

# INSPECTION REPORT

**Devon LEA**

**12 November 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.

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## Devon LEA

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Devon Local Education Authority (LEA) is part of the education, arts and libraries directorate of Devon County Council. During 2003-04, reporting arrangements within the directorate changed and line management is now provided by the assistant director of policy and strategy. The county adult and community learning service (the service) has 26 locally managed adult and community learning units supported by full-time managers and a network of local advisory committees. There is also a county advisory committee, chaired by the portfolio holder for lifelong learning. Devon County Council's human resources and finance departments provide specialist support. In 2003-04, the units employed 1,338 part-time teaching staff on fixed-term contracts.

2. Six of the adult and community learning units offer accredited learning directly, and 20 through arrangements with local colleges. Most of the units offer literacy, numeracy and language courses. In 2003-04, the service offered 1,385 accredited courses or courses in literacy, numeracy or language, and 3,248 other courses. Around a fifth of the courses were 'short bites' of six hours or less, and just over 60 per cent were offered in the daytime. There were 47,817 enrolments by 29,208 learners.

### SCOPE OF PROVISION

#### **Business administration, management & professional**

3. There are 15 courses leading to teaching qualifications, offered at 12 venues. Seven are held in the daytime and eight in the evening. The courses include national vocational qualifications (NVQs) at levels 2 and 3 for teaching assistants; a level 2 certificate in adult learning support, aimed at volunteers in adult literacy and numeracy classes; and a certificate in delivering learning at level 3. Sessions are held in community colleges, adult learning centres and a primary school. There are 109 learners, all on part-time courses, of whom 76 per cent are women. Programmes are taught by 16 part-time tutors. The service also provides business administration courses, but these were not inspected.

### **Information & communications technology**

4. There are 2,104 information and communications technology (ICT) learners, almost a third of whom are on accredited courses. Courses are provided in 38 centres. Most learning takes place in community colleges and there is also outreach provision in venues such as libraries, sports centres, village halls, primary schools and youth clubs. During the inspection, 182 ICT courses were being run. During the autumn term, 2,104 learners have enrolled on 69 accredited and 117 non-accredited courses. Most of the accredited courses are at entry level and level 1, but qualifications are available up to level 3. One-day and taster courses account for 19 per cent of the total. Sixty-three per cent of courses are for beginners. Classes take place in the daytime and during the evenings. Most are on weekdays, although some taster and one-day courses are on Saturdays. Sessions run for between one-and-a-half and six hours. There are 108 part-time tutors under the supervision of unit managers in community colleges across the county. The number of courses provided in 2003-04 was 664. In the autumn term of 2004-05, 316 courses were offered. A part-time member of staff provides curriculum support.

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

5. Hospitality, sport and leisure classes represent 21 per cent of Devon LEA's adult and community learning provision. So far in 2004-05, there have been 3,600 enrolments on courses which include yoga, tai chi, keep fit, pilates, tennis, bridge, cookery, cake decoration and basic food hygiene. There are currently 273 sport and leisure and 13 hospitality courses. Less than 1 per cent of the provision is accredited. Most courses recruit termly and last for about 10 weeks. Eighty-seven per cent of the learners are women, less than 1 per cent is from minority ethnic groups and approximately 4 per cent have themselves identified a physical or learning difficulty. Twenty-eight per cent of learners pay concessionary fees. Courses take place at 100 venues including adult and community learning centres, community colleges, schools, village halls and a pub. There are 134 part-time tutors.

### **Hairdressing & beauty therapy**

6. Devon LEA provides 26 accredited and non-accredited beauty therapy courses from beginners to advanced level at 13 venues. Twelve take place in the daytime and 14 in the evening. There are beginners' classes in holistic herbal medicine, shiatsu, reflexology and Indian head massage, reiki healing, and complementary therapy in stress and sleeping. The accredited courses are in holistic massage, reflexology, Indian head massage, and aromatherapy. There have been 388 enrolments during the autumn term, 90 per cent of them by women. There are currently 337 learners taught by 18 part-time tutors.

### **Health, social care & public services**

7. There are 121 learners on 11 accredited courses. Fifty-three are following NVQs in early years care at level 3, and five at level 2. Eleven are enrolled on the certificate in playwork and 20 on the diploma in pre-school practice. Ten learners began a level 3 NVQ in the care of children and young people, during the inspection week. Twenty-two learners were enrolled on a level 1 NVQ programme to introduce them to working with children and develop their parenting skills. Courses in practical skills for parents take nine weeks, while level 3 NVQ programmes take 35 weeks. Courses are offered during the day and in the evenings at four community colleges and four other venues across Devon. They are open to adults of all abilities, but applicants are guided to different levels of NVQ according to their work roles. Ninety-seven per cent of learners are women and none are from minority ethnic groups. There are 19 part-time tutors in this curriculum area.

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

8. Devon LEA offers a range of visual and performing arts and media courses. At the time of inspection, there were 4,019 learners on 160 art courses, 133 craft courses, 50 dance courses, one drama course and 27 music courses. In the autumn term of 2004-05, there were 4,522 enrolments by 4,347 learners. This comprises 22 per cent of the whole provision. Classes in drama, dance and music were not inspected. There were 3,389 learners on the programmes inspected.

9. In 2003-04, 22 per cent of the learners were men; 1 per cent, 83 learners, were from minority ethnic groups, and 2.4 per cent of learners had disabilities. There are 196 part-time tutors in visual and performing arts. Accredited courses currently make up 2 per cent of the total. Classes are offered in pottery, upholstery, photography, dressmaking, stained glass, woodcarving, watercolour drawing and painting, soft furnishings, singing, life drawing, belly dancing, guitar, history of jazz and weaving. They take place at 121 venues across the county. The provision includes morning, daytime and evening classes, and Saturday courses in subjects including fabric dyeing, patchwork gifts and felt making.

### **English, languages & communications**

10. There are 2,665 learners on 258 courses, 190 of which are in modern languages, at 42 venues. The courses include general certificate of secondary education (GCSE) and AS/A level English, creative writing and literature, communications, British sign language, lip reading, French, Spanish, Italian, German, Portuguese, modern Greek, Chinese and Latin. French courses make up a third of the total, and another third, Spanish. Most courses are offered at beginners level or level 1. Communications courses were not inspected.

11. Around a third of the provision is offered in the east of Devon. The south, southeast, west and north of Devon offer between 12 and 19 per cent each, and mid Devon offers 3 per cent of the overall provision. Sixty per cent of the provision is offered in the evenings. Around two-thirds of learners are women. There are 74 language tutors, all part time, and 20 English tutors. Tutors are managed by unit managers. There is a part-time modern languages curriculum support worker.

## **Foundation programmes**

12. Foundation programmes include literacy and numeracy, English for speakers of other languages (ESOL), and provision for adults with learning difficulties and/or disabilities. There are 1,097 learners on 265 foundation courses in 24 centres. Many learners are returning to learning for the first time since leaving school. Forty per cent of learners are men.

13. There are 35 ESOL courses with 219 learners, 31 per cent of whom are men. Most are employed in the care, catering or domestic sectors, or in local food production factories. Some ESOL classes are provided on employers' premises. There are 76 courses for adults with learning difficulties and/or disabilities, with 440 learners. The service works closely with Devon Social Services on this provision. The remaining 438 learners are on literacy or numeracy courses.

14. Most courses run for two hours a week for 30 weeks. Some are offered during the daytime and some in the evenings. Classes are taught by part-time tutors who report to part-time basic skills co-ordinators. Each centre has a basic skills development worker who also reports to the basic skills co-ordinator. There are curriculum support workers for ESOL and adults with learning difficulties and/or disabilities. All these posts are part time, except the curriculum support worker for adults with learning difficulties and/or disabilities. All learners can take nationally recognised qualifications in literacy and numeracy, and Devon LEA is arranging for ESOL learners to take the new ESOL qualifications.

## **Family learning**

15. There are 583 learners on 83 courses in family learning. Ninety-four per cent are women, and 5 per cent have disclosed an additional learning need. There are very few learners from minority ethnic groups. Courses are offered at 71 centres, including village and church halls, schools, and community centres in towns and villages across the county. Mobile provision is used in particularly isolated communities. There are three programmes of learning: family literacy, language and numeracy, 'parents learning, children learning', and informal family workshops. Forty-seven per cent of provision comprises informal family workshops, and an additional 11 per cent 'workshop plus'. Thirty-two per cent of classes are in family literacy, language and numeracy and 10 per cent in 'parents learning, children learning'. Course lengths range from a few hours up to a full year. The 'parents learning, children learning' programme and the 72-hour family literacy and 45-hour family numeracy courses offer the option of accreditation. Learners are recruited using local publicity materials, through schools, and by word or mouth. The provision is managed by a part-time co-ordinator and a parent learning co-ordinator. The three programmes are supported by 10 part-time development workers and taught by 47 tutors.



## ABOUT THE INSPECTION

Number of inspectors	32
Number of inspection days	222
Number of learner interviews	1265
Number of staff interviews	244
Number of locations/sites/learning centres visited	236

## OVERALL JUDGEMENT

16. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, leadership and management, and arrangements for quality assurance and equality of opportunity are unsatisfactory. Provision is good in hairdressing and beauty therapy, and visual and performing arts and media. Business administration, management and professional programmes, ICT, health, social care and public services and family learning are satisfactory. English, languages and communications and foundation programmes are unsatisfactory and provision in hospitality, sports, leisure and travel is very weak.

## GRADES

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

<b>Leadership and management</b>		<b>4</b>
Contributory grades:		
Equality of opportunity		4
Quality assurance		4

<b>Business administration, management &amp; professional</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Teacher/trainer awards</b>		
- Adult and community learning	109	3

<b>Information &amp; communications technology</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b>		
- Adult and community learning	2104	3

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<b>Hospitality, sport, leisure &amp; travel</b>		<b>5</b>
Contributory areas:	Number of learners	Contributory grade
<b>Leisure, sport and recreation</b> - Adult and community learning	3600	5
<b>Hairdressing &amp; beauty therapy</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Beauty therapy</b> - Adult and community learning	337	2
<b>Health, social care &amp; public services</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Early years</b> - Adult and community learning	121	3
<b>Visual &amp; performing arts &amp; media</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b> - Adult and community learning	1779	2
<b>Crafts</b> - Adult and community learning	1300	2
<b>English, languages &amp; communications</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>English</b> - Adult and community learning	121	2
<b>Languages</b> - Adult and community learning	2206	4

<b>Foundation programmes</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Literacy</b> - Adult and community learning	267	4
<b>Numeracy</b> - Adult and community learning	171	2
<b>ESOL</b> - Adult and community learning	219	4
<b>Independent living and leisure skills</b> - Adult and community learning	440	5
<b>Family learning</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	583	3

## KEY FINDINGS

### Achievement and standards

17. **Learners on teacher training programmes achieve good standards** in written work and in discussion. Learners on the teaching assistants course produce good portfolios. Those on the certificated course in delivering learning make effective links between practical and theoretical work.

18. **Most learners who join ICT programmes complete them.** Those on basic programmes develop confidence and good practical skills. Learners work at a pace which suits their needs.

19. **Learners on level 3 beauty therapy programmes achieve a very good standard of work.** They demonstrate high-level skills and make good progress towards achieving their learning aims.

20. **Learners on early years care programmes develop good skills** they can use both at home and at work. They work well both independently and with other members of their group. They gain confidence and are able to improve their performance.

21. **Learners on art and craft courses develop good technical skills and improve their creative awareness.** Tutors challenge learners and they grow in confidence. Many learners develop good independent learning skills.

22. **Learners on craft courses produce a particularly high standard of work.** They

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research and design products and produce excellent pieces in, for example, stained glass and lace work.

23. **Learners achieve high standards in both accredited and non-accredited courses in English.** Their written work is good. Learners state their own views confidently in discussions and cope well with challenges. They develop good skills of evaluation, research and analysis and use these well at work and in the community.

