

# INSPECTION REPORT

## **Lancashire LEA**

**25 November 2004**



ADULT LEARNING  
INSPECTORATE

## Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

## Adult Learning Inspectorate

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

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

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

## Overall judgement

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

Provision will normally be deemed to be inadequate where:

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

This provision will be subject to a full reinspection.

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

# INSPECTION REPORT

## Lancashire LEA

### Contents

#### Summary

Description of the provider	1
Scope of provision	2
About the inspection	6
Overall judgement	6
Grades	7
Key findings	9
What learners like about Lancashire LEA	23
What learners think Lancashire LEA could improve	23
Key challenges for Lancashire LEA	24

#### Detailed inspection findings

Leadership and management	28
Equality of opportunity	30
Quality assurance	31
Business administration, management & professional	34
Information & communications technology	37
Hospitality, sport, leisure & travel	41
Health, social care & public services	45
Visual & performing arts & media	49
Humanities	52
English, languages & communications	55
Foundation programmes	58
Family learning	64
Community development	67

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Lancashire Adult Learning (the service) is part of the lifelong learning division of Lancashire County Council's (the county council) education and cultural services directorate of the Lancashire local education authority (LEA). The service provides a range of direct and subcontracted provision through its own colleges, local libraries, other county council departments, further education colleges and in over 600 community venues. In 2003-04, 70 per cent of the service was delivered directly and the remaining 30 per cent was delivered through external contracts, mainly with further education colleges. In 2003-04, there were 81,316 enrolments by 43,171 learners. There are currently over 700 staff in teaching, management, administrative and support roles.

2. The service was restructured in 2001 into a decentralised service. Three operational areas called zones were created based on groupings of local authority district areas. These are north zone, comprising Lancaster, Fylde and Wyre, south zone, comprising Chorley, South Ribble and West Lancashire, and central zone, comprising Burnley, Pendle, Rossendale, Ribble Valley, Hyndburn and Preston.

3. A large adult education college in Lancaster is the administrative centre for the service's north zone, and receives funding for accredited provision as well as a proportion of the service's adult and community learning funding. A recently extended college with residential facilities in Chorley is the administrative centre for south zone. The administrative centre for central zone is based at a school in Preston. A college providing in day and residential courses is located within and administered by central zone.

4. A strategic management team comprises the county manager for the service and three strategic managers, who are also the principals of the three zones. The county manager reports to the cabinet member for education and the director of education and cultural services. The strategic management team monitors the strategic policy framework within which the zones operate. An operational management team is responsible for the implementation of service-wide strategy and policies. Cross-service teams focus on the implementation of particular features of the service, such as learner services. Zone principals manage a devolved budget and plan and deliver the curriculum to meet service targets.

5. Lancashire, as one of the largest of the shire counties, includes 12 district authorities within its boundaries. The county's total population is 1,134,967 according to the 2001 census, 21 per cent of whom are aged over 60 and 5.3 per cent are from minority ethnic communities. The level of deprivation varies across Lancashire, ranging from districts in the worst 10 per cent in England to districts in the most prosperous 15 per cent.

## SCOPE OF PROVISION

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

6. Lancashire Adult Learning provides a range of teacher training programmes from level 2 to level 4. There are currently 15 different programmes including general teacher training programmes, programmes in supporting adult learning, subject specialist training programmes in teaching literacy, numeracy and language, and programmes for school teaching assistants.

7. The programmes are funded by the Lancashire Learning and Skills Council (LSC). An induction to the certificate for classroom assistants is funded by Jobcentre Plus. Most programmes are externally accredited. The initial teacher training programme in planning and designing learning, which is a requirement for all new tutors without a relevant qualification in teaching, is accredited by a national awarding body.

8. There are currently 201 learners on adult training programmes and 261 learners on programmes linked to the training of teaching assistants in schools. Learners are recruited from among LEA staff and the general public. Learners can attend their programme part time during the day or evening. Intensive programmes including weekend programmes and work-based national vocational qualification (NVQ) programmes are also provided.

### **Information & communications technology**

9. To date in 2003-04, 4,782 learners have enrolled on 787 information and communications technology (ICT) courses. The courses range from short taster sessions to 90-hour part-time courses. There are a large number of short, basic-level courses specifically for people with no computer experience. Learners develop skills in word processing, spreadsheets, desk top publishing, e-mail and the internet. They can progress to higher-level courses, such as web page design, when they have completed their basic training. Approximately 10 per cent of courses lead to nationally recognised qualifications. The courses are held in 109 learning venues throughout the county. These include libraries, youth centres, community centres, schools and the premises of a national charity for older people. Currently, 66 per cent of learners are men and less than 3 per cent are from minority ethnic groups. Each of the three geographical zones has an ICT co-ordinator. The service also employs 70 ICT tutors. Fifteen per cent of the courses are subcontracted to other local training providers.

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

10. There are currently 216 learners enrolled on 21 hospitality courses and 2,430 learners enrolled on 174 leisure and sports courses. The range of courses includes various cookery courses including cookery for men and Indian cookery, sugar craft, cake and chocolate making, cake decorating, wine tasting, yoga, tai chi, Pilates, exercise to music, keep fit, gentle exercise, circuit training, bridge, golf, swimming, and badminton. Twenty per cent of the courses are targeted at specific learner groups. The provision takes place in some 103 venues including provider and subcontractor learning centres, a range of community venues, sheltered housing, village halls, church halls and schools. The courses are offered primarily at pre-entry, entry and level 1, with a small number of courses in leisure and sport at level 2. Courses are run during the day and evening with some weekend and holiday provision and generally last for 20 to 60 hours. There are 84 tutors employed in direct provision. Forty-one per cent of provision is subcontracted at the time of inspection. Approximately 4.5 per cent of learners are from minority ethnic groups.

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

11. Currently 1,048 learners attend programmes in health and social care and public services. Courses are taught at an adult education college in the north of the county and at many other community venues including day centres, primary schools, community halls and workplaces. Courses run during the daytime, in the evening and at weekends. Courses range from pre-entry level to level 4. The range of accredited courses includes counselling, drug awareness and pre-school practice, and for non-accredited courses includes assertiveness, complementary therapies and first aid.

12. There are 501 learners on NVQ programmes in care, caring for young people and care management and 93 learners in cleaning and support services. Of these, 207 learners attend direct provision while the remaining 288 are in subcontracted provision. All NVQ learners are employed. Twenty-two per cent of learners are men and 1.8 per cent of learners are from minority ethnic groups.

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

13. There are currently 7,091 learners on 367 visual and performing arts courses. Of these 5,034 are on art and craft courses and 2,056 are on performing arts and music courses. Course subjects include art, watercolours, embroidery, soft furnishings, music appreciation, guitar, kiln-formed glass, jewellery, calligraphy and illumination, patchwork, salsa, ceramics and music theory. Most courses are non-accredited and are provided at entry level to level 3. Courses take place at a range of community venues including village halls, arts centres, schools, libraries, hotels and hospital units. Learners can attend during the day and in the evening, and some weekend and summer courses are also provided. Most courses last for two hours a week for a total of 11 weeks. Accredited courses run for 30 weeks. In total, 49 per cent of learners are aged over 60, 80 per cent are women and 6.5 per cent are from minority ethnic groups. There are 165 tutors in total, managed by curriculum or programme area leaders.

## **Humanities**

14. There are currently 293 learners on humanities programmes. Of these, there are 122 part-time learners enrolled on the access to higher education programmes provided at the adult college in Lancaster at levels 1, 2 and 3. Learners enrol on courses in criminology, sociology and psychology. Most of the provision takes place during the day.

Approximately 25 per cent of these learners attend during the evening only. A fast-track route is also available for learners to complete both level 2 and 3 qualifications in the same year. A range of taster programmes of the longer access courses are also provided. A further 171 learners are enrolled on non-accredited humanities courses. Most of these courses last for 11 weeks and learners attend for two hours each week. Courses include archaeology, local history, family history, Europe, and world history. The provision takes place in community venues in Lancaster, Preston, Morecambe, Chorley, Leyland and Poulton. Access to higher education programmes are managed by a full-time co-ordinator supported by a team of five part-time tutors. The non-accredited courses are taught by six part-time tutors.

## **English, languages & communications**

15. There are currently 3,896 learners enrolled on 557 English, modern foreign language and British sign language (BSL) courses. Course subjects include French, German, Italian, Spanish, Dutch, Greek, Portuguese, Japanese, Mandarin Chinese, Polish, Russian, Turkish and BSL. The most popular courses are offered across a wide range of levels from pre-entry to level 3 and learners can progress to more advanced provision. Taster and short introductory courses are also provided as are intensive weekend courses and residential summer schools. The adult college, Lancaster, provides accredited BSL courses at levels 1 and 2, and the BSL level 1 foundation certificate, which incorporates BSL at level 1, communication tactics, deaf awareness and deaf community and culture. Non-accredited taster and short courses in BSL are also provided at a range of community venues. A range of creative writing courses are provided across the region, both through direct provision and subcontracted provision and include general certificate of secondary education (GCSE) English, and level 3 English language and literature, accredited by a national awarding body, for access to higher education learners. Specialist tutors provide learners with pre-enrolment advice and guidance.



## Foundation programmes

16. Most foundation courses are provided directly by the service with a small number of courses subcontracted to local further education colleges. In 2003-04, 3,021 learners attended foundation programmes in literacy, numeracy, English for speakers of other languages (ESOL) and community learning. At the time of inspection, there were 421 learners in literacy and numeracy, 224 in ESOL and 1,051 in community learning. Courses last from three hours to 60 hours, with most running for two hours a week for one term. Courses are held in two main adult college centres in the north and south zones and in a wide variety of outreach locations including social services' day and residential centres, schools, libraries, and community and advice centres. Literacy and numeracy courses are provided in all three zones. ESOL courses are provided in the north and central zones only. Courses are offered as tasters and at entry level 1 to level 2.

17. Community learning courses are provided for specific target groups including particular ethnic groups, potentially isolated and vulnerable elderly people, people with mental health problems, and those with profound and complex needs. All courses share the primary learning goal of building learners' confidence to help them progress in their studies. Some courses are non-curriculum specific, others are contextualised within one or a number of different curriculum areas. Most programmes are unaccredited. Certification for literacy and numeracy is available through an open college network at entry level and by means of the national tests at levels 1 and 2. ESOL learners can take certificates at intermediate and higher intermediate levels.

