts to be made rather than the skills and standards to which learners should develop. Learning is inadequately managed in some sessions. New learners in these classes who lack confidence do not receive sufficient support or individual tuition. Learning activities in some classes fail to sufficiently help more experienced learners develop new skills or be more creative in their work.

76. Learners benefit from a wide range of visual and performing art classes throughout the county. The geographical spread of locations used for classes is extensive and includes rural and remote towns and villages. Managers use market research methods

and feedback from learners effectively to ascertain community needs and plan the programme in each geographical area. The diverse range of subjects and specialisms provide learners with a good choice of courses, including some unusual subjects such as painting marine scenes and willow sculpture. A substantial programme of Saturday workshops scheduled throughout the year successfully extend learning opportunities to learners who cannot attend during the week. Many learners use summer schools provided in July and August to help them decide on the most suitable subject or course when the main programme of courses starts the following September.

77. Learning resources and accommodation are satisfactory. Some of the adult learning centres use newly refurbished rooms for visual and performing art courses. Daytime classes are often held in church halls and community centres. These are fit for purpose, but some provide good lighting and space, whereas others are too cold and a bit cramped. Some accommodation used on premises external to the LEA has restricted access for learners with mobility problems and some dance rooms are very cold. Many tutors are professional artists and crafts persons who exhibit locally and nationally. However, 34 per cent do not currently have teaching qualifications.

78. Learners receive satisfactory support and guidance. Tutors provide most learners with useful advice on how they might develop their skills further after the end of a course, offering, for example, information on full- and part-time opportunities at colleges and art schools. Some learners receive good information before they start courses, especially on courses leading to qualifications. However some learners receive inadequate pre-course information. Many course information sheets use complex language and too much jargon. Many learners and tutors do not receive sufficiently clear information on the additional support learners may be entitled to, such as additional equipment or funds for transport or childcare. Although not all tutors routinely monitor that learners on courses leading to qualifications have appropriate levels of literacy and numeracy, they provide satisfactory support to learners who require additional help to develop portfolios.

79. The personal learning records have been well designed in consultation with teaching staff to record planned learning outcomes and learners' progress and achievement. However, these are not used effectively by all tutors to plan their programmes. This is identified in the self-assessment report. Most tutors do not routinely record learners' levels of skills when they join a programme or use this information adequately when planning learning activities. Many tutors do not recognise the value of this process of recording learners' individual learning goals, their starting points and their progress to encourage independent learning and reflective learning practices. In many sessions there is insufficient use of group critique and tutors do not encourage learners to critically evaluate their own work.

Leadership and management

80. CAES promotes equality of opportunity well in this area of learning. In particular, course fees are generally low. CAES promotes participation in learning to learners from disadvantaged parts of the county well and successfully attracts new learners to visual and performing arts programmes. Many courses are run with low numbers in rural and

remote locations, enabling learners to participate in learning more easily.

81. Curriculum management is satisfactory. The two new curriculum area leaders have recently carried out a successful audit of the provision across the county and provide useful specialist advice to CAES's county-wide curriculum management group. Managers use data effectively to set and monitor targets and to identify geographical areas where participation is poor. The curriculum area leaders have developed a satisfactory schedule of events to share good practice. However, attendance was poor at a recent event.

82. The self-assessment report does not identify that the central monitoring of safe working practices is insufficient. Risk assessments completed for classrooms and studios do not sufficiently cover the specific activity being carried out. For example, managers are not required to consider whether a tutor needs to move heavy tables into position at the beginning and end of the class or the whether procedures for reinforcing safe use of hazardous substances or sharp objects are appropriate. Similarly, tutors do not receive sufficient guidance on how to reinforce or monitor safe working practices during learning sessions. Health screening is not routinely completed satisfactorily for high or medium-risk physical activities such as strenuous dance routines in jive, rock and roll and Latin American dance.