24. **Learners on numeracy programmes develop good skills** that they can use at work and at home. They learn to manage budgets and to help their children and grandchildren with their homework. Many learners progress successfully and achieve a range of qualifications.

25. **Learners in family learning programmes develop good parenting and personal skills.** They develop good practical skills which they use with their children at home. They value their new knowledge about how children develop and learn.

### Quality of education and training

26. Of the 296 learning sessions observed, 84 per cent were satisfactory or better, and 61 per cent were good or better. In individual areas of learning, the proportion of satisfactory or better learning sessions ranged from 67 per cent in hospitality, sport, leisure and travel, to 97 per cent in visual and performing arts and media. Five per cent of all learning sessions were poor or very poor.

27. **Some teaching in ICT classes is unsatisfactory.** Some classes are poorly planned and learners do not have sufficient opportunities to practise and apply their skills. Some tutors use a limited range of teaching methods.

28. **Much of the teaching and learning in sport and leisure classes is poor.** Many classes do not effectively meet the needs of learners and lessons are often uninspiring. Many tutors do not give learners enough feedback to help them to improve their performance.

29. **Teaching in beauty therapy classes is challenging and stimulating.** Tutors use a good variety of teaching methods and a high standard of teaching materials. They make good links between theory and practice.

30. **Teaching in arts and crafts is well designed.** Individual coaching is particularly strong. Tutors give inspiring demonstrations and extend learners' experience through historical and contextual work. They ensure that they meet the needs of both new and experienced learners.

31. Most English teachers are enthusiastic and competent. **English lessons are well planned and include a variety of activities.** Learners are given challenging and interesting work.

32. **Much of the teaching in language classes is unsatisfactory** and lacks sparkle, pace and challenge. It is poorly planned and tutors rely too much on English.
33. **Much of the teaching in ESOL, literacy and independent learning and living skills is unsatisfactory.** Lessons are often poorly planned and include little variety. Much of the content is not relevant to the learners' work or personal aspirations.
34. **Tutors in family learning programmes provide a wide range of stimulating and informative learning activities.** Learners have a wide choice of activities and are encouraged to contribute their own ideas. Learners have produced some imaginative projects.
35. **Tutors in sport and recreation classes have inadequate qualifications.** Only a quarter have a qualification in the subject they teach. Some tutors regularly update their skills, but others do not and Devon LEA does not monitor this.
36. **Accommodation for some sport and recreation, and early years care classes is poor.** Some rooms are cold and some are too small. The facilities at some venues are inadequate and there is poor access at some for learners with restricted mobility.
37. The service does not provide a pool of equipment for sport and recreation classes, although sometimes equipment is available at the centres. **In many classes tutors and learners provide their own equipment, but it is not checked for suitability or safety.**
38. **Tutors on beauty therapy courses are particularly well qualified and occupationally competent.** There is well-structured and effective staff development and tutors keep their professional qualifications up to date.
39. **Ventilation and temperature controls in massage rooms are inadequate.** Some rooms are stuffy and uncomfortable and some learners become uncomfortable which reduces the benefits of the treatments and restricts learning.
40. **Tutors in arts and crafts courses have particularly high levels of current professional expertise.** Many have their own workshops, and supply specialist equipment for learners. They inspire learners by showing them examples of their own work.
41. **Tutors in numeracy classes do not have access to sufficient calculators, rulers, scales and other practical equipment.** Some classes have laptop computers, but they do not have enough appropriate software.
42. **Tutors in independent living and leisure skills classes provide their own equipment and materials.** These are not monitored and too many tutors use inappropriate worksheets. Tutors do not use special equipment and resources to help learners with specific learning difficulties and disabilities.
43. **Assessment in teacher training programmes is well planned.** Learners are given good

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feedback on their work, and their achievements are clearly recorded. Some learners receive detailed feedback on their work on the day they hand it in. Internal verification is well organised in some units.

44. **Tutors in ICT keep poor records of learners' progress.** Learners' existing computing skills are not properly tested and tutors rely too much on how learners assess themselves. Tutors set few targets and feedback to learners is largely informal and is not recorded.

45. **Tutors do not adequately monitor individual learning in sport and recreation classes.** The county has introduced a health questionnaire, but not all learners complete it. Tutors do not assess learners' skills when they join a class. Goals and targets set are too general and do not help learners to measure their progress.

46. **In beauty therapy and early years programmes, tutors monitor learners' progress very effectively.** They take account of learners' prior knowledge and carefully record their progress towards their goals. Many tutors give good feedback on learners' work which helps them to understand how well they are progressing.

47. **Arts and crafts tutors do not adequately record learners' progress.** Some tutors do not take account of learners' prior knowledge and some do not record learners' progress or achievements at all. Many tutors consider the standard forms to be bureaucratic. Many, however, give learners good verbal feedback.

48. **English tutors use assessment well to develop learners.** They mark work fairly and give learners helpful feedback. On the best courses, tutors assess learners' knowledge and skills thoroughly at the beginning of the programme and use this information to adapt the course to meet learners' needs.

49. **Initial assessment for learners on language courses is inadequate.** In many classes where learners have a range of skills and experience, tutors do not have a strategy for dealing with the different needs of learners. In some classes learners' progress is not monitored.

50. **Tutors carry out thorough initial assessment in literacy, numeracy and ESOL courses.** They carefully consider the barriers to learners' progress. Learners are placed in suitable groups and the results of their assessment are recorded on their individual learning plans.

51. **In literacy classes tutors do not always identify or record individual targets for learners.** Tutors do not review learners' progress until the end of term, and do not always identify learners' difficulties quickly enough.

52. **ESOL tutors do not identify learners' needs effectively** in order to plan their work and monitor progress. They do not always record the results of learners' initial assessments. Learning plans do not always have individual goals or timescales for their achievement, and tutors do not design learning programmes to meet learners' needs.

53. **Tutors in independent living and leisure skills programmes do not carry out sufficiently detailed initial assessment of learners' needs.** Tutors pay too much attention to literacy and numeracy development and insufficient attention to social and behavioural needs and the learner's own aspirations.

54. **Most initial assessment in family learning programmes is weak.** Much of the information recorded is vague and incomplete, and it is not used to set clear goals for learners. Tutors establish learners' needs informally but most do not record the results. Tutors in the 'parents learning, children learning' programmes carry out more detailed assessments and record learners' literacy, numeracy and language needs.

55. **ICT programmes are well designed and attract new learners.** Units provide a good range of taster courses and courses aimed at learners over 50. Some units provide courses linked to business needs. **During the first term of 2004-05, three-quarters of enrolments have been by new learners.**

56. **Courses in sport and recreation are available throughout the county.** Every unit offers yoga and most offer other exercise classes. Some courses are specifically targeted at older learners and those with medical problems.

57. The service provides a **good range of introductory courses on massage and complementary therapies**, but there are insufficient progression opportunities for learners. Learners make good use of what they have learnt to improve the quality of their daily lives.

58. **Language learners have a good range of provision and progression opportunities.** Classes in French and Spanish are run at 39 venues, Italian at 11 and German at seven. There is a good range of daytime courses for older learners. Twinning arrangements with European cities have generated classes in some venues.

59. The county has **some good initiatives to attract new learners in literacy, ESOL, and independent living and leisure skills.** Units have made good contacts with a range of partners in the community who have helped to market the provision. The programmes take place in a wide range of venues which bring the provision closer to learners' homes.

60. **The workshop provision in family learning pays insufficient attention to the needs of adult learners.** The aims set for adults are vague, and learning is not always recognized and reinforced. A minority of adult learners do not take a full part in the learning and some drift in and out of sessions.

61. **The service implements the frameworks for 'parents learning, children learning' and family literacy, language and numeracy programmes effectively.** These programmes are used flexibly to meet the needs of adult learners. Learners produce well-written and creative reports and are aware of how their skills have improved.

## Leadership and management

62. **In teacher training some achievement records are poorly managed.** Unit managers do not always know whether learners' portfolios are finished or whether they are awaiting external verification. Only a third of learners who enrolled in 2003-04 completed their course within the expected timescale.

63. **The curricula for teacher training and ICT are not co-ordinated across the county.** Quality assurance and planning for improvement are not co-ordinated and there is **no formal system for the sharing of good practice.** Staff do not have consistent approaches to teaching and learning.

64. **In sport and recreation curriculum management is weak.** The county does not have a specialist support worker and there is little co-ordination of the curriculum. Some units carry out an analysis of local needs but much of the curriculum is historical.

65. **Quality assurance arrangements in sport and recreation are inadequate.** They are inconsistent between units and the ineffective monitoring of the procedures has failed to identify many of the weaknesses of the provision.

66. **Tutors in sport and recreation carry out risk assessments but they have not been trained to do this** and they fail to identify many of the hazards of the activity or of the group. Many tutors are not sufficiently aware of health and safety issues and many do not have a first aid qualification. Staff resources to support health and safety are inadequate and the county is failing to ensure the safety of learners.

67. **In early years care there is insufficient use of observations and evaluations** to improve teaching and the quality of learning. Teaching observation grades are higher than those given in the inspection. Learners' feedback is not always used to make changes in the programme.

68. **Staff who teach English have good operational support from unit managers but inadequate specialist support.** They do not have opportunities to share good practice and ideas, and many feel they are working in isolation.

69. **Language staff do not have sufficient curriculum support.** Observations are not done by specialists and feedback is through line managers. A curriculum support worker has recently been appointed and some staff have attended a well-designed staff development programme. Tutors appreciate this but still feel inadequately prepared to introduce accreditation.

70. **The foundation curriculum is inadequately managed.** A recently appointed co-ordinator has established some countywide systems and designed a professional development programme with the local learning partnership. However, much of the paperwork is not monitored and many staff do not attend the training. Classes are not always scheduled at times which are convenient for the learners.



**71. The links between the three family learning programmes are not well established.**

There is some effective communication at local level, but not across the county. The service does not have a strategy to assess learners' progress in different parts of the programme. Links with other parts of the service, for example ESOL, are not clear.

**72. The service has successfully recruited learners across the county, including those from remote rural areas.** Unit managers know their local communities well and work effectively with local partners to widen participation. All units achieved their target for the recruitment of new learners.

**73. The central adult and community team is working effectively to develop more-consistent procedures across the county.** Systems and policies are well designed and a service level agreement effectively sets out the relationship between the central team and the units. In the well-managed units, tutors are kept up to date and receive good support.

**74. Devon LEA's strategy for adult and community learning is not sufficiently clear** and is not always used within the units to adapt and develop curriculum. In some areas progress is slow. Agreed actions in service level agreements are not always carried out. Some local unit management plans are weak.

**75. The curriculum is poorly planned and insufficiently co-ordinated across the county.**

In many units the curriculum is based on historical provision and does not reflect identified county priorities. Some courses are duplicated and progression routes are not always adequately planned. Some curriculum areas have specialist support workers, but many tutors work in isolation and do not collaborate or share good practice.

76. Learning is insufficiently led and managed, and **although some learners have good experiences many do not.** Sixteen per cent of the learning sessions seen during the inspection were unsatisfactory. This is a significant proportion. These sessions were uninspiring and gave learners limited opportunities to develop their skills.

77. The service has a recently established centralised system for collecting data. This has significantly improved its reliability. However, **some managers and tutors do not have sufficient technical skills or understanding to use data effectively in** curriculum planning or in the evaluation of performance.

**78. Some learners do not receive an equal opportunity to develop their skills or participate in learning.** They do not all receive adequate information about policies and procedures or about the costs and assessment requirements of their course. Some venues have poor access for learners with restricted mobility. Some tutors working with learners with learning or physical disabilities do not have sufficient understanding of their needs or how to meet them.

79. Although **the county team adopts a frank and self-critical approach to the evaluation of the provision** and has put in place a number of new procedures for improvement, these are not yet sufficiently established. Observations are not effective in improving the quality of teaching and learning. Many procedures are poorly monitored. The self-

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assessment report identifies weaknesses in some areas of learning but not in others and many part-time tutors are unaware of what it says.

