INSPECTION REPORT

Isles of Scilly LEA

28 January 2005

ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

Overall judgement

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

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

This provision will be subject to a full reinspection.

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

INSPECTION REPORT

Isles of Scilly LEA

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Adult and community learning was established on the Isles of Scilly five years ago. This is managed through the lifelong learning section of the Council of the Isles of Scilly. There are no colleges or other providers of post-16 education on the islands. It is based on the island of St Mary's and serves the four other inhabited islands of Scilly. It has a main learning centre at Carn Thomas hall in St Mary's, as well as other locations on St Mary's and other islands. The authority provides a wide range of courses, most of which are non-accredited, but it has steadily increased the number of accredited courses offered over the past three years. The authority has set up a structure to increase work-based learning opportunities. There were too few learners in any one area of learning for it to be inspected separately.

2. A full-time officer is the operational head of the lifelong learning section. There is a new full-time vocational training co-ordinator and four other part-time staff, including an examination officer, a family learning co-ordinator, a learning co-ordinator, and a course administrator. All the tutors are employed on a sessional basis. The assistant to the chief executive is responsible for the strategic management of the provision and is employed for half a day each week.

3. Funding is provided by the Devon and Cornwall Learning and Skills Council (LSC). The population of the Isles of Scilly is approximately 2,200, most of whom live on St Mary's. Small significant communities also reside on St Agnes, Bryher, Tresco and St Martin's. The total population is relatively stable but over the past two decades the proportion of elderly and retired people has increased and that of young people and families has declined. One resident on the islands is from a minority ethnic group and that person is attending an English for speakers of other languages course on the island.

SCOPE OF PROVISION

Foundation programmes

4. During the week of inspection there were a variety of programmes offered, none of which had sufficient learners to warrant inspection under their own areas of learning. All of the provision was inspected under foundation programmes in the contributory area of community learning. Eighty-nine learners were on courses for yoga, steel drums, Scilly slimmers, radio production, all that jazz, emergency first aid, food hygiene, trampolining, information and communications technology, and family literacy, language and numeracy. During the course of the year, the authority offers a much wider range of programmes covering most areas of learning. In the last academic year, 377 learners accessed courses and 318 have accessed courses for the first term of this academic year. The structure of these programmes is negotiated to suit learners' needs. Most of these courses are very short and are non-accredited. Accredited courses are provided in emergency first aid, food hygiene, and information technology (IT). Funding has recently

been obtained to promote vocational training courses. Most of the courses are offered at the lifelong learning centre on St Mary's but learners can also study on some of the other islands or by distance learning.

ABOUT THE INSPECTION

Number of inspectors	2
Number of inspection days	10
Number of learner interviews	44
Number of staff interviews	15
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	4

OVERALL JUDGEMENT

5. The quality of provision is adequate to meet the reasonable needs of those receiving it. More specifically, the Isles of Scilly LEA's leadership and management are satisfactory. Its approach to equality of opportunity and quality assurance arrangements are satisfactory. The quality of adult and community learning in foundation programmes is satisfactory.

GRADES

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

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

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Community learning		
- Adult and community learning	89	3

KEY FINDINGS
Achievement and standards

6. **Accredited courses have only been available since July 2004, but to date there has been 100 per cent retention and achievement.** These courses are all short courses in food hygiene, emergency first aid, and IT. Twenty learners achieved qualifications in food hygiene, 15 in emergency first aid, and 25 in IT. Learners achieve a wide variety of skills.

Quality of education and training

7. **Much of the teaching and learning in foundation is good.** Of the nine sessions observed, seven were good or better and none were unsatisfactory. Sessions were well organised but lesson plans are not always formally recorded. Relationships between tutors and learners are good and effectively generate an atmosphere which promotes learning. Peer group support in classes is good. Adult and community learning is an integral part of island life and many tutors of classes are learners in other classes.

8. **The Isles of Scilly lifelong learning section provides a wide range of courses.** Most courses are non-accredited, although the authority has increased the number of accredited courses over the past three years. Specific parts of the provision have been developed to meet local business needs, such as food hygiene, health and safety, and risk-assessment training. Other courses include steel drums, silk painting, pottery, stained glass, walking for health, and others meeting the varied interests of the community.

9. **Informal support for learners is very effective.** Tutors make themselves available outside normal session times and often provide coaching to support individual learners' needs. Learners are encouraged to telephone tutors who also make learners welcome in their own homes. Additional sessions are arranged to enable learners who have missed a class to receive support to complete their programme.