83. Observations of teaching are not used sufficiently to drive quality improvement. Comments on records of observed learning sessions are not always sufficiently evaluative and do not always support the grade given. Many observed sessions were over-graded. Observations are frequently carried out by a manager without specialist knowledge or experience in visual and performing arts. Tutors do not receive sufficiently specific feedback on how well they help learners develop on their courses. For example, observations of art classes do not provide tutors with feedback on the teaching of fundamental principles which are essential in all aspects of art. Tutors teaching sessions assessed as satisfactory do not receive sufficient advice on how to improve their teaching. Procedures for implementing agreed actions are not systematically followed through or monitored.

English, languages & communications

English, languages & communications		4
Contributory areas:	Number of learners	Contributory grade
Languages - Adult and community learning	1379	4

Languages

Strengths

- good retention rates
- good development of the provision in response to identified local needs
- effective specialist support

Weaknesses

- too much unsatisfactory teaching
- insufficiently thorough in assessment practices
- inadequate monitoring of the quality of learning

Achievement and standards

84. Retention rates are good in modern foreign languages. In 2003-04, 82 per cent of learners completed their programmes, an improvement of 8 per cent on the previous year. Enrolments on programmes had increased in 2003-04 by 36 per cent on 2002-03. Attainment is satisfactory. Many learners develop good writing skills in their chosen modern foreign language. Their written work is of a good standard and mostly accurate. The communicative skills of speaking and listening are less well developed. Most learners achieve their personal goals. Other learners recount how their lives have been enriched through learning a language and how their confidence in using the language and knowledge of the foreign culture has increased while attending classes.

Quality of education and training

85. The self-assessment report identifies the development of a good range of learning programmes. Many new programmes have been established in response to an identified need in areas previously without programmes in language learning. Classes take place in a wide range of venues which include local adult education centres and schools. They also take place in small villages in rural area, using venues such as hotels, pubs, youth centres, town halls and community centres. Eight languages are offered, and there are satisfactory progression opportunities for learners in most them. Forty-three per cent of the classes are held in the daytime which suits many people who live in scattered communities and who do not like to go out in the evening. Innovative courses have

been established to encourage independent learning. For example, one course combines the use of ICT with monthly taught sessions and attracts learners who are unable to attend classes every week. Recent activities to enhance learning include social evenings with an Arabic, French, Italian and Spanish theme, visits to restaurants, visits to cinemas to see foreign films and a study trip to Italy.

86. Resources are satisfactory. Accommodation is fit for purpose with rooms that are spacious, light and carpeted. Tutors are provided with an appropriate range of teaching equipment although some cassette players do not have counters that are essential for finding the exact place in a recording. However, many tutors do not sufficiently use ICT or video material in learning sessions. CAES has had difficulty in recruiting language tutors. Just under a quarter of teaching staff do not have a teaching qualification. Those who do have a teaching qualification do not always have adequate expertise in teaching modern foreign languages to adults.

87. Learners receive satisfactory support. Tutors provide good individual support in learning sessions and help ensure that learners unable to attend receive good opportunities to catch up. Staff in the adult learning centres routinely contact learners who have not attended lessons for four weeks and tutors send out homework to these learners on request. They frequently give learners additional learning support in their own time. Some learners receive good advice before they start a programme. For example, in one geographical area a trained guidance adviser interviews all learners enrolling for the flexible study option to ensure that the course is the most appropriate for their needs. Descriptors in the six adult learning brochures clearly explain the level of language skills needed for each stage to help learners to self-select their courses. However, some information about the content of courses is confusing and does not accurately match the descriptors used for the course level.