### **Leadership and management**

#### **Strengths**

- particularly well-targeted provision to recruit new learners across the county
- strong drive towards continuous improvement

#### **Weaknesses**

- slow implementation of countywide policies and systems
- inadequate curriculum leadership and management
- insufficient use of performance data or target-setting
- insufficient promotion of equality of opportunity

### **Business administration, management & professional**

#### ***Teacher/trainer awards***

##### *Strengths*

- good levels of attainment in both written and discussion work
- good assessment practice

##### *Weaknesses*

- some poor management of achievement records
- inadequate co-ordination of teacher training courses

### **Information & communications technology**

#### ***Using IT***

##### *Strengths*

- very good retention rates
- good development of learning skills in basic computing courses
- well-designed local ICT programmes that attract new learners

##### *Weaknesses*

- unsatisfactory teaching in some lessons
- poor recording of some learners' progress
- inadequate co-ordination of the curriculum to ensure consistent practice

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

### ***Leisure, sport and recreation***

#### *Strengths*

- good geographic spread of exercise classes

#### *Weaknesses*

- poor teaching and learning
- many inadequately qualified tutors
- poor accommodation and equipment in some venues
- inadequate planning and monitoring of individual learning
- weak curriculum leadership and management
- inadequate quality assurance
- failure to assure the safety of learners

## **Hairdressing & beauty therapy**

### ***Beauty therapy***

#### *Strengths*

- very good standard of work by learners on level 3 programmes
- very good teaching and learning
- particularly well-qualified and occupationally competent tutors
- very effective monitoring of learners' progress

#### *Weaknesses*

- inadequate temperature control and ventilation in massage rooms
- insufficient progression opportunities

## **Health, social care & public services**

### ***Early years***

#### *Strengths*

- good learning and development of skills
- particularly effective monitoring of learners' progress
- good initial guidance and individual support

#### *Weaknesses*

- some poor teaching accommodation
- insufficient use of observation and evaluation

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

### **Arts**

#### *Strengths*

- good technical achievement and development of creative awareness
- good teaching and learning
- tutors with particularly high levels of current professional practice

#### *Weaknesses*

- inadequate recording of learners' progress

### **Crafts**

#### *Strengths*

- good technical achievement and development of creative awareness
- good standard of work
- good teaching and learning
- tutors with particularly high levels of current professional experience

#### *Weaknesses*

- inadequate recording of learners' progress

## **English, languages & communications**

### **English**

#### *Strengths*

- good attainment
- good GCSE English results
- good teaching and learning
- good use of assessments to develop learning

#### *Weaknesses*

- inadequate specialist support for tutors

## **Languages**

### *Strengths*

- good range of provision and progression opportunities
- good initiatives in curriculum development

### *Weaknesses*

- inadequate initial assessment
- much unsatisfactory teaching
- inadequate curriculum support for tutors
- inadequate planning and co-ordination of the curriculum

## **Foundation programmes**

### **Literacy**

#### *Strengths*

- thorough initial assessment
- some good local initiatives to widen participation

#### *Weaknesses*

- too much unsatisfactory teaching
- poor target-setting
- inadequate curriculum management

### **Numeracy**

#### *Strengths*

- good attainment of transferable skills
- good teaching and learning
- thorough initial assessment

#### *Weaknesses*

- insufficient resources
- inadequate curriculum management

## **ESOL**

### *Strengths*

- thorough initial assessment
- some good initiatives to widen participation

### *Weaknesses*

- insufficient development of language skills specific to learners' needs
- ineffective use of initial assessment and individual learning plans to set targets and monitor learners' progress
- inadequate curriculum management

## **Independent living and leisure skills**

### *Strengths*

- good recording of individuals' attainment in lessons
- stimulating practical sessions
- wide distribution of courses to cover the county

### *Weaknesses*

- much unsatisfactory teaching
- inadequate teaching and learning materials
- insufficient staff with specialist knowledge and expertise
- insufficiently detailed initial assessment of learners' needs

## **Family learning**

### *Strengths*

- good attainment of parenting and personal skills
- wide range of stimulating and informative learning activities
- very effective implementation of parents learning, children learning and family literacy, language and numeracy programmes

### *Weaknesses*

- insufficient focus on adult learning needs in family workshops
- weak initial assessment
- insufficiently established links between the three programmes

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

- the excellent tutors who are supportive and always ready to help
- 'courses that are better than I could have hoped for'
- the friendly atmosphere in the centre
- increased confidence - 'I'm not terrified any more'
- the challenge of the work and the sense of achievement
- being taught foreign languages by a native speaker
- 'achieving and getting feedback on my work'
- developing practical skills that can be used in the workplace

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

- the quality of information about course content and level
- the amount of paperwork
- the information about whether courses will run or continue
- the furniture and lighting - 'I can't see well enough'
- the access to technical staff to sort out problems in the evenings
- the opportunities to progress
- the length of waiting lists

## **KEY CHALLENGES FOR DEVON LEA:**

- improve the quality of teaching and learning
- put in place effective quality assurance procedures at county and unit level
- improve the promotion of equality of opportunity
- establish systems to support and develop the curriculum across the county
- use data effectively in planning and monitoring the provision



## Language of the Adult and Community Learning Sector

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

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

## Other terms used in Adult and Community Learning

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

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

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 4

#### Strengths

- particularly well-targeted provision to recruit new learners across the county
- strong drive towards continuous improvement

#### Weaknesses

- slow implementation of countywide policies and systems
- inadequate curriculum leadership and management
- insufficient use of performance data or target-setting
- insufficient promotion of equality of opportunity

80. Devon LEA offers adult and community courses throughout the county, including in some very remote rural areas. Courses take place in a wide range of venues. Some of the 26 local units offer a good mix of subjects and levels in some areas of learning. Unit managers know their local communities well and work effectively with local partners to widen participation. New learners are targeted as a high priority for all units and in 2003-04, 57 per cent of learners recruited had been out of education or training for at least three years.

81. The central adult and community learning team has an effective collaborative approach to developing more consistent procedures across the county. It has carried out wide consultation with key partners and set up specialist task groups. As a result, it has revised the service handbook and developed a service level agreement with the local adult and community learning units. The service has a well-designed and comprehensive set of systems and policies that provide clear central direction for locally managed provision. Similarly, the service level agreement effectively sets out what units can expect from the central team, and what each unit is expected to provide. Financial management is sound at county level, with good use of financial data to allocate funds to the units. Unit managers receive good training and support, and financial records are monitored regularly and effectively.

82. There has been slow implementation of countywide policies and systems. The service has a good awareness of the national, regional and local developments in adult and community learning. However, its strategy for adult and community learning is not sufficiently clear, and it is not used adequately to adapt or develop curriculum across the county. Similarly, training in the use of new paperwork and systems is not adequately linked to the county's strategy for improvement. Many tutors and learners are not given enough training or information on why new systems and paperwork are introduced.

83. The curriculum is inadequately managed and planned, and it is insufficiently co-

ordinated across the county. Some units carry out local surveys and work with neighbouring units when planning the curriculum, but in many units the curriculum is primarily based on historic provision and does not fully reflect the county's priorities. Some courses or subjects are duplicated within regions, and progression routes are not adequately planned across the county. Some units provide good operational management, with good communication between adult and community learning managers and tutors. Many of their tutors are kept up to date on national, county and local changes and receive good support and training to help them implement new procedures. However, actions agreed in service level agreements with all units are not systematically carried out. There are significant barriers to the implementation of planned changes. For example, some local units have weak management plans, and there are substantial variations in the focus of the plans between the units.

84. The curriculum support workers in arts and crafts, modern foreign languages, ICT and foundation programmes use their fractional posts well to provide many tutors with relevant specialist support and training. However, the curriculum is poorly managed in most areas of learning. In 2003-04, 1,338 part-time tutors worked for the county. Although most unit managers keep copies of tutors' curriculum vitae, there is no overview of tutors' qualifications in each area of learning. Some tutors do not have adequate subject-specific or teaching qualifications. This is particularly significant in fitness and exercise, and independent living and leisure skills. Many tutors do not have up-to-date qualifications in these specialisms, and do not carry out the required risk assessments for individual learners. Many tutors in all areas of learning work in isolation and are not able to collaborate with other specialists. The planning and management of some aspects of the foundation programmes are weak. Although some new systems, such as initial assessment in literacy, numeracy and ESOL, are being implemented successfully throughout the county, many tutors do not receive enough training in how to identify and record learners' individual learning goals. Some learners on other adult and community learning programmes receive satisfactory additional support in literacy or numeracy to help them achieve their learning goal, but this provision is not adequately publicised.

85. Some learners benefit from a wide range of stimulating and creative learning activities and achieve good standards of work, often exceeding their expectations. However, the learning is insufficiently led or managed, particularly in many of the larger areas of learning. A significant proportion, 16 per cent, of the 296 learning sessions observed were unsatisfactory. These sessions were uninspiring and often dominated by the tutor, with too few opportunities for learners to participate and develop their skills.

86. There is insufficient use of performance data or target-setting. The data collection system has recently been centralised. This has significantly improved its reliability for unit and central managers. The county provides effective training and support for staff in implementing the new administration systems. However, data is not used to evaluate programmes or provision in sufficient detail. Some managers do not have the skills to interpret and use data effectively to manage and improve their provision. Similarly, some tutors do not fully understand the implications of the data they provide in course reviews. Unit managers are set targets for recruitment, retention and achievement rates,

but neither they nor the tutors use data to evaluate the performance of their courses in sufficient detail. For example, the county does not adequately analyse achievement and retention rates on long, short or one-day courses, and it does not collect data on learners' destinations when they leave.

### **Equality of opportunity**

### **Contributory grade 4**

87. The service is particularly good at targeting its provision to recruit new learners. The local units implement its initiatives to widen participation very effectively. Successful work with partners and local communities results in learners' needs being identified and met. New courses have included cookery for members of the Chinese community, and ICT for farmers required to use computerised systems to register their cows. The county collects a good range of equal opportunities monitoring data and is developing additional systems to identify more appropriate targets for the recruitment of learners from key under-represented groups.

88. A county equal opportunities task group meets monthly to discuss issues such as staff training, changes in legislation and specific projects to widen participation. Managers, staff and tutors receive satisfactory training and information on the changes in equal opportunities legislation. Training to raise their awareness of disability is effectively supplemented with information packs or booklets. The well-planned strategy to use additional funds for promoting racial awareness has led to some successful projects. These include short ESOL courses for small groups of learners with specific needs, and the development of a DVD for staff training on multicultural issues.

89. Learners' achievements are celebrated well through a wide range of events and activities. These also motivate other learners to achieve. Many local newspapers publish articles on how learners have developed new skills, and photographs of award ceremonies or exhibitions of learners' work. Tutors help learners to promote their work.

90. Although the county has a satisfactory policy on equal opportunities, some learners on adult and community programmes do not all have an equal opportunity to develop their skills and participate in learning. Devon LEA does not give tutors enough information on the procedures for providing additional learning support or equipment, or on improving access to learning sites. Few learners routinely receive information on the county's complaints procedures. Although some learners receive detailed pre-course information, marketing leaflets do not always provide the essential information they need to make an informed choice of course. For example, learners are not always aware that there may be additional costs to their course, and they do not always know what the assessment requirements will be of courses leading to a qualification.

91. Some venues used for courses have poor access for learners with restricted mobility. Managers can sometimes make adjustments to enable these learners to attend a course, but this possibility is not mentioned in the course marketing materials. Managers do not have sufficient guidance to ensure that all learners are given adequate and appropriate explanations when they are moved to a more accessible room. Learners have sometimes stopped attending a class because the accommodation is inappropriate.

92. Tutors receive insufficient information on the range of adaptive technology and equipment available within the service to help learners with learning or physical disabilities. They do not always know how to apply for such equipment. Some learners are significantly disadvantaged by the lack of information and training for tutors in working with learners with disabilities. Tutors do not carry out adequate risk assessments to check learners' individual requirements or circumstances, and some fail to stand in an appropriate position when talking to learners with a hearing impairment.

