

INSPECTION REPORT

Kingston upon Thames LEA

10 December 2004



ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

Overall judgement

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

Provision will normally be deemed to be inadequate where:

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

This provision will be subject to a full reinspection.

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

INSPECTION REPORT

Kingston upon Thames LEA

Contents

Summary

Description of the provider	1
Scope of provision	2
About the inspection	6
Overall judgement	6
Grades	6
Key findings	8
What learners like about Kingston upon Thames LEA	17
What learners think Kingston upon Thames LEA could improve	17
Key challenges for Kingston upon Thames LEA	18

Detailed inspection findings

Leadership and management	22
Equality of opportunity	24
Quality assurance	26
Information & communications technology	28
Hospitality, sport, leisure & travel	32
Health, social care & public services	36
Visual & performing arts & media	40
English, languages & communications	45
Foundation programmes	51
Family learning	56

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The Royal Borough of Kingston upon Thames (RBK) Local Education Authority (LEA) provides adult and community learning through Kingston Adult Education (KAE). KAE aims to provide good lifelong learning opportunities for the local community, by meeting the needs for adult learning, raising standards of attainment and improving the quality of life. KAE works with a range of other RBK services and community partners to widen participation in learning. The service operates from three main sites across the borough. Twenty-nine other community venues are used to deliver some of the classes. In 2003-04, 6,386 learners made 11,057 enrolments on programmes run by KAE. At the time of inspection, there were 3,364 enrolments by learners on 306 courses.

2. KAE offers part-time and full-time programmes across the borough to support the educational, cultural, recreational, leisure and vocational interests of the community. Classes are run in the daytime, evenings and at weekends. The duration of the courses offered by KAE ranges from taster sessions to two-year programmes. Some courses provide opportunities for learners to gain qualifications. Courses are offered in 13 areas. Seven of these areas were included in the inspection: information and communications technology (ICT), hospitality, sport, leisure and travel, health, social care and public services, visual and performing arts and media, English, languages and communications, foundation programmes, and family learning. There were too few learners in the other programme areas for them to be inspected separately.

3. KAE is led by a principal and has a governing body. The principal is head of the adult learning service in RBK's directorate of education and leisure. He reports to the assistant director for education and leisure. KAE has a senior management team that consists of the principal, the deputy principal, the finance officer and three full-time programme managers. KAE is structured into seven main curriculum areas. In addition to the programme managers, there are 10 part-time curriculum co-ordinators and a full-time community manager. Two hundred and five tutors teach part time and there is a full-time tutor for English for speakers of other languages (ESOL). Seven of the 27 support staff work full time.

4. RBK has a population of over 147,200, according to the 2001 census. Approximately 15 per cent of the population are from minority ethnic groups, compared with almost 29 per cent in London and 9 per cent nationally. In October 2004, the unemployment rate in the borough was 1.6 per cent, compared with 2.1 per cent nationally. Almost 90 per cent of local employment is in the service industries.

5. KAE holds the Investors in People award, which is a national standard for improving an organisation's performance through its people.

SCOPE OF PROVISION

Information & communications technology

6. In 2003-04, 885 learners enrolled on 118 ICT courses. These courses ranged in length from one day to 31 weeks. In the previous year, 814 learners enrolled on 102 courses. At the time of the inspection, 175 learners were enrolled on 22 courses. Specialist courses are available for older learners, learners with visual impairment, speakers of Gujarati, and learners with mental health problems. The range of courses available includes the maintenance of personal computers and troubleshooting, office software for word processors, spreadsheets and databases, digital imagery, use of e-mail and the internet, websites, file management, presentation software, accounting software and a course linked to the national adult literacy programme. Sixty-nine per cent of the courses are held in the daytime, 18 per cent in the evening and 13 per cent at the weekend. Forty-two learners are enrolled on nationally accredited courses, with 20 on basic computer literacy programmes. Twenty-two learners are working towards an examination-based qualification in information technology (IT). A further 52 learners are on programmes accredited by the local Open College Network (OCN). A team of 20 part-time tutors teach on the ICT courses, which are held at seven different locations across the borough. The programme area is managed by a part-time co-ordinator.

Hospitality, sport, leisure & travel

7. At the time of inspection, 446 learners had made 560 enrolments on sport and leisure programmes and courses in hospitality. Eighty-three per cent of learners are women. Fifty-four per cent of learners are aged between 25 and 54, and 38 per cent are over the age of 55. Fifteen per cent of learners are from minority ethnic groups. Four hundred and seven learners are on 29 sport and leisure programmes and 39 learners are on three hospitality programmes. There were 1,626 enrolments in 2003-04 and 94 of these were for accredited courses in either food hygiene or wine appreciation. The remainder were for non-accredited sport and leisure programmes. Most of the provision takes place at two main sites, with some courses provided at a range of venues across the borough. Current courses include keep fit, yoga, Pilates, racquet sports, tai chi, chi kung, tennis, badminton, fishing, bridge and wine appreciation. The courses are provided during the day, evenings and at weekends. Most courses are of nine to 11 weeks' duration, with some short courses. There are 22 part-time tutors and most teach for up to six hours a week. Several tutors teach for up to 12 hours a week. Tutors are supported by a programme manager and a half-time co-ordinator, both of whom have other areas of responsibility in KAE. Courses have recently been adjusted to provide learners with the opportunity to progress from the introductory or beginners' level through to the advanced level.

Health, social care & public services

8. KAE offers a range of early years, playwork, lifestyle and personal development programmes. In 2003-04, 146 learners enrolled on early years and playwork courses, with 113 learners on counselling, lifestyle and personal development courses. At the time of inspection, 72 learners were enrolled on early years and playwork courses, with a further six learners continuing on early years national vocational qualification (NVQ) programmes at level 3 from the previous year's enrolment. Eighty-one learners are on other courses in the areas of counselling, lifestyle and personal development courses. There are four courses in early years. All are accredited and include a level 1 course, two courses at level 2 and one course at level 3. Additionally, a playwork course at level 2 and an NVQ at level 2 in early years care and education course are provided. The length of the early years courses range from 10 weeks to 42 weeks and the number of hours taught each week ranges from two and a half to five hours. The course in playwork runs in the evening and the early years courses take place in the daytime. Every early years and playwork learner works for at least one weekly session in a childcare or playwork setting, on a voluntary or employed basis. The workplaces include kindergartens, pre-schools, day nurseries and primary schools. All learners on the NVQ programme at level 2 are employed. Assessment takes place in the workplace and is carried out by one of KAE's assessors. Learners attend off-the-job training sessions at KAE for one session a week. Non-accredited courses in colour healing, neuro-linguistic programming, lip-reading and acupressure for common ailments are offered. Counselling courses are offered at introductory level and level 2. Lifestyle and personal development courses run for between five weeks and 30 weeks, with two to three hours' teaching every week. These courses take place at various times in the day and evening during the week, including Saturdays. A part-time programme manager manages the early years and playwork courses. Co-ordinators in two separate departments manage the other courses. Tutors work part time. Most courses are held at the main site, with three offered at two other sites.

Visual & performing arts & media

9. In 2003-04, 2,347 learners made a total of 2,843 enrolments on 309 visual and performing arts courses, of which 137 enrolments were for accredited programmes. Since September 2004, there have been 1,303 enrolments on courses in this area. Approximately half of these enrolments were made by learners aged between 25 and 54, with a third of learners aged 55 and over. Most learners are women. At the time of inspection, a total of 962 learners were on 77 courses. Four hundred and sixty-one learners are on arts courses, 256 on crafts courses and 245 are on other courses in design, dance, drama or music. The range of courses covers painting, drawing, pottery, creative skills, stained glass, interior design, photography, ceramics, sculpture, sewing, embroidery, art, art history, weaving and spinning, tassel making, soft furnishing, clothes making, dance, drama, music and art for carers. Twenty courses are accredited and range in duration from a single term to three years. The duration of non-accredited courses ranges from four to 31 weeks. Classes are held in the daytime, evenings and at the weekend. Learning is offered at three main sites across the authority. Most of the courses are held at the King Charles Centre and the North Kingston centre. There are 56 tutors, all of whom work part time. Most teach one class a week, which can be of one or two hours in duration. The remainder teach for up to six hours a week. The two programme co-ordinators both teach up to six hours a week. A programme manager has overall responsibility for the curriculum area, which is organised into two areas for co-ordination and communication with tutors.

English, languages & communications

10. In 2003-04, a total of 1,261 enrolments were made in this programme area. Of these, 733 were on modern foreign languages courses, 383 in English as a foreign language courses and 145 on English and communication courses. Approximately 13 per cent of these learners were from minority ethnic groups. At the time of inspection, 563 learners were enrolled on a total of 48 modern foreign languages courses. These range from levels 1 to 3. The three main languages on offer are Spanish, French and Italian. There are also courses in German, Portuguese, Russian, Arabic and Chinese. Thirty-eight courses are accredited. The provision is spread across three main teaching centres. Sessions vary in length but normally last for two hours. Courses range in duration from nine to 31 weeks. The accredited courses run for a minimum of 26 weeks. There are 236 learners on 25 language courses in English as a foreign language. These range from entry level to advanced and run for four hours a week. In addition to the accredited courses, there is also some non-accredited provision on topics such as pronunciation. English as a foreign language courses are taught from four to 16 weeks and enrolment is continuous. Seventy-five per cent of learners on the English as a foreign language programme are enrolled on accredited courses. Many of the English as a foreign language learners opt to take multiple courses. Most English as a foreign language provision is offered at one site, with four sessions delivered in two outreach centres. The service also offers two English courses for 20 learners and five communication courses for 65 learners. Ninety per cent of the modern foreign languages and 50 per cent of English as a foreign language classes are offered in the evening. Some classes are held on Saturdays. Twenty per cent of learners are men. There are 21 modern foreign languages and 14 English as a foreign language sessional tutors, who are managed by two part-time curriculum co-ordinators.

Foundation programmes

11. Foundation programmes include literacy classes, numeracy classes, literacy and numeracy classes, ESOL, provision for independent living and leisure, and literacy and numeracy support for work-based learning. At the time of inspection there was a total of 550 learners on foundation programmes. Seventy-four per cent of learners are women. There were 219 learners in independent living and leisure classes, on 16 courses held at eight community venues across the borough. Independent living and leisure and literacy sessions include tabletop gardening, music, IT and art. Two hundred and two ESOL learners were attending classes in 33 courses from entry level 1 to level 1, at nine venues across the borough. Most ESOL courses run for four hours a week and learners enrol each term. Some provision is intensive and runs for 10 hours a week. ESOL is taught by 19 tutors. Fifteen are sessional tutors, two are part time and two are full time. A full-time programme manager is responsible for the provision. There were 90 learners in the open learning centre who were working towards literacy and numeracy entry level qualifications and the national test at level 1. There are two literacy courses, with 46 learners, and two numeracy courses, with 44 learners, at the open learning centre. A further 22 learners are on three literacy and numeracy programmes at the centre. These courses offer accreditation in literacy at pre-entry level. The open learning provision is taught by 10 tutors, all of whom work part time. Most sessions run for one and a half hours a week in 10-week modules.

Family learning

12. The family learning provision was introduced at the start of 2003. Since August 2004, 214 adult learners have enrolled on the wider family learning programme. At the time of inspection, there were 66 adult learners on 15 courses. The courses cover a range of topics including arts and crafts, languages, karate, music and first aid. Courses on the wider family learning programme take place in 11 local community venues. The sessions are held after school, on Saturdays and during school holidays. Most are short courses or one-day workshops. The family literacy, language and numeracy programme (FLLN) was introduced in September 2003. It is offered mainly at schools across the borough and includes courses on keeping up with the children and sharing stories. There were 24 learners on four FLLN courses at the time of inspection. Seventy learners have enrolled on FLLN courses since August 2004. These courses take place in school time, mornings and afternoons, and last for six weeks. Crèche facilities are available to parents who have pre-school children. There are evening classes for parents who are unable to attend the daytime FLLN courses. The curriculum manager for the family learning programmes also manages the community learning programme. There is a part-time literacy, language and numeracy co-ordinator who is responsible for planning the FLLN programme and teaches on the programme. There is one part-time tutor on the FLLN courses and 28 sessional tutors who teach on the wider family programme.