88. Some learners benefit from good teaching where tutors make frequent and effective use of the foreign language and employ a good range of techniques to consolidate and extend learning. These tutors are skilled at exploiting listening and reading material. In one observed learning session, the tutor used a two-minute video clip and a variety of carefully sequenced activities very effectively to give learners maximum opportunity to extend their listening, speaking and writing skills. However, too much unsatisfactory teaching was observed on inspection. Many tutors do not have adequate expertise to meet learners' language learning needs. Lessons are poorly planned. Some tutors do not draw up lesson plans or schemes of work. Many tutors use English too much, especially when giving instruction, giving feedback or praise to learners. Learners in these sessions do not have enough opportunities to practise their listening and speaking skills. Many learning activities are tutor-centred, with little account taken of learners' individual learning needs. Learning materials are mostly paper based and do not cater for different learning styles. Some of them are out of date and of poor quality.

89. Assessment practices on courses not leading to external qualifications are not sufficiently thorough. Learners assess their own initial levels of language competence on a scale ranging from beginner to excellent and record it on their personal learning record. Tutors do not routinely verify learners' self-assessment or record their own initial

assessment of learners' starting points. Courses leading to internally certified qualifications have appropriate standardised learning outcomes set for each stage, based on language skills, but no standardised tasks or materials are used to assess them. Not all tutors are fully conversant with the requirements of the internal accreditation scheme. Some assessments are timely and carried out appropriately. However, some assessments take place too early in the course, before learners have had time to cover the required range of situations. External moderation of learners' speaking skills is inadequate. Learners' speaking skills are not recorded on tape in class and therefore do not form part of the moderation process.

Leadership and management

90. Many new developments in this area of learning are benefiting from good specialist support. Internal staff development programmes provide tutors with good information on new developments in language teaching and learning. Recent events have included sessions on information learning technology, as used in the blended learning project, and the effective use of authentic materials and mixed-ability teaching. The curriculum area leader provides advice on course materials and purchases resources requested by tutors. Peer observation and e-mail links have been effectively promoted to develop a team spirit among widely dispersed tutors who often work in isolation. The curriculum area leader acts as an effective link between principals and tutors, providing information on current modern language developments and has developed stage descriptors to clarify progression opportunities and provide a more cohesive approach to the languages programmes. However the post of curriculum area leader for languages has no management responsibilities. The post holder is not routinely involved in the selection of new tutors and has insufficient involvement in planning the languages programme across CAES.

91. Operational management of the languages programme is satisfactory. Course reviews take place at the end of the course and provide satisfactory information on tutors' views of the strengths and weaknesses of the course. Similarly, learners' views are systematically gathered twice a year for longer courses and at a forum for learners where CAES meets learners to gather their views on the quality of existing provision and proposals for new courses. Area managers monitor retention rates frequently and follow up absences efficiently.

92. The quality of learning is not adequately monitored. The teaching observations carried out by CAES are not sufficiently critical. Many learning sessions are graded too highly. Observations carried out by non-specialists do not sufficiently focus on language specific aspects of teaching. Records of observed sessions contain too few comments on learning and attainment. Action-planning with tutors following observation is inadequate. Managers do not make links with the staff development programme to ensure tutors receive the required training and support to help them improve specific weaknesses in teaching. New tutors are not routinely observed at the start of their employment with CAES. Managers and tutors do not adequately use data on retention, achievement and attendance rates to evaluate their programmes. Targets for enrolment, retention and achievement are set centrally for each geographical area, but these are not

CORNWALL LEA

set for each course and tutors do not receive information on the targets they are to achieve.

Foundation programmes

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i>		
- Adult and community learning	208	4
<i>Literacy and numeracy</i>		
- Adult and community learning	2735	2
- New Deal 25+ and work-based learning for adults	31	2

ESOL

Strengths

- good and improving retention rates
- good development of programmes in response to identified needs

Weaknesses

- too much unsatisfactory teaching
- ineffective use of individual learning plans in some learning centres
- inadequate monitoring of processes and systems to manage learning
- inadequate expertise in developing ESOL programmes

Literacy and numeracy

Strengths

- good achievement of national qualifications
- good and improving retention rates
- good attainment
- wide range of learning resources
- good individual learning support
- good development of foundation programmes