93. The service level agreement between the central adult and community learning team and the local units, includes statements about both parties' responsibility to promote equal opportunities. However, units do not receive enough guidance on exactly what is expected of them. Equal opportunities does not have a high profile on the agendas of local and county advisory group meetings, or of meetings with tutors and other staff.

### **Quality assurance**

### **Contributory grade 4**

94. The service has a strong drive towards continuous improvement. It adopts a self-critical approach to managing the provision and uses the self-assessment process and resulting development plan as an effective tool for continuous improvement. Self-assessment has been an established process since 2001-02 and the central team and quality assurance task team review and adapt it each year to help make it more effective. The leadership and management and quality assurance reports are a particularly frank appraisal of the provision across the country, and identify many of the strengths and weaknesses identified by the inspection.

95. The task groups responsible for the main aspects of leadership and management, such as curriculum review, quality assurance and development of e-learning, provide effective forums for evaluating and revising practices and policies to improve provision. The service has made significant improvements, including wider and more effective consultation with key partners, better collaboration on the allocation of funds to units and more effective collection and use of the views of learners and tutors. It is too early to judge the effectiveness of many of the new procedures, but course reviews, standard documents for recording learning and centralised systems for collecting data have all been introduced recently. Internal verification is satisfactory. Courses leading to national qualifications comply with the requirements of the awarding bodies.

96. The self-assessment process makes good use of records from observations of learning, but the 2003-04 self-assessment report failed to identify the significant proportion of unsatisfactory teaching in the service. Observations of learning sessions are not used effectively to improve the quality of teaching and learning. Fifteen of the 24 units did not meet their agreed targets for observations in 2003-04. The target to observe every tutor once every three years is too low. Although most new tutors are observed during their first term, the selection procedures for observing other tutors are unreliable. The central moderation panel identified that many of the observed sessions were over-graded and that the information on too many record sheets was brief. However, some of the action the panel identified for improvement has not been

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adequately followed up. Other aspects of the service level agreement have not been monitored effectively. In September 2004, the service introduced half-termly reviews of the units' progress towards the targets in their service level agreements.

97. Although some tutors are observed by colleagues from similar areas of learning, most do not receive sufficient opportunities to be observed by appropriate subject specialists. Units and the county team do not make sufficient arrangements for tutors to share good practice. Successful ideas for developing learning materials and meeting learners' individual needs are not passed on.

98. The self-assessment report uses the information collected from staff and learners well. It identifies many of the strengths in the arts and craft provision, but fails to highlight many of the key weaknesses in the languages, foundation and sports programmes. The appraisal of equal opportunities is weak. Although unit managers and some of their line managers participate effectively in the self-assessment process, many part-time tutors are not aware of the final report, or their involvement in it.



## AREAS OF LEARNING

### Business administration, management & professional

Business administration, management & professional		3
Contributory areas:	Number of learners	Contributory grade
<b>Teacher/trainer awards</b> - Adult and community learning	109	3

#### **Teacher/trainer awards**

##### *Strengths*

- good levels of attainment in both written and discussion work
- good assessment practice

##### *Weaknesses*

- some poor management of achievement records
- inadequate co-ordination of teacher training courses

#### **Achievement and standards**

99. Learners' attainment both in written work and discussions is good. The standard of portfolio work on the teaching assistants' course is good. Learners on the certificated course in delivering learning were able to relate the resources they had produced to learning styles and the learning cycle.

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

100. There is much good assessment practice. Assessment is well planned, and in most portfolios, learners' achievement of performance criteria is clearly recorded. There is good feedback to learners in many portfolios. The best of it is constructive, detailed, supportive and timely. In some units there is well-organised internal verification, although in two it is largely left until the end of the courses.

101. The standard of teaching and learning is satisfactory. Eighty-six per cent of the sessions observed were satisfactory or better. In the better classes, tutors used a range of active learning strategies which involved the learners. They planned sessions thoroughly, clearly stating the aims and sharing them with the learners. In weaker sessions, tutors talked at the learners and did not check their understanding. There was inadequate planning of learners' activities and a limited range of teaching methods was used. The aims of the session or of the tasks set were not always made clear to the learners.

102. Resources are satisfactory. All tutors have appropriate occupational and teaching

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qualifications, and many are extremely well qualified. Learners like the accessibility and friendliness of local units. The accommodation is welcoming, although sometimes cramped. In one venue, learners sat on unsuitable chairs designed for infants. Some units do not have sufficient access to books and computers to support learners taking teaching qualifications. Others have a selection of books for learners to borrow. One unit, in a community college, has bought the books recommended for the course and put copies in the college library. There are also arrangements for some learners to visit the library at a local university. One unit has produced a CD-ROM of materials but one learner did not have a computer to access this. In two units, learners had access to computer suites on the site.

103. The services' responsiveness to learners' needs and interests is satisfactory. One unit has developed a teaching assistants' course in response to a request from Sure Start. Devon LEA requires tutors of non-accredited courses who are employed for fewer than 10 hours a week to achieve, as a minimum, the certificate in delivering learning. The course that leads to the certificate is meeting the needs of Devon LEA, and some of the learners have gained employment with the service.

104. Support and guidance for learners are satisfactory. Learners are asked to declare their support needs on the enrolment form, and tutors also identify needs from early assignments. There is no formal initial assessment. Inspectors observed good classroom support for a visually impaired learner and for a learner with mobility problems. In some units, initial guidance is weak. Some learners on the teaching assistants' course did not realise the amount of work it would entail. There are no interviews for the courses in delivering learning, but in one unit learners complete an application form. This is screened by the unit manager, who advises them whether the course is appropriate. For example, a learner who wanted to become a primary school teacher was advised that an access to higher education course would be more appropriate. However, a learner in another unit had not been told that an adult literacy and numeracy teaching qualification would be more appropriate to her needs.

### **Leadership and management**

105. There is no co-ordination of the curriculum across the whole county, but Devon LEA has recognised this weakness and has plans to deal with it. There are no formal systems for sharing good practice between the units. Local units assess demand and plan provision, but this not co-ordinated across the county. Quality assurance and planning for improvement are not co-ordinated across the county. Although some units carry out course reviews, the outcomes of these are not used in the self-assessment process. Many of the strengths and weaknesses identified by the inspection did not appear in the self-assessment report. Each tutor is observed approximately every three years. Some observation reports do not show clearly how tutors could improve their performance.

106. There is some poor management of achievement records. Unit managers do not always know whether learners' portfolios are finished or whether they are awaiting external verification. Only 33 per cent of learners who enrolled in 2003-04 completed their course within the expected timescale.

107. Equality of opportunity is satisfactory. There is adequate access to most teaching rooms. Learners with disabilities receive good support. Teaching materials do not always refer specifically to equal opportunities and diversity issues. Some learners have not been made aware of the equal opportunities policy at induction.

## Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Adult and community learning	2104	3

### **Using IT**

#### *Strengths*

- very good retention rates
- good development of learning skills in basic computing courses
- well-designed local ICT programmes that attract new learners

#### *Weaknesses*

- unsatisfactory teaching in some lessons
- poor recording of some learners' progress
- inadequate co-ordination of the curriculum to ensure consistent practice

## Achievement and standards

108. Retention rates are good on both accredited and non-accredited courses. During 2003-04, the retention rate on non-accredited courses was 95 per cent. Retention rates on accredited courses are also high at 90 per cent. Achievement rates on accredited courses are satisfactory. The achievement rate improved from 56 per cent in 2002-03 to 66 per cent in 2003-04. The attendance rate at sessions observed during inspection was 84 per cent.

109. Learners on basic computing courses develop good learning skills. On short courses, learners make rapid progress, quickly developing the confidence to practise skills such as text manipulation, and saving and printing work. The course content is relevant and accessible. The more interesting and enjoyable aspects of applications are learnt first. This motivates learners and gives an early sense of achievement. Tutors set clear and realistic objectives for their sessions. They produce very good handouts that are clear and aid independent study. During sessions, the handouts ensure that learners can work at an appropriate individual pace. Many tutors set exercises for learners to complete as homework. Learners also practise with real examples from their businesses or hobbies. They receive good, detailed feedback. Forty-five per cent of all courses are at beginners' level.

## Quality of education and training

110. ICT programmes are well designed and successfully attract new learners. During the first term of 2004-05, 66 per cent of enrolments have been by new learners. Courses are successfully targeted at attracting mature learners, and many courses are aimed specifically at learners over 50. Units provide a good range of taster courses which encourage new learners, particularly beginners. Courses are structured to meet learners' needs, providing a range of attendance patterns. Course lengths range from five weeks to 35 weeks. Many courses are modular, allowing flexibility in attendance. The courses are given imaginative names that clearly indicate their target group and objectives. For example 'Older and Bolder' and 'So you have bought a computer'. Units make good use of surveys of learners and local businesses when planning their curriculum. One unit provided a course in webpage design in response to interest from local hoteliers. Many units have good links with local businesses and learning providers, ensuring that the courses provided are balanced and do not duplicate existing provision. There are learning venues all over the county. Many learners progress from tasters to non-accredited introductory courses, and some move on to accredited courses.

111. Accommodation is generally satisfactory. In most cases ICT equipment and software are also satisfactory, although in a few venues servers are unreliable and there are no colour printers. At many venues there are video projection facilities, scanners, digital cameras and printers. There is insufficient technical support available in the evenings to ensure that problems are solved quickly. There are some good paper-based learning resources for learners, but there are not enough central resources for tutors. In many units, staff pay too little attention to reinforcing health and safety. For example, learners are allowed to hang coats on the backs of their chairs, dragging on the floor. There is little space for learners to work away from the computer, tutors do not correct poor seating posture, and rooms are too hot. In some units there are non-adjustable plastic chairs and workspace is cramped. Adaptive technology is available at most venues. Most tutors have appropriate experience and are working towards, or already hold, teaching qualifications.

112. Learners receive satisfactory guidance and support. Taster sessions provide opportunities for learners to sample the various types and levels of computer training available. Learners receive a course prospectus and are provided with specific course details and an induction. Learners are given much individual support during classes. Tutors provide appropriate advice on progression opportunities.

113. Tutors carry out little formal testing of learners' literacy, language or numeracy skills when they enrol, and even informal judgements are not accurately recorded on the learning plans. However, if the tutor has concerns, or learners have identified the need for additional support, this has been offered.

114. Teaching was unsatisfactory in five of the 52 sessions observed. The schemes of work were poor and session plans showed insufficient detail and limited learning methods. Sessions had unclear objectives and outcomes. In the poorest sessions, learners read a manual and follow instructions without a specific aim. The tutor does not

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use questioning to consolidate learning. Learners do not have appropriate opportunities to practise and apply skills. The range of teaching methods is inadequate to meet the individual needs of learners. Tasks are simulated and learners are not given an opportunity to use real-life activities. However, 59 per cent of teaching sessions observed were good or better. They were well planned and tutors were sensitive to a wide range of learning styles.

115. There is poor recording of learners' progress in many sessions. Learning and achievement records for non-accredited courses contain broad course objectives but are not used by tutors to record learners' achievements. Tutors rely too much on learners' self-assessment of their prior knowledge and experience. Learners' existing computer skills are not tested systematically when they begin courses. Too much of the feedback learners are given is verbal, informal and unrecorded. Tutors seldom set targets for the completion of specific tasks. They do not routinely maintain progress records for whole groups of learners. Some tutors have devised their own effective tools for recording progress, but this good practice is not shared. There are insufficient mechanisms to enable managers to effectively monitor the performance of non-accredited courses.