18. Programme managers are responsible for the operational management of literacy, numeracy and ESOL in each of the three zones. The skills for life manager is responsible for developing literacy, numeracy and ESOL across all three zones and for operational management in the south zone. There are 16 salaried staff and 33 hourly paid tutors. Management of community learning is structured differently across the three zones. Learning support tutors for all three zones work under the leadership of a manager based in the north zone. There are five salaried staff and 89 teaching staff.

## Family learning

19. In 2003-04, 4,907 learners enrolled on 611 family learning courses including healthy eating, keep fit, special educational needs courses and ICT. The courses range from two and a half hour tasters to 60-hour learning programmes. The courses are provided in venues including primary schools, education centres and community halls. A cross-service manager is responsible for the provision which is delivered directly through subcontracted arrangements. The service operates in three zones, each of which is managed by a zone co-ordinator responsible for the curriculum development and allocation of resources. There are 35 family learning tutors. All family learning courses are provided free of charge and crèche facilities are also available. Currently, there are no accredited courses in this area of learning.

## Community development

20. There are currently 192 learners on 24 community development courses including confidence building, ICT skills, lip reading and preparation for volunteering. Currently none of the courses are accredited. Most of the provision is managed directly by the service and provided in partnership with statutory and voluntary agencies. Some courses are aimed at specific groups such as travellers, minority ethnic groups, and people with mental health problems, or for the most disadvantaged communities in the area. Most courses operate during the day, with some weekend and evening classes, and include drop-in and workshop sessions. Classes last from two-hour taster sessions to 30-week courses which learners attend for two hours a week. Learning takes place in a range of venues throughout Lancashire, from community centres to church halls and resource centres. Courses are free of charge. There are 15 part-time subject tutors employed mainly in community development courses. They are supported by eight adult learning development workers who also liaise with partner organisations.

## ABOUT THE INSPECTION

Number of inspectors	39
Number of inspection days	249
Number of learner interviews	1196
Number of staff interviews	396
Number of employer interviews	3
Number of subcontractor interviews	12
Number of locations/sites/learning centres visited	249
Number of partner/external agency interviews	26
Number of visits	828

## OVERALL JUDGEMENT

21. The provision is adequate to meet the reasonable needs of those receiving it. More specifically, leadership and management, and quality assurance are good. Equality of opportunity is outstanding. The provision is good in business administration, management and professional, ICT, visual and performing arts and media, English, languages and communications, family learning and community development. The provision is satisfactory in hospitality, sport, leisure and travel, health, social care and public services, humanities and foundation programmes.

## GRADES

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

<b>Leadership and management</b>		<b>2</b>
Contributory grades:		
Equality of opportunity		1
Quality assurance		2

<b>Business administration, management &amp; professional</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Teacher/trainer awards</b>		
- Adult and community learning	462	2

<b>Information &amp; communications technology</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b>		
- Adult and community learning	4782	2

<b>Hospitality, sport, leisure &amp; travel</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Leisure, sport and recreation</b>		
- Adult and community learning	2646	3

<b>Health, social care &amp; public services</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Care</b>		
- Work-based learning for adults	501	3
<b>Complementary health services</b>		
- Adult and community learning	1048	3

<b>Visual &amp; performing arts &amp; media</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b>		
- Adult and community learning	7091	2

## LANCASHIRE LEA

<b>Humanities</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Other contributory areas</b> - Adult and community learning	293	3
<b>English, languages &amp; communications</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Languages</b> - Adult and community learning	3896	2
<b>Foundation programmes</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>ESOL</b> - Adult and community learning	224	3
<b>Community learning</b> - Adult and community learning	1051	3
<b>Literacy and numeracy</b> - Adult and community learning	421	2
<b>Family learning</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	4907	2
<b>Community development</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	192	2

## KEY FINDINGS

### Achievement and standards

22. **Retention and achievement rates in teacher training are good on short programmes** and mostly satisfactory on longer programmes.

23. Attainment and learners' work are satisfactory. Learners improve in their self-confidence, professional skills and understanding. They are able to confidently apply their new skills and knowledge in the classroom.

24. **ICT learners develop good practical skills** in word processing, spreadsheets, using the internet and e-mailing.

25. In hospitality and sports programmes most learners make satisfactory progress. Learners in team sports acquire appropriate skills and game strategies and older learners are able to demonstrate particularly good levels of fitness. Attendance in some lessons is unsatisfactorily low but some learners progress well from beginners' classes to more advanced courses.

26. **Retention rates are good particularly on NVQ programmes in care and on most health courses.**

27. **Learners in visual and performing arts develop good practical skills.** They work with enthusiasm developing new skills and gain confidence in their abilities. Learners are well motivated, absorbed in their learning and enjoy learning with their peers. In the best lessons learners make significant progress.

28. **Learners on access to higher education courses produce good standards** of work which illustrate the progress they are making. They gain in confidence and work hard to overcome significant personal barriers to their achievement. Learners develop good research methods and confidently use specialist terminology. Learners who complete their programmes achieve well but many do not progress to higher education. Some learners on short pre-access courses have only been able to plan their learning on a term-by-term basis.

29. **In English, languages and communications, achievement and retention rates are high in many languages, BSL and GCSE English.** The standard of learners' work is generally high and many learners achieve above expected levels. In BSL sessions, learners' signing skills are good. Modern foreign language learners are confident verbal communicators and develop good listening and comprehension skills through extensive use of the target language. In creative writing sessions, learners express their ideas clearly and imaginatively. In a small number of lessons, learners do not progress at an appropriate pace.

30. **Learners on literacy and numeracy and community learning courses make good progress in developing personal and learning skills.** In specialist ESOL conversation

## LANCASHIRE LEA

courses, learners make good progress. Success rates for the very small number of learners who take externally accredited exams are good with 100 per cent pass rates in the national literacy and numeracy tests and ESOL intermediate examination.

31. **Learners on family learning programmes gain good practical skills** which they can use outside of the classes. Parents of primary school children learn first aid skills essential for home emergencies. No learners are working towards an accredited course. Many learners in wider family learning courses do not progress to other provision.

32. **In community development, there is good achievement of targets by learners for themselves and for their communities.** Many learners gain skills that are particularly useful in their local communities, such as ICT skills to produce newsletters and to keep accounts and organisational skills in running social events. Many learners develop fund-raising skills.

## Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Business administration, management & professional	0	7	3	2	0	0	0	12
Information & communications technology	0	10	27	17	3	3	0	60
Hospitality, sport, leisure & travel	1	5	15	21	3	2	0	47
Health, social care & public services	1	5	4	8	0	0	0	18
Visual & performing arts & media	3	12	30	15	3	2	0	65
Humanities	0	2	5	4	0	0	0	11
English, languages & communications	4	8	12	13	1	0	0	38
Foundation programmes	0	13	25	17	5	0	0	60
Family learning	0	4	17	4	0	0	0	25
Community development	0	7	1	2	0	0	0	10
<b>Total</b>	<b>9</b>	<b>73</b>	<b>139</b>	<b>103</b>	<b>15</b>	<b>7</b>	<b>0</b>	<b>346</b>

33. **Much of the teaching and learning in teacher training is very good.** Tutors make good use of their expertise to support learners and use specific techniques that learners can apply easily to their own teaching.

34. **There is a good range of learning programmes and progression routes are good.** General interest and specialist programmes are available from level 2 to level 4. A very extensive NVQ programme is offered for teaching assistants at levels 2 and 3.

35. Most classrooms are adequately equipped with teaching resources such as whiteboards, flipcharts and overhead projectors.

36. Initial assessment and support for learners' needs are satisfactory. Specialist support is good for learners with particular learning needs and includes interpreters and note takers for those with visual or hearing impairments. Access to premises is adequate for people with restricted mobility.

37. Tutors give learners regular feedback on their progress, assignments are planned thoroughly and learners have a clear understanding of what they need to do to progress. NVQ assessors help learners identify activities during which appropriate assessment can take place.

38. **Internal verification practice is inadequate in one programme area** and there are not enough qualified internal verifiers. Written feedback provided by internal verifiers to assessors is not sufficiently detailed.

39. **ICT resources are good** and most tutors are appropriately qualified and experienced. Learning support tutors effectively provide learners with additional help. Most learners have good access to up-to-date hardware, software and internet connections. Most learning venues offer good access for people with restricted mobility. A wide range of adaptive technology is available.

40. **Monitoring and recording of learners' progress is good.** Learners assess their existing computing skills and are helped by tutors to identify their specific learning needs. Most tutors set appropriate goals, regularly record learners' achievements and discuss with learners possible progression routes. Regular tutorials help learners review their progress.

41. **The extensive programme includes courses to equip learners with general ICT skills as well as more specific skills such as using the internet, e-mail or spreadsheets.** Courses are available as learndirect courses, and from entry level to level 3. Approximately 15 per cent lead to nationally recognised awards. Some courses are targeted at specific groups of learners, such as people with mental health problems and blind and partially sighted people.

42. **Learner support is good.** Tutors make good use of well-structured workbooks and worksheets to help learners progress at their own pace. Learners work well together and provide each other with good support.

43. **There is some poor planning of learning.** In some lessons learning objectives do not specifically indicate what learners will achieve by the end of the session. Many lesson plans are insufficiently detailed.

44. **In hospitality, sport, leisure and travel, there is good teaching for particular groups such as those who are partially sighted, men doing cookery or gentle exercise, yoga and relaxation for older learners.** Tutors understand learners' individual needs, and ensure health and safety practices are carefully followed. Well-designed courses for older learners focus on seated exercise. New learners are well supported, but not enough

attention is paid to monitoring other learners' performance during sessions.

45. **Learners in classes targeted at particular groups make good progress** and understand how to apply their new skills in their everyday lives. Partially sighted learners have learnt well how to prepare food without help in some hospitality classes.

46. **Physical resources are good in the direct provision.** The kitchen at one learning centre is very well equipped with individual workstations, gas and electric stoves, height-adjustable work surfaces and sinks and stoves for learners in wheelchairs. Talking scales are provided and knives, vegetable peelers and other utensils have easy-grip handles. Some venues used for subcontracted provision are too small for the size of learner groups.

47. **Support for individual learners is good** and identified needs are quickly met. Learners with severe learning difficulties, visual impairment and severe physical disabilities are taught in small groups and receive particularly effective individual support through tutors and learning assistants. Learners do not have a formal initial assessment to identify language, literacy or numeracy support needs but when these are identified, appropriate support is provided.