ABOUT THE INSPECTION

Number of inspectors	15
Number of inspection days	76
Number of learner interviews	531
Number of staff interviews	160
Number of employer interviews	4
Number of locations/sites/learning centres visited	17
Number of partner/external agency interviews	6
Number of visits	48

OVERALL JUDGEMENT

13. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, ICT, health, social care and public services, visual and performing arts and media, and English, languages and communications are good. Foundation programmes are satisfactory. Leadership and management and the arrangements for equal opportunities are also satisfactory. The quality of provision for hospitality, sport, leisure and travel and family learning is unsatisfactory, as are the arrangements for quality assurance.

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		4
Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
Using IT - Adult and community learning	175	2

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Adult and community learning	446	4
Health, social care & public services		2
Contributory areas:	Number of learners	Contributory grade
<i>Early years</i> - Work-based learning for adults	15	3
<i>Other contributory areas</i> - Adult and community learning	144	2
Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
<i>Arts</i> - Adult and community learning	461	2
<i>Crafts</i> - Adult and community learning	256	2
<i>Other contributory areas</i> - Adult and community learning	245	2
English, languages & communications		2
Contributory areas:	Number of learners	Contributory grade
<i>EFL</i> - Adult and community learning	236	3
<i>Languages</i> - Adult and community learning	665	2
Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> - Adult and community learning	202	3
<i>Independent living and leisure skills</i> - Adult and community learning	219	2

Family learning		4
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	90	4

KEY FINDINGS

Achievement and standards

14. **Learners' achievement is good on the non-accredited programmes in ICT, personal development and ESOL. On independent living and leisure courses there is good development of learners' personal and social skills. In visual and performing arts there is good achievement of learners' identified goals. In family learning there is good fulfilment of learners' personal goals to help their children. In sport, most learners gain a range of benefits to improve the quality of their lives.**

15. **On accredited programmes, there is good achievement of qualifications in the early years programmes and crafts courses. In modern foreign languages and hospitality achievement on accredited programmes is very good. However, achievement on the English as a foreign language intermediate level courses is poor.**

16. **In visual and performing arts programmes, learners achieve good standards in their practical work. In ceramics, creative embroidery, weaving and tassel making, learners work is of a very high standard. In music and dance classes, learners display a high level of performance skills. Standards of learners' work in drawing and painting and on independent living and leisure courses are good.**

17. **Retention is good in most areas of learning. In ICT, attendance and punctuality at all classes are very good. However, on personal development and family learning short courses, attendance rates are poor.**

Quality of education and training

18. **Ninety-four per cent of lessons observed during the inspection were judged to be satisfactory or better.** Of these, 60 per cent were judged to be good or better.

19. **In many ICT classes there is particularly effective use of information learning technology to enhance teaching and learning.** However, the pace is too slow in some sessions.

20. **Seventy per cent of teaching in sport and leisure sessions is good or better.** However, 20 per cent of lessons observed were judged to be unsatisfactory. In the better sessions, learners made good progress in the development of motor skills and in

understanding health-related benefits of their exercise.

21. **The teaching on accredited programmes in early years is very good.** A wide variety of teaching methods is used. Tutors have a good rapport with their learners and are skilled at ensuring all learners participate in the lessons. Learners are very motivated and make good progress.

22. **Teaching in visual and performing arts is particularly good.** Seventy-two per cent of sessions observed were judged to be good or better, with no unsatisfactory teaching observed. Learners are well motivated and many make rapid progress towards their learning goals. Many learners effectively develop their skills to set up their own businesses or to enter employment.

23. **In most modern foreign languages classes there is sensitive and very effective use of the target language by tutors.** Learners make good progress and develop the confidence to try out their new language skills. As part of their course, learners also gain useful information about the cultures of the countries where the target languages are spoken. On the English as a foreign language programme, most sessions are planned well and there is good development of learners' language skills. However, in some English as a foreign language classes, the range of learners' needs is too wide for tutors to manage effectively.

24. **Learners' progress and attainment in speaking and listening skills in ESOL sessions is good.** In some sessions, learners use language and vocabulary at a more advanced level.

25. **Individual learning plans used for literacy and numeracy learners in the open learning centre are good.** Specific targets are set for each learner based on their assessed needs and goals. Teaching is closely matched to these targets. Learners are aware of their targets and their progress.

26. **Teaching is very good in most independent living and leisure lessons.** The individual needs of learners are taken into account when planning, delivering and managing the lesson. Learning activities are appropriate to the ability and needs of learners. In ESOL, teaching is satisfactory. However, in some sessions there is an over-reliance on the use of worksheets to deliver teaching and to monitor learning.

27. **The provision for modern foreign languages is very responsive to the needs of the local community and is well planned.** There is a good range of courses offered and the progression routes provide opportunities for learners to move from level 1 through to level 3 in most of the languages offered. A wide portfolio of languages are offered. In English as a foreign language, the range of accredited and non-accredited courses is satisfactory.

28. **The range of provision in ESOL is good.** Much of the provision is at entry level 1, but courses are offered at all three entry levels and level 1. Learners can choose to attend from between four to 10 hours a week. They are offered additional courses in writing, pronunciation and IT.

29. **In the wider family learning programme there is a good range of introductory taster courses.** These cover a variety of topics such as arts and crafts, food, karate and fun with clay, to attract a range of learners with different interests. There is effective partnership work with a range of community organisations to expand the range of the family learning taster programme.

30. **A wide range and level of programmes are provided in the visual and performing arts curriculum area. A broad range of courses is offered in arts.** There is a satisfactory range of dance classes in Latin, salsa, ballroom, tap and Turkish dance. However, **there are too few courses offered in music and drama.** Courses in crafts cover a wide range of subjects and levels. Interesting additional activities are arranged for learners including special dance events and organised visits to music events.

31. The wide range of ICT provision is responsive to the needs of the community and is effectively planned to support social inclusion. Courses are provided for older learners, speakers of Gujarati, learners with a visual impairment and other physical disabilities, and learners with mental health problems. There is effective partnership working with nine external organisations.

32. In ESOL and independent living and leisure, the community partnership arrangements are responsive and effective in meeting the needs of the different groups of learners.

33. Resources are satisfactory in most areas of the provision. Most tutors are appropriately qualified and experienced. Physical resources are satisfactory and in family learning the materials used are good. In some areas there is insufficient access to or use of ICT. Most of the accommodation is suitable. However, in some visual and performing arts classes, resources are poor. The safety monitoring of some electrical equipment is not carried out systematically.

34. In some areas of learning the guidance and support for learners is satisfactory. However, insufficient pre-course advice and guidance is given for personal development programmes. The programme details in the prospectus are insufficient to provide relevant information. Learners on counselling and neuro-linguistic programming courses are not interviewed before enrolment. In English as a foreign language, too many learners are referred to inappropriate provision at their enrolment. In family learning, there is insufficient structured information, advice and guidance available to learners, or links to further opportunities to develop their learning and skills.

35. **In ESOL classes, some activities are designed for English as a foreign language learners and are not relevant to the lives and needs of ESOL learners.** In many ESOL classes, insufficient attention is paid to the development of learners' reading and writing skills.

36. **Teaching on the wider family learning programmes mainly focuses on the needs of the children. There are insufficient specific targets identified for individual adult learners**

and most are not provided with sufficiently challenging activities. Some sessions are not well managed.

37. **In sport there is insufficient attention to safe working practices.** Systematic assessments and reviews are not made of the risks to which learners and tutors are exposed. Procedures for health screening of learners' initial and ongoing readiness for exercise are ineffective.

38. **In most areas of learning there are some weaknesses in assessment, planning and monitoring to meet individual learners' needs.** In ICT there are insufficiently challenging targets for some learners. Across the visual and performing arts programmes, there is insufficient formal monitoring of learners' progress. In sport and leisure, initial assessment and monitoring of learners' progress is inadequate. In most modern foreign languages classes, planning to meet individual learning needs is insufficient. Initial assessment is weak in English as a foreign language. In the ESOL provision, the use of initial and diagnostic assessment is inadequate. There is insufficient target-setting and review for learners on independent living and leisure courses. In family learning there is insufficient focus on individual learning needs.

Leadership and management

39. **The LEA has developed a well-planned strategic direction for its adult services across the borough.** The implementation of the strategy is very effective. A clear direction for the LEA's adult education provision has been established and is effectively provided through KAE.

40. **KAE's operational management is good.** There are clearly identified and detailed action plans to support KAE's objectives. These are supported by well-planned processes for the setting and monitoring of targets. Most staff have a good awareness of KAE's direction and priorities. They understand how their role contributes to the running and development of the service.

41. **Successful measures to widen participation in learning have been introduced.** There is a wide range of innovative initiatives to meet the diverse needs of the community. KAE complies with its duties under the Disability Discrimination Act 1995 and the Race Relations (Amendment) Act 2000.

42. **KAE has developed a quality assurance policy, statement and procedures. There is good development of the process to establish quality assurance arrangements.** The borough's scrutiny panel and governing body have played an active role in the support of KAE's continuous improvement agenda.

43. **Management of the curriculum is good in ICT, visual and performing arts, ESOL and languages. However, it is weak in sport and leisure and the work-placement aspect of the early years NVQ programme.** There is insufficient co-ordination of the independent living and leisure programmes. In family learning, curriculum planning is inadequate.

KINGSTON UPON THAMES LEA

44. The management of staff appraisal, internal and external communication, resources, marketing of programmes and services, use of management information and additional learning support are satisfactory. KAE's governance arrangements are also satisfactory.

45. Most staff have received appropriate training on equality of opportunity. The approach to equality of opportunity is satisfactory across the range of provision. Support for learners with disabilities is satisfactory. Learners have an adequate understanding of their rights and responsibilities. However, some learners are not sufficiently aware of the procedure for making a complaint.

46. The collection and analysis of feedback from learners is satisfactory. Feedback from partnership organisations is also collected and used effectively to improve the provision. However, some partners are not consulted as part of the process.

47. The arrangements for internal verification are satisfactory. Verification is carried out regularly throughout courses. Sampling plans are appropriately devised. Assessors and learners receive satisfactory feedback.

48. There is insufficient sharing of good practice across and in curriculum areas. Where there are examples of good practice these are not used to improve practice in other areas. There are insufficient opportunities for staff from different curriculum areas to exchange information on developments to benefit learners.

49. The lesson observation scheme is not adequate to raise standards effectively. The feedback mainly relates to teaching and relevant paperwork. The observation scheme does not focus sufficiently on the learner, their individual needs, attainment or progress.

50. The self-assessment process involves most staff and some partner organisations. The self-assessment report identified some of the strengths and weaknesses identified at inspection. However, the report was insufficiently critical and evaluative. In many areas of learning and in leadership and management there was too little focus on learners and their experience.

51. **There is insufficient focus on the management of individual learning needs.** In too many courses the assessment, planning and monitoring of individual learning needs is unsatisfactory. Staff training and development in this area is insufficient. KAE has introduced a system of individual learning plans. However, these are often not used effectively.