10. Resources are satisfactory. Most staff are experienced and well qualified in their subject area. However, many of them do not have a teaching qualification. The adult learning room on St Mary's is newly refurbished and provides a flexible and well-resourced learning environment. Laptop computers with up-to-date software are available to learners.

11. Assessment and monitoring of achievement on accredited courses are satisfactory. However, on non-accredited programmes, assessment and monitoring of progress are generally carried out informally and there are no systematic procedures to review learners' progress.

12. **Support for literacy, numeracy and language is inadequate.** Four learners are receiving literacy and numeracy support. Three of these identified their own needs and

one was encouraged to attend through their employment. Learners are generally supported individually. The lifelong learning section has only very recently produced a skills for life strategy and it is too soon to assess its impact.

13. **Some lesson planning is weak.** Most tutors produce a scheme of work and at least one lesson plan. In many cases, a full set of lesson plans have not been produced. Many lesson plans do not include sufficient detail on the planned activities and their timing, the teaching and learning materials to be used, and the proposed methods of assessment.

Leadership and management

14. **The strategic leadership within the Isles of Scilly LEA is strong.** The assistant to the chief executive, who is responsible overall for the lifelong learning section, sets a clear strategic direction. She works effectively with the chief executive of the Isles of Scilly LEA, who has a clear understanding of the role and importance of lifelong learning.

15. **The authority works well with a variety of organisations.** The community partnership within the authority includes the lifelong learning section, youth services, and the early years and childcare development partnership. Resources are shared effectively and the promotion and provision of educational services is optimised. Funding and strategic development has been maximised by partnership working.

16. **The adult and community learning provision is particularly flexible in meeting community needs.** The community and local labour force have a significant role in shaping their own learning opportunities. The structure and timing of learning programmes is negotiated with potential learners to fit in with other commitments. This is important in a community where most residents typically fulfil a number of different roles and occupations.

17. **Access to learning is very inclusive.** In the five years since the authority has been established, participation rates have increased steadily. The authority, at significant cost to its small budget, pays for childcare and transport costs for learners to enable them to attend courses. The cost of sea transport between the islands is high. Up to 50 per cent of course fees are remitted for those on means-tested benefits.

18. A set of quality assurance procedures have been purchased recently from a local county council. **The quality assurance procedures are clear and provide an effective system for measuring achievement on accredited and non-accredited programmes.** Most tutors complete the forms, and administrative files are well maintained. However, some tutors do not fully complete all of the documents.

19. **The authority does not promote equality of opportunity sufficiently.** While the learners are assured equality of opportunity within the educational provision, cultural diversity is not promoted within teaching sessions. Equality of opportunity is mentioned in the course brochure but there is no other representation of diversity. Tutors are not aware of current equality issues and legislation and have not been trained in equality of opportunity.

20. **Performance targets for achievement are insufficiently demanding.** Tutors are set insufficiently demanding performance targets. While tutors are clear about the need to retain learners and set learning goals, the learning objectives negotiated with learners are frequently insufficiently challenged.

21. **The quality assurance system is not well established.** It has only recently been put into place and staff are still receiving training in its use. The impact upon learners to date has been insignificant. The authority has recently introduced a system for the observation of teaching and learning.

Leadership and management

Strengths

- strong strategic leadership
- good partnership working
- particularly flexible provision to meet the needs of the community
- very inclusive access to learning

Weaknesses

- insufficiently demanding performance targets
- insufficient promotion of equality of opportunity
- insufficiently established quality assurance system

Foundation programmes

Community learning

Strengths

- much good teaching and learning
- wide range of courses
- very effective informal support for learners

Weaknesses

- inadequate support for literacy, numeracy and language
- some weak lesson planning

WHAT LEARNERS LIKE ABOUT ISLES OF SCILLY LEA:

- good range of learning opportunities
- it builds confidence and offers first steps into learning
- it provides social activities and friendship
- the eclectic mixture of courses
- the well-run programmes
- good tutor engagement with learners
- good support for timing and funding of courses
- its open-door policy
- the very good courses for the whole family

WHAT LEARNERS THINK ISLES OF SCILLY LEA COULD IMPROVE:

- some of the administrative procedures

KEY CHALLENGES FOR ISLES OF SCILLY LEA:

- continue to develop the wide range of flexible learning opportunities
- establish clear and challenging learning and performance targets
- establish and monitor the quality assurance systems
- provide formal support for literacy, numeracy and language
- improve lesson planning
- promote equality of opportunity to staff and learners