48. The range of programmes is satisfactory. Effective partnership arrangements have resulted in courses targeted at under-represented groups such as older learners in residential care and sheltered accommodation.

49. **Teaching is poor in the subcontracted hospitality provision** with poor demonstrations of preparing vegetables and poor knife handling techniques. Health and safety practices and food hygiene are not sufficiently emphasised and learning objectives are not clearly identified.

50. **The assessment and monitoring of learners' progress is inadequate.** Tutors do not adequately record learners' progress and there is not enough initial assessment of learners' prior skills and knowledge. Many learners who have attended the same programme for a number of years are unaware of the progress they have made.

51. **Health and care learners are provided with good support in the workplace.** Respite care is available if needed to enable unpaid carers to attend classes. There is good basic skills provision for learners identified as needing support. NVQ assessors offer good support to learners with literacy needs and act as their advocates with employers where necessary.

52. Most of the teaching is satisfactory or better. There are satisfactory resources to support learning. A satisfactory range of courses meets the needs of learners and the provider has responded well to demands from local community groups for courses in areas such as drug awareness.

53. **Some assessment practice in NVQ cleaning and support services programmes is unsatisfactory.** Portfolios contain insufficient evidence of the assessor's activity and



assessment methods are insufficiently varied.

**54. There are unsatisfactory arrangements for reviews for some learners on NVQ programmes.**

**55. Induction is ineffective for some learners.** Although all learners receive an induction, some are insufficiently aware of programme requirements. Health and safety issues and equal opportunities are not sufficiently emphasised to make them memorable to the learner.

**56. Most teaching in the visual and performing arts is good. Lessons are well structured and carefully planned.** Tutors design programmes to build step by step the skills and knowledge that learners require. Highly skilled tutors effectively demonstrate techniques and follow these with sensitive individual advice and guidance during lessons.

**57. Learners have access to good enrichment activities** that include external visits and performances.

**58. There is particularly effective additional support for individual learners.** Tutors work closely with trained specialist support tutors and the support provided is unobtrusive and effective.

**59. In most lessons tutors reinforce effectively health and safety issues and carry out risk assessments. However, there is insufficient attention to safe working practices in some visual arts lessons.**

**60. There is insufficient identification of learning goals to measure progress** across most non-accredited provision. Lesson plans and schemes of work identify lists of tasks or activities but many do not state what standards are expected or how they will be measured.

**61. Managers work effectively to improve the provision.** They give individual support and training to tutors in lesson planning, and the recording of learners' achievements and staff have good access to additional opportunities for professional updating.

**62. There is insufficient focus on cultural diversity within the curriculum in visual arts.** Many lessons do not make effective use of the source material from minority ethnic communities. Tutors' files do not demonstrate sufficient planning to celebrate cultural diversity.

**63. There is much good teaching and learning in languages** and many tutors are fluent speakers of the target language. Oral work is closely monitored through paired and group activities so that individual help and support is immediately available.

**64. Accommodation and learning resources are very good for the direct provision.** Classrooms in most locations are well decorated and furnished. Learners on Spanish courses have access to a website that helps them cover missed lessons and gain access

to other information and links about Spain. BSL resources are particularly extensive.

65. **Modern foreign language learners have access to a particularly good range of enrichment activities** including approximately 40 weekend and summer courses in six different languages and a wide variety of evening social and cultural activities. BSL learners go to signed theatre productions.

66. **The provision is targeted effectively at disadvantaged groups.** A Spanish course is provided in a drugs rehabilitation centre and French and creative writing are provided in a number of day centres for disabled learners.

67. **Learners are provided with effective pastoral support** by tutors both during and outside lessons. Some tutors send work home for learners and make good use of e-mail to keep them up to date.

68. **There is insufficient use of the foreign language in a quarter of modern foreign languages classes.** Tutors communicate using too much English and do not make sufficient use of texts and other learning materials from the target language. Learners fail to develop their oral skills and are less confident when challenged to answer questions or to speak in the target language.

69. **Operational and strategic management are good.** Day-to-day management of the provision is very effective and staff have access to well-organised and detailed course files.

70. **The provision delivered by some subcontracted providers does not meet the needs of all learners.** Some further education colleges apply different criteria in determining whether a course is educationally viable. Minimum class sizes vary considerably between subcontractors and some classes with fewer than 16 learners have been closed with no nearby alternative provision being available.

71. **Teaching in literacy and numeracy is good.** Tutors plan carefully for individual needs. Lessons are structured to provide both group learning activities and work on learners' individual learning goals.

72. **In community learning, lessons are well planned, managed and delivered.** There is good coaching and supportive teaching which is broken down into small, achievable targets to meet learners' individual needs.

73. **There is some unsatisfactory teaching in ESOL** and a lower than average proportion of good teaching. Teaching is often not related to learners' real needs.

74. **Support for learners is good.** Qualified and effective learning support tutors provide specialist additional help for learners with dyslexia, learning difficulties or physical disabilities.

75. **Information and guidance are good in community learning.** Information is presented

in a variety of formats. Marketing materials are targeted to specific learner groups and are available in large print, Braille and different languages.

**76. Community learning has good partnership arrangements to meet learners' needs.** It provides courses in conjunction with partners such as the National Health Service, social services, community organisations and employers.

77. Targeted courses attract trade union representatives or mothers unable to attend central ESOL provision. Other courses are designed for learners recovering from mental illness, young people on probation or recovering from substance abuse.

78. Learning resources are satisfactory overall and good in literacy and numeracy. ICT is well used in many literacy and numeracy courses. Many courses are held in a learning resource area and regularly use computers.

**79. Resources are inadequate for ESOL outreach provision.**

**80. Target-setting and the recording of progress are unsatisfactory** in literacy and numeracy.

81. Most learning plans in ESOL have course targets which are not sufficiently detailed for tutors to measure and for learners to understand their progress. On general ESOL courses, the use of initial assessment to plan individual learning is ineffective.

**82. Much of the teaching and learning in community development is very good.** Tutors fully understand learners' diverse needs and instil confidence in the value of learning. Group work is well used as a preferred way of learning in a training course for volunteers. There is good recording of learners' progress.

**83. Resources are deployed and managed effectively.** Venues for the learning programmes offer good access for people with restricted mobility. There are some very well-equipped ICT facilities in some local community centres.

**84. Many courses are targeted at meeting the needs of specific communities.** For example, a pilot course is run to improve the range of skills of volunteer tutors in the religious schools attached to the mosques. Partnerships enable good joint planning to meet local needs.

85. Insufficient attention is given to evaluating the effectiveness of particular initiatives and transferring practice to other parts of the service. There is not enough provision of accredited courses within easy reach of some local communities to enable learners to progress.

## Leadership and management

86. **The cabinet and director of education provide strong strategic leadership.** Frequent effective meetings are held to review progress towards clearly set targets and objectives. The strategic management team directs effectively curriculum developments on a day-to-day basis. The service has a clearly expressed mission to enable all adults in Lancashire to return to and achieve success in learning.

87. **Curriculum management is very effective.** There is effective monitoring of curriculum delivery across the service.

88. **Collection and use of management data is good.** Demanding performance indicators and targets, linked to service, LSC and county priorities, are set and reviewed by the group. The service also uses other data to target difficult-to-reach and under-represented learner groups.

89. Internal communication is effective at management level. Strategic groups meet regularly and are assigned specific tasks that are clearly defined and comprehensively reported in the business plan.

90. Staff development is effective. All tutors are issued with a professional development file to record their training and development. Tutors receive very good support from the zone managers.

91. All tutors are observed once every two years and new tutors are observed within their first 12 weeks. Where poor performance is identified, a support mentor is allocated and a detailed action plan produced. Tutors are also able to observe other tutors to share good practice.

92. Management of resources is satisfactory.

93. **Monitoring and recording of learners' progress is ineffective.** In most areas of learning there is poor setting of learning goals and inadequate recording and monitoring of progress.

94. Literacy, numeracy and language support for learners is satisfactory. Each zone has an appropriately qualified information advice and guidance tutor.

95. **Learner support is very good.** Programme managers, tutors and information, advice and guidance advisers work well together to provide appropriate individual learner support. Learners receive very good information, advice and guidance on application, during and at the end of their programmes. A good range of course information is available in various formats and languages including audio, visual and specialist text.

96. There are effective working partnerships with an extensive range of community groups, voluntary organisations, referral agencies, schools and local strategic, cultural and religious groups.

97. **There is very good implementation of the service's comprehensive equality of opportunity policies and procedures.** Comprehensive action plans are established to measure success and to enforce the continuous improvement strategy. There is much sharing of good practice to raise awareness and understanding of specific issues. There are good checklists for the observation of teaching and learning.
98. **Strategies to promote learning opportunities for under-represented groups are well implemented.** Targeted provision includes visually and hearing impaired learners, minority ethnic groups, people recovering from drug or substance abuse or mental health problems, people with learning difficulties and/or disabilities and people with skills for life needs. The service is working well to meet its recruitment target of 30 per cent male learners. It is also working to improve ICT provision in the local communities.
99. **Good use is made of adaptive and assistive technology** to support learners with skills for life needs and there has been considerable financial investment in information technology (IT) within libraries. Learners have access to crèche facilities, interpreters, communicators and transport provision.
100. **All staff have received very good training in equality and diversity and learning support.** An equality and diversity CD-ROM is available to complement training.
101. **A wide range of measures is used to improve the quality of the provision.** The commitment to improvement is driven by the clear vision and values of the service. The quality assurance framework encompasses most features of the learners' experience.
102. Procedures for the observation of teaching and learning are well established. Observers have received good training in observing and grading lessons. Prompt action is taken by managers to tackle any concerns. However, judgements in lesson observations focus more successfully on what the tutor does and do not adequately record what the learner has learnt or attained.
103. Good practice in the curriculum is shared through curriculum groups across the zones. Curriculum groups are well established in Languages, ICT, healthy living, the arts and skills for life. Procedures to capture achievement in non-accredited learning are well established.
104. **Good use is made of learner feedback to improve the service.** The views of learners, stakeholders and tutors are well used in course reviews and this has resulted in some improvements such as changes to class times and venues.
105. The provider fully understands its work. Inspectors agreed with most of the self-assessment report. Accommodation is checked to ensure that is suitable but not all learning activities are sufficiently risk assessed.
106. **There is poor monitoring of the quality of some subcontracted provision.** The service is not able to directly observe classes in some colleges and has to rely on the

## LANCASHIRE LEA

college's own records of lesson observations. The quality of subcontracted provision observed by inspectors varied considerably. Inspectors gave lower grades than the subcontractor had awarded itself and there was little evidence of actions planned to deal with unsatisfactory teaching. The quality of subcontracted provision in the central zone was much lower than in the other two zones.