Leadership and management

Strengths

- very effective implementation of strategic direction
- successful measures to widen participation in learning
- good operational management
- good development to establish quality assurance arrangements

Weaknesses

- insufficient focus on the management of individual needs of learners
- inadequate lesson observation scheme
- insufficient sharing of good practice across curriculum areas

Information & communications technology

Using IT

Strengths

- good retention and achievement
- particularly effective use of information learning technology to enhance teaching and learning
- wide range of provision responsive to the needs of the community
- good operational management of the curriculum area

Weaknesses

- insufficiently challenging targets for some learners

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good retention on non-accredited learning programmes
- good retention and achievement in accredited learning programmes

Weaknesses

- insufficient attention to safe working practices
- inadequate initial assessment and monitoring of learners' progress
- weak operational management of the curriculum area

Health, social care & public services

Early years

Strengths

- good retention and achievement
- very good teaching and learning on accredited programmes

Weaknesses

- weak management of some aspects of the NVQ programme

Other contributory areas

Strengths

- good retention and achievement
- very good teaching on accredited programmes

Weaknesses

- insufficient pre-course advice and guidance on personal development courses

Visual & performing arts & media

Arts

Strengths

- good practical work produced by learners
- good teaching
- good management of the curriculum

Weaknesses

- insufficient formal monitoring of learners' progress
- poor resources in some classes

Crafts

Strengths

- good practical work produced by learners
- good teaching
- good management of the curriculum

Weaknesses

- insufficient formal monitoring of learners' progress
- poor resources in some classes

Other contributory areas

Strengths

- good practical work produced by learners
- good teaching
- good management of the curriculum

Weaknesses

- insufficient formal monitoring of learners' progress
- poor resources in some classes

English, languages & communications

EFL

Strengths

- good development of language skills
- good teaching in some lessons
- good curriculum management

Weaknesses

- poor achievement on intermediate accredited courses
- weak assessment practice
- insufficient use of data to analyse trends

Languages

Strengths

- very good achievement on accredited courses
- very effective and sensitive use of target language in many classes
- particularly good cultural and idiomatic learning
- responsive and well-planned provision
- good curriculum management

Weaknesses

- inappropriate pace of teaching in some classes
- insufficient planning to meet individual learning needs

Foundation programmes

ESOL

Strengths

- good retention and achievement
- good development of speaking and listening skills
- good curriculum management
- wide range of provision

Weaknesses

- poor development of reading and writing skills
- inadequate use of initial and diagnostic assessment
- insufficient range of teaching and learning strategies in some sessions

Independent living and leisure skills

Strengths

- very good teaching
- good retention and achievement
- good work produced by learners
- good development of personal and social skills
- responsive partnership arrangements

Weaknesses

- insufficient target-setting and review
- insufficient links between different aspects of the provision

Family learning

Strengths

- good fulfilment of learners' personal goals
- good range of taster courses in the wider family learning provision

Weaknesses

- insufficient focus on individual learning needs
- inadequate curriculum planning

WHAT LEARNERS LIKE ABOUT KINGSTON UPON THAMES LEA:

- the support from tutors on personal and learning issues
- there are lots of classes to attend
- teachers are patient and friendly - 'I'm a latecomer to the class but felt welcome'
- good value for money
- 'I can now write a cheque'
- 'I have developed the confidence to be with people'
- the challenge of trying something new
- developing new skills for employment
- a sense of achievement
- learning without pressure in a relaxed atmosphere
- never feeling intimidated

WHAT LEARNERS THINK KINGSTON UPON THAMES LEA COULD IMPROVE:

- to be able to use the computers outside of class time
- the parking facilities
- smaller classes
- longer sessions
- more progression routes
- the space available
- reduced course fees
- more courses that can lead to qualifications
- shorter breaks between terms

KEY CHALLENGES FOR KINGSTON UPON THAMES LEA:

- implement key policies and procedures as learner-centred processes
- provide further staff training to effectively support the assessment, planning and monitoring of individual learning needs
- refocus the teaching observation scheme to include the effect on learners, their individual needs, attainment and progress
- develop appropriate mechanisms to share good practice across the curriculum areas
- ensure the effective monitoring of health and safety arrangements

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

- very effective implementation of strategic direction
- successful measures to widen participation in learning
- good operational management
- good development to establish quality assurance arrangements

Weaknesses

- insufficient focus on the management of individual needs of learners
- inadequate lesson observation scheme
- insufficient sharing of good practice across curriculum areas

52. Following a review in 2001, the LEA has developed a well-planned strategic direction for its adult education services in the borough. The implementation of the strategy is very effective. The LEA has established a new and clear direction for its adult education provision. This is provided through KAE. The strategy has been well articulated with coherent aims which are further detailed and underpinned by a range of objectives and an action plan. The action plan covers all the main aspects of local adult education. In its community plan, the LEA has made a firm commitment to supporting adults to increase their skills and qualifications. A new and effective staff structure has been introduced for the service. To implement the action plan, the LEA appointed two senior managers at KAE in 2002. They have established specific aims for the service that support the LEA's strategy and clearly identify staff objectives such as strengthening the curriculum, and recruiting a number of part-time curriculum specialists. These staff are responsible for the development, co-ordination and management of different areas of learning. More recently KAE has developed its capacity to support learners through the recruitment of staff with expertise in literacy, numeracy and language and the support of learners who have learning difficulties and/or disabilities. Additionally, there has been further expansion of its partnership working. KAE uses its community links effectively to provide training for different groups of learners.

53. KAE's operational management is good. KAE has clearly identified and detailed action plans to support the service's objectives. There are well-planned processes for the setting and monitoring of targets. Most staff have a good awareness of KAE's direction and priorities. They understand how their role contributes to the running and development of the service. The curriculum management in some areas of learning is good. The management style across the organisation is open and effectively encourages staff to identify operational issues. Senior managers support the staff well and provide clear leadership direction. The service is managed efficiently. In the past two years, KAE has successfully introduced a range of new programmes for learners and has increased

recruitment by 17 per cent, with a 20 per cent increase in enrolments. KAE's financial management is satisfactory. KAE uses additional funding streams effectively to develop and add value to its provision. Retention on accredited courses was 82 per cent in 2003-04 and 90 per cent on non-accredited courses. The achievement rate for accredited courses across the service was 75 per cent in 2003-04, which is 2 per cent more than the previous year.

54. Most arrangements for staff appraisal and development are satisfactory. Full-time staff have effective annual appraisals, but sessional tutors do not receive a systematic formal appraisal. However, the part-time tutors have adequate opportunities to discuss their performance and staff development needs with their managers. They discuss their development needs through the teaching observation process. The deputy senior manager carefully plans the annual staff development programme based on the findings of the teaching observations and KAE's objectives. KAE's annual staff training programme includes a range of development priorities, some of which tutors are required to attend, such as equality and diversity training. In the past year, KAE offered 26 training events which over 200 staff attended.

55. Internal and external communication is satisfactory. There are regular meetings held in most programme areas. These are well attended by full-time staff and part-time tutors. Tutors discuss matters of curriculum development and operational issues in these meetings. Senior managers meet twice a month to discuss aspects of curriculum planning and development. All tutors are sent information letters each term. The tutors have a satisfactory awareness of developments at KAE. Communication with external partners is effective. The governing body has very recently nominated each member to link with one of the programme areas to further improve the communication between the board and the tutors. There is a learner forum to encourage communication between learners and KAE. However, some learners are not aware of this initiative.

56. The governance arrangements are satisfactory. The council's cabinet takes an interest in the development of the adult learning agenda and KAE's developments. Some of the elected members have direct experience in the field of education and training. The council's cabinet has recently approved the adult learning plan. The LEA's scrutiny committee receives regular information about the performance of KAE and its self-assessment process. The scrutiny committee monitors the progress of the agreed targets. KAE also has a formal and long-established governing body which acts as an advisory board. This body is effective in its role. The board members have a good range of relevant experience and expertise ranging from expertise in human resources to training and business development.

57. The management of resources is satisfactory. Many of the teaching staff have appropriate experience and teaching qualifications. Most accommodation is well maintained and the teaching areas are well organised with a range of informative posters. However, the standard of equipment in the classrooms varies considerably. Most classrooms are well equipped, but some do not have suitable resources. In many areas there are well-presented displays of learners' work.

KINGSTON UPON THAMES LEA

58. KAE uses a wide range of publications to market its courses. Some of the course information is available in different languages. There is a wide range of attractive posters that promote some courses in languages appropriate to the learners. The LEA has carried out a systematic and thorough review of the literacy and numeracy provision and, more recently, the ICT provision. However, the LEA has not reviewed the provision for other curriculum areas and is not always aware of any duplication or gaps in the provision.

59. KAE's collection and use of management data is satisfactory. KAE uses a computerised system which produces information about learners, accurately and in a timely manner. Managers routinely use the analysis of learner retention and achievement data, based on age, gender and ethnicity, to develop and plan the provision. Some aspects of management information are not analysed sufficiently at individual course level to contribute to planning.

60. The management of additional learning support is satisfactory. An additional learning support co-ordinator was appointed recently, to help learners with literacy, numeracy and language skills. This support is widely publicised to learners and tutors. The additional learning support co-ordinator receives subject-specific reports from tutors which clearly identify the type of extra help individual learners need. Learners who need extra help with literacy, numeracy or language receive individually tailored support from well-qualified tutors. The additional learning support co-ordinator carefully monitors the number of learners receiving help and analyses its effectiveness in raising retention and achievement. In 2003-04, 20 learners received additional support. At the time of inspection, 39 learners were receiving support. However, learners' additional learning needs are not always assessed. Tutors are relied upon too much to identify those learners who require support.

61. In most curriculum areas there is insufficient focus on management of the individual needs of learners. There is insufficient staff training and development on the planning and management of learners' individual learning needs. The planning and monitoring of individual learning needs is unsatisfactory on too many courses. The outcomes of initial assessments are not always used as a basis for the planning of individual learning programmes. KAE has introduced a system of individual learning plans. However, these are often not used effectively.

Equality of opportunity

Contributory grade 3

62. KAE has implemented successful measures to widen participation in learning. There are innovative initiatives to meet the diverse needs of the community. KAE's open learning centre supports a wide range of learners to develop their skills in basic English and mathematics. Learners gain valuable skills and knowledge to help them in their jobs and in their personal lives. Feedback from learners is very positive. There is a successful project which works with Gujarati speakers to help them to use IT. An initiative to involve the local Korean community in English language learning has been particularly successful. Many successful initiatives have supported local businesses and voluntary organisations. For example, KAE has worked with Kingston community care services to provide free, tailor-made courses in writing, speaking and IT for care workers. KAE has

provided teaching in computer skills for learners with visual impairments in one of the centres in the community. KAE's IT tutors received specialist training in the use of a screen reading programme and sensory impairment awareness, to enable them to deliver this training effectively.

63. KAE complies with its duties under the Disability Discrimination Act 1995 and the Race Relations (Amendment) Act 2000. KAE's disability policy gives key information on access to its buildings and provides contact details for staff who can support learners with disabilities. The race equality policy specifically meets the legislative requirements to monitor the recruitment, retention and achievement of learners from minority ethnic groups and to promote good relations between people from different ethnic groups. In response to the legislation, senior managers have produced detailed preliminary equality impact assessment reports, which evaluate the effectiveness of the race equality policy and the disability policy. The reports clearly identify the extent to which the service meets the requirements outlined in the legislation. Detailed action plans identify areas for improvement, with realistic timescales. There is effective equal opportunities monitoring of recruitment, retention and achievement. Curriculum managers have a good understanding of how this data can be used to measure the performance of different groups of learners.

64. KAE has a detailed equal opportunities policy, which clearly identifies management and staff responsibilities for the elimination of oppressive and discriminatory behaviour, including bullying and harassment. The policy is referred to in tutors' and learners' handbooks and induction materials. The policy includes the procedure for dealing with complaints from learners and staff. A record of complaints is maintained and actions to resolve them are clearly recorded. There are separate policies on race equality and disability. All policies are reviewed annually by the senior management team and by governors.

65. Most staff have received appropriate training on equality of opportunity, which specifically covers key responsibilities under the Disability Discrimination Act 1995 and the Race Relations (Amendment) Act 2000. Training for other staff is scheduled for the current year. However, this training does not currently extend to governors. Appropriate staff have received training in dyslexia awareness, literacy, numeracy and language support and initial assessment. A course for staff who work with Korean learners was recently held. Staff induction covers equality of opportunity and diversity issues as well as health and safety.