Weaknesses

- ineffective use of individual learning plans in some learning centres
- insufficiently planned jobsearch training for clients on SIBS programmes
- inadequate monitoring of systems and procedures to manage learning

Achievement and standards

93. Achievement of national tests is good. Seventy-three per cent of learners starting the short courses achieved qualifications at levels 1 or 2 in literacy in 2003-04. Seventy-five per cent achieved this qualification in literacy at levels 1 or 2 and 71 per cent achieved

the numeracy qualification. CAES has significantly increased the proportion of learners taking national qualifications since 2002-03, when only 58 learners were entered for national tests. In 2003-04, this figure increased to nearly 1,500 learners. Achievement of national qualifications by clients on SIBS programmes is also very good. In 2003-04, 85 per cent of learners achieved national qualifications at level 1 or 2 in eight weeks.

94. Retention rates on literacy and numeracy programmes is good and improving. For example, retention on literacy courses has improved from 75 per cent in 2002-03 to 82 per cent in 2003-04. At 86 per cent, a good proportion of learners complete courses leading to national qualifications. Retention on ESOL courses is satisfactory and has increased by 8 per cent to 73 per cent. Attendance at classes for literacy and numeracy is satisfactory at 71 per cent.

95. Most learners develop good literacy and numeracy skills which help them in everyday life. They state that their friends, family and employers notice their increased confidence and improved skills in literacy and numeracy. In particular, learners develop reading and writing abilities rapidly. They make good use of the skills they have gained in their work and daily lives. Examples of learners' successes include becoming an effective advocate for their children at school or in care, completing better university assignments and being able to carry out everyday reading and writing activities competently after only 26 weeks. Sixty-six staff employed by Link into Learning are former learners who have achieved careers in teaching literacy and numeracy. Clients on SIBS courses develop increased motivation and confidence. During the short eight-week course, clients significantly increase their employability skills by establishing daily routines. Many learners develop a strong commitment to adult learning, but CAES does not keep adequate data on learners' destinations when leaving the programme. Learners on ESOL courses make insufficient progress in improving their listening and speaking skills.

Quality of education and training

96. Learners benefit from good learning resources. Link into Learning centres are well equipped and all have a good number of computers with reliable internet access. Most learning centres are spacious and learning resources are well organised. However, three centres are cramped and some learning resources are out of date. CAES makes good use of ICT to develop learners' literacy and numeracy skills and introduce them to computing. ICT skills are effectively linked to the literacy core curriculum providing an integrated course strongly valued by learners. Many teaching staff have good expertise in teaching literacy and numeracy and benefit from the comprehensive staff development programme. However, some part-time staff who have other work commitments find it difficult to attend some training events. Many volunteer support workers are successfully encouraged to attend courses to develop their skill in this area of work. Most work towards gaining level 2 qualifications in supporting learners.

97. Foundation programmes provide particularly good learning opportunities that successfully meet many learners' learning needs. Extensive partnerships with external organisations throughout the county have extended the range of provision and increased

participation of learners from disadvantaged groups. Specific foundation courses are provided in the community through links with organisations working with people with specific needs, such as people with mental health problems. Link into Learning has developed good links with employers and provides a good range of well-designed courses at employers' premises. A wide variety of courses integrate literacy skills with subjects such as family history, use of computers, committee work and customer care. Significant use is made of taster courses that encourage learners to enrol and take further courses. Many Link into Learning workshops have extensive open hours that give learners good flexibility when planning their attendance each week to fit in with their lifestyle and work commitments. CAES is particularly successful in attracting new learners. In 2003-04, 70 per cent of learners on courses are new to adult learning. Forty-five per cent of learners who have started since September 2004 are also new to adult learning.