### **Leadership and management**

#### **Strengths**

- strong strategic leadership
- very effective curriculum management
- good collection and use of management information and data
- very good learner support
- good implementation of comprehensive equality of opportunity policies and procedures
- particularly effective implementation of strategies to promote learning to under-represented groups
- good range of effective quality assurance measures to improve the provision

#### **Weaknesses**

- ineffective monitoring and recording of progress
- poor monitoring of the quality of some subcontracted provision

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

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

##### *Strengths*

- very good teaching and learning
- good range of learning programmes and progression routes
- good management of the curriculum area

##### *Weaknesses*

- inadequate internal verification practice in one programme

## **Information & communications technology**

### ***Using IT***

#### *Strengths*

- good development of practical ICT skills
- good resources
- good monitoring and recording of learners' progress
- good range of programmes
- good support for learners
- well-managed curriculum

#### *Weaknesses*

- some poor planning and structuring of learning

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

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

#### *Strengths*

- good teaching and learning in targeted provision
- good physical resources
- good learner support

#### *Weaknesses*

- poor teaching in subcontracted hospitality provision
- inadequate assessment and monitoring of learners' progress

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

### ***Care***

#### *Strengths*

- good retention
- well-supported learners in the workplace
- good partnerships with voluntary organisations

#### *Weaknesses*

- unsatisfactory assessment in NVQ cleaning and support services
- unsatisfactory arrangements for reviews

### ***Complementary health services***

#### *Strengths*

- good partnerships with community organisations
- learners gain useful practical skills
- good retention
- well-supported learners

#### *Weaknesses*

- ineffective induction for some learners

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

#### **Arts**

#### *Strengths*

- particularly good development of practical skills
- well-structured and carefully planned lessons
- good enrichment activities that enhance learning
- particularly effective additional support for individual learners
- effective actions to improve provision

#### *Weaknesses*

- insufficient attention to safe working practices in visual arts
- insufficient identification of learning goals to measure progress
- insufficient focus on cultural diversity within the curriculum in visual arts

### **Humanities**

#### ***Other contributory areas***

#### *Strengths*

- good standards of learners' work on access programmes
- well-planned learning activities to meet individual learners' needs
- good additional learning support
- particularly effective learning environment at one college

#### *Weaknesses*

- insufficient focus by tutors on learners' individual development in many learning sessions
- insufficient monitoring of long-term learning goals of access learners
- ineffective marketing of provision to under-represented groups
- inadequate programme planning in some areas



## **English, languages & communications**

### ***Languages***

#### *Strengths*

- good teaching and learning
- excellent accommodation and resources in the direct provision
- particularly good range of enrichment activities in modern foreign languages
- effective targeting of disadvantaged groups
- good operational and strategic management

#### *Weaknesses*

- insufficient use of the target language in a quarter of modern foreign languages classes
- inequality of access in some subcontracted provision

## **Foundation programmes**

### ***ESOL***

#### *Strengths*

- good development of speaking skills in specialist conversation courses
- good support for learners

#### *Weaknesses*

- inadequate resources in outreach provision
- ineffective use of initial assessment

### ***Community learning***

#### *Strengths*

- good development of personal and learning skills
- good partnerships to meet learners' needs
- good support and guidance

#### *Weaknesses*

- inappropriate curriculum diagnostic assessment
- unsatisfactory monitoring and recording of progress

### ***Literacy and numeracy***

#### *Strengths*

- good development of personal and learning skills
- good teaching of literacy and numeracy
- good support for learners
- good learning resources

#### *Weaknesses*

- inadequate target-setting and recording of progress

### **Family learning**

#### *Strengths*

- good development of parental skills
- good teaching and learning
- very effective partnership arrangements to widen participation

#### *Weaknesses*

- insufficient progression from wider family learning to family literacy, language and numeracy courses
- insufficient accreditation of learning

### **Community development**

#### *Strengths*

- good achievement of targets by learners for themselves and for their communities
- good teaching and learning
- effective management and use of resources
- very effective partnerships

#### *Weaknesses*

- insufficient sharing of good practice in community development

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

- learning new skills in a short space of time
- the support and encouragement from tutors
- relaxed and friendly atmosphere at the two adult colleges
- the step-by-step approach to learning
- the additional learning support
- the impact learning has on life
- wide range of provision

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

- the amount of space for working in some classrooms
- opening times of the resource centre in one of the adult colleges
- the pre-course information, particularly about ongoing costs
- the quality of some ICT equipment
- the quality of some accommodation

## **KEY CHALLENGES FOR LANCASHIRE LEA:**

- improve the consistency and quality of initial assessment
- improve the identification of standards expected of learners and the recording of their progress
- raise the quality of teaching and learning in subcontracted provision and increase its consistency across the zones
- increase the number of family literacy, language and numeracy courses
- improve the assessment and monitoring of learners' progress
- improve the monitoring of subcontracted provision
- maintain the strong focus on quality improvement
- continue to provide good support for learners

## Language of the Adult and Community Learning Sector

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

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

## Other terms used in Adult and Community Learning

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

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

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 2

#### Strengths

- strong strategic leadership
- very effective curriculum management
- good collection and use of management information and data
- very good learner support
- good implementation of comprehensive equality of opportunity policies and procedures
- particularly effective implementation of strategies to promote learning to under-represented groups
- good range of effective quality assurance measures to improve the provision

#### Weaknesses

- ineffective monitoring and recording of progress
- poor monitoring of the quality of some subcontracted provision

107. The cabinet and director of education provide strong strategic leadership. The service frequently reviews its provision and adjusts its structure accordingly to meet identified needs. Frequent effective meetings are held between governors and the strategic management team to review progress towards clearly set targets and objectives. Managers at all levels fully understand and implement the strategic objectives. The strategic management team effectively directs curriculum developments on a day-to-day basis. The region covered by the service is divided into three discrete operational zones to ensure efficient and effective management of the provision. Each zone has a strong management team that sets demanding targets. The service has a clearly written mission statement to enable all adults in Lancashire to return to and achieve success in learning, in order to improve their own quality of life and that of the community in which they live and work.

108. Curriculum management is very effective. There is effective monitoring of the implementation of the full curriculum across the service. A curriculum group meets regularly to manage effectively the curriculum and provide staff with effective support. They work well to promote good teaching and learning and to ensure that the curriculum adequately meets learners' needs. A strategic manager has overall responsibility for curriculum management. Other members of the curriculum group include a curriculum development manager, a skills for life manager, a service family learning manager and a service-wide team of curriculum area leads representing each of the zones.

109. Collection and use of management data are good. The subgroup responsible for the management information system, chaired by one of the strategic managers, includes



the assistant county manager, a management information officer from each zone and a county planning and information officer. Demanding targets, linked to service, LSC and county priorities, are set and reviewed by the service's operational management team. The service has 15 key performance indicators and targets, designed to ensure a high standard of provision is maintained and continually improved. National benchmarks are used to set internal targets. Each zone collects its own data which are collated and analysed centrally and used to provide specific, detailed reports. Managers also use a comprehensive course coding system to accurately monitor the programme in individual zones, learning providers, area of learning, funding streams and target groups. Many of the subgroups use the information to monitor performance against targets and manage effectively areas of concern. The service uses other data to target difficult-to-reach and under-represented learner groups.

110. Internal communication is effective at management level. Strategic groups meet regularly and are assigned specific tasks that are clearly defined in the business plan. The business plan has targets related to county performance indicators which are communicated to all staff and partners. Subgroups have a clearly defined remit and representative membership. Subgroups tackle issues such as equality and diversity, widening participation, learning services, management information, quality assurance and curriculum development. All meetings are well recorded with actions and targets clearly identified. Communication between the subgroups and with curriculum tutors is effective. Tutors receive information through class visits, training days and attendance at meetings. There are plans to give each tutor a business e-mail address.

111. Staff development is effective. All tutors are issued with a professional development file to record their training and development. Tutors are reviewed annually, but this is generally done by post. Tutors who teach for more than three hundred hours a year are given an individual review meeting to agree training needs and set targets for achievement. However, all tutors can request a review meeting. Tutors receive very good support from the zone managers. New tutors receive a comprehensive induction package, which includes health and safety, are provided with a mentor and can shadow an experienced tutor. Tutors receive classroom visits from managers to identify training needs. Tutors are also able to observe other tutors to share good practice.

112. Management of resources is satisfactory. Each zone principal is allocated a budget to achieve key performance indicators and meet staff development needs. There is good provision of equipment and staffing for learners with additional learning needs and financial investment in outreach and family learning activities. Managers have access to a fund to develop pilot projects.

113. Literacy, numeracy and language support for learners is satisfactory. There is no systematic testing for additional learning needs. Learners are required to declare any additional needs when they enrol. Some tutors have received training in identifying learners' needs. Each zone has an appropriately qualified information advice and guidance adviser.

114. Monitoring and recording of learners' progress is ineffective. In most areas of

## LANCASHIRE LEA

learning there is poor setting of learning goals and inadequate recording and monitoring of progress. The service took part in a national pilot scheme to improve monitoring and recording of achievement in LEA provision. Through this scheme, some tutors identified difficulties in identifying learning goals in classes with a wide range of learning needs and abilities. The service has made good progress in tackling identified issues and has provided appropriate training for tutors.

### **Equality of opportunity**

### **Contributory grade 1**

115. Learner support is very good. Community development workers are very well qualified and experienced and develop very good links with local communities. They fully understand learners' social backgrounds and work well to meet their individual support needs. Programme managers, tutors, and information, advice and guidance advisers work well together to provide appropriate individual learner support. There are effective working partnerships with an extensive range of community groups, voluntary organisations, referral agencies, schools, and local strategic, cultural and religious groups. Through these partnerships, effective support projects have been implemented and have been adopted nationwide by other providers. A particularly useful manual is given to adult education managers that outlines the support organisations have available to them. Learners receive very good individual support, information, advice and guidance on application, during and at the end of their programmes. A good range of information is available in various formats and languages including audio, visual and specialist text.