66. Senior managers are committed to promoting equality of opportunity and raising participation rates for learners from under-represented groups. The proportion of learners from minority ethnic groups has been rising for the past three years. In 2004-05, 22 per cent of learners were from minority ethnic groups. Minority ethnic groups represent 15 per cent of the local population. The achievement rate for learners from minority ethnic groups on accredited courses is high, especially for those on ESOL, literacy, numeracy and IT programmes. Participation rates by men are low. In 2004-05, only 20 per cent of learners were men. KAE has developed initiatives to promote learning opportunities to men but it is too early to judge the effectiveness of these

measures.

67. Support for learners with disabilities is satisfactory. KAE recently carried out an accessibility audit as required under the Disability Discrimination Act 1995. This has resulted in a clear action plan to meet the needs of learners with disabilities. Most classrooms are accessible to learners with restricted mobility and there are appropriate arrangements in place for changing to an alternative classroom, if necessary. Support for learners with dyslexia is satisfactory. Specialist equipment to support learners with disabilities is satisfactory, and includes hearing loops and specialist computer equipment for learners who are visually impaired.

68. Tutors make satisfactory use of learning materials to promote equality of opportunity and diversity. However, some materials used for ESOL classes are dated and do not provide sufficient positive images of people from ethnically and socially diverse backgrounds.

69. Learners receive an induction when they start their course. Inductions cover equality of opportunity and health and safety. Learners' understanding of their rights and responsibilities is satisfactory. However, some learners are not sufficiently aware of the procedure for making a complaint. There is a support fund which helps learners with the costs of childcare and tuition.

Quality assurance

Contributory grade 4

70. KAE has developed a quality assurance policy, statement and procedures. The quality assurance cycle clearly illustrates how the quality assurance and self-assessment processes link together. There is good development of the process to establish quality assurance arrangements. RBK's scrutiny panel and governing body supports KAE's continuous improvement agenda. The recently introduced curriculum and quality group meets regularly to monitor the impact of the quality assurance arrangements. The course review system is implemented satisfactorily in most curriculum areas. Managers carry out regular audits of course review records, but these are not monitored thoroughly in all curriculum areas. KAE's quality assurance procedures have a stronger focus on teaching than learning. The arrangements for quality assurance are less effective in those areas which are typically not classroom-based adult learning, for example in sport, family learning and work placements.

71. The collection and analysis of feedback from learners is satisfactory. It is obtained through anonymous learner questionnaires twice a year. Areas for improvement identified through this process are usually remedied effectively. For example, learners highlighted that the initial advice and guidance for enrolment on courses was inadequate. KAE has improved the operation of this system. A call centre was set up to deal with telephone enquiries promptly and an advice and guidance day was provided. KAE also holds regular learner focus groups. The results from learner feedback questionnaires are shared with staff, but are not routinely shared with learners. Feedback from some partnership organisations is collected and used to improve the provision. However some partners are not consulted, such as employers involved with the childcare

NVQ provision.

72. The arrangements for internal verification are satisfactory. Verification is carried out at regular intervals throughout the accredited courses and sampling plans are appropriately devised. The feedback that assessors and learners receive is satisfactory.

73. The self-assessment report was not sufficiently critical and evaluative. It failed to identify the unsatisfactory provision in sport and leisure and family learning. The weak quality assurance of work placements was not identified. The self-assessment process involves staff, through the course review process and curriculum meetings. However, the process is not sufficiently effective to recognise the range of relevant strengths and weaknesses of the provision. In many areas, some of the weaknesses identified in the self-assessment report were not judged to be significant and some of the strengths identified were considered by inspectors to be no more than normal practice. The self-assessment report did not have sufficient focus on learners and their experience.

74. There is insufficient sharing of good practice across the curriculum areas. Where there are examples of good practice in an area of learning, these are not used to improve practice in other areas. In the curriculum areas, there are some opportunities for staff to communicate developments in practice with their teams. However, these opportunities are not used sufficiently to share examples and the development of good practice. For example, in modern foreign languages classes, initial assessment is effective, but it is weak in English as a foreign language. There are insufficient opportunities for staff from different curriculum areas to exchange information on developments and strategies to benefit learners.

75. The lesson observation scheme is not adequate to raise standards effectively, particularly for learners and their learning. Observers' judgements relate mainly to teaching and relevant paperwork. Comments in the observation records do not always reflect the grade given. There are too few references to the teaching and learning strategies used to meet the needs of individual learners. All the observers receive training, but in some cases it is non-specialists who carry out the observations. KAE has introduced external moderators to quality assure the internal grading profile. This process has helped observers to make more realistic judgements about teaching in sessions. However, the observation scheme does not focus sufficiently on the learner, their individual needs, attainment and progress. In most areas of learning, inspectors identified weaknesses in the planning and monitoring arrangements to meet individual learners' needs.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
Using IT - Adult and community learning	175	2

Using IT

Strengths

- good retention and achievement
- particularly effective use of information learning technology to enhance teaching and learning
- wide range of provision responsive to the needs of the community
- good operational management of the curriculum area

Weaknesses

- insufficiently challenging targets for some learners

Achievement and standards

76. Retention and achievement on all courses are good. In the accredited programmes, such as the introductory computer literacy course, the computer literacy and business technology course, the examination-based qualification in IT and OCN computer courses, retention and achievement are over 80 per cent. Achievement on accredited programmes has almost doubled since 2001-02. On non-accredited courses, learners make good progress. Most make substantial progress towards achieving their learning goals which are recorded in their individual learning plans. Attendance and punctuality at all classes are very good. Several courses have attendance above 90 per cent and the remainder are over 80 per cent. Suitable skills are developed in the use of office software, digital imagery, e-mail and the internet. The work produced by learners is at a standard appropriate to the stage and level of their course. Most learners contribute readily to classroom activities and are willing to work collaboratively. Learners who have little or no previous knowledge of ICT gain confidence with new technology. They enjoy using idiomatic computing vocabulary in class discussions. Many join courses to enhance their career prospects, to help children with homework or for personal pleasure. These learners are applying their new skills effectively in the home, community and workplace. Some employ techniques learnt in their classes to keep in touch with family and friends by e-mail and are able to use the internet for research and shopping.

Quality of education and training

77. Most teaching is good, with 64 per cent of teaching observed during the inspection being judged good or better. In many classes there is particularly effective use of information learning technology to enhance teaching. In the better lessons, tutors show fluency in the use of the interactive whiteboard. Demonstrations and presentations are particularly clear and appropriate to improve learners' understanding and skill acquisition. For example, one tutor has negotiated a programme of work with the learners to reflect their abilities and also the type of computer apparatus available to them at home or work. All learners have individual learning plans with personally specified learning goals. Some tutors provide a good variety of activities in classes. For example, a tutor has used the formats of bingo and popular television quiz shows for multiple-choice tests. Learners find this approach enjoyable and it motivates them to do well.

78. The wide range of ICT provision is responsive to the needs of the community and is effectively planned to support social inclusion. Courses are provided for older learners, speakers of Gujarati, learners with visual impairment and other physical disabilities, and learners with mental health problems. The response to local needs is good, with a broad range of vocational and leisure courses. In the ICT curriculum area there is effective work in collaboration with nine external partnerships. Courses are provided in office software, digital imagery, electronic communications, file management, presentation software and a course linked to the national adult literacy programme. Good opportunities exist for progression from entry level to level 3. The location of delivery of the courses is dependent on need and the level of resources required. The main sites at Kingston and Surbiton are able to offer any of the courses in the programme area. Courses that do not heavily rely on specialist resources can be held at any one of seven venues used. Many learners value the opportunity to attend classes at a local and conveniently situated location. Arrangements have been made for learners to use computers in local libraries if they are unable to use one at home. Crèche facilities are available at the North Kingston site.

79. The accommodation for ICT classes at all the sites visited during the inspection is comfortable and spacious. Several sites have air-conditioning. The rooms are furnished to a good standard and informative posters are displayed on the walls. Most computers are fit for purpose and are well maintained. The operating systems and software used are up to date and specialist devices for learners with disabilities are readily available. In the most frequently used sites, dedicated interactive whiteboards are installed. In less frequently used venues, mobile data projectors are available if required. All tutors have a teaching qualification or are enrolled on a course leading to one. Staff development is available for tutors to develop their technical expertise and to extend their knowledge.

80. The assessment and monitoring of learners' progress is satisfactory. Achievement of units is carefully recorded on the introductory computer literacy courses and the examination-based qualification in IT courses. Work carried out is marked quickly and accurately. Constructive comments are added to aid improvement. However, the results

of the intermediate exercises are not recorded. On OCN courses, feedback sheets are completed with every assignment. The tutors write helpful developmental advice and the learners indicate the problems they have encountered or the benefits they have gained from the task. At the beginning of their courses, learners identify their goals in an individual learning plan. These goals range from acquiring confidence to use a computer, to gaining a certificate to enhance their career. Throughout the course, each tutor keeps a record of the units or techniques individual learners achieve. These are systematically added to the individual learning plan, together with marked assignments and exercises. The learner adds a personal evaluation of the course on the final page. Internal verification practices are regular and thorough.

81. Learning support is satisfactory. Most learners receive an initial assessment. The results are used appropriately to identify any requirements for additional learning support. Tutors take account of learners' individual needs for additional learning support, and the support provided in classes is good. On the final session of each course, learners are given relevant guidance and advice about suitable progression opportunities. However, the cost of some computing courses deters some learners from progressing to a higher-level course.

82. In the less effective sessions, the pace of learning is too slow and the more able learners are provided with insufficient extension activities to develop their skills and knowledge. There are insufficiently challenging targets set for these learners, who are frequently inactive while other learners complete the task in hand. Learners' understanding is not always monitored in lessons. An effort has been made to increase the variety of activities on some courses, but this has had little impact. Many sessions follow the same format each week, consisting of a demonstration and explanation, followed by practical exercises. Although achievement is recorded, learners' work is not graded.

Leadership and management

83. The operational management of the curriculum for ICT is good. A very detailed analysis of the ICT provision across the borough has been produced. This is used effectively as a basis for curriculum planning. Thorough annual reviews of the complete provision and individual courses are carried out. Additionally, curriculum and course team meetings are held each term. These generate action items which are reviewed at the following meeting. Staff development needs are also discussed and arranged. These meetings are the only opportunity for formal communication between tutors for the computing courses. However, informal communication between course team members to share good practice takes place by e-mail and telephone. Tutors are well supported and receive a good amount of help and encouragement.

84. All tutors have received training in equality of opportunity and understand KAE's policy for equality and diversity. They are also involved in the thorough quality assurance process which is carried out at the end of every course. The self-assessment report for ICT programmes accurately identified most of the strengths and weaknesses found by inspectors. However, the grading profile for internal observations is generally higher than

the inspection observation grades for teaching in ICT.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Adult and community learning	446	4

Leisure, sport and recreation*Strengths*

- good retention on non-accredited learning programmes
- good retention and achievement in accredited learning programmes

Weaknesses

- insufficient attention to safe working practices
- inadequate initial assessment and monitoring of learners' progress
- weak operational management of the curriculum area

Achievement and standards

85. Retention in non-accredited and accredited learning is good. In both types of the provision, retention rates were 94 per cent in 2003-04. The accredited courses are in food hygiene and wine appreciation, with 6 per cent of learners in the programme area enrolled on these courses in 2003-04. Eighty-eight per cent of these learners achieved a qualification. In general, attendance and punctuality are satisfactory, but in some sessions attendance is low and some learners joined their sessions late. Learners' attainment is satisfactory. In the better sessions observed, learners demonstrated good standards. In tennis and badminton, learners performed stroke and shot play well and showed good understanding and application in their match play. In yoga, tai chi and Pilates, learners performed the postures and movements well. In other sessions experienced learners performed familiar movements to a satisfactory level. Most learners gain a range of benefits to improve the quality of their lives. Learners in oriental exercise classes gained greater flexibility and mobility, increased range of movement and body awareness, and greater ability to relax and control stress. One learner gained the ability to control her medical condition and is less reliant on medication. Learners in sports and games developed the knowledge and skills to progress to clubs and competitive play. Many learners celebrate their sense of achievement after completion of complex movement routines.