98. CAES provides good individual learning support. Staff quickly respond to learners' individual needs and queries and handle these sensitively. Most learning is provided in small groups or individually. Volunteer support workers provide good individual support. They receive good guidance from managers and tutors on their roles and responsibilities. Learners receive good information on possible progression routes once they achieve their current learning goals. Initial assessment is thorough and specialist support is available from many staff, particularly at one learning centre which provides very good learner support for learners with dyslexia.

99. Teaching is satisfactory. Many learning environments are relaxed and informal. Learners are motivated to practise and develop skills individually and in groups. A good range of activities stimulate learners and help them build confidence in attempting more complex tasks. Many tutors use an appropriate variety of activities that closely relate to learners' interests and needs. ICT is effectively integrated to reinforce the development of literacy and numeracy skills. Learners benefit from clear constructive feedback and instructions that successfully encourage them to develop independent problem-solving skills. However, some tutors do not adequately identify learners' individual learning goals or long-term aims. Some learning sessions are dull and uninspiring. In these sessions, tutors use a narrow range of teaching strategies and learning materials. Learning activities are not sufficiently relevant to learners' individual needs.

100. Individual learning plans are insufficiently used to plan how to meet learners' specific learning needs and goals. Some learning plans are effectively completed, with good details that learners and tutors find useful. However, many plans are not sufficiently detailed. Learners are not routinely involved in contributing to learning plans or setting their own learning targets. Learning plans are primarily seen as a document to be used by tutors and managers and not by learners. Tutors assess learners' progress adequately and give them satisfactory feedback on the quality of their work. However, they do not use learning plans sufficiently as a working document to plan learning and record learners' achievements.

101. Jobsearch training for clients on SIBS programmes is insufficiently planned. Not all centres adequately identify the need to plan a specific programme of jobsearch activities

for each client. Plans to improve jobsearch skills are not given the same priority as the plans of learning for literacy and numeracy. Too many jobsearch activities are unsupervised. Some centres allow half a day for clients to carry out jobsearch activities but their progress is not sufficiently recorded or monitored. Some clients are not set targets for job applications or given sufficient direct training in jobsearch activities such as selecting appropriate jobs to apply for and preparing for interviews.

102. Some teaching for ESOL courses is well planned and structured. Learners develop and practise speaking and listening skills effectively, with appropriate repetition to reinforce correct pronunciation and sentence structure. Tutors give clear explanations of essential grammar in useful contexts, and monitor learners' understanding effectively. However, too much teaching is unsatisfactory on ESOL courses, with insufficient focus on speaking and listening. Many tutors do not have the required expertise in teaching ESOL. Most learners are at pre-entry to entry level. Their primary learning goals are to improve their speaking and listening skills. Tutors use texts and worksheets too much, with too few learning activities to develop and reinforce spoken English. Tutors fail to prompt learners to participate or to correct their spoken English. Too little use is made of repetition of correct word patterns in learning activities to develop speaking skills. Learning activities are insufficiently planned to develop individual learners' skills and help them achieve their personal learning goals. Tutors use an insufficient range of learning materials. Some learning resources are particularly poor. For example, some worksheets are poorly copied and fail to provide clear enough images for learners to understand.

Leadership and management

103. Many aspects of foundation programmes are well managed. The development of new programmes is particularly good in literacy and numeracy, creating good opportunities for learners to develop their skills. Managers promote staff development well. Staff are successfully encouraged to take national tests in literacy and numeracy to update their skills and to familiarise themselves with the qualification to assist their work with learners. Approximately 50 members of staff have passed national tests. CAES has developed an effective staff development programme that provides courses leading to teaching qualifications in literacy and numeracy at level 4. A good proportion of tutors have already achieved this qualification. Learners and other tutors benefit from their increased knowledge and expertise. Learning centres are managed effectively, but tutor organisers have too little time to carry out all their duties including teaching. Teaching and learning is often interrupted as tutor organisers attend to other essential duties.