116. There is good implementation of the service's comprehensive equality of opportunity policies and procedures. An equality and diversity group reviews and monitors effectively the implementation of the policy and procedures. Comprehensive action plans are established to measure success and to enforce the continuous improvement strategy. The annual review and subsequent action plan are based on legislative requirements, service priorities and the self-assessment report. There are effective partnerships for both the planning and delivery of learning in response to local needs with good matching of provision to identified needs, service objectives and county and national priorities. For example, the implementation of a project to support learners with recurring mental health issues, partnerships with local schools, the provision of physical resources and working with a voluntary organisation to implement specific community-based programmes. There is much sharing of good practice to raise awareness and understanding of specific issues. There are good checklists for the observation of teaching and learning.

117. There is good implementation of a range of effective strategies to promote learning opportunities for under-represented groups. These include visually and hearing impaired learners, minority ethnic groups, people recovering from drug or substance abuse or mental health problems, people with learning difficulties and/or disabilities and people with skills for life needs. The service is working well to meet its target of 30 per cent of learners recruited being men. It is also working to increase the volume of ICT provision in the local communities. For example, the service has also implemented a scheme that provides ICT equipment with internet access in local public houses. The service recruits large numbers of learners over 60 years of age. Of the 700 local community venues

used by the service, 88 per cent are in deprived wards and include a learning project with travellers and a large geographical network of venues to meet the needs of rural communities. It has sought to provide provision for learners from under-represented groups by introducing a broader range of courses including Asian women's dressmaking, henna painting and cooking for men.

118. The management information system is used well to set and monitor targets related to equality of opportunity by gender, ethnicity and disability. This information is used to monitor how well the service widens participation by new learners. Thorough collection and analysis of local and county data is used to develop appropriate strategies for targeting provision. A very effective needs analysis and audit process is used to collect information. A comprehensive audit has been completed of all venues to ensure suitability and compliance with legislation. Where venues are identified as unsuitable to provide learning, they are not used unless improvements can be funded and made.

119. Resources meet learners' needs. Across the three zones, there are 150 laptops and other physical resources to support community learning. Good use is made of adaptive and assistive technology and there has been considerable financial investment in resources to support learners with basic skills needs, including use of IT within libraries. Learners have access to crèche facilities, interpreters, communicators and transport provision. The service has successfully obtained additional grants for specific learner groups.

120. All staff have received very good training in equality and diversity and learning support. An equality and diversity CD-ROM is available to complement training. Staff induction material contains good information on supporting learners and promoting equality and diversity, as well as specific information on current relevant legislation.

### **Quality assurance**

### **Contributory grade 2**

121. A good range of effective measures is used to improve the quality of the provision. The commitment to improvement is driven by the clear vision and values of the service that seeks to provide enjoyable learning experiences to all. The quality assurance framework encompasses most features of the learner experience. Each improvement measure is well supported by very clear procedures and guidance on implementation which are well understood by all staff and managers. Staff have a good understanding of the 'Common Inspection Framework' and the quality assurance framework.

122. Procedures for the observation of teaching and learning are well established. Observers have received good training from experienced consultants in observing and grading lessons. The service recognised that its previous grading was too generous and has reassessed its findings so that they more accurately match the judgements on the quality of teaching and learning found by inspectors during the inspection. The rationale for observation of teaching and learning is clearly stated and priorities for observation are carefully defined and agreed with staff. Priorities include the observation of all new tutors. Across the service 42 per cent of tutors have been observed, a sample which is 10 per cent over the set target and closer to the target of 50 per cent for the coming

## LANCASHIRE LEA

year. Comprehensive and constructive feedback is given by managers to tutors and grades awarded are carefully moderated. Prompt action is taken by managers to tackle any serious concerns but issues of poor teaching are handled sensitively. Tutors requiring additional help are offered a mentor, a second observation, staff development and support. Findings are well used to inform staff training and performance appraisal. However, judgements in lesson observations focus more successfully on what the tutor does and do not adequately record what the learner has learnt or attained. Where tutors are not scheduled for observation, observation managers make short informal visits to classes to check that teaching is carried out to agreed standards and that lesson plans and schemes of work are in place. If there are any concerns, a class observation takes place.

123. Good practice in the curriculum is shared through curriculum groups across the zones. Curriculum groups are well established in languages, ICT, healthy living, visual and performing arts and media, family learning, and skills for life. The rationale for the programme offered is clear and good account is taken of coherence and progression opportunities. Procedures to capture achievement in non-accredited learning are well established.

124. Good use is made of learner feedback to improve the service. The views of learners, stakeholders and tutors are well used in course reviews and this has resulted in some improvements such as changes to class times and venues. The service collects and uses learner feedback effectively. The service collates, analyses and acts upon the findings from standardised questionnaires promptly. Detailed monthly reports are produced, actions are well recorded and managers report back findings diligently to learners. The findings from learner surveys are used to aid curriculum planning. Prompt action was taken to tackle learners' concerns over the slow pace of teaching and some unsuitable venues and class times. A sample of learner views is collected to assess the effectiveness of key processes such as initial assessment, support, equality and diversity. Open days and meetings with focus groups of learners add to the learner experience. Theme or curriculum-based internal reviews and inspections are carried out to monitor standards of provision. Stakeholders are able to express their views through annual stakeholder meetings and regular liaison with staff. The governing bodies of each zone give good advisory feedback to the managers.

125. The provider fully understands its work and inspectors agreed with most of the findings in the self-assessment report. The process of self-assessment is thorough, consultative and inclusive. The development plan for each area and sub area has clearly stated priorities for improvement. The governing bodies, the director of education and the cabinet member for education have the opportunity to comment on and approve the self-assessment report. There is a satisfactory audit of learning materials that are checked to ensure they are relevant and promote equality of opportunity. Staff complete a thorough audit of physical resources in the community venues and there is a useful checklist of the essential requirements for the learning centre. Accommodation is checked to ensure that it is suitable but not all learning activities are sufficiently risk assessed. The inspectors noted several incidents of risk to learners during lessons which tutors and managers were not aware of.

126. There is poor monitoring of the quality of some subcontracted provision. The service is not able to directly observe classes in some colleges and has to rely on the college's own records of lesson observations. The quality of subcontracted provision observed by inspectors varied considerably. Inspectors gave lower grades than those awarded by the subcontractor and there was insufficient evidence of actions planned to deal with unsatisfactory teaching. The quality of subcontracted provision in the central zone was much lower than in the other two zones. The service gives effective support to the voluntary sector subcontractors who are able to use their own quality assurance measures as long as minimum standards are met.

## AREAS OF LEARNING

### Business administration, management & professional

Business administration, management & professional		2
Contributory areas:	Number of learners	Contributory grade
<b>Teacher/trainer awards</b> - Adult and community learning	462	2

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

##### *Strengths*

- very good teaching and learning
- good range of learning programmes and progression routes
- good management of the curriculum area

##### *Weaknesses*

- inadequate internal verification practice in one programme

#### **Achievement and standards**

127. Retention and achievement are satisfactory on longer programmes and some short programmes. However, retention and achievement are good on many of the short programmes. Retention is also good on the level 3 NVQ teaching assistants programme, but it is too soon to assess overall achievement by these learners.

128. Attainment and learners' work are satisfactory. Learners fully understand the improvements in their self-confidence, professional skills and understanding. They are able to confidently apply their new skills and knowledge in the classroom.

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

129. Teaching and learning are very good. Tutors are appropriately qualified and occupationally experienced and work well to use their knowledge and expertise to provide learners with good support. They ensure that their own teaching and learning effectively models specific techniques and strategies that learners can apply immediately in their own teaching. Tutors provide good practical and relevant examples of various teaching and learning activities, and learners are encouraged to draw on their own experience of teaching and learning as they develop their own teaching style. A good range of teaching patterns and venues are used, for example, intensive residential weekends, part-time day attendance and twilight or evening attendance.

130. There is a good range of learning programmes and progression routes. Generic and specialist programmes from level 2 to level 4 are provided to meet local needs and national targets. There is also a very extensive NVQ programme for teaching assistants at level 3. Learners have good progression routes in both specialist and generic areas. Learners fully understand the progression routes and are actively encouraged by staff to access them.

131. Classrooms are adequately furnished and equipped with teaching resources such as whiteboards, flipcharts and overhead projectors. At some learning centres, interactive whiteboards are also available. One classroom at one site is not adequate for the size of class. At another site, learning sessions are often disrupted by external noise.

132. Initial assessment and support for learners' needs are satisfactory. Most learners are interviewed before they start their programme to identify their prior experience and individual support needs. Support is provided by specialist in-house staff. There are also effective systems to provide specialist support for learners with particular learning needs, for example, through the use of interpreters and note takers for those with visual or hearing impairments. Access to premises is adequate for people with restricted mobility.

133. Tutors provide learners with regular feedback on their progress. Assignments are planned thoroughly and learners have a clear understanding of what they need to do to progress. NVQ assessors work well with learners to identify activities, during which appropriate assessment can take place and evidence can be collected. For some learners, feedback by tutors is too general and does not set specific targets for them to improve.

134. In one programme area internal verification practice is inadequate and there are not enough qualified internal verifiers. Written feedback provided by internal verifiers to assessors is not sufficiently detailed to enable improvement or action-planning. Many learners' portfolios of evidence have not been sampled by an internal verifier. Managers have identified this weakness and are implementing actions to rectify it. It is too early to judge the effectiveness of these measures.

## **Leadership and management**

135. Management of the curriculum area is good. Staff work well as a team to develop the programmes. Managers identify and respond effectively to community learning needs and work well to establish new, appropriate provision. Communications are good between staff across the learning centres and venues, with regular scheduled meetings to review strategic and operational issues. Tutors are provided with good support by managers and are fully encouraged to develop professionally.

136. Learners fully understand equality of opportunity and are provided with adequate support. Learners' data, including gender and ethnicity, is routinely collected and evaluated, and the current proportion of learners from minority ethnic groups reflects the local area.

#### LANCASHIRE LEA

137. Quality assurance arrangements are satisfactory. Learners' feedback is routinely evaluated and used to improve the provision. Although learners' work is moderated on a regular basis, some learners have to wait too long to receive formal accreditation of their work. All staff are observed routinely as part of the established performance review processes.