Quality of education and training

86. At inspection, 70 per cent of teaching was judged to be good or better. However, 20 per cent of the teaching sessions observed were judged to be unsatisfactory. In most sessions, tutors planned appropriate progressive learning opportunities, but in some sessions this was poor. In the better sessions, learners made good progress in motor skills development and understanding of the health-related benefits of their exercise. In sports and games, progressive understanding and application of skills and tactics in match play was evident. A particularly strong feature of the learning in some of the oriental exercise and movement classes was the effective support learners gave to each other in developing the movement sequences. In some sessions, learners performed familiar exercises or routines with very little new learning. In the better sessions, teaching was challenging and inspiring. These tutors carried out good observation and assessment of learning, with sensitive, appropriate and effective individual coaching and correction. In some sessions there was an over-reliance on teaching the whole group, with insufficient individual attention or differentiation of teaching. For example, learners were not offered modifications or alternatives to movements and some stopped working or performed movements poorly. In better sessions, teachers led learners at a good pace through a variety of activities. In other sessions, teaching was pedestrian or was not inspiring. In the more effective sessions, tutors delivered learning sessions in the context of sound explanations of body function and likely health benefits. In other sessions, skills development and exercise was not contextualised for learners.

87. Tutors' qualifications are satisfactory. Most tutors hold appropriate occupational qualifications and 86 per cent have gained appropriate teaching qualifications. Accommodation and equipment are generally satisfactory, although some older learners complain that the rooms are too cold. Some mats provided for yoga were not adequate.

88. The sport and leisure programme is satisfactory. It is based substantially on an existing historical programme. This has recently been revised to offer better routes of progression, for beginners to improvers or intermediates. Some courses remain mixed ability. The provision has also recently been extended by targeting mature learners and people with learning disabilities. There is an upward trend in participation in learning. On non-accredited courses in 2003-04 there was an increase in enrolments on the previous year of 20 per cent, and of these, 70 per cent were learners aged over 50. Learners benefit from the opportunity to attend a variety of courses provided in accessible local venues across the borough, during the day, in the evening and at weekends. However, some learners on fitness and exercise programmes find the breaks too long during holiday periods. Most learners highly value their tutors' knowledge and sensitivity to their needs and abilities.

89. The quality and accessibility of information, advice and guidance for learners is satisfactory. This includes a well-designed brochure, which gives a brief description of each course and its suitability for learners' interests and needs. This is delivered annually, to each household in the Kingston area. There is a variety of brightly coloured promotional leaflets that briefly outline the programmes on offer. These are prominently displayed and available at all centres. An attractively designed leaflet which includes full

KINGSTON UPON THAMES LEA

listings of all courses on offer is delivered with the local free newspaper three times a year. Detailed course descriptions clearly identify learning outcomes and levels to assist learners in their course selection. Centre staff are welcoming, helpful and sensitive to learners' needs. Satisfactory provision is made for learners' additional needs. For example, there is effective provision for blind learners in chi kung and yoga.

90. There is insufficient attention to safe working practices. Systematic assessments and reviews are not made of the risks to which learners, tutors and others are exposed, in order that appropriate action might be taken to protect their health and safety. Tutors who currently have responsibility for judging whether risk assessment is necessary have not been trained for this activity as a matter of course. Procedures for health screening of learners' initial and ongoing readiness for exercise are ineffective. Of the sample inspected of pre-exercise checklist forms, these were found to be completed for only 40 per cent of learners. There was no evidence of these being used to support initial assessment. In some sessions, tutors did not conduct weekly health checks or encourage re-hydration.

91. There is inadequate initial assessment and monitoring of learners' progress. KAE's written procedures for initial assessment, planning of individual learning and monitoring of progress have been significantly modified for sport and leisure in response to an adverse response by learners during 2003-04. Tutors are now expected to conduct a verbal initial assessment. However, there is very little recorded evidence of this having been carried out. There are no records of the pre-exercise questionnaire being used to support initial assessment. Some very general and difficult to measure objectives have been established for learners on some courses. However, either little or no evidence of assessment exists. Other examples of individual learning plans identify the same objectives and level of achievement for all learners. Specific and measurable learning goals are established for some learners. However, these are either not assessed or very little assessment is made by the learners or the tutor. There is an over-reliance on tutors' memory of learners' needs and progress monitoring. Isolated examples of good assessment practice exist, where learners' individual needs and goals are established and effectively monitored and assessed.

Leadership and management

92. Operational management of the sport and leisure provision is weak. The arrangements and procedures for sports-specific risk assessment are inadequate. Procedures for initial assessment do not systematically lead to specific measurable learning objectives. There is too little evidence of continuous monitoring of learners' progress. Identification and measurement of achievement are based on an ineffective process of individual planning of learning. There is no formal appraisal process for part-time tutors. Although a range of measures have been adopted to communicate with tutors, the implementation of procedures in a number of areas is not effective or consistent. Tutors are expected to arrange their own sports-specific continuing professional updates and managers could not report whether this had been completed. The measurement of achievement on the non-accredited courses is based on a weak system to plan and monitor learning.

93. Learners have some general awareness of the equal opportunities policy and complaints procedures. However, there is insufficient promotion of this information. There is clear evidence of management intention to increase the use of sport and leisure to widen participation in learning, for example, through the development of courses for mature learners and for people with learning disabilities. There is, however, no targeted provision for other under-represented groups in sport and leisure. Literacy and numeracy support is provided for learners if a need is identified, as is additional learning support.

94. Procedures are in place for aspects of quality assurance. However, these are not sufficiently effective to bring about improvements, for example to initial assessment and monitoring of learners' progress. KAE has an established scheme of lesson observations. Sixty-four per cent of tutors were observed in 2003-04 and all tutors are planned to be observed in a two-year cycle. Observations are prioritised for all new tutors to take place in their first term of employment with KAE, or if there has been a complaint, or if there is low retention or poor attendance. There are forms to record the observation of teaching, although there is insufficient focus on learning. KAE's own observation grades detailed in the self-assessment report are higher than those judged at inspection. The self-assessment report effectively identifies some strengths in the provision and aspects of the weaknesses related to assessment and monitoring of progress. However, it failed to identify the weaknesses concerning health and safety.

Health, social care & public services

Health, social care & public services		2
Contributory areas:	Number of learners	Contributory grade
Early years - Work-based learning for adults	15	3
Other contributory areas - Adult and community learning	144	2

Early years*Strengths*

- good retention and achievement
- very good teaching and learning on accredited programmes

Weaknesses

- weak management of some aspects of the NVQ programme

Other contributory areas*Strengths*

- good retention and achievement
- very good teaching on accredited programmes

Weaknesses

- insufficient pre-course advice and guidance on personal development courses

Achievement and standards

95. Retention and achievement rates are good on all courses. In 2003-04, retention on early years and playwork courses was 84 per cent. There was almost 99 per cent retention on counselling, first aid and lip-reading programmes. To date, retention for 2004-05 on early years and playwork programmes is 95 per cent and in counselling and personal development courses it is almost 94 per cent. The achievement rate on the completed early years and playwork courses for 2003-04 is 95 per cent. Of the 15 learners on the NVQ programme at level 2 in early years care and education who started in September 2003, nine have achieved the NVQ and two are ready to have their portfolios internally verified. There are four learners on the early years NVQ at level 3. The achievement rate on counselling and first aid programmes for 2003-04 is 100 per cent. The standard of work on accredited courses is satisfactory. Learners on the early years course at level 1 are using the skills and knowledge gained from their course to improve the care and education of their own children. Many learners report an increase of self-esteem and confidence.

Quality of education and training

96. The teaching on accredited programmes is very good. All the lessons observed were judged to be good or better. The lessons are well planned and the pace is good. A wide variety of teaching methods are used. For example, in one class a game of large dominoes was skilfully used in a group question and answer session to help illustrate a childcare topic. In another lesson, the tutor had brought in a wide range of multicultural musical instruments, music books and other resources and the learners were able to experiment with the resources to help them plan a music session in their work placement. Tutors have a good rapport with their learners and are skilled at ensuring all learners participate in the lessons. There is regular monitoring of learners' understanding and further explanation is provided when necessary. Learners are very motivated, they look forward to their lessons and make good progress. Work set to be completed before the next lesson is completed to a satisfactory standard by most learners. Learners for whom English is their second language, gain confidence in the spoken word and improve their writing skills in English, while learning good skills and knowledge in early years, playwork or counselling.

97. Resources are satisfactory. Almost all the staff are well qualified and currently employed in the specialist area in which they teach. Most tutors have teaching qualifications and most of those without teaching qualifications are working towards them. Several have assessor qualifications. In the early years and playwork area a small library of books and other teaching materials is being collected for learners' and tutors' use. Tutors bring to their classes a wealth of good resources, for example, books, musical instruments, ingredients for cold cooking and colour cards. Accommodation is generally satisfactory. However, a few rooms are crowded if all the learners attend. A few lessons are held in rooms that are unsuitable for the subject taught.

98. The assessment and monitoring of learners' progress is satisfactory. In most lessons there is effective assessment of learners' understanding and knowledge. Most tutors keep clear records of progress made by individual learners on accredited courses.

99. Reviews take place at least once a term and there is brief, but clear, recording of the progress made and the targets set. Targets are frequently broad and are insufficiently challenging for a few learners. The assessment, verification and moderation of accredited courses are satisfactory and meet the requirements of the programme. Assessors are available throughout the year. There is insufficient initial assessment on a few of the accredited courses. On these courses, recording of learners' previous experience is inadequate and there is no analysis of learners' skills. On non-accredited courses there is too little formal recording of progress, but learners and their tutors are aware of their increase in knowledge and skills.

100. There is a satisfactory range of programmes to meet the needs of learners. The range of early years programmes is decided by consultation with learners and partner organisations in the community, including RBK's early years and childcare service, employers and other providers. There is a clear progression route from level 1 to level 3

KINGSTON UPON THAMES LEA

courses. Lifestyle and personal development courses are planned to respond to public demand, but the range is narrow. KAE has found it difficult to recruit suitable tutors, although three new courses have been added to the programme this year.

101. Support and guidance from tutors is satisfactory. Many tutors are available outside class hours to offer guidance and support to individual learners. Learners value the individual support they receive. Many learners on the childcare programmes have English as a second language and a few have dyslexia. Additional learning support is available and there is some evidence that learners are referred for it and are formally assessed. However, KAE's specialist facility is too new to have had a significant effect on the progress and achievement of learners with additional support needs. Many learners receive financial support to enable them to enrol on early years and playwork programmes.

102. KAE does not provide sufficient pre-course advice and guidance for personal development programmes. The course details available to potential learners before enrolment are not sufficiently detailed. The programme details in the prospectus are insufficient to provide relevant information. Learners report that before enrolment they were unable to speak with a tutor to check the content and suitability of the course to meet their needs. Learners are not interviewed before enrolment on counselling and neuro-linguistic programming courses. Inspectors found that attendance at these classes was significantly lower, at 52 per cent, than other courses in health and social care which were observed during the inspection.

Leadership and management

103. The management of most programmes is satisfactory. There is satisfactory management of childcare and playwork programmes with the exception of the work-based learning programmes. The management of lifestyle and personal development courses is provided by two other curriculum areas and is also satisfactory. Staff induction is satisfactory. Targets and objectives are well communicated to all staff. Some areas have regular tutor meetings and effective communications are supported by the production of a newsletter which is sent to each tutor. However, there is too little exchange of ideas and good practice in the early years programmes.

104. The self-assessment report identified the strengths found by inspectors. Other strengths identified by KAE were considered to be normal practice or satisfactory. The weaknesses identified by inspectors were not identified by KAE and those weaknesses identified in the self-assessment were not judged to be significant. The self-assessment report only considered the early years and playwork provision in detail.