104. CAES has identified that the ESOL provision is inadequately developed to meet the needs of learners and employers. CAES has recently set up additional courses to meet the increasing demand. Managers are currently exploring the possibility of providing learning opportunities in ESOL for learners at work. However, in some areas, classes are insufficiently frequent and inflexibly timed to meet the needs of the many learners who work long shifts and rely on others for transport. Average attendance is poor at 54 per cent.

105. The procedures and systems used to manage learning on foundation programmes

are inadequately monitored. Audits carried out by managers on documents such as individual learning plans are too narrow, with insufficient focus on the quality of the programmes planned for learners. Some tutors use the systems and documents well. However, too few opportunities are available for staff to visit other centres to observe and share good practice. Meetings for tutors and staff do not provide sufficient opportunities for tutors to have information on their role in implementing CAES's policies and procedures. Some staff are not aware of safe working practices regarding visual display units. In two learning centres, staff are unaware of adaptive technology available in CAES. Observations of teaching and learning are satisfactory. However, new tutors are not prioritised to be observed shortly after they start employment with CAES.

Family learning

Family learning		2
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	297	2

Strengths

- good attainment of skills to support children's learning in literacy, language and numeracy
- very good teaching in FLLN programmes
- particularly effective partnerships to widen participation in learning
- imaginative and creative family learning programmes

Weaknesses

- inadequate individual learning plans
- some inadequate planning in wider family learning programmes

Achievement and standards

106. Parents and carers develop good personal skills to support children's learning on family literacy and numeracy courses. They gain a good understanding of how children learn and become familiar with the literacy and numeracy concepts that children learn at school. Many parents and carers say that they are more patient with their children as they are reading or learning mathematical skills. They provide more constructive help with their homework and have more confidence when buying or making their children games to help them develop their skills in literacy and numeracy. Parents and carers also develop more effective working relationships with staff in schools. Many parents and carers on wider family learning courses develop the skills and confidence they need to play a more active role in helping their children to learn.

107. CAES does not collect adequate data and information on learners' progress towards their own personal goals. Some learners improve their skills in practical activities, as well as in literacy and numeracy. Many learners improve their confidence as adult learners and progress to other family learning programmes. Some learners progress to other programmes provided by CAES. Individual learning plans are not used sufficiently to measure learners' achievements. Detailed data on learners' achievement of nationally recognised qualifications and progression to other programmes was not available at the time of inspection. Attendance and retention rates on courses visited during the inspection were good.

Quality of education and training

108. Teaching and learning in FLLN is very good. CAES's tutors work well with the children's teachers to develop very clearly defined learning outcomes for both adults and children. Adults and children make good progress towards the learning goals for each learning session. The joint learning sessions are effectively planned. Teaching staff use good resources and activities that successfully reinforce both adults' and children's learning. Highly participative learning activities successfully motivate learners and encourage effective interaction with children and fellow learners.

109. Very effective partnerships successfully widen participation in learning. Family learning staff establish very good working relationships with the LEA's advisers and head teachers in secondary and primary schools. This work successfully identifies schools that would benefit from family learning programmes. These are in locations with high levels of unemployment, economic and social disadvantage, low skills levels and poor pupil achievement. Since 2002, CAES has significantly increased the range of family learning programmes set in towns and villages in the clay and tin mining areas, remote rural locations and holiday resorts with mobile populations. Parents and carers of children at key stage 1 who are attaining below the national average in their test results are sensitively persuaded to join family learning programmes. CAES's staff establish very good links with other partners such as family centres, libraries and local art galleries to involve a wide range of parents from identified targets groups. Staff make good use of wider family learning and short courses to help ensure that learners who join the more intensive family literacy and numeracy programmes fully understand the purpose and benefits of these programmes. Learners on CAES's family literacy and numeracy programmes are often learners who do not have confidence and have low prior achievement of academic qualifications. Most of them are initially assessed at entry level 3 or level 1 in literacy and numeracy.