## Information & communications technology

Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Adult and community learning	4782	2

### *Using IT*

#### *Strengths*

- good development of practical ICT skills
- good resources
- good monitoring and recording of learners' progress
- good range of programmes
- good support for learners
- well-managed curriculum

#### *Weaknesses*

- some poor planning and structuring of learning

### **Achievement and standards**

138. Retention and achievement rates are generally satisfactory. The current overall retention rate is 79 per cent. Achievement rates are satisfactory on most accredited courses. In 2001-02 the achievement rate was 70 per cent and increased to 74 per cent in 2002-03. Achievement data for 2003-04 are incomplete and cannot be used to make a judgement. Achievement rates on non-accredited short courses are satisfactory, with many learners completing their programme.

139. Most learners acquire good practical skills in word processing, spreadsheets, using the internet and e-mailing at a basic level. In one class learners quickly understood how to navigate around a website and were able to access related sites. They develop a satisfactory understanding of the parts of the computer. Many learners take further relevant courses after they have completed an introductory course to help them to develop their skills to a higher level or to become familiar with a broader range of applications at a basic level. Learners use their ICT skills in many ways. For example, one learner used the internet effectively to research house insurance. Many learners develop skills and techniques in taking and processing digital photographs. They enhance photographs by enlarging and reducing them, by changing colours and by removing imperfections. Learners send e-mails to families and friends in Britain and overseas and attach photographs if they have mastered the techniques of digital imaging. Many learners, however, have poorly developed keyboarding techniques. Insufficient attention is given to improving these skills. Some tutors also give inadequate attention to the

accuracy of their own keyboarding techniques when providing demonstrations.

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

140. Resources are good. Tutors take advantage of various professional development activities to keep their knowledge and skills up to date. Learning support tutors are used effectively in direct provision to provide learners with additional help. In one subcontracted college, however, there are no support tutors and one subcontractor only provides learning support for learners who have literacy, numeracy and language difficulties. Learning venues are generally well maintained with good access for people with restricted mobility. Some venues have data projectors and interactive boards which are used effectively by tutors. A wide range of adaptive technology is available to support learners with physical and sensory impairments and most tutors understand how to use it correctly. Learning materials are well produced and appropriate for the level of work being taught. Some are available in large print and Braille. Most learners have good access to up-to-date hardware, software and internet connections. A few learning centres have inadequate workbenches and seating. Laptop computers are well used in community venues that do not have desktop computers enabling learners to access computer training in convenient locations. One learning centre is too small, cramped and unsafe for the number of learners using it.

141. Monitoring and recording of learners' progress is good. When learners begin a course their knowledge and experience of computing are assessed through a simple questionnaire. They are given good help by tutors to identify their specific learning needs. In the best lessons, tutors ensure that learners are fully informed about the progress they are making and are given opportunities to identify aspects which they find difficult and on which they need more practice. Tutors make good use of learner feedback to plan lessons. Most tutors set appropriate goals and record learners' achievements at the end of every session although some do not inform learners sufficiently about their progress. Assessment practices on accredited courses are satisfactory and meet awarding body requirements. Feedback on marked work is good. Learners understand the assessment requirements and know what they have to do to achieve their targets. Regular tutorial sessions help learners review their progress.

142. There is a good range of programmes designed to equip learners with general ICT skills as well as helping them to develop specific skills such as using the internet, e-mailing or digital photography. This strength was identified in the self-assessment report. Courses are available from entry level to level 3. Most courses run for up to 10 weeks but approximately 10 per cent of courses are longer and lead to nationally recognised awards including an introductory computer literacy course and an examination-based qualification in ICT. Courses are provided at convenient times in 109 community venues and in the service's two colleges. Some courses are timed to fit in with learners' family responsibilities. Good provision exists in two zones for learners to enrol on learndirect courses if they find it difficult to attend timetabled sessions. The learndirect centres are well equipped and attractive learning environments and learners have good opportunities to obtain advice from staff in the centres or by telephone or e-mail. Some courses are

targeted at, and meet the needs of, specific groups of learners, such as people with mental health problems, visual impairments or drug dependency. The service has successfully increased the participation of older learners in ICT training by offering courses for older age groups. Over 50 per cent of learners are aged 60 or over.

143. Learner support is good. Tutors understand learners' support needs and make every effort to meet them. Support is generally well planned and recorded. In one digital imaging class three additional learning assistants were used effectively to support learners with restricted mobility and sight impairments. Literacy, numeracy and language support is satisfactory. Some ICT tutors do not, however, use appropriate techniques to improve learners' literacy and numeracy skills. Good use is made of well-designed workbooks and worksheets to help learners progress at their own pace. However, in a few classes, learners are not allowed to use the handouts at home for further practice.

144. Some learning is poorly planned and structured. Many lesson plans contain insufficient detail about the content to be taught and the activities to be carried out by learners. Aims and objectives do not specifically indicate what learners will achieve by the end of the session. Some tutors do not follow their written plans. Occasionally, insufficient time is given to preparing teaching equipment in readiness for use. A minority of lessons contains too much tutor input with insufficient time for practical work. In an e-mail session, for example, insufficient time was allowed for learners to open e-mail accounts and to send and receive e-mails. Learners became confused and were unable to follow the tutor's oral instructions. Inadequate use is made of clearly presented tutor demonstrations with appropriate explanations. Some tutors do not encourage independent learning and in one session learners waited for the tutor to tell them when to click the icons. Where step-by-step instructions are provided on handouts, some tutors do not allow learners to work through them on their own. Some learners who complete planned tasks are not given appropriate tasks to extend their skills further. In other lessons, tutors persist with tasks after learners have lost interest in them. Some tasks are too long and complex for beginners. Insufficient use is made of the internet for online learning. Learners receive too few reminders about healthy and safe working practices.

## **Leadership and management**

145. The curriculum is generally well managed, a strength identified in the self-assessment report. The learning outcomes for non-accredited courses have been systematically defined to ensure clarity and consistency throughout the service. Efforts are made to inform learners of progression routes although there is a shortage of follow-on courses for some learners who complete an introductory eight-week course. The ICT curriculum subgroup meets regularly to promote curriculum developments, monitor and review the quality of ICT teaching and learning throughout the service and to share good practice. ICT co-ordinators manage each zone's provision effectively on a day-to-day basis. Learners have a satisfactory understanding of equality of opportunity and are aware of the procedures to follow if they wish to make a complaint. A range of learner data is collected, but it is not used effectively to monitor trends, measure achievement on accredited and non-accredited courses and to plan courses. The observation of teaching and learning is effective and good procedures are in place for supporting under-

#### LANCASHIRE LEA

performing tutors. The self-assessment report identified most of the strengths and weaknesses found by inspectors. While the overall quality of the provision is good, inadequate efforts have been made to ensure that all the subcontracted provision, and some delivered by the service, is rigorously monitored and quality assured.

## Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b> - Adult and community learning	2646	3

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

#### *Strengths*

- good teaching and learning in targeted provision
- good physical resources
- good learner support

#### *Weaknesses*

- poor teaching in subcontracted hospitality provision
- inadequate assessment and monitoring of learners' progress

### **Achievement and standards**

146. Learning is good on targeted provision. Learners fully understand how to apply their new skills in their everyday lives and progress well. In one exercise class learners are achieving their goals of weight loss, improved stamina, increased flexibility and greater understanding of how to exercise and maintain a healthy diet. In hospitality classes some partially sighted learners have developed good transferable skills such as independent food preparation. Learners work well with each other during learning sessions and develop new friendships. Many learners have been attending the courses for a number of years and most participate in exercise activities in their own time.

147. Achievement is satisfactory and most learners progress at an adequate pace. There is good achievement by some learners. Learners in team sports acquire adequate skills and game strategies. Some classes are attended by older learners who demonstrate particularly good levels of fitness. Other learners perform exercise routines well. Attendance in some learning sessions is unsatisfactory. However, there is some good progression from beginners classes to more advanced courses.

148. Learners in exercise and movement classes develop new skills, understanding and techniques. Learners in yoga gain greater strength, flexibility and mobility. The self-confidence of many learners improves while on courses. Learners on cookery courses develop a good understanding of the products available in local supermarkets. Many learners who attend a cookery for men course for beginners progress onto more advanced courses. Learners with visual impairments develop new skills that help them in their everyday lives.

## Quality of education and training

149. Teaching on targeted provision is good and includes courses for people who are partially sighted, cooking for men, gentle exercise, yoga and relaxation. Tutors understand learners' individual needs and ensure health and safety practices are carefully followed. They make good use of demonstrations and effective teaching styles to help learners develop their own skills, such as specific positions in yoga. There are well-designed courses for older learners that focus on seated exercise. Learners are set demanding targets and in classes such as tai chi, keep fit, yoga, circuit training and badminton. There is effective planning of lessons, with good use of partner work and clear guidance from tutors. Most classes start on time and are well disciplined. In some cases, learners who are not able to do the suggested exercise are not provided with an adequate range of alternatives. Although tutors ensure that new learners are given adequate individual support, there is not enough work by tutors to monitor all learners' performance during sessions.

150. Physical resources are good in the direct provision. The kitchen at one learning centre is very well equipped with individual workstations, gas and electric stoves, height-adjustable work surfaces and sinks and stoves for learners in wheelchairs. Talking scales are provided and knives, vegetable peelers and other utensils have easy-grip handles. The kitchen at another learning centre has sufficient commercial equipment, but knives are poorly stored. At another learning centre a talking microwave is provided. The learning centres make effective and safe use of good purpose-built halls and studios for exercise and movement classes. For example, one learning centre has a large purpose-built hall with very good flooring, large mirrors, good lighting and a sound system. There is adequate storage for a good range of appropriate sports equipment. Changing rooms are well designed. Specialist yoga equipment is also supplied on a weekly basis from one learning centre to a community venue to ensure appropriate support for learners recovering from cardiac disease to exercise safely and effectively. Some of the venues used for subcontracted provision are too small for the size of learner groups. Some tutors of targeted provision have completed specialist training in teaching yoga for people with learning disabilities. The promotion of health and safety and risk assessment is generally adequate. However, there is some poor storage of equipment and at one learning centre no risk assessment has been carried out.