105. KAE's management and quality assurance of some aspects of the NVQ programme are weak. There is insufficient attention paid at initial interview and assessment to ensure that learners are in placements which will enable them to achieve the qualification. There is no monitoring of workplaces to ensure appropriate arrangements for health and safety and equality of opportunity are in place. The workplaces do not receive sufficient details of the programme to enable them to support learners fully. Most progress reviews do

not include the learner, assessor or workplace supervisor. There is too much emphasis on written work to cover the background knowledge aspect of the programme and the range statements. KAE has recently identified some of these issues, following external verification and is developing procedures to remedy them. Internal verification arrangements are satisfactory.

Visual & performing arts & media

Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
Arts - Adult and community learning	461	2
Crafts - Adult and community learning	256	2
Other contributory areas - Adult and community learning	245	2

Arts*Strengths*

- good practical work produced by learners
- good teaching
- good management of the curriculum

Weaknesses

- insufficient formal monitoring of learners' progress
- poor resources in some classes

Crafts*Strengths*

- good practical work produced by learners
- good teaching
- good management of the curriculum

Weaknesses

- insufficient formal monitoring of learners' progress
- poor resources in some classes

Other contributory areas*Strengths*

- good practical work produced by learners
- good teaching
- good management of the curriculum

Weaknesses

- insufficient formal monitoring of learners' progress
- poor resources in some classes

Achievement and standards

106. Learners achieve good standards in their practical work. They gain a good range of skills and a well-developed understanding of the media used in their course. There is good achievement of learners' identified goals in many classes. In ceramics, creative embroidery, weaving and tassel making, learners produce work of a very high standard. Learners' portfolios in textile-based subjects show good progress is made across all levels of programmes, from beginner to advanced courses. Standards of learners' work in drawing and painting are good. Learners display a high level of performance skills. In music, they play with confidence and accuracy in groups and individually. Learners develop their knowledge in music theory and refine their playing to achieve a good standard of performance. For example, learners were able to improvise successfully in one jazz session. In dance classes, learners are able to demonstrate good posture and technique which they use in finished routines. Learners readily participate in group appraisals and demonstrate good use of specialist language and terminology about the art form they are learning. Additionally, learners develop confidence in their abilities and their work, which they are able to share and discuss with their class. Few courses are accredited and there is good achievement in most. For example, in 2003-04, 89 per cent of learners on accredited craft courses were successful in gaining a qualification. Retention and attendance on many of the courses is good. Some learners progress well through the levels of courses available. For example, one learner who originally joined KAE's literacy, numeracy and language support programme progressed into higher education from an accredited crafts class. Another learner is now a qualified tutor.

Quality of education and training

107. Teaching is good, with 72 per cent of teaching observed graded as good or better. Of the 32 lessons observed none were judged to be unsatisfactory. Sessions are extremely well run and tutors are well prepared. Good use is made of practical demonstration. Tutors have well-structured lesson plans and use a good range of teaching methods. These stimulate learners' interest and prompt them to investigate the subject further. Lesson plans and teaching methods meet individual learner needs. In most sessions, tutors vary learning programmes with individual, small group and whole group activities and demonstrations. Tutors provide good individual tuition and use

KINGSTON UPON THAMES LEA

questions skilfully to support learning, and decision-making to support research, design and making of art products. There are some innovative projects in both drawing and illustration and good use of mixed media. Tutors give precise instruction and ideas for interpreting musical phrases or dance steps. Tutors have a good awareness of the range of learning styles in their sessions and adapt their approach and materials accordingly. Learners are well motivated and many make rapid progress towards their learning goals. Tutors give accurate advice in how to achieve particular aspects of performance. Learners report a high level of satisfaction with the teaching standards and are impressed with their own newly acquired skills. There is consistent monitoring of learners' work and good management of sessions. During practical sessions, tutors frequently monitor learning. Tutors ensure they work effectively with all learners. Tutors demonstrate a professional level of practical skills and knowledge and carry out useful question and answer sessions to stimulate discussion and enquiry. Some tutors expertly introduce contextual studies and ideas from other cultures to broaden learners' interests and ideas. They encourage learners to originate their own designs with reference to historical and contemporary designers and artists' work.

108. Tutors are well qualified in their subject areas. Most have teaching qualifications and many are also professional practitioners in the subject area of their courses. They bring a valuable range of current skills and knowledge to their teaching. Many of the tutors make considerable extra effort to promote learning by arriving early for sessions, for example to set up interesting still life for drawing. Tutors often bring in to classes materials and equipment, such as fabrics, music sheets and compact discs, for demonstrations and use by learners. In clothing classes there is a well-run pattern exchange system.

109. A good range and level of programmes is provided across most of the curriculum area. A broad range of courses are offered in art in the general categories of drawing, drawing and painting, drawing illustration and painting. There is a satisfactory range of dance offered in Latin, salsa, ballroom, tap and Turkish dance. However, there are too few courses offered in music and drama. In the performing arts classes there are opportunities for learners to progress from beginner to intermediate level. Learners are very satisfied with the content of their courses and the activities they take part in. There are interesting additional activities arranged including special dance events with visiting professional dancers and organised visits to music events. Courses offered cover a wide range of subjects and levels in craft to meet learners' interests. Some learners repeat courses and continue to develop their skills. However, the cultural diversity of the local area is not always reflected in the range of craft courses on offer, which are mainly from a European tradition. Across the visual and performing arts, a good range of information is used for planning the provision. This includes tutors' ideas, feedback from end-of-year reviews, learners' feedback, course evaluations and ideas from other providers. Curriculum managers keep a list of possible courses to meet learners' needs. Most provision is concentrated in three centres. Some learners find that sessions are too short in which to complete projects.

110. Learners receive satisfactory individual tutorial support during sessions, as part of the teaching process. Tutors provide appropriate help and advice in dealing with

learners' needs, which may be identified through their enrolment form or the tutor's experience in the first few lessons of a course. This may be to provide accurate referral of the learner to KAE's learner support services. Or the tutor may receive help and guidance from this service on how to help the individual learner, such as how to support a learner with dyslexia. Clear pre-course information is available, with year-round telephone contact available for any enquiries about courses. The centres also offer taster days and course-specific information sheets. Learners are well supported to understand written materials or instructions which contain technical language. Tutors are careful to support learners who need adapted approaches to learning. For example, one who has a prosthetic leg and attends a dance class, is fully enabled to join in with all the dance steps. Course information is adequate to provide learners with a good understanding of the course and its content. All learners report they receive help and support from their tutors when needed. One tutor provided extra support in distance learning to a learner who left the country, to enable the completion of the course and accreditation of their course work. Another tutor assisted two learners who are speakers of other languages to understand handouts provided in the sessions. Some tutors contact potential learners before the course to determine their needs and provide advice on materials required for their project.

111. Resources in most classes are satisfactory. However, in some classes, resources are poor. For example, in a music session the piano was badly out of tune. Dance learners have nowhere to change in one centre. In one art room, space is limited, which restricts the number of learners and makes practical work difficult. There is poor heating and ventilation in some rooms. Technician support is restricted to the pottery workshop. There is limited access to ICT and, in some sessions, to reference books. Some tutors rely on a few learners being absent to allow the rest of the group to have sufficient working space. A few courses are effected by the insufficient storage and teaching space. The safety monitoring of some electrical equipment is not routine.

112. There is insufficient formal monitoring of learners' progress. Individual learning plans are often completed at the beginning of the term, but are not always used as a working document. Some of the targets are vague and not sufficiently detailed. In some cases, learning targets are not set or are not individualised. Some learners are unsure of their targets and have no written record of the skills they have achieved. All learners receive continuous and individual assessment in their classes. This is strengthened by group reviews and appraisal, when work in progress or completed work is discussed among learners. However, assessment and feedback are not sufficiently recorded and used to help learners progress or to encourage their development. Extensive paperwork is available to tutors, for example the course record book and individual learning plans, but these are often not fully understood or used by some tutors. Some tutors use their own format for recording learners' progress.

Leadership and management

113. The management of the curriculum for visual and performing arts is good. Curriculum management is very well organised and responsive to the needs of learners in the area.

114. Specialists manage the arts and craft areas, but there is no specialist manager for the performing arts courses. Managers respond positively in their course planning. This process is effectively based on data gathered from retention and achievement rates, learner demand, suggestions from tutors, course evaluation, learners' feedback and the availability of accommodation. All staff are offered the opportunity to gain a teaching qualification. There is good support available for new tutors, particularly in the use of session plan documents. There are clear decisions taken and changes put into action when a course is not performing well. Good communications are maintained with centre staff and tutors through meetings which are arranged three times a year, a newsletter, e-mail and register notes. Tutors are consulted when managers are planning the curriculum. However, there is no specific budget for material and equipment. Targets are set at course levels for achievement and retention. Tutors are kept informed of targets and are well supported to achieve them. There is an open and supportive working environment among tutors and managers in the area.

115. Arrangements for equality of opportunity are satisfactory. KAE has a clear policy for equality of opportunity. Staff and learners have a good awareness of the policy. The number of learners from minority ethnic groups generally reflects the population profile of the borough. However, men are under-represented in this area. Approximately one quarter of learners are men. There is effective partnership working with a range of organisations, including the youth offending team, residential centres and other community and outreach projects. An art for carers course is part of the provision. Crèche facilities are available at the North Kingston Centre.

116. All staff have a good awareness of KAE's quality assurance process and contribute through course evaluation, learner evaluation, tutor meetings and target-setting. Lesson observations are held regularly and link effectively to planning of staff development. Tutors find the feedback following their observations constructive and clear. There has been a significant improvement in the monitoring of tutors' use of course record books and registers. The self-assessment report is evaluative of the provision, but does not include all the strengths and weaknesses identified by inspectors.

English, languages & communications

English, languages & communications		2
Contributory areas:	Number of learners	Contributory grade
<i>EFL</i> - Adult and community learning	236	3
<i>Languages</i> - Adult and community learning	665	2

EFL

Strengths

- good development of language skills
- good teaching in some lessons
- good curriculum management

Weaknesses

- poor achievement on intermediate accredited courses
- weak assessment practice
- insufficient use of data to analyse trends

Languages

Strengths

- very good achievement on accredited courses
- very effective and sensitive use of target language in many classes
- particularly good cultural and idiomatic learning
- responsive and well-planned provision
- good curriculum management

Weaknesses

- inappropriate pace of teaching in some classes
- insufficient planning to meet individual learning needs

Achievement and standards

117. Achievement on modern foreign languages accredited courses is very good. Thirty-eight of the 48 modern foreign languages courses are accredited. In 2003-04, 73 learners took a general certificate in secondary education (GCSE) or A level examinations and 93 per cent achieved grades A* to C. Two hundred and twenty-three learners took OCN examinations and the average achievement rate was 89 per cent. Most learners make good progress on the accredited and non-accredited courses. They develop their

KINGSTON UPON THAMES LEA

language skills effectively. Many learners make good progress in their ability to understand and reproduce spoken language. Learners also report an increase in confidence when speaking the target language, for example when travelling in a country where it is spoken. The overall achievement rate across the English as a foreign language accredited provision in 2003-04 was 68 per cent, which is satisfactory. However, the achievement rates for the intermediate English as a foreign language exams were very poor in 2003-04 and ranged from 8 to 33 per cent. Steps to remedy this situation have been taken and recent examination results show an improving trend. The achievement rate for GCSE English was good at 78 per cent. Achievement rates for English as a foreign language entry-level courses ranged between 50 and 73 per cent. In 2003-04, 247 learners enrolled on English as a foreign language accredited courses, although only 51 per cent registered for the external examinations. Many learners returned to their country of origin or transferred to another, more appropriate, level of class. Some learners do not want to gain a qualification. The initial and final assessment records of non-accredited English as a foreign language provision are not sufficiently thorough to measure achievement.

118. Retention in modern foreign languages classes has improved steadily in the past three years from 59 to 68 per cent. Discussions and action plans to increase retention further are regularly included in team and course review meetings between the curriculum manager and the tutors. In 2003-04, retention rates increased considerably during the first two terms of the academic year, with drop-out rates being most marked at the start of the third term. During the inspection, the average attendance rate was 69 per cent. In 2003-04 the retention rates for English as a foreign language were 82 per cent for learners on accredited courses and 89 per cent on non-accredited courses. Retention on the GCSE English programme was 77 per cent. Retention on this programme and the English as a foreign language provision has consistently improved in recent years. In general, learners' work is good across the English, languages and communications programmes.