Language of the Adult and Community Learning Sector

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

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

Other terms used in Adult and Community Learning

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

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

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 3

Strengths
- strong strategic leadership
- good partnership working
- particularly flexible provision to meet the needs of the community
- very inclusive access to learning

Weaknesses
- insufficiently demanding performance targets
- insufficient promotion of equality of opportunity
- insufficiently established quality assurance system

22. The strategic leadership within the Isles of Scilly LEA is strong. The assistant to the chief executive, who is responsible overall for the lifelong learning section, sets a clear strategic direction. She works effectively with the chief executive of the Isles of Scilly LEA, who has a clear understanding of the role and importance of lifelong learning. The assistant to the chief executive attends the chief officers' meetings. Lifelong learning has a high profile among all of the council's departments. The lifelong learning section is well integrated with education, the economy and the development of the islands. Council meetings and community partnership meetings take place every two months and there is much good informal communication at all levels. The strategic aims of lifelong learning link effectively with the council's corporate aims.

23. The authority works well with a variety of organisations. The community partnership within the authority includes the lifelong learning section, youth services, and the early years and childcare development partnership. Resources are shared effectively and the promotion and provision of educational services is optimised. Funding and strategic development have been maximised by partnership working. For example, the authority has been successful in obtaining additional funding for access to learning and in the development of vocational training through working with the LSC. Plans are currently being developed to provide a progression route from this vocational training to a foundation degree at a local university. Mainland programmes such as training courses for boatmen and fishermen are offered at a specialised centre in Plymouth. The lifelong learning section works well with a local mainland college that provides support and tutors for vocational training programmes. The authority also collaborates effectively with Cornwall County Council.

24. The adult and community learning provision is particularly flexible in meeting community needs. The community and the local labour force have a significant role in shaping their own learning opportunities. The structure and timing of learning

programmes is negotiated with potential learners to fit in with other commitments. This is important in a community where most residents typically fulfil a number of different roles and occupations. For example, tutors and learners decide between them whether courses will run on a whole day or weekend, or on a sessional basis over a number of weeks. IT can be studied either in workshops or by home supported study. In some courses, learners can select a module or a full course to suit their commitments. Short and more extended courses are available as well as the choice between accredited and non-accredited provision. This flexibility extends to supporting smaller classes to ensure that learners are not disadvantaged due to the small number of residents.

25. The management information system is satisfactory. A new system has recently been purchased to meet the LSC's data requirements. This is running alongside a system developed by the authority. The two systems are effectively meeting the information needs of tutors and managers and the transition to the new system is being managed satisfactorily.

26. The lifelong learning section has only very recently produced a skills for life strategy and it is too soon to assess its impact. The objectives in the strategy are too general. They are not costed or have no set deadlines, nor do they identify individual responsibilities. Specific targets are not set in the action plan.

27. Performance targets for achievement are insufficiently demanding. Tutors are set insufficiently demanding performance targets. While tutors are clear about the need to retain learners and set learning goals, the learning objectives negotiated with the learners are frequently insufficiently challenging. Tutors do not have job descriptions and there is no formal system of appraisal against which performance is measured. The authority is currently working with a local college to develop job descriptions for all tutors. It is also in discussions with the college about how to produce an appraisal system appropriate for its part-time tutors. The lifelong learning co-ordinator is soon to be trained in staff appraisal techniques.

Equality of opportunity   Contributory grade 3

28. Access to learning is very inclusive. In the five years since the authority has been established, participation rates have increased steadily. At significant cost to its small budget, the authority pays for childcare and transport costs for learners to enable them to attend courses. The cost of sea transport between the islands is high. Up to 50 per cent of course fees are remitted for those on means-tested benefits. Commercial opportunities for leisure and entertainment are few on the islands and many learners attend several adult and community learning courses during the year. For many residents this offers a first step into learning and builds their self-confidence. The subsidies to attend learning programmes are well promoted in the lifelong learning brochure. The authority promotes the delivery of programmes on other islands and pays for the tutors' transport costs. For example, a popular yoga class is provided on St Martin's and the authority offers a keep-fit teachers' certificate to train potential tutors who live on neighbouring islands. When qualified, they will be able to offer keep-fit classes on each of these locations. The venue of the training sessions rotates to accommodate all

learners. The authority has effectively removed many of the real barriers to learning for islanders.