### **Leadership and management**

116. The curriculum is not co-ordinated adequately to ensure that all staff have consistent approaches to teaching and learning. Session plans vary, even between staff providing the same course. Tutors work in isolation from each other, producing their own learning resources which differ widely in quality. Few opportunities exist for staff to share good practice in centres and across regions. Systems for the observation of teaching and learning are not fully effective and observations have not always been carried out by subject specialists. Devon LEA has no procedures for carrying out induction or initial assessment or for providing additional support. There are no systems to ensure that all tutors have the same access to learning resources. Staff have too few opportunities to participate in staff training activities at convenient times. This is a particular problem for staff who have full-time employment commitments. Some staff have little awareness of equality of opportunity. There are effective course reviews for courses over 19 hours' long. Effective use is made of learners' evaluations. Accredited courses meet awarding body requirements.

117. The self-assessment report identified some of the same weaknesses as the inspectors. Devon LEA has planned staff development for 2005 to remedy these.

## Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		5
Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b> - Adult and community learning	3600	5

### ***Leisure, sport and recreation***

#### *Strengths*

- good geographic spread of exercise classes

#### *Weaknesses*

- poor teaching and learning
- many inadequately qualified tutors
- poor accommodation and equipment in some venues
- inadequate planning and monitoring of individual learning
- weak curriculum leadership and management
- inadequate quality assurance
- failure to assure the safety of learners

### **Achievement and standards**

118. Retention rates are satisfactory at 86 per cent. Accredited programmes are only offered in hospitality. Many of them are very short and achievement rates are low at 83 per cent. Most learners on non-accredited courses perform at an adequate level. For example, most learners in yoga classes can perform a range of basic postures. Some learners report significant improvement in their medical conditions, and many older learners effectively maintain their stamina, strength and flexibility. Attendance rates are low at 73 per cent.

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

119. The geographical spread of exercise classes is good. Exercise classes represent 84 per cent of this area of learning and take place in 100 venues across the county. Every unit offers yoga and most also offer other exercise classes such as tai chi, keep fit, qi gong and pilates. Courses are provided on request in a range of local facilities. Some are specifically targeted at socially excluded elderly people and those with medical problems. Some units have effective partnership arrangements with local healthcare professionals and voluntary groups through which they provide courses for learners with particular physical, mental or social needs.

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120. Teaching and learning are poor. A third of the classes observed were unsatisfactory. In the unsatisfactory classes, schemes of work and lesson plans are weak and activities either fail to stretch learners sufficiently or are too difficult. Tutors often aim for an average standard rather than maximising each individual's performance. They demonstrate poor classroom management and do not focus sufficiently on key teaching and learning processes. Lessons are often uninspiring. Tutors do not ensure that learners can see their demonstrations. Too many tutors stay at the front throughout the class and perform all activities themselves. They often have their backs to learners or their eyes closed, and cannot see what the learners are doing. Tutors give little individual feedback to help learners understand what they need to do to improve. There are few adaptations of exercises to enable all learners to participate. Potentially harmful practices are not always corrected. Few handouts are provided. Of those that are, many are not suitable for different learning styles and one contains misleading information. In the better classes, tutors plan carefully and effectively to ensure a good variety of activities and teaching methods to meet the needs of individuals and their different learning styles. They give detailed explanations that enhance learners' knowledge and understanding of how to exercise safely and correctly according to their own limitations. Most learners observed during the inspection are in appropriate classes.

121. Many tutors are inadequately qualified. Twenty-seven per cent of tutors do not have a nationally recognised qualification in the subject they teach. Managers have not checked the tutors' qualifications and, until the inspection, were unaware that many are unqualified. Some tutors participate in very little development activity, while others attend numerous external training events which far exceed the requirements for their specialism. The service does not monitor staff development consistently. Fewer than half of tutors have a separate teaching qualification. Only 20 per cent are recorded as having a first aid qualification, and the service has not checked whether these are up to date.

122. Accommodation and equipment are poor at some venues. Several classes take place in rooms that are too small, and many in rooms that are cold. In some venues access is difficult for learners with restricted mobility. Toilet and shower facilities are inadequate at some venues. Noise, interruptions or lack of privacy mar some classes. There is no central pool of resources although in some classes equipment is provided by the venue. In most classes, learners provide their own exercise mats or blankets. These are not always suitable. Tutors often provide audio systems and specialist exercise equipment such as hand weights and resistance bands, but these are not checked by the service for their suitability or safety.

123. Planning and monitoring of individual learning is inadequate. Although a new standard health questionnaire has recently been introduced, it is not used effectively to plan lessons, ensure the safety of learners or set individual targets. Learners have not all completed questionnaires. In one observed class, it was the eighth week of the course but the tutor had only just received the forms to complete. Some tutors use their own questionnaire in addition to the standard one to gain more detailed information. Others use their own questionnaires instead of the standard one. This is not monitored by the service. There is little use of initial assessment to identify the level of learners' knowledge and skills, and individual target-setting is inadequate. There is no initial assessment of



learners' literacy, numeracy or language needs and tutors have little awareness of what support is available. The service has recently introduced a new learning and achievement record for exercise classes. Most tutors set general group targets and invite learners to identify their own personal goals. The targets and goals are too general and do not provide an adequate baseline against which individual progress can be measured. There are no interim dates for the targets to be reviewed. Learners' progress is reviewed at the end of term rather than as it happens. In many classes, immediate verbal feedback is inadequate. In one particularly good exercise class, the tutor evaluates learners' performance of every exercise on a scale of one to 10 at the beginning of the course. Their progress is monitored and recorded through the term using the same scale. Some tutors use the recently introduced course log to record learners' progress and any problems or difficulties they may have after each lesson. Others use it less effectively and some do not use it at all.

124. Pre-course information is generally satisfactory. The availability of marketing materials varies between units. In some areas, marketing material is distributed to every household along with local free newspapers, but in others, leaflets are only available from certain locations. Some learners commented on the difficulty of getting leaflets.

### **Leadership and management**

125. Curriculum leadership and management are weak. There is little co-ordination of the provision across the county. There is no curriculum specialist or support worker for this area of learning. The unit managers are responsible for curriculum planning and development in all curriculum areas. The curriculum offer is planned separately by each unit and in many cases is based on historical factors rather than current need. Some units try to identify local needs using population profiles, needs analysis and current learners' views. Some centres offer free taster sessions before enrolment to attract new learners. There are few opportunities for learners to progress.

126. There is a fairly even distribution of day and evening classes but very few classes are held at the weekend. Provision is reduced at the start of the tourist season and classes stop during holiday periods. During these periods, learners experience a significant loss of the benefits they gained in classes.

127. The service has service level agreements with each adult and community learning unit, but does not monitor compliance closely enough. Unit targets are not broken down by curriculum area. The service does not use management information to give it a clear picture of the provision, to identify trends, or to set appropriate curriculum targets. The different disciplines within the area of learning are not monitored separately.

128. Communications at unit manager level and above are broadly satisfactory. Communications between unit managers and tutors are more variable and some tutors have expressed feelings of isolation. Staff training and development for tutors is weak and varies considerably between units. Lesson observations are not used effectively to identify tutors' development needs. Some training opportunities are available, but attendance has been poor.

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129. Some units experience difficulty in recruiting tutors or covering staff absence. There are waiting lists for some classes, and three classes had to be cancelled when a tutor left the area. However, one unit has created a database from which it can select tutors to cover lessons.

130. Devon LEA is failing to ensure the safety of learners. Tutors are required to produce risk assessments for their classes, but not all do so. They have not been trained to do this and the quality varies greatly. Most risk assessments do not identify the potential hazards of the activity or the learner group. Risk assessments are not adequately monitored. Lesson observations have not identified unsafe practice in some classes. Some tutors are not sufficiently aware of the importance of health and safety or of emergency procedures and many tutors do not have a first aid qualification. Staff resources to ensure health and safety are inadequate. One member of staff is responsible for health and safety but she only has one day a week to cover all the areas of learning for the whole county. However, a health and safety audit has just been implemented.

131. Quality assurance arrangements are inadequate. They do not cover all the key processes of teaching and learning and do not refer specifically to the curriculum area. There are a number of inconsistencies in procedures between units. Overall monitoring is ineffective. It has not identified the problems with tutors' qualifications, risk assessments, health questionnaires, learners' documents, schemes of work or lesson plans, or with compliance with service level agreements.

132. Teaching observations are not carried out by specialists and are ineffective in improving the standard of teaching and learning. There is insufficient sharing of good practice. Use of tutors' and learners' feedback is ineffective. Course reviews are not used effectively to secure improvements.

133. The self-assessment process was not fully inclusive. It was based mainly on learner surveys, management information and lesson observations. The self-assessment report is not critical enough. It fails to identify many key weaknesses and inaccurately regards safety as a strength.

134. The promotion of equal opportunities is broadly satisfactory, although insufficient use is made of appropriate visual images to attract under-represented groups. Devon LEA is aware that few men participate in learning but has taken no effective action to remedy this.

## Hairdressing & beauty therapy

Hairdressing & beauty therapy		2
Contributory areas:	Number of learners	Contributory grade
<b>Beauty therapy</b> - Adult and community learning	337	2

### **Beauty therapy**

#### *Strengths*

- very good standard of work by learners on level 3 programmes
- very good teaching and learning
- particularly well-qualified and occupationally competent tutors
- very effective monitoring of learners' progress

#### *Weaknesses*

- inadequate temperature control and ventilation in massage rooms
- insufficient progression opportunities

### **Achievement and standards**

135. Provisional data suggests that retention rates and attainment on non-accredited courses are good. The achievement rate on accredited courses in anatomy, physiology and massage reflexology is good, and the retention rate is satisfactory.

136. Learners on level 3 programmes demonstrate very good standards of work, with good development of skills in application and analysis. Learners in a beginners' holistic herbal lesson were encouraged to take responsibility for their learning, researching information from texts and magazines to produce herbal monographs. They demonstrated very good analytical skills in their explanations of the herbs they had researched. Learners are making good progress towards achieving their learning aims.

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

137. Teaching and learning are good. Many of the lessons observed by inspectors were graded good or better, and two were outstanding. Lessons include a variety of methods and activities. They challenge and stimulate learners, providing a good link between theory and practice. In many advanced classes, learning sessions are focused on the development of higher-level skills of analysis and evaluation. Learning in an advanced reflexology class successfully met the individual needs of learners. There were posters and prompt sheets in the classroom, and learners were given highly effective individual support to help them identify contra-indications. Learners reached challenging goals that

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clearly met the lesson objectives. They developed the capacity to make critical evaluations when recording treatment, and to identify when clients should be referred to a doctor. In many of the lessons observed, tutors used a good variety of teaching methods including role-play and case studies, and there was a significant amount of practical work. The learning materials used are of a high standard. In some classes, attendance rates have been poor and learners' progress has been slow.

138. Tutors are particularly well qualified and occupationally competent. There is well structured and effective staff development, and tutors keep their professional qualifications up to date.

139. The monitoring of learners' progress is very effective. Tutors consider their entry qualifications and prior achievement when assessing their progress. Learning and achievement records clearly link progress and added value to learners' primary learning aims. The assessment of learners' work is good. Tutors on accredited reflexology and massage programmes provide written feedback on learners' work that clearly explains how they can improve. Assessment and verification procedures are in line with awarding body requirements. Learners understand the progress they are making and what they need to do to complete their qualification.

140. Learners receive appropriate advice about their course before they enrol. However, the county does not monitor learners' literacy, numeracy or language skills at the beginning of their programme. There is poor punctuality in some classes, and tutors do not challenge this.

141. Tutors have access to laptop computers for classroom use but there are insufficient projectors available at local units to support presentation software. Teaching accommodation and equipment are generally satisfactory. Ventilation and temperature controls in massage classrooms are inadequate. Tutors are not able to compensate for changes in body temperature during massage procedures and some rooms are stuffy and uncomfortable. Clients and learners experience discomfort which reduces the benefit of treatments and restricts learning.

142. The service provides a good range of introductory courses in massage and complementary therapy that meet learners' needs and those of the local community. Learners make good use of what they have learnt to improve the quality of their daily lives. However, there are insufficient progression opportunities although 75 per cent of the learners interviewed said they would like to take further qualifications. The service has not taken sufficient action to deal with falling learner numbers.