151. There is good support to meet individual learners' needs. Where support needs are identified, these are quickly met and all learners are given accurate advice and guidance. Learners with severe learning difficulties, visual impairment and severe physical disabilities are taught in small groups and receive particularly effective individual support from the tutor and learning assistants. The learners are supported by the same staff each week to ensure consistency in approach in providing appropriate individual support. In one hospitality lesson, a hearing impaired learner was supported by a trained signer. A learner in a yoga class has been provided with a hearing loop. Learners in swimming classes are supported by appropriately experienced volunteers. Learners do not have a formal initial assessment to identify language, literacy or numeracy support needs but when these are identified, appropriate support is provided.

152. The range of programmes is satisfactory. Learners have access to a wide range of programmes including cookery for men, Indian cookery, cake and chocolate making, yoga, tai chi, Pilates, gentle exercise, and swimming. Courses are run during the day and evening with some provision at weekends and during holidays. Courses are mostly offered at pre-entry, entry and level 1 and learners can progress to higher-level courses. Effective partnership working has enabled a range of courses to be targeted at under-represented groups. For example, gentle exercise and yoga classes are provided for older learners in residential care and sheltered accommodation. Yoga and relaxation is provided for learners with learning disabilities and people with multiple sclerosis and chronic fatigue syndrome. A group of young men on a substance misuse recovery programme attend a yoga class and develop good self-esteem and many progress to other areas of learning. There are specific movement and exercise courses for older learners and women from specific minority ethnic groups.

153. Teaching is poor in the subcontracted hospitality provision. Of those hospitality sessions observed, most were unsatisfactory and included poor demonstrations of preparing vegetables and poor knife handling techniques. There is inadequate reinforcement of health and safety practices and food hygiene. Insufficient use is made of questions and answers to evaluate learners' progress. Lesson planning is poor and does not include adequately detailed and specific aims and objectives. Timekeeping is poor. For example, one lesson started 30 minutes late.

154. Assessment and monitoring of learners' progress is inadequate. Tutors do not adequately record learners' progress. There is not enough initial assessment of learners' prior skills and knowledge or of their individual targets. Some learners have targets set by their tutor. There is not enough formal assessment of the development of learners' skills and knowledge. Where tutors assess learners' skills, this is often only through observation. Many learners have attended the same programme for a number of years and do not know the progress they have made. Some learners self-assess their own progress towards targets. In one yoga class for learners with disabilities, good use is made of well-designed assessment and recording sheets completed by the learner, tutor and carer.

## **Leadership and management**

155. Curriculum leadership of the direct provision is good. There is a clear strategy for widening participation in each zone, with targets for specific learner groups agreed by the senior management team. Current provision targeted at specific groups includes cookery for men, cookery for learners with visual impairment, yoga for learners recovering from heart disease, yoga and swimming for Asian women, and yoga for learners on a drug rehabilitation programme. Regular formal meetings are held in each zone. However, minutes of meetings are not always sufficiently detailed. There is good communication and tutors have e-mail addresses and access to the intranet. Following a recent review, tutors have attended workshops on initial assessment and the assessment and monitoring of learners' progress. Course records are sufficiently detailed and corrective actions are monitored. The self-assessment report was an accurate reflection

## LANCASHIRE LEA

on the current provision. Learners and staff have a satisfactory understanding of equality of opportunity and diversity.

156. There is no consistent approach to health screening. More than two-thirds of tutors use poor health screening techniques. Although a range of documents are provided for health screening, there is no clear procedure for their use by all staff. Some health screening forms comply with national guidelines and these are used effectively to prompt learners to identify health issues and check with their doctor the suitability of the planned activity. Most tutors informally identify learners' health issues and medical conditions but some learners do not understand the importance of declaring health issues.

157. Quality assurance of subcontracted provision is poor. Staff have not been allowed to observe classes at one subcontractor. Where lessons have been observed in another subcontractor, the records are not sufficiently detailed and lessons are overgraded. Curriculum managers are not sufficiently involved in monitoring the quality of the subcontracted provision.



## Health, social care & public services

Health, social care & public services		3
Contributory areas:	Number of learners	Contributory grade
<b>Care</b> - Work-based learning for adults	501	3
<b>Complementary health services</b> - Adult and community learning	1048	3

### Care

#### Strengths

- good retention
- well-supported learners in the workplace
- good partnerships with voluntary organisations

#### Weaknesses

- unsatisfactory assessment in NVQ cleaning and support services
- unsatisfactory arrangements for reviews

### Complementary health services

#### Strengths

- good partnerships with community organisations
- learners gain useful practical skills
- good retention
- well-supported learners

#### Weaknesses

- ineffective induction for some learners

## Achievement and standards

158. Learners gain useful practical skills on many courses in the area of health and early years. Examples of this include parents of primary school children learning emergency first aid skills and a mental health service user demonstrating how she has learnt to manipulate pressure points to relieve anxiety. Learners also report benefits such as an improved sense of self-worth through meditation exercises, or a reduction in social isolation through getting out and meeting with people with similar interests. Carers develop better coping skills through practising Reiki techniques. Most NVQ programmes have been running for less than a year and only a few learners have achieved the qualification. However, many learners are making satisfactory progress towards completing their programmes and most work is of at least a satisfactory standard.

## LANCASHIRE LEA

Retention is good on most courses and programmes. Of the 213 learners who started the NVQ programmes which are directly provided, 202 remain on programme giving a current retention rate of 97 per cent. Five of these learners have completed their NVQs. Retention rates on counselling courses are satisfactory or better. Most short courses have 100 per cent retention.

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

159. Learner support is good. Many tutors give their personal phone numbers to learners and some tutors have visited learners at home to support learning. Respite care is available if needed to enable unpaid carers to attend classes. There is good basic skills and learning support for learners identified as needing this support with learning support tutors sometimes working in the class alongside the subject tutor. In one class a learner with complex disabilities was supported by two support workers, and all other learners also had individual support workers. Most NVQ assessors visit frequently and regularly and learners have mobile phone numbers for contact between visits. Assessors offer good support to learners with literacy needs including verbal questioning and scribing. Where learners have insufficient support from their employer, the assessor takes up issues on behalf of the learner.

160. All of the teaching and learning in health, social care and public services is satisfactory or better and a third of the teaching is very good, particularly in counselling and complementary health courses. For example, the tutor for a counselling concepts lesson on the topic of empathy used a variety of learning techniques, carefully explained complex ideas, and involved learners through role-play so that they put into practice the techniques they had learnt. Learners developed a good understanding of the theory and the analytical skills. However, not all teaching was sufficiently inspiring and in a few classes learners are not given enough opportunities to answer questions or to demonstrate what they have learnt.

161. Resources are satisfactory. Tutors are suitably qualified and have up-to-date knowledge and expertise. A wide variety of venues is used and accommodation is satisfactory or better. Learners have sufficient access to learning materials through tutors, public libraries or employers.

162. There is a satisfactory range of courses to meet the needs and interests of learners throughout the county. New courses have been developed through consultation with learners to provide them with progression opportunities. The provider has responded well to demands from local community groups to offer courses in areas such as drug awareness. Employers and learners are appreciative of the work-based delivery of the NVQ programmes which overcomes many staff cover problems. NVQ learners can attend additional training in first aid, safe handling of medication, moving and handling, and food hygiene and specialist courses, for example, in communication and managing challenging behaviour and communication which contribute towards their qualification.

163. Assessment methods in health, early years and care are suitable and appropriate for

the courses and programmes being followed. However, there is some unsatisfactory assessment practice in NVQ cleaning and support services programmes where some portfolios contain no evidence of assessment planning, feedback given or the use of verbal questioning. An insufficient variety of assessment methods is used with too much focus on observation and written workbooks. The quality and length of observations carried out by assessors do not always meet required standards. Some learners are observed for very short periods and a few learners had been observed for a total of just 40 minutes for their whole NVQ programme. Portfolios contain insufficient evidence of the competence acquired by the learner. Some errors in written work have not been corrected. In a few learners' portfolios the range had not been fully covered yet the units had been signed off as complete.

164. There are unsatisfactory arrangements for reviews for some learners on NVQ programmes. Assessors carry out reviews of learners' progress on their visits but this results in confusion for some learners as to the exact purpose and remit of visits. Some learners are not sufficiently aware of their progress, are unsure what units to do next and consider they have insufficient direction. Reviews do not always involve employers to ensure that learning opportunities are available in the workplace to help learners progress. Some learners have experienced delays in making progress with their awards due to staffing shortages at work.

165. Induction is ineffective for some learners. All learners receive an induction, a copy of 'The Learner Information Guide' and complete the necessary paperwork. Not all are given a sufficiently clear overview of the programme requirements. Health and safety issues and equal opportunities are not always given sufficient emphasis to make them memorable to the learner. There is no basic skills assessment. Some tutors' induction checklists have not been completed. Most learners are aware of the complaints procedure but cannot speak readily of their other rights and responsibilities. Some learners are not sure of course requirements, for example, whether they have to pass an exam to gain their award. Learners are required to identify their own basic skills needs and some learners do not understand that the support on offer is available to them. For example, one learner perceived that he was too old for help with writing and spelling to be of any effect. Some learners do not know of any progression routes available to them.

## **Leadership and management**

166. There are good partnerships with community organisations and voluntary bodies. For example, a Reiki course to teach relaxation and coping skills has been organised in consultation with a carers association to meet the needs of a target group of unpaid carers. The provider responded positively to a request from a community worker based at a community arts and music project to establish courses in relaxation and music for learners with complex disabilities. Learners from a drug rehabilitation unit are invited to the college award ceremony and benefit from this opportunity to build their self-esteem.

167. The curriculum is well managed although some features of the NVQ programmes are unsatisfactory. Staff are well informed and have appropriate opportunities for staff development. Good practice is shared routinely between adult tutors.

## LANCASHIRE LEA

168. The NVQ provision was introduced in response to demand by local employers including agencies such as social services, primary care teams and the county council as well as numerous smaller voluntary organisations providing care. The provider holds regular quarterly meetings with the partner organisations to facilitate joint planning. There are also franchise agreements with two large organisations for voluntary groups in the county.

169. There is a good spread of ages among learners. The proportion of minority ethnic learners at 1.8 per cent is low compared with the proportion in the county's population of 5.4 per cent. Twenty-two per cent of learners are men. However, many tutors do not know of the strategy for widening male participation.