Quality of education and training

119. In most modern foreign languages classes there is sensitive and very effective use of the target language by tutors. Of the classes observed, 92 per cent were judged to be satisfactory or better. Teaching was good or better in approximately half of the classes observed. Most tutors suitably adapt the pace of delivery and the range of vocabulary to meet the needs of learners. During the classes most tutors use a variety of activities. For example, many tutors use miming and visual cues well to help learners understand the language. In the better classes, tutors use language that learners are familiar with to define new vocabulary in the target language. Learners respond positively to these challenges. They make good progress and develop the confidence to try out their new language skills. The practice in modern foreign languages classes of using the target language in context effectively increases the rate at which learners develop their vocabulary and oral skills. For example, some relatively new learners have already started to use the tutor's conversational and classroom language among themselves.

120. Many modern foreign languages tutors are particularly adept at teaching learners useful phrases, expressions, colloquialisms and idioms. They provide learners with useful examples and contextual explanations to ensure that they will be using the new language appropriately. As part of their course, learners also gain useful information about the cultures of the countries where the target languages are spoken. In some of the lessons observed, cultural learning was particularly advanced and teaching included topical information in a variety of forms, for example visual materials and artefacts. In the better sessions, tutors effectively exploit opportunities that arise from the context of the class to expand cultural and idiomatic knowledge. For example, one tutor used a textbook reference to a city to explain the origins of a local song and a well-known saying.

121. Ninety-one per cent of the English as a foreign language and GCSE lessons observed were judged as satisfactory or better. Teaching was good or better in approximately half of the classes observed. Most lessons and homework assignments are planned well and there is good development of language skills. Tutors set challenging tasks and deliver lessons at a lively pace. The tutors provide good feedback on oral and written work and reinforce learning effectively. Learners have good opportunities for real communication on topics that are relevant to them. They improve their oral and written skills, particularly their ability to express themselves in English, their use of vocabulary, and their spelling and pronunciation. The tutors encourage learners to become more aware of their strengths and weaknesses. In the better lessons there is a good focus on the needs of learners, with space for extended independent learning as well as group work. The tutors use their understanding of the language and the skills and needs of their learners effectively. They provide good modelling of language and learner needs analysis throughout the delivery of the course. Many learners achieve significant improvements in their use and knowledge of English. They also benefit from the opportunities in lessons to explore the cultural aspects of life in this country. Learners on the GCSE English course extend their critical thinking and ability to use formal language. However, in a small number of classes there is insufficient opportunity for learners to practise their English language skills, and the focus on understanding grammar dominates to the detriment of active language use.

122. The provision for modern foreign languages is very responsive to the needs of the local community and is well planned. There is a good range of courses offered and the progression routes provide opportunities for learners to move from level 1 through to level 3 in most of the languages offered. A wide portfolio of languages are offered and the curriculum manager liaises extensively with other local providers to ensure that opportunities to widen the portfolio are developed and that duplication is avoided. Although most of the classes take place in the evening, there are daytime classes for the more popular languages. The length and types of classes vary to meet the needs and interests of different types of learners. In English as a foreign language, the range of accredited and non-accredited courses is satisfactory. Provision is offered from beginner to advanced levels. In addition to the accredited provision, there is a wide range of non-accredited provision on topics such as pronunciation, using English verbs and English at work. KAE has taken steps to widen the range of courses offered to meet the needs of the local community. KAE also offers a small range of classes for English native speakers, for example GCSE English, but much of the demand for such courses is met by other

local providers.

123. Resources are satisfactory. Tutors are all competent in their subject and are well qualified. They either have suitable teaching qualifications or are currently working towards them. The English as a foreign language tutors all have a recognised teacher training qualification which many achieved on the internal teacher training course. Teaching resources range from adequate to very good and specialist equipment, such as IT equipment, is used effectively and safely. Learners have insufficient access to independent learning facilities and learners and tutors have insufficient opportunity to use interactive learning materials. The teaching accommodation is generally satisfactory. However, some whiteboards are too small to hold more than a minimum of information.

124. The guidance and support for most learners is adequate. They have access to an appropriate range of sources of information on the courses offered. On enrolment, learners receive a useful course guide which sets out expectations, course content and any exam requirements. Modern foreign languages learners are allowed to attend a trial lesson before enrolment. In English as a foreign language, learners who are interviewed by the co-ordinator have their language skills assessed and receive appropriate advice and guidance on the most suitable course options. However, some English as a foreign language learners are interviewed by staff who are not subject specialists and do not always receive adequate guidance. Tutors and learners are aware of the additional learning support service that is available. One learner with a hearing impairment was effectively supported with additional individual class time. Learners are appreciative of the supportive environment at KAE and particularly value the support they receive from their tutors.

125. All modern foreign languages learners are given an effective initial assessment. For accredited provision formal assessment is satisfactory and meets accreditation requirements. The planning, monitoring and recording of progress and assessment activities are also satisfactory on accredited courses. On non-accredited courses most tutors also introduce regular small assessment activities to monitor progress. Tutors set homework, mark it in good time and provide adequate feedback to learners. In many classes, tutors also frequently monitor learning and progress through informal assessment such as question and answer sessions, quizzes and games.

126. In English as a foreign language, assessment practice is weak. Initial assessment is used to determine the level of course recommended to learners, but a significant amount of the initial assessment is carried out by administrative staff. Too many learners are referred to inappropriate provision at their enrolment. In some English as a foreign language classes the range of learners' needs is too wide for tutors to manage effectively. The outcomes of the initial assessments are not made available to tutors. While some tutors carry out an analysis of the learners' needs, there is no policy to implement this approach across the English as a foreign language programmes. Tutors and learners do not have a reliable benchmark of performance on entry to the course against which they can set targets and measure achievement.

127. In some modern foreign languages classes, the pace of some teaching is

inappropriate. Where the pace is too slow, learners show signs of boredom or loss of focus. When the pace is too fast, some learners are confused about new concepts or cannot sufficiently understand what the tutor is saying or what is expected of them. However, the pace of teaching was good in the better lessons observed.

128. In most modern foreign languages classes there is insufficient planning to meet individual learning needs. Individual needs are sometimes not identified. This was particularly evident in those classes where tutors did not differentiate their teaching. Where individual learning needs are met, this is not always adequately planned or carried out routinely. Some tutors do not sufficiently maximise individual learning opportunities for all learners.

Leadership and management

129. Management of the curriculum area is good for modern foreign languages and good for most aspects of English as a foreign language. There is good operational management of the languages department. Communication between managers and tutors is effective. Regular team meetings are well attended and are used to review course delivery and procedures. All tutors complete course reviews and these are used for planning and course improvements. Good use is made of tutors' other skills such as graphic design and knowledge of dyslexia. Tutors are well supported with general guidance and practical advice, for example information on language teaching and learning developments and help with creating resources. Sharing of good practice in teaching takes place. In modern foreign languages there is an effective mentor system for new staff. Managers are aware of KAE's strategic aims and priorities and integrate these effectively into the curriculum area. Staff have access to general training such as in the use of smart boards and there is a good programme of subject-specific training.

130. The approach to equality of opportunity is satisfactory across the English, languages and communications programmes. Staff have received adequate training on the Disability Discrimination Act 1995. In 2003-04, the overall participation by learners from minority ethnic groups was 13 per cent in modern foreign languages classes and 16 per cent on the accredited courses.

131. Some aspects of quality assurance are ineffective. In observations there is insufficient focus on learning. The written feedback from observations is not sufficiently evaluative. Some observation grades do not reflect the written feedback. Where non-linguists have carried out observations there is insufficient feedback on subject-specific issues, for example the appropriate use of target language. Many tutors have only been observed once.

132. In English as a foreign language there is insufficient use of data to analyse trends in participation and achievement. A new system is in place to gather data. However, the recording and analysis of data on this system are unreliable. The information is not used effectively as a basis for action-planning for improvements to the quality of the provision.

133. Staff have received training on how to contribute to the self-assessment process

KINGSTON UPON THAMES LEA

and are well informed on the contents of the self-assessment report. However, the self-assessment report is not sufficiently evaluative. Some of the strengths identified in the report were judged by inspectors to be weaknesses.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> - Adult and community learning	202	3
<i>Independent living and leisure skills</i> - Adult and community learning	219	2

ESOL

Strengths

- good retention and achievement
- good development of speaking and listening skills
- good curriculum management
- wide range of provision

Weaknesses

- poor development of reading and writing skills
- inadequate use of initial and diagnostic assessment
- insufficient range of teaching and learning strategies in some sessions

Independent living and leisure skills

Strengths

- very good teaching
- good retention and achievement
- good work produced by learners
- good development of personal and social skills
- responsive partnership arrangements

Weaknesses

- insufficient target-setting and review
- insufficient links between different aspects of the provision

Achievement and standards

134. In 2003-04, retention and achievement were good on all non-accredited independent living and leisure courses. Eighty-two per cent of learners passed the national literacy tests. Retention and achievement on ESOL courses are also good. This strength was recognised in the self-assessment report. Retention on ESOL classes has improved over the past three years, from 56 per cent in 2001-02 to 88 per cent in 2003-

KINGSTON UPON THAMES LEA

04. In previous years, ESOL learners have taken external examinations with an achievement rate of 85 per cent in 2003-04. At the time of inspection, no replacement for the external accreditation had been agreed.

135. On independent living and leisure courses there is good development of a range of personal and social skills. Learners' self-esteem and confidence grows, enabling them to better manage their lives and take up new challenges. Many older learners are maintaining or re-learning skills that they have forgotten due to an acquired disability. Learners who have a mental illness are gaining the confidence to progress to other programmes offered by KAE. A learner with a physical disability has gained the confidence to go on to be an IT mentor.

136. The standard of work that learners produce is good. In an IT session learners successfully completed a task on a Harry Potter story. They demonstrated that they could edit text by cutting and pasting without any help. In a gardening session, learners worked well to produce a Christmas table decoration with only a little support. In most courses, independent learning skills are being developed. Learners are set regular homework, which is marked and returned to learners quickly. Satisfactory completion of homework is recorded. Learners' progress and attainment in speaking and listening skills in ESOL are good. In some sessions, learners use language and vocabulary above their assessed level.

137. Attendance is satisfactory. Most learners attend regularly. In ESOL classes lateness is challenged. Some learners have an individual learning target of improving attendance. Tutors keep records of planned absence and reasons for absence are closely monitored.

Quality of education and training

138. Teaching is very good in most independent living and leisure lessons. The individual needs of learners are taken into account when planning, delivering and managing the lesson. Learning activities are appropriate to the learners' abilities and needs. Learners' interest is maintained by using a range of teaching strategies and resources. For example, in a music lesson the tutor effectively involved a group of learners using group games. Each group had to identify the song, music, singer and how the songs were developed and written. Most learners were able to identify the music and the songs and some knew the background to the songs. Each group was awarded points when they achieved the correct answer. Learners were reminiscing about their youth and were able to enjoy the music and the game at the same time.

139. In ESOL teaching is satisfactory. At inspection, 50 per cent of teaching was judged to be good or better, 42 per cent was satisfactory and 8 per cent was unsatisfactory. In the better sessions there is good development of learners' speaking and listening skills. Learners use a range of language and vocabulary at a higher level than that required for their assessment. Tutors provide a variety of activities to enable learners to practise and consolidate their skills. Tutors manage question and answer techniques well. Learners are encouraged to use full sentences. Tutors are thorough in monitoring and correcting

learners' pronunciation and intonation. Learners demonstrate with enthusiasm what they have learnt.