29. Most of the buildings used by the lifelong learning section have good access for learners with mobility difficulties and appropriate toilet facilities. A portable hearing loop is available for learners with hearing difficulties and there is a wide range of aids and software to enable learners with a disability to access computers.

30. The equality of opportunity policy has been adopted from the main policy for the Isles of Scilly authority and has not been modified to reflect the needs of the lifelong learning section. A separate policy outlines procedures for the inclusion of learners with learning difficulties, special needs and disabilities. The appendices to the policy provide effective guidelines for tutors on how to support learners with dyslexia, hearing and visual impairment, and other special needs. The complaints procedure is clearly stated in the lifelong learning brochure. No formal complaints have been made and any difficulties that have arisen have been resolved before a complaint was necessary. The Council of the Isles of Scilly is reviewing all of its policies and procedures. The authority recognises the need to collect a range of information about its learners and has successfully amended its course booking form to capture this information, including information on employment status, gender, ethnicity and additional learning and social needs.

31. The authority does not promote equality of opportunity sufficiently. While the learners are assured equality of opportunity within the educational provision, cultural diversity is not promoted within teaching sessions. Equality of opportunity is mentioned in the course brochure but there is no other representation of diversity. Tutors are un-aware of current equality issues and legislation and have not been trained in equality of opportunity. There are some good initiatives which reflect a more strategic understanding of diversity issues, such as the provision of Caribbean steel drums and the planned Indian dancing project.

Quality assurance   Contributory grade 3

32. A set of quality assurance procedures have recently been purchased from a local county council. The procedures are clear and provide an effective system for measuring achievement on accredited and non-accredited programmes. Most tutors complete the forms and administrative files are well maintained. However, some tutors do not fully complete all the documents. Learners' views are collected effectively and tutors complete an evaluation summary at the end of each course. These are used to help develop the organisation's self-assessment. Staff are aware of the need to evaluate courses to improve the provision. However, most of the summary evaluations are insufficiently self-critical and do not provide enough information. The self-assessment process and report are satisfactory. Information from the self-assessment report is used to identify areas for improvement but is not yet fully integrated with the development plan. Inspectors agreed with many of the strengths and weaknesses identified by the authority but not all of these were made explicit in the organisation's most recent self-assessment report. The grading in the self-assessment report was incomplete. Internal verification for those courses which require it is satisfactory. Many of the programmes

are non-accredited.

33. The quality assurance system is not well established. It has only recently been put into place and staff are still receiving training in its use. However, there has been no negative impact on the learners, as the standard of teaching and learning is good. The authority has recently introduced a system for the observation of teaching and learning. A tutor trained in observation uses standard forms and gives written comments and a grade for each observed learning session. These are fed back to the tutor at the end of the observation. Comments are detailed and constructive and are an accurate reflection of the given grade. The authority plans to observe all tutors teaching accredited programmes and half those teaching non-accredited programmes each year. However, only four observations have taken place so far. The lifelong learning section has not yet produced an observation schedule and tutors are not aware of how often observations will be made. Information from these observations has not been shared among all tutors to improve the quality of teaching and learning. The authority is not yet effectively monitoring the quality assurance processes. The internal quality assurance auditing system is inadequate. The authority is aware of these issues and is dealing with most of them.

AREAS OF LEARNING

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Community learning		
- Adult and community learning	89	3

Community learning

Strengths

- much good teaching and learning
- wide range of courses
- very effective informal support for learners

Weaknesses

- inadequate support for literacy, numeracy and language
- some weak lesson planning

Achievement and standards

34. Accredited courses have only been available since July 2004, but to date there has been 100 per cent retention and achievement. These courses are all short courses in food hygiene, emergency first aid, and IT. Twenty learners achieved qualifications in food hygiene, 15 in emergency first aid, and 25 in IT. Learners achieve a wide variety of different skills. Beginners in basket work completed a simple round basket to a good standard. Learners in radio production learnt to use professional standard software to edit sound effects for radio programmes to a good standard. Steel drum classes at advanced level enabled learners to acquire some musical theory as well as improvised playing to a high standard. Learners also gain self-confidence and very often progress from one course to another. The unique nature of the islands, with its scattered population, means that the classes fulfil an important social role.