### **Leadership and management**

143. Formal and informal communications are satisfactory. Staff meetings are held regularly and minuted, and actions taken are followed up. Staff are kept well informed of examination requirements through good links with awarding bodies. Equality of opportunity is promoted satisfactorily. Teaching materials reflect diversity, and the range of courses meets individual and community needs. The self-assessment report identified

weaknesses in the programme area which were also identified by inspectors but there is little evidence that these have been dealt with in the action or development plans. Good practice is not shared among tutors.

**Health, social care & public services**

<b>Health, social care &amp; public services</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Early years</b> - Adult and community learning	121	3

**Early years***Strengths*

- good learning and development of skills
- particularly effective monitoring of learners' progress
- good initial guidance and individual support

*Weaknesses*

- some poor teaching accommodation
- insufficient use of observation and evaluation

**Achievement and standards**

144. Learners show satisfactory progress towards achieving their goals. All portfolios include evidence of learning and understanding at appropriate levels, and some are well organised. Learners make relevant use of illustrations showing, for example, the types of food for a balanced diet or the stages of children's development, and use these for quick referencing in later work. Nearly all the learners following level 3 NVQs in early years care have completed the written evidence for two units. Those on pre-school practice courses are completing assignments at pass level or above. Learners show a good ability to work co-operatively with their peers and independently of the tutor. They present the results of group work clearly and coherently to the class. In one level 3 session, group representatives summarised ideas for activities that would enable them to record valid observations of children's development. Learners gain confidence. They become better able to ask questions in their workplaces and make suggestions for activities and improvements. Attendance at sessions is satisfactory and punctuality is good.

145. The data available to inspectors was insufficiently reliable to be used to identify trends in retention and achievement rates. Staff had little confidence in its accuracy. Managers do not use the data effectively to evaluate courses or to identify where improvement is needed. However, in one unit the manager and team of tutors had analysed retention and achievement data over a three-year period. Out of 60 learners who started courses in that unit in 2003-04, 20 have achieved their qualification, 12 have left without achieving and 28 are still in learning.

## Quality of education and training

146. There is good learning and development of skills. Parents show an increasing ability in their discussions and written notes to reflect on how they interact with their children. They describe in detail how they are trying new techniques that are leading to improved behaviour and more enjoyment of the time shared with their children. Most learners readily illustrate issues discussed in the classroom with relevant examples from their workplaces. One learner works with a child who has a visual impairment. After taking part in a practical activity on the impact of different kinds of visual impairment, she is much more aware of the things she could do to help him. Learners are enthusiastic and most take part in discussion eagerly.

147. The monitoring of learners' progress is particularly good. All tutors keep a record sheet showing the NVQ units or assignments that have been given in for assessment. From these, they can quickly see if a learner is experiencing difficulties with work and take prompt action to support them. Tutors give learners detailed feedback on their assessed work. Their comments effectively reassure learners about the quality of their work and provide additional guidance for future assignments.

148. Tutors provide good guidance and support to individual learners. They discuss courses in detail with potential learners, enabling them to choose the course and level of study that is most appropriate to their needs. They then provide further information at initial group meetings. Learners have a good awareness of the complaints and appeals procedure from written policies and discussions during induction meetings. Tutors follow up learners' absences promptly and systematically. They plan regular tutorials into the courses and ensure that there is communication about curriculum and personal issues between tutors and learners. They keep detailed records. There is a good working partnership between tutors and a specialist basic skills tutor. When a learner reports an additional need or a tutor identifies one, suitable resources and specialist advice are available. One learner uses a cassette recorder as she is unable to take written notes, and the tutor has ordered one for a second learner in the group.

149. Teaching is satisfactory. In the best classes, tutors manage groups skilfully, encouraging quieter members and asking questions that require learners to think analytically. Sessions are well planned with a strong focus on the needs and interests of learners. Some tutors prepare thoroughly, placing furniture appropriately and ensuring that resources are available for the kind of activities to be carried out. Tasks are set clearly and learners settle to them quickly. However, in less successful sessions, there is little variation in the learning activities. Learners are not challenged to take an active part in their learning. Tutors do not encourage learners to demonstrate their knowledge and understanding of issues such as stereotyping, and learners do not always have the knowledge or experience to complete tasks satisfactorily.

150. Resources are generally satisfactory to support learning. Tutors are appropriately qualified and have relevant experience. They use well-presented handouts and clear task-sheets. Centre managers buy a satisfactory range of textbooks at the request of tutors.

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151. There is a satisfactory range of courses from level 1 to level 3. Most are offered in towns in north, south, east and central Devon. A successful funding bid has led to several units being able to offer additional sessions and accommodate more learners, and this will be extended to other areas during 2004-05. Whenever possible, times of sessions are negotiated to suit learners with family responsibilities.

152. Some teaching accommodation is poor. Some classes take place upstairs or in buildings with entrance steps, making access difficult for learners with restricted mobility. Some rooms are cold or dirty. During one observed session, noise from outside the building prevented some learners from hearing and interrupted their concentration.

### **Leadership and management**

154. Management practice varies between local units. Some tutors have frequent communication with, and regular support from, unit managers. Others do not. Devon LEA has recently appointed a member of staff to provide curriculum support for the area. All tutors are given copies of a comprehensive staff handbook when they begin teaching. This gives effective instructions on how to complete forms such as progress monitoring sheets, accompanied by examples. There is very clear and detailed guidance and practical advice, written by a basic skills tutor, to help tutors identify and meet learners' additional learning needs. The promotion of equality of opportunity is satisfactory. There is effective coverage of issues relating to equal opportunities as these arise in the curriculum. Learners extend their understanding of how to ensure that their workplaces include children from a variety of backgrounds. Copies of Devon LEA's complaints and appeals procedures are routinely distributed to tutors and learners and are clearly understood.

155. There is insufficient use of observation and evaluation to improve teaching and maintain the quality of learning. The process of teacher observation has not been effective in ensuring consistently good teaching. There was a wide variation in the quality of sessions observed and the grades given during inspection were lower than those given in-house. Learners complete course questionnaires but the results of these are not always used to improve the quality of provision. Managers do not always check tutors' use of standard paperwork.

156. Some information and judgements in the self-assessment report referred to the whole area of learning rather than to early years. The self-assessment report accurately identified some of the weaknesses found by the inspectors.



## Visual & performing arts & media

Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b> - Adult and community learning	1779	2
<b>Crafts</b> - Adult and community learning	1300	2

### Arts

#### Strengths

- good technical achievement and development of creative awareness
- good teaching and learning
- tutors with particularly high levels of current professional practice

#### Weaknesses

- inadequate recording of learners' progress

### Crafts

#### Strengths

- good technical achievement and development of creative awareness
- good standard of work
- good teaching and learning
- tutors with particularly high levels of current professional experience

#### Weaknesses

- inadequate recording of learners' progress

## Achievement and standards

157. Learners attain good skills. Their personal goals are met and in some cases exceeded. New learners are surprised and delighted at how much progress they make. Experienced learners are challenged to learn new skills. Learners' confidence is significantly increased. Learners in many art classes talk of their improved observational awareness, and how it has changed the way they see the world around them. Many learners are developing independent learning skills and the ability to manage their own learning.

158. The standard of work produced in craft classes is particularly good. For example, learners in stained glass classes research, design and make very good quality glass lights and panels for use in doors or as screens. In another class, learners produce exquisitely

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made pieces of lace. There is good attendance and punctuality in most classes. Retention and achievement rates are satisfactory.

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

159. Teaching and learning are good in all areas. Tutors design the teaching programmes well, building the skills and knowledge that learners require. They differentiate well in their teaching and often successfully balance the needs of new and experienced learners in the same group. Individual coaching is particularly strong. Tutors set challenging learning goals that are appropriate to the needs of individual learners. There are inspiring demonstrations of tutors' skills, including Chinese brush painting, pottery and upholstery. In many classes, tutors use historical and contextual references to extend the learning experience. Learners are encouraged to develop personal projects that build on their interests, experience and aspirations. For example, a second-year student on a certificated ceramics course used his expert knowledge of geology to develop new glaze recipes in collaboration with the tutor. Learners on the introductory course are testing the glazes on their work.

160. Learners are highly motivated and enthusiastic. One learner who works night shifts gets up early to attend her painting class. She sees this as her time, free from work and family commitments, and she tries never to miss a class. Learners are very engaged in their work and participate fully in the group. In many classes they support each other's learning well. In painting classes learners are encouraged by their tutor to identify strengths and areas for improvement in the work of others. They welcome the opportunity to advise and be guided by their peers. In some classes however there is insufficient use of group learning and peer learning.

161. Tutors have particularly high levels of current professional experience, and bring a wealth of valuable knowledge to learning sessions. For instance, in stained glass and pottery, several of the tutors have their own workshops which learners are encouraged to visit between classes. They bring specialised equipment to classes and provide access to specialist suppliers. The calligraphy tutor has had works published nationally and a watercolour tutor is an internationally renowned artist. They show examples of their work to learners, inspiring them to work towards professional standards. Most staff have teaching qualifications and teaching is organised and effective. Several exhibitions of learners' work have been planned for the summer term.

162. The standard of accommodation varies. There is some very good accommodation in community colleges with appropriate workshops and specialist rooms. However, some venues offer limited access for learners with restricted mobility. Honiton lace learners had to work in poorly lit rooms with bulbs missing, and in a stained glass class a shortage of electric sockets meant that soldering irons were attached to trailing electric leads creating a potential health and safety hazard. In a dressmaking class, the tutor and learners had to set up all the chairs, tables and sewing machines at the start of the session and put them away at the end.

163. There is a wide range of courses, with tasters and weekend courses as well as summer workshops in some areas. Courses are provided at convenient times and venues and are packaged in different ways to enable learners to attend. Many courses last a term, and learners can re-enrol if they wish. A specialist parchment course runs for five weeks at a time. Two patchwork classes were integrated into a three-hour slot so that beginners and advanced learners each received an hour of dedicated tuition, with the middle hour overlapping to encourage them to work together. Centres try to run courses in rural locations. There are few progression opportunities in some areas, especially in art, with improvers classes filling quickly.

164. Tutors are sensitive and supportive to the needs of learners returning to education. Individual support in the classroom is good. Systems are in place to provide support for learners who have literacy and numeracy needs. A number of the learners have learning difficulties but they are successfully integrated with classes. For example, four learners from a residential home attend a patchwork class with the support of one of the staff from the home. A learner with a high level of physical disability has, with the help of the tutor, adapted a standard paintbrush so that she can use it more easily and take an active part in her painting class.

165. There is inadequate formal recording of learners' progress. Initial assessment is not always used to identify learners' starting points. The standard forms issued by Devon LEA are seen as bureaucratic by many tutors, and many learners find them difficult to complete. Some tutors have devised their own forms for initial and continuous assessment. In some classes there is no formal recording at all of achievements and progress, although learners are given good verbal feedback. There is no sharing of good practice.

### **Leadership and management**

166. There is some good operational management at centre level. Most staff feel well supported by unit managers and there is some effective curriculum support. Performance is monitored through observations of teaching and learning. Unit managers set clear targets for the observations of tutors, but observations are not always carried out by the specialists. There is a clear ethos of continual improvement. There are increasing numbers of new learners on courses in this area of learning and the management strategy to discourage serial learners and end a 'club culture' has been very successful. The self-assessment report adequately reflects the strengths and weaknesses found in the inspection.

**English, languages & communications**

English, languages & communications		4
Contributory areas:	Number of learners	Contributory grade
<b>English</b> - Adult and community learning	121	2
<b>Languages</b> - Adult and community learning	2206	4

**English***Strengths*

- good attainment
- good GCSE English results
- good teaching and learning
- good use of assessments to develop learning

*Weaknesses*

- inadequate specialist support for tutors

**Languages***Strengths*

- good range of provision and progression opportunities
- good initiatives in curriculum development

*Weaknesses*

- inadequate initial assessment
- much unsatisfactory teaching
- inadequate curriculum support for tutors
- inadequate planning and co-ordination of the curriculum

**Achievement and standards**

167. Learners attain high standards on both accredited and non-accredited courses in English. Their written and oral work is of a good standard. In discussions, they contribute independent views confidently and cogently, listen with understanding and deal well with challenges. Their skills of critical evaluation, research and analysis are well developed. They are acquiring skills such as report writing and writing for journals, and using them effectively at work or in the community. Learners' oral and written work shows understanding of key concepts. Attendance rates are high and learners are punctual.