110. CAES's staff work very well with local partners to develop particularly imaginative and creative family learning programmes. Teaching staff and organisers successfully encourage learners and their children to participate in stimulating projects that effectively combine a good range of enjoyable tasks and useful learning activities in parenting skills. Many learners are motivated to progress to other adult learning programmes, including family learning. Recent ambitious family learning projects have included work with a primary school and local festival organisers in a socially disadvantaged seaside resort. Parents, grandparents, carers and children researched the archaeology and history of the area. They built a model of the local patron saint in order to re-enact the ancient folk tale of his miraculous rescue from the sea. The project involved model and banner making, singing, dancing and drama. Another recent project involved learners from at least three generations working with a local art gallery. This project resulted in the publication of a book about the local community.

111. CAES provides satisfactory resources. Most accommodation is very good, although a few rooms used are cold and cramped. Some have furnishings that are unsuitable for adult learners. Tutors use good learning materials that are relevant to the parents' and

carers' interests. Many learning resources used in family learning and family literacy and numeracy are particularly creative, often made from junk or inexpensive materials. Learners appreciate learning how simple everyday items can be used to support learning and many use the ideas to make similar objects at home. Most rooms used for family learning are not equipped with ICT facilities. ICT is not sufficiently used as a learning tool. An interesting range of mixed-media resources support learning but most teaching staff do not sufficiently use resources reflecting the multi-cultural nature of society.

112. Learners receive satisfactory guidance and support. Information and guidance on further learning opportunities is successfully integrated with family literacy and numeracy courses. When learners start a programme, they receive useful information sheets that clarify the purpose of the course and identify possible progression routes. They also receive good additional information on how to gain further careers advice and guidance. Tutors provide learners with good individual personal support and appropriately refer learners to other members of CAES's staff or external agencies, if they are not able to help sufficiently with learners' queries. CAES provides satisfactory arrangements for childcare, although some young pre-school children are looked after by child minders in the same room as the learning session. This creates a distraction for the learners.

113. Learners on family literacy and numeracy programmes take part in appropriate initial assessments that identify their levels in literacy or numeracy. In wider family learning, learners assess their own level of competence in the skills they are learning in conversation with their tutor at the start of the course. Assessment practices during the courses are satisfactory. Tutors provide learners with good feedback on their progress and assess their achievement against the course aims and objectives with their tutor. However, family learning tutors do not adequately identify learners' personal learning goals or assess learners' achievement of their individual learning goals relating to personal and social skills. Individual learning plans are standardised in their wording and relate to the course content and achievement of course aims. Individual learning plans do not sufficiently reflect the different goals and needs of individual learners.

114. Planning for some learning sessions in wider family learning has too much focus on the practical activities, with insufficient identification of the skills learners need to develop to improve their confidence and skills in parenting. Planned activities are not always sufficiently differentiated to ensure appropriate attainment for both children and adults. In some sessions, learners and tutors are unclear about the expected learning outcomes for adults.

Leadership and management

115. Managers provide good leadership in developing programmes through working with partners. Other aspects of the management of family learning are satisfactory. Staff use frequent team meetings well to review the operational management of each programme and exchange ideas and good practice. Staff have a good understanding of equal opportunities and provide good support for learners with additional learning needs. CAES provides good opportunities for family learning tutors to attend courses leading to national qualifications at level 4 in literacy and numeracy. However, strategic

direction is weak. Managers do not have a sufficiently clear strategic overview to help them decide on countywide priorities when planning new family learning programmes.

116. Managers use good systems to collect the views of learners and tutors on the quality of learning programmes. Lesson observations are satisfactory. Managers provide some useful feedback to tutors, especially to tutors teaching on family literacy and numeracy programmes. However, the quality of the individual learning plans, lesson plans and schemes of work are not sufficiently monitored, especially on wider family learning programmes. Managers do not sufficiently collect or use data on learners' achievement and progression to other courses to evaluate family learning programmes. The self-assessment reports for both areas are satisfactory, but the process does not sufficiently involve CAES's staff or partners from external organisations.