Quality of education and training

35. Much of the teaching and learning is good. Of the nine sessions observed, seven were good or better and none were unsatisfactory. Sessions are well organised but lesson plans are not always formally recorded. Relationships between tutors and learners are good and effectively generate an atmosphere that promotes learning. Peer group support in classes is good. Adult and community learning is an integral part of island life and many tutors of classes are learners in other classes. For example, the lifelong learning administrative assistant travels to another island to tutor an evening yoga class, then

returns to the main island to join the jazz class as a learner. Groups are small, of mixed ability and generally work effectively to meet the needs of individual learners. For example, new learners in a yoga class were well supported and their yoga postures and breathing techniques corrected appropriately. In a radio production class, an experienced tutor was able to teach sound editing at different levels of complexity to match the learners' varied abilities.

36. The Isles of Scilly lifelong learning section provides a wide range of courses. Most courses are non-accredited, although the authority has increased the number of accredited courses over the past three years. Specific parts of the provision have been developed to meet local business needs, such as food hygiene, health and safety, and risk-assessment training. Other courses include steel drums, silk painting, pottery, stained glass, walking for health, and others meeting the varied interests of the community. Members of the local community have good opportunities to broaden their experience and enhance their personal development through the range of programmes offered. Family learning is well integrated with the lifelong learning provision and a good range of events and courses are offered, such as creative writing, pottery and horse riding.

37. Informal support for learners is very effective. Tutors make themselves available outside normal session times and often provide coaching to support individual learners' needs. Learners are encouraged to telephone tutors who also make learners welcome in their own homes. Additional sessions are arranged to enable learners who have missed a class to receive support to complete their programme. Attendance is good and is recorded satisfactorily. However, there are no central systems to assure the consistent provision of such support. While learners are provided with descriptive course outlines, they do not receive more detailed individual advice and guidance to determine their suitability for programmes.

38. Resources are satisfactory. Most staff are experienced and well qualified in their subject area. However, many of them do not have a teaching qualification. The adult learning room on St Mary's is newly refurbished and provides a flexible and well-resourced learning environment. Laptop computers with up-to-date software are available to learners. Laptop computers are also available on the other inhabited islands, even though the learning centres have ceased to be managed by the lifelong learning section. Other teaching venues are typically shared with other services and are not always fit for the purpose. For example, a first-aid course run in a youth club room was too cluttered to allow freedom of movement. Resources for teaching and learning are adequate to meet the learners' needs. In most sessions, tutors use a variety of teaching methods and materials. For example, in food hygiene, the tutor used quizzes, worked exercises, a computer-assisted presentation, video clips, as well as lecturing and question and answers.

39. Assessment and monitoring of achievement on accredited courses are satisfactory. However, on non-accredited programmes, assessment and monitoring of progress are generally carried out informally and there are no systematic procedures to review learners' progress. Much learning is checked through question and answer and tutor observation, but this is not sufficient in some courses. For example, more experienced

learners in a yoga class tended to develop their own skills and were monitored less frequently by the tutor than newer learners were.

40. Support for literacy, numeracy and language is inadequate. Four learners are receiving literacy and numeracy support. Three of these identified their own needs and one was encouraged to attend through their employment. Learners are generally supported individually. Diagnostic assessments were not used and the materials used to support learners were inappropriate. Tutors have not received continuing professional development to raise their awareness of skills for life. The authority does not receive separate funding for the skills for life provision, and support is paid for out of the adult and community learning funding. Discussions with a local college have led to a successful plan to support a new group of skills for life learners who will take the national tests. Nine new learners have been enrolled for this support. Plans have also been devised for the college to train and employ skills for life tutors who live on the Isles of Scilly.

41. Some lesson planning is weak. Most tutors produce a scheme of work and at least one lesson plan. In many cases, a full set of lesson plans have not been produced. Many lesson plans do not include sufficient detail on the planned activities and their timing, the teaching and learning materials to be used, and the proposed methods of assessment. Many classes comprise learners who have completed several weeks of a programme along with others who are beginners. For many of these sessions, plans do not adequately demonstrate how the tutor will cater for the range of abilities. However, the standard of teaching and learning was good.

Leadership and management

42. The management of the different courses within this provision is satisfactory. Individual areas of learning are not co-ordinated separately as the number of learners and courses in each area is too small. The provision is managed effectively by a central co-ordinator assisted by an administrative assistant and a newly appointed vocational training co-ordinator. Access to courses is good. All tutors produce a summary evaluation of their own programmes which contributes to the self-assessment process. The better summary evaluations effectively self-assess performance and progression. However, some summary evaluations are insufficiently self-critical. The self-assessment report is compiled by the assistant to the chief executive. Tutors are not fully consulted and are unaware that they have contributed to the self-assessment report. Internal verification for those courses which require it is satisfactory. Many of the programmes are non-accredited.