140. In the weaker ESOL sessions, there are insufficient strategies to meet the individual needs of all learners. Activities are inappropriate for some learners. There is an over-reliance on the use of worksheets to deliver teaching and to monitor learning. In one IT and ESOL session, worksheets were too difficult for the learners' language level. In some sessions, worksheets and activities are irrelevant to the needs and interests of learners. For example, learners were working on an activity relating to travelling over land to Australia, but the experience of the learners in the group was not used. Some activities are designed for English as a foreign language learners and are not relevant to the lives and needs of ESOL learners. In many classes insufficient attention is paid to the development of learners' reading and writing skills. Learners concentrate on filling in gaps on worksheets rather than developing the skills to write accurately in complete sentences, and use paragraphs and punctuation appropriately.

141. Resources are satisfactory. Some rooms do not have informative or stimulating wall displays. In some instances, classrooms are too small to allow staff and learners, including those in wheelchairs, to move around comfortably. Too little use is made of ICT as a tool to teach language, although some teaching rooms have IT facilities. There are insufficient computer facilities in independent living and leisure literacy classes and an over-reliance on paper-based activities. On the main site there is a well-stocked central resource base, including IT access for tutors. All staff have a subject-specialist qualification and a teaching qualification. However, more than half of the staff do not have any training or awareness of teaching learners with learning difficulties and/or disabilities. Five new tutors started teaching ESOL in September. They are effectively mentored by more experienced tutors.

142. Initial and diagnostic assessment in ESOL is inadequately used. In many instances, there are no records of initial assessment and no evidence of how initial assessment is used for target-setting or the planning of learning. Initial assessment is used to place learners on appropriate courses. There is too little evidence of what skills learners have developed in individual learning plans. There is insufficient target-setting and review of progress in independent living and leisure courses. Targets in individual learning plans are insufficiently specific to accurately measure and record progress and achievement. Many plans identify what has been taught rather than what has been learnt. In some cases, tutors record if the session went well or the learners enjoyed the session. The evaluation of learner outcomes is unclear and learners have no real way of knowing what progress they have made.

143. Individual learning plans used for literacy and numeracy learners in the open learning centre are an example of good practice in target-setting. Specific targets are set for each learner based on learners' assessed needs and goals. Teaching is closely matched to these targets. Learners are aware of their targets and what progress they are making towards achieving those targets.

144. The range of provision in ESOL is good. Much of the provision is at entry level 1.

KINGSTON UPON THAMES LEA

However, courses are offered at all three entry levels and level 1. Learners choose to attend from between four and 10 hours a week dependent on their commitments. Learners are offered additional courses in writing, pronunciation and IT.

145. Partnership arrangements are responsive and effective in meeting the needs of the different groups of learners. In ESOL, partnership arrangements exist with RBK, Kingston hospital and a national charity for refugees. Provision at Kingston hospital offers language skills development for workers in a variety of job roles. KAE works with Latchmere House open prison to provide mentor training for six prisoners to support other prisoners with literacy, numeracy and language needs. An open learning centre is located at the central library in Kingston. It is run in partnership with the borough, providing flexible and accessible literacy and numeracy provision. Learners can attend for a number of hours and at times to suit their individual needs. There are specific plans to develop the provision in venues in other parts of the borough to meet community needs and to reduce waiting lists. Partners with the independent living and leisure provision include Kingston mental health agencies, a national charity for blind people, and social services. Fourteen of the 16 courses are run in partnership with other agencies. KAE provides the tutor and the partners provide the accommodation and the resources. Courses can be set up for during term-time only, single sessions or during the summer. Tutors respond well to the requests of the partners to support specific events. For example, one of the residential/day centres has a black history month and this year they celebrated the life of the Maori. The cookery tutor worked with the learners to prepare a variety of Maori food samples. Several of the day centres were chosen to exhibit at the Hampton Court flower show. The tutor worked with the learners to produce a window box and a hanging basket.

146. Information and guidance is satisfactory. Publicity materials for ESOL learners are available in a range of community languages. Staff offer guidance to learners regularly. It is available at pre-entry, during individual interviews, during lessons, at individual learning plan reviews and at the end of the programme. However, publicity materials for independent living and leisure courses are often in a format that many learners find difficult to read. The information is very detailed and requires advanced reading skills.

147. On all foundation programmes, personal support for learners is satisfactory. The ESOL co-ordinator has responsibility for managing the pastoral support for learners. This dedicated support has enabled some learners who would otherwise have left the programme, to remain on their course. Support and advice is available on a range of issues, such as housing benefits, healthcare and immigration policy. Additional learning support in independent living and leisure courses is satisfactory. In most lessons where support is available it is effective. However, in one residential/day centre the class was very large and there was no support available and learners were not learning effectively.

Leadership and management

148. The communication between tutors and managers is satisfactory. There are regular team meetings which staff can attend. There is regular communication through registers, telephones, notice boards and e-mails. ESOL staff receive a termly newsletter. There is

an ongoing programme of staff development which is well utilised. Recently, tutors have received training in equal opportunities, disability and race relations, as well as dyslexia awareness training. Equality of opportunity is satisfactory. Learners and staff are treated fairly. They receive information about equality and diversity during the induction period. Equal opportunities data is monitored effectively. However, the promotion of issues relating to equality of opportunity is rarely explicit in teaching.

149. Curriculum management of ESOL is good. Staff are well supported and communication is effective. There is a clear strategy to develop the provision with a well-planned staff development programme and plans to extend the provision. There are effective strategies in place to build capacity. These include the course review process and scheduled lesson observations. Course evaluation is thorough, and data is used effectively to monitor the provision. Quality assurance procedures are in place, but the impact of those procedures is not ensuring consistency. For example, the individual learning plans are monitored, but inspectors found the quality of these to be inconsistent. Faced with a shortage of tutors, KAE is developing its trained English as a foreign language staff to teach ESOL. Learners' views are collected regularly and problems identified are remedied rapidly. Questionnaires have been adapted for learners with few language skills, so that their views are heard.

150. There are insufficient links between the independent living and leisure courses. There are currently three curriculum areas that make up the provision. The three managers work independently to develop and organise programmes. There are no formal meetings to develop a strategic overview, plan curriculum activities, share ideas and identify strengths and weakness of the provision. The service has identified this as a weakness in its self-assessment report and has planned to appoint a person who will have overall responsibility for the area.

151. The self-assessment process involves all staff. However, the report is not sufficiently evaluative or critical. It relies too heavily on description. KAE identified one of the strengths and two of the weaknesses identified by the inspectors. The self-assessment report did not clearly differentiate between the two main curriculum areas in the foundation programmes.

Family learning

Family learning		4
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	90	4

Strengths

- good fulfilment of learners' personal goals
- good range of taster courses in the wider family learning provision

Weaknesses

- insufficient focus on individual learning needs
- inadequate curriculum planning

Achievement and standards

152. For many learners on the wider family learning courses their personal goal is to spend quality time with their children and to help them. Learners report that they have become more confident and have gained a better understanding of how their children learn. Most find that they are able to transfer this learning to home activities with their children. Learners on the FLLN courses have improved their own literacy, language and numeracy skills and are able to help their children with their school work.

153. Learners' work is satisfactory. In the wider family learning sessions, in which learners make items, they finish their tasks and are able to take home their completed work. Most learners on the FLLN courses are keen to progress to further increase their knowledge and skills. Many learners would welcome the opportunity to take the national tests. However, apart from a certificate of completion on a first aid course, none of the family learning courses are accredited.

154. Learners on the FLLN programme are particularly well motivated and most attend classes regularly. Recruitment onto the wider family learning sessions is satisfactory. On some wider family learning short course programmes, attendance is very low and learners do not always attend regularly. In some of the sessions observed, only one adult attended.

Quality of education and training

155. In the wider family learning programme there is a good range of introductory taster courses. This was identified in the self-assessment report. These courses cover a variety of topics, such as arts and crafts, food, karate and fun with clay, to attract a range of learners with different interests. The courses are available at different community

locations across the borough and at times when families can attend together. KAE works effectively with partner organisations on initiatives to expand the range of the family learning taster courses. For example, in partnership with a local organisation, workshops have been held to raise awareness of history through role-play.

156. The marketing materials for family learning provide clear and relevant information on the courses available. The arrangements for referral to the family learning programme are satisfactory. There is an adequate range of information on the support available to learners, for example details of the crèche facility and the additional learning support available.

157. Teaching is satisfactory. In 27 per cent of classes observed, teaching was judged to be good. However, in 18 per cent of the classes the teaching was judged to be unsatisfactory. In the better sessions, there is effective involvement of children and adults in learning. However, some of the teaching on the wider family learning programmes mainly focuses on the needs of the children. In many of the sessions there is inadequate planning to meet the individual learning needs of the adults. For example, in some sessions, adults are not fully involved. There is insufficient differentiation in most sessions. Some tutors do not use a sufficient range of teaching strategies to effectively meet the needs of adult learners. There are insufficient specific targets identified for individual learners and most are not provided with sufficiently challenging activities. Some sessions are not well managed and, at times, children disrupt the learning activities. On the FLLN programmes, adults have some separate sessions and work together with their children for some sessions. This enriches the learning experience for both groups.

158. Some tutors do not have appropriate teaching qualifications. However, they have been encouraged to attend a course on teaching adults and some have started this programme. Most tutors have a good knowledge of their subject area. However, some do not have sufficient understanding of family learning or the skills to involve adults and children effectively in learning. There are inadequate staffing levels to cope with the increased demand for FLLN learning. There are only two part-time members of staff who currently teach these courses. However, KAE has recruited a school teacher to teach with the family learning tutor on some of the courses. The resources used in sessions are good and there is a suitable variety of materials available to learners. Accommodation is adequate in the adult education centre, but some of the rooms used at the community venues are not ideal for family learning activities. For example, one room used was dirty, and it is too small if all the learners attend at the same time.

159. There is insufficient focus on individual learning needs. There is no initial assessment process to identify each learner's starting point and their individual learning needs. Individual learning needs are not used to plan and monitor individual learning. Most individual learning plans set very general targets. In some sessions, all the individual learning plans are the same and, in others, individual learning plans are not used. Learners' progress and achievement are not adequately monitored. The system for recording progress and achievement is only used to indicate if learners have completed an activity. The wider benefits to learners, such as the involvement in their children's

education and any progression to further learning opportunities, training or employment are not formally identified.

Leadership and management

160. KAE has linked the family learning programme with its strategy for widening participation in learning. There is effective partnership working to recruit adults onto the programme. For example, KAE has links with a range of organisations in the borough, particularly schools. The LEA has prioritised a number of schools to become involved in the FLLN courses. The appointment of the wider family learning co-ordinator as a full-time community learning manager has brought the wider family programme and the FLLN programme together. Communications with partner organisations and in the family learning team are satisfactory, but some sessional staff are unable to attend staff meetings. There is insufficient staff development on meeting adult learners' individual needs. However, some staff have attended workshops and conferences to develop their understanding of family learning.

161. Equality of opportunity is promoted effectively. However, there are too few planned strategies to recruit learners from under-represented groups. For example, few men participate in the programme. This was identified in the self-assessment report. Equal opportunities data for adult learners is not separately monitored or analysed.

162. Quality assurance is not sufficiently effective. Feedback to tutors from the observations of teaching focuses mainly on teaching and not sufficiently on learning. Monitoring and recording of individual learning, progress and achievement is weak. There is insufficient sharing of good practice in the curriculum area. Course evaluations are satisfactory, but the self-assessment report is not sufficiently evaluative or critical. It does not focus enough on learners and their experience of the programme.

163. Planning of the curriculum is inadequate. Much of the programme consists of short taster courses and workshop days. These mainly focus on the needs of children. There is insufficient development of progression routes in the family learning provision. Too few of the courses provided offer progression opportunities for learners to build on the skills they develop in the taster sessions. None of the programmes provide learners with the opportunity to work towards achievement of an accredited qualification. Some tutors are able to informally advise learners about progression to other adult education classes available at KAE. However, there is insufficient structured information, advice and guidance available during the programme on further opportunities for learners to develop their learning and skills. There is insufficient involvement of learners to help shape the provision to meet their needs. Not enough use is made of the information and data available to evaluate and plan the programme. There are no arrangements for literacy, numeracy and language support on wider family learning courses.