168. In 2003-04, the results in GCSE English were particularly good with 91.4 per cent of

entrants achieving a grade C or above.

169. In 2003-04, retention rates on non-accredited modern languages courses were very good at 87 per cent. However, on 42 of the 387 non-accredited courses, the retention rates were low at 66 per cent or less. On the seven non-accredited courses for learners with hearing loss, the retention rate was excellent at 94 per cent.

170. Accreditation of language courses has made it easier to measure achievement and provide progression routes, although many learners opt not to take the accreditation offered. There were 910 enrolments on accredited languages courses in 2003-04. Five hundred and sixty-two learners were retained and 180 achieved a qualification. Learners in lip reading and sign language classes attain a good level of communication skills. Sign language learners can practise signing at a local club for the deaf. In the better modern languages classes, learners participate fully from an early stage and have the confidence and fluency to express themselves in the language they are learning. In many classes, learners are acquiring useful language skills.

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

171. In English, teaching and learning are good. The tutors are enthusiastic, well qualified and competent. They provide challenging and interesting assignments and encourage lively debate. Session objectives are clear and are shared with the learners. The sessions are well organised with a variety of learning activities to ensure good coverage of the syllabus and meet different learning needs. One class in which the learners were of very varying ages and from a wide range of backgrounds was organised into mixed groups. The groups enjoyed working together and members valued each other's contributions. Learners who returned to education after a long period and who had negative expectations are now enjoying their learning. A minority of teaching on accredited English courses is dull, and some tutors do not fully understand the syllabus or the subject.

172. In English, there is good use of assessments to develop learning. Marked work is assessed fairly and learners are given helpful written feedback. Some tutors have developed a more detailed initial assessment procedure which is used to adapt the course to the learners' needs and interests or to negotiate learning goals which are used as the basis for continuous assessment. This good practice has not been widely shared. On some courses there is little continuous assessment.

173. There is a good range of provision and progression opportunities for language learners. Classes in French and Spanish are run at 39 venues, Italian at 11 and German at seven. Most units offer opportunities to progress from beginners' level to a second year, and more advanced classes are offered at 13 centres. There is good local promotion of courses, with prospectuses delivered to every door in some places. Some courses are oversubscribed, but waiting lists are dealt with efficiently. The local units do not all run English courses. The English provision is not planned and the range of courses offered is largely historical.

174. The service offers good initiatives that develop the curriculum to meet specific local needs. There is good daytime provision for older learners, especially in towns with a high proportion of retired residents, and there are some interesting responses to local interests, such as support for local twinning arrangements. French classes have been introduced for recreational sailors, to help them on their trips across the Channel.

175. Resources are satisfactory. Most English tutors are very well qualified and experienced. Those who do not have a teaching qualification are working towards it. Most language tutors have a good knowledge of their subject and are either native speakers or fluent linguists, but 20 per cent do not have teaching qualifications. Many language tutors had achieved a generic teaching qualification, but their classroom performance had not improved as they had not acquired the specific skills they needed to teach languages.

176. Most accommodation is satisfactory. Classes are held in rooms with audiovisual equipment which tutors use well. There is little ICT equipment in English classrooms. Language tutors refer learners to useful websites, and a few make practical use of ICT in the classroom. In many daytime venues, language learners sit comfortably around a table and rooms are enlivened with relevant displays. Many evening classes take place in school modern languages rooms but here the furniture is often arranged in rows which inhibit communication. One class took place in a room up several flights of stairs which made access difficult for the learner, most of whom were elderly.

177. Most units run classes for learners with hearing impairments, and in a number of instances classes have been moved to improve access for learners with reduced mobility. There have been 142 enrolments by adults with learning difficulties or disabilities, but the service does not use this data to investigate learners' support needs. There is no evidence of attempts to encourage members of under-represented groups on to English courses.

178. Initial guidance arrangements for language courses are satisfactory. The pre-course information is excellent for some examination courses and satisfactory for most courses. However, the course titles often make it difficult to identify the level of the classes. Learners are told of any progression opportunities, particularly where these exist in the same unit. Their literacy and language needs are identified as an integral part of their course, but there is no identification of numeracy needs. Learners are directed to study skills sessions but it is up to them whether they attend or not. Where the tutor also teaches these courses the take-up is good. Some tutors give individual teaching sessions in their own time. Equality of opportunity is promoted through the course texts and is written into the GCSE and AS/A level syllabuses.

179. There is good individual support in the better language classes. In one class, the tutor tailored support for learners' differing needs sensitively and effectively. Tutors give their own time to bring late starters up to speed. In one unit, a learner who was finding it difficult to attend regularly was occasionally allowed to join a class at the same level on a different night, and another learner acted as her 'buddy', visiting her at home and telling

her what had been covered. In some classes, lessons are pitched at a fixed level which either results in the slower learners being left behind or the more able becoming bored.

180. Initial assessment is inadequate for language learners. Many tutors of mixed-level classes have no strategy for dealing with the different needs of their learners. In some classes genuine beginners are mixed with learners who have studied the language before. On several language courses, there is inadequate monitoring of learners' progress. There is a system for recording the coverage of the syllabus and outcomes on non-accredited courses, but this is not always used. There is some good individual monitoring and feedback to learners, but poor pronunciation and grammatical inaccuracy sometimes go uncorrected. However, one lip-reading class tutor keeps weekly records of individuals' progress.

181. There is much unsatisfactory teaching and learning in language classes. Almost a quarter of the observed language teaching sessions were unsatisfactory or poor. In these sessions, teaching lacked sparkle, pace and challenge. There was insufficient planning and purpose. Tutors made too much use of English and of translation and were reluctant to correct learners' mistakes. There were too few opportunities to practise speaking the foreign language. There was little differentiation, even in the better classes. However, in the best classes, tutors are developing learners' language learning skills and linguistic awareness as well as teaching basic vocabulary and idiom. In these lessons, learners are kept motivated and on task, and are challenged by a good range of teaching strategies.

### **Leadership and management**

182. English staff have good operational support from their unit managers but inadequate subject specialist support. Tutors are managing the learning well but they are working in isolation. There is no forum for devising schemes of work or sharing good practice and ideas. Much individual good practice goes unidentified and unrecorded and is not used to improve the quality of learning. One creative writing course has been accredited, but few of the staff teaching similar courses know about this.

183. There is insufficient curriculum support for language tutors. Most observations of language teaching are carried out by non-specialists. The grades for such observations are much higher than those given by the inspectors. Feedback is given by the unit manager and not by the observer. There is no system to enable tutors to use retention and achievement data for action-planning, or to identify and respond to changing needs. The service has introduced a well-designed and relevant staff development programme for language tutors. Thirteen topics have been covered, including lesson planning, classroom management, differentiation, and teaching and learning styles. So far, there is little evidence that this has affected practice, but some tutors are becoming more aware of how to enliven their teaching and make it more relevant to learners' needs. A half-time curriculum support worker for modern languages has been in post since September 2003. Unit managers and many tutors express great appreciation of the support and initiatives already taken, but some tutors feel inadequately prepared to introduce accreditation.

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184. The planning and co-ordination of the languages curriculum is inadequate. There is no overall strategy and programmes are planned and managed locally by non-specialist unit managers. The provision is historical and, although there are informal links between some neighbouring units, there is no strategy for the service as a whole or for clusters of units. Some classes are very small, with as few as five learners. There is no service standard for course outlines.

185. There was little correlation between the self-assessment report and inspectors' findings. Subject tutors were insufficiently involved in the self-assessment process.



## Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<b>Literacy</b> - Adult and community learning	267	4
<b>Numeracy</b> - Adult and community learning	171	2
<b>ESOL</b> - Adult and community learning	219	4
<b>Independent living and leisure skills</b> - Adult and community learning	440	5

### **Literacy**

#### *Strengths*

- thorough initial assessment
- some good local initiatives to widen participation

#### *Weaknesses*

- too much unsatisfactory teaching
- poor target-setting
- inadequate curriculum management

### **Numeracy**

#### *Strengths*

- good attainment of transferable skills
- good teaching and learning
- thorough initial assessment

#### *Weaknesses*

- insufficient resources
- inadequate curriculum management

## **ESOL**

### *Strengths*

- thorough initial assessment
- some good initiatives to widen participation

### *Weaknesses*

- insufficient development of language skills specific to learners' needs
- ineffective use of initial assessment and individual learning plans to set targets and monitor learners' progress
- inadequate curriculum management

## **Independent living and leisure skills**

### *Strengths*

- good recording of individuals' attainment in lessons
- stimulating practical sessions
- wide distribution of courses to cover the county

### *Weaknesses*

- much unsatisfactory teaching
- inadequate teaching and learning materials
- insufficient staff with specialist knowledge and expertise
- insufficiently detailed initial assessment of learners' needs

## **Achievement and standards**

186. Learners on numeracy programmes demonstrate good attainment of transferable skills and many achieve their personal learning goals. They express a sense of achievement as they develop their skills and apply them in their everyday lives in work and at home. For example, some can manage family budgets more effectively and help children and grandchildren with their homework. Many learners progress from entry level through level 1 and onto level 2 national tests in numeracy. In 2003-04, the retention rate on numeracy programmes was good.

187. In independent living and leisure classes tutors record individuals' attainment in lessons well. Most tutors spend time discussing with each learner what has been completed in each lesson and recording it. This enables tutors to check learners' progress and plan their learning individually. Learners gain some social skills and increase their confidence. In 2003-04, the retention rate was 93 per cent, which is satisfactory.

188. In 2003-04, retention rates were satisfactory at 89 per cent on literacy programmes and 77 per cent on ESOL programmes. No complete data was available for achievement in these areas.

## Quality of education and training

189. Much of the teaching and learning in numeracy classes is good. Eighty per cent of learning sessions observed were good or better. The sessions are relevant to learners' needs and are related to their life outside the classroom. For example, in one session a tutor explored with a learner how money was counted and banked in his workplace. Tutors use a range of teaching methods, including many practical activities. The pace of learning sessions is good and tutors make effective use of limited resources. Tutors encourage individual learning and coach and guide learners well.

190. Many tutors provide stimulating practical sessions for learners on independent living and life skills programmes. Practical learning forms 45 per cent of this provision. The sessions are well planned. Tutors use a combination of practical and creative tasks, for example, cooking a meal or making a dried flower arrangement. The task chosen is usually challenging for some learners but all can complete it. Tutors give clear demonstrations and explain the task, mostly using the method of communication most appropriate for individual learners. For example, in a woodwork class, signing was used for two learners with a hearing impairment. However, when carers accompany the learners they often do too much for them and the product is not the learners' own work. All learners express pleasure at their achievements and are keen to show everyone their completed work. Tutors have recently begun to identify and record other skills gained from practical sessions, for example, counting, and simple problem-solving. One group of learners has made a video of their physical exercise classes so that the exercises can be followed at home by themselves and other people.

191. In ESOL, literacy and numeracy, basic skills co-ordinators assess all learners thoroughly and identify their level of achievement. They carefully consider other factors which may contribute to the learners' difficulties and barriers to learning. Further diagnostic assessment is carried out by tutors. Where possible, learners are placed in groups according to their level. New skills for life materials are used to assess learners' skills levels, and information is recorded on individual learning plans.