170. There is very good learning support available for learners with literacy, numeracy, disabilities or complex needs. One learner with learning and physical disabilities who was attending a music and relaxation class received support from two workers to ensure he could participate as fully as possible. However, the reliance on learners to identify their needs during initial assessment leaves some learners without the learning support available. While some learners may be referred by their tutor at a later stage, identification still relies on individual tutors' abilities and experience to do so. Some staff development training in the identification of literacy, numeracy and other learning support needs has been provided recently by learning support tutors.

## Visual & performing arts & media

Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b> - Adult and community learning	7091	2

### Arts

#### Strengths

- particularly good development of practical skills
- well-structured and carefully planned lessons
- good enrichment activities that enhance learning
- particularly effective additional support for individual learners
- effective actions to improve provision

#### Weaknesses

- insufficient attention to safe working practices in visual arts
- insufficient identification of learning goals to measure progress
- insufficient focus on cultural diversity within the curriculum in visual arts

## Achievement and standards

171. Learners in visual and performing arts develop good practical skills and develop new skills and gain confidence in their abilities. Some learners use their new skills in their working lives. For example, painters and decorators who attend the paint techniques course carry out more challenging projects such as creating the effect of marbled ceilings. In a calligraphy and illumination lesson, learners use their skills to produce lavishly illustrated letters using gilding and gold leaf. Learners doing life drawing produce expressive, confident work with bold and varied use of mixed media. Learners are well motivated and enjoy their learning. In the best lessons learners make significant progress. For example, learners on an embroidery course showed a willingness to experiment with unusual fabrics and techniques to produce very good creative work. In dance, learners apply techniques to make up their own sequences and perform their own choreography with style. Pass and retention rates on the small amount of accredited courses vary with overall good retention but some low pass rates.

## Quality of education and training

172. Teaching and learning is good across most areas. Lessons are well structured and carefully planned. Tutors design the programmes to build effectively the skills and knowledge that learners require. There are effective demonstrations from highly skilled

## LANCASHIRE LEA

tutors who follow this with sensitive one-to-one advice and guidance during lessons. For example, in a successful dance lesson the tutor cleverly demonstrated one step at a time and learners became delighted and surprised to find by the end of the lesson they had learnt a new complex dance routine which was fluid and full of expression. In another good lesson in embroidery learners used their sample experimental pieces to produce bags in which to carry their work. In most lessons tutors check that learners understand techniques and processes well. In some lessons tutors do not provide sufficiently critical verbal feedback to learners.

173. Learners are provided with good enrichment activities to enhance their learning. Learners have good access to external visits and performances. A group of learners on a course for piano playing visited the workshop of a harpsichord maker. Learners on a singing course performed in a street festival. A group of learners on a belly dancing course performed in Beirut. Tutors make good use of examples of their own work to encourage learners to progress. A good range of courses is available across the three zones including taster and weekend courses and summer workshops. Courses are provided at appropriate times and venues to meet learners' needs. Pre-course information is good, with details of courses available on well-illustrated information sheets. There are not enough progression routes provided from beginner to advanced-level courses. However, one course has good links with local universities and learners are encouraged to progress to higher education. Some additional workshops and short courses are provided at higher levels. Learners progress well and learn new skills and continuously improve the standard of their work.

174. There is particularly effective additional support for individual learners. Tutors fully understand learners' individual learning and support needs. Specialist support tutors are well trained and work very well with individual learners. The support provided is unobtrusive and effective. For example, one support worker helped one learner with a specific medical condition to maintain interest and concentration on the learning activities. The learning support team work with occupational therapists and physiotherapists to share good practice and examine effective ways of helping elderly learners to fully engage in art classes, such as using tubing around paintbrushes to aid gripping and using laptop rests for holding paintings. Learners also provide each other with good encouragement and support during learning sessions.

175. Arrangements to provide basic skills support are satisfactory. There is a wide range of pre-entry courses in visual and performing arts with additional specific aims for improving basic skills. Tutors who think a learner has literacy, language or numeracy support needs on a course can request a learning support tutor to assess and diagnose the level of support. Information advice and guidance are also available to redirect learners to relevant provision.

176. Physical resources vary considerably but are satisfactory overall. Staff are well qualified and many have good professional experience they share well with learners. Some accommodation is cramped and affects learners' ability to complete activities well. In most lessons, tutors work with due regard for health and safety with risks assessments conducted and good awareness. However, there is insufficient attention to safe working

practices in some visual arts lessons. Learners are using hazardous substances and products that carry warnings about accumulation of fumes in poorly ventilated rooms. Fixative sprays are being used without a spray booth in poorly ventilated studios. In some lessons trailing leads create safety hazards.

177. There is insufficient identification of learning goals to measure progress across most non-accredited provision. Assessment of accredited provision is satisfactory with appropriate internal verification. Tutors in the better lessons write good commentaries about the skills learners have at the start of courses and make attempts to state what they have achieved. However, lesson plans and schemes of work identify lists of tasks or activities, but many do not state what standards are expected or how they will be measured. Much monitoring focuses on when learners have completed tasks and not how well they have progressed. Written and verbal feedback is often insufficiently evaluative and lacks sharp critical appraisal of skills and approaches.

### **Leadership and management**

178. Managers work effectively to improve the provision and ensure continuous improvement by all visual and performing arts staff. Senior managers encourage flexible arrangements for the management of the curriculum. For example, staff are able to organise their provision according to the needs of the communities in which they work. Managers give individual support and training to tutors in the use of lesson planning and the recording of learners' achievements and staff have good access to additional staff development and professional updating. Observation of teaching and learning is effective and identifies areas for improvement. Action plans are used effectively to measure progress.

179. Communications are effective. Managers work well to ensure meetings involve good action-planning and target-setting to improve the provision. Attendance at some meetings is mandatory for all staff. Partnership arrangements are strong and include a wide range of effective partnerships with voluntary, community and faith organisations and other groups. For example, staff are involved in a project with an orchestral director for visually impaired learners. However, there is insufficient focus on cultural diversity within the curriculum in visual arts. Very few lessons take advantage of the rich and diverse creative source material from minority ethnic communities. Tutors' files do not demonstrate that sufficient planning takes place to celebrate cultural diversity.

180. Managers make suitable arrangements for all staff to take part in the self-assessment process and the self-assessment report adequately represents the strengths and weakness found by inspectors.

## Humanities

Humanities		3
Contributory areas:	Number of learners	Contributory grade
<b>Other contributory areas</b> - Adult and community learning	293	3

### **Other contributory areas**

#### *Strengths*

- good standards of learners' work on access programmes
- well-planned learning activities to meet individual learners' needs
- good additional learning support
- particularly effective learning environment at one college

#### *Weaknesses*

- insufficient focus by tutors on learners' individual development in many learning sessions
- insufficient monitoring of long-term learning goals of access learners
- ineffective marketing of provision to under-represented groups
- inadequate programme planning in some areas

## Achievement and standards

181. Learners on the access programmes produce good standards of work, which demonstrates particularly well their individual development and progress. Many learners work well to overcome significant personal issues and develop good self-confidence and interpersonal skills. Learners develop good subject knowledge and research methods and are confident in the use of specialist terminology. Essays and assignments are generally well presented and demonstrate good use by learners of wider evidence sources and websites for research. Learners who complete their programmes generally achieve well. However, many learners do not progress to higher education. The overall achievement rate for learners on the access programme is 66 per cent. However, this data does not adequately identify those learners who defer their studies or are repeating modules. The provider is currently exploring new ways of identifying achievement on the non-accredited provision. Some learners on short pre-access courses have only been able to plan their learning on a term-by-term basis as there is no prospectus provided detailing the whole course.



## Quality of education and training

182. Learning activities are well planned to meet individual learners' needs. Of the learning sessions observed, approximately two-thirds were good or better. Tutors use a good range of well-planned learning activities including worksheets, flipchart summaries, quizzes and group feedback. They fully understand learners' individual needs. For example, they use examples from learners' everyday lives to illustrate learning points. On the access courses, tutors work well to ensure learners develop good research and study skills. For example, in a criminology lesson, learners examined the distinction between primary and secondary sources of data. Good use is made of contemporary crime statistics and case studies for discussion and analysis. In a local history session the tutor made good use of learners' own lives to examine local church architecture. The research activities are particularly good on the family history and genealogy courses, with appropriate visits to, and contact arrangements made with, relevant museums, archives and public record offices. Some learners make good use of ICT and relevant web-sites. Additional courses are sometimes developed and provided in direct response to learners' course evaluations and requests. Some good use is made of a record of learners' progress. For example, on a family history course an effective self-evaluation sheet is used at the end of each session to help learners assess their own progress.

183. Additional learning support is good, with effective assessment of learners' individual needs. On a pre-entry course, the tutor works particularly well with learning support assistants to help learners' progress through use of a good range of appropriate learning activities. In one access psychology session, a sign language specialist and scribe with a laptop computer were used very well to ensure all learners participated well in the learning activities. On the access programme, literacy, numeracy and language needs are generally assessed on an informal basis and are supported through individual study skills sessions. Tutors provide learners with detailed, well-structured feedback on marked work and set clear targets against set criteria to help them progress.

184. The learning environment at one of the colleges is particularly effective and is well matched to learners' diverse needs. The learning resource centre is well equipped with ICT equipment and is used well by learners to carry out research using the internet. There are not enough written learning resources for some of the specialist subjects. Learners cannot access the college's resources on Saturday mornings. The laboratory facilities do not meet the needs of learners on the human physiology module of the access course. Most community venues used to provide the programmes have adequate accommodation and resources. At one primary school, other school activities can disrupt learning sessions and there are not enough parking spaces for learners.

185. In many learning sessions there is insufficient focus by tutors on the development of learners' individual skills. Not enough use is made of learners' contributions during learning sessions. Although relevant group and paired activities are planned, tutors do not always work effectively to develop learners' discussion skills. Some tutors provide learners with too much support and do not give them sufficient time to explain their own ideas and views.

## **Leadership and management**

186. There is good leadership of the curriculum area by the programme area leader and the full time access co-ordinator who offer good support to the team of part-time tutors. Arrangements for staff development are well established and tutors have good opportunities for subject updating and team development on awaydays.

187. Progress has been made in refining the systems for initial guidance, interviewing and induction on the access programme. Good use is being made by tutors of a learner progress record to provide more consistent monitoring of learners' progress and achievement on both the accredited and non-accredited provision. These developments are not yet fully established.