192. The county has some good initiatives to attract and meet the needs of new learners in literacy and numeracy, and independent living and life skills. Units have made contact with health visitors, and primary schools, and managers, carers and residents in residential homes. They have also advertised courses in local job centres, village halls and on local radio. One basic skills co-ordinator, who also works as the local advice and guidance worker, has especially effective contacts with local guidance services and job centres. Several units have managed to exceed their recruitment targets for literacy and numeracy. Independent living and life skills courses are widely distributed across the county, located in schools, care homes and other community venues. In line with national policy, units are ensuring that learning takes place closer to learners' homes.

193. The county is using additional funding effectively to provide courses for new ESOL learners. These include Turkish speakers working in the food trade, care workers, the Chinese community in south Devon and Bengali women in north Devon. Through local

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contacts, units have also set up courses for workers in local factories and holiday camps. These initiatives have increased the range of courses for ESOL learners and most units now have groups at different levels.

194. Teaching and learning resources are satisfactory for ESOL and literacy, although little use is made of ICT. There is no specialist software. Most tutors rely on the new skills for life learning materials.

195. Support for learners is satisfactory. In class, learners receive regular feedback and support from tutors. Learners feel that tutors are approachable and encouraging. Learners often ask tutors and co-ordinators for help on other matters such as writing letters, problems at work, and job applications. In some units they will be referred to specialist advice and guidance services.

196. Nearly a third of the teaching and learning in literacy, ESOL and independent living and life skills classes is unsatisfactory. Lesson plans often have no detailed learning objectives and tutors use too few teaching methods. In the unsatisfactory independent living and life skills classes, learning is not related to the learners' lifestyle or aspirations, and the aims and objectives of the sessions are unrealistic for many learners. In the unsatisfactory ESOL lessons tutors do not manage language practice adequately. They do not use role-play, and make little use of relevant and interesting teaching and learning resources. Most ESOL learners are employed but many classes do not relate to their communication needs in, for example, food factories and care homes. The pace in most lessons is inappropriate. In the unsatisfactory literacy classes there is insufficient differentiation and little evidence of learning. Classroom management is poor. In some classes where literacy is taught through the use of ICT, the ICT has taken over and there is little development of learners' literacy skills.

197. The teaching and learning materials for the provision for independent living and life skills classes are inadequate. Tutors provide their own resources and equipment which are not monitored for quality, equality of opportunity or safety. Tutors use too many undifferentiated and inappropriate worksheets. They do not use equipment or additional resources to help learners with disabilities. There are insufficient resources for numeracy. Tutors do not have access to sufficient calculators, rulers, scales and other practical equipment. Laptop computers are available in some lessons but there is little relevant software available.

198. Only 27 per cent of the tutors teaching learners with learning difficulties and disabilities have specialist qualifications. Those teaching most of the programme have no relevant qualifications and only limited experience. Many tutors do not understand the learners' needs. For example, few use effective visual prompts, and some speak to learners with hearing impairments when turning away from or standing behind them. Many tutors use words learners do not understand and do not explain them. They place too little emphasis on improving the skills learners need for daily living. Although appropriate equipment is available in centres to support learners with sensory impairments, no tutor was observed using any during the inspection. Some tutors have been observed as part of Devon LEA's quality assurance procedures, but the

observations were not carried out by specialists, and poor practice was not identified. Some tutors use inappropriate terms when discussing the provision with colleagues. Devon LEA has offered some training in this area but attendance has been poor. A specialist curriculum support worker has been appointed but the role is only advisory and it covers the whole county.

199. In literacy provision the identification, planning and recording of specific individual learning targets is poor. Tutors refer to the core curriculum when setting learners' targets but it is not clearly used in lesson planning. Tutors review learners' progress at the end of term but do not generally record their achievement of interim targets. Tutors do not always identify learners' difficulties in a timely manner and their progress is restricted.

200. ESOL tutors do not identify learners' needs effectively in order to plan learning and monitor progress. The results of learners' initial assessments are not always recorded. Many learners' targets are taken from the course outline and do not relate to their individual goals. Few targets in individual learning plans have timescales for completion and the targets are reviewed only at the end of each term. Tutors do not use individual learning plans to design learning programmes which meet learners' needs and interests or to monitor their progress.

201. Tutors on independent living and life skills programmes do not carry out sufficiently detailed initial assessments of learners' needs. They concentrate on learners' literacy and numeracy needs and pay insufficient attention to their social and behavioural needs and their aspirations.

### **Leadership and management**

202. Devon LEA has appointed advisory staff on temporary fractional contracts to support foundation programmes. They have developed some county-wide systems and procedures, and worked closely with the local learning partnership to establish a professional development programme for staff. However, much of the training has concentrated on the completion of paperwork rather than the improvement of classroom practice, and many staff do not attend. Much training is at level 2 and although many ESOL teachers are well qualified and experienced, few are updating their qualifications to the new level 4.

203. Each unit has a basic skills co-ordinator's post but a number of these are vacant. Many tutors feel isolated. Many managers have no experience of literacy, numeracy or language teaching.

204. A peer observation training programme is in place but no observations have yet taken place. Tutors have insufficient opportunities to meet, share good practice, and develop their teaching skills. There is no monitoring of the quality of individual learning plans, schemes of work, or lesson plans.

205. Curriculum planning is weak. Units set up classes to meet demand. Many classes include learners at different levels and meet at times which are not convenient for those

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with work or domestic responsibilities. Learners are often late and class times are not changed to meet their needs.

206. The self-assessment report does not identify the strengths and weaknesses found by inspectors. Many tutors are unaware of the self-assessment process and were not involved in the completion of the report.

## Family learning

Family learning		3
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	583	3

### Strengths

- good attainment of parenting and personal skills
- wide range of stimulating and informative learning activities
- very effective implementation of parents learning, children learning and family literacy, language and numeracy programmes

### Weaknesses

- insufficient focus on adult learning needs in family workshops
- weak initial assessment
- insufficiently established links between the three programmes

## Achievement and standards

207. Parents attain good parenting and personal skills. In the informal workshops, they develop a wide range of practical skills. On other programmes, learners value their new knowledge and understanding about how children develop and learn. Some parents use learning effectively outside classes and groups. For example, some parents are now confident enough to have creative play or gardening sessions with their children at home. Some understand how good use of appropriate vocabulary extends their child's language development. In accredited provision, standards are good. Learners use evaluative and discussion skills confidently during book and game reviews. School staff recognise many improvements in parents' confidence and involvement with schools. Devon LEA is beginning to collect case studies of success stories.

208. Nearly 95 per cent of learners were retained in 2003-04. Attendance is good in 'parents learning, children learning' and family literacy, language and numeracy programmes, but erratic in some family learning workshops. Few learners take the opportunity to gain accreditation for their learning. Achievement in informal learning is measured by self-assessment of individual learning goals, but the goals are often unclear.

## Quality of education and training

209. Tutors provide a wide range of stimulating and informative learning activities to support learning. Learners choose from a range of activities, such as art and craft, gardening, cooking and games. Visiting tutors teach specialist topics such as language development. Most sessions offer a good balance and choice of activities. Many

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activities such as cookery, festivals and crafts have multi-cultural aspects. There is a strong emphasis on environmental issues such as the benefits of recycling and composting. Learners are regularly encouraged to contribute their own ideas for activities. Some tutors keep an 'ideas sheet' that learners can update throughout the term. There are some good examples of imaginative projects. For example, at one venue a video of learners' own children playing was used to help parents to learn about their child's development. A one-year gardening project encourages learners to develop horticultural and environmental skills and understanding.

210. The frameworks for 'parents learning, children learning' and family literacy, numeracy and language programmes are implemented very effectively. They are used in a flexible and responsive way to meet the need of adult learners, and include a broad range of options. Learners set their own negotiated learning or group targets. There are very effective partnerships with schools. Teaching and learning are good or better and sessions are well structured. In family literacy, initial assessment results are used to design challenging learning programmes. One group of parents produced well-written, creative reports based on different items of news. Final reports are well crafted. Learners confidently read their work to their peers and evaluate how they have improved. The best sessions allocate time for learners to reflect and evaluate their progress and learning.

211. Resources are satisfactory. In most centres the resources for learning are adequate, and in some they are very good. There is good crèche provision at some centres, in one case next to the room where parents learn. Most centres provide good space that is used flexibly. Many are bright and decorated with colourful displays. Consumable materials are available at very low cost or without charge. Tutors have a wide range of appropriate experience and qualifications. Most have a recognised teaching qualification. Some schools have allocated rooms for family learning, and provide a good range of resources that parents can borrow. However, in a minority of schools, accommodation is inappropriate. One room has only child-size chairs and is used as thoroughfare. Another has insufficient storage.

212. The three broad programme areas provide a satisfactory balance between informal and more structured learning. Provision is offered throughout the county, sometimes in isolated rural communities or areas of deprivation. Most classes are held in the daytime. However, there are no targeted programme activities in ICT, none to encourage greater involvement of men, and no family language provision.

213. Learners receive satisfactory information, advice and guidance. A wide range of leaflets is available at many centres. Some courses build in visits from external organisations, and links with local colleges are used to support progression. Development workers offer information about other courses, and tutors sometimes give informal advice about other local provision. However, it is not clear how specific requests for information are followed up.

214. Assessment is good in the accredited provision and in some literacy classes, but in most informal learning it is weak. In accredited provision the results of assessment are



well recorded and learners receive detailed feedback. There is an established internal moderation system. There are isolated examples of good assessment practice in non-accredited learning, but these are not widely shared. In one class, time was allowed at the end of the session to review what had been learnt. In another, tutors and learners keep an assessment diary in which they record learning and improvements in confidence. Most tutors in family learning classes do not plan time to review and assess the learning that has taken place. Few tutors effectively assess what learning has taken place. The classes' aims and learning outcomes are often too vague to use in assessment.

215. There is insufficient focus on adult learners' needs in most informal workshop provision. The aims and learning outcomes set for adults are vague. Activities are identified as learning outcomes. Related skills, knowledge and understanding are not always clearly identified. Learning is not always fully reinforced or recognised. For instance, some schemes of work and session plans include informal literacy or numeracy development but this does not take place in practice. Most tutors have instruction sheets available but do not sufficiently encourage learners to read and follow them. Some written materials are unsatisfactory, with closely written text, although others are well designed, clearly written and supported by illustrations. A minority of parents do not become fully involved with learning activities. The start and close of most sessions is weak. Learners drift in and away over the first and last half hour of sessions. Some tutors identify 'share and tell' in their planning, but are unable to implement it. In most sessions, time is not allocated to sharing achievements.

216. Most initial assessment is weak. The documents are brief and generic, and the information recorded on them is usually vague or incomplete. They are not used to establish clear learning goals and do not identify learners' additional support needs. They focus largely on craft activities, and do not identify or record related skills and knowledge. Tutors use other informal means to establish learners' interests and identify their additional needs, but do not record these. 'Parents learning, children learning' tutors use a different initial assessment form that is more detailed, and includes additional support needs. A few tutors analyse the results of initial assessment when planning their teaching.

## **Leadership and management**

217. The links between the three programmes are insufficiently established. Each programme has different aims and, until recently, a free-standing team. At local level there are examples of good communication, staff development, and sharing of good practice, but these are not established systematically across the region. Generic documents are not always used in the same way. Some documents duplicate information, and some teams use their own documents. There is no assessment strategy to establish appropriate methodology for the different types of provision. Links with other aspects of the service are not clear. For example a small number of learners speak English as an additional language, but it is not clear how they are being supported. There are no targets for wider participation in family workshops, or for recruitment, retention and achievement rates. Some data and other records are only held locally. Learners' progress is not monitored well.

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218. Tutors' records are incomplete. There is no central overview of staff qualifications, experience, the courses they teach or the centres they work at. Devon LEA recognises this weakness. It has recently appointed an overall co-ordinator for family learning and held a regional family learning conference.

219. Staff were involved in the self-assessment process through a questionnaire. The strengths in the self-assessment report matched those identified by the inspectors, but some of the weaknesses were understated. The self-assessment provides detailed information about the scope of provision, but its evaluation of the provision against the 'Common Inspection Framework' is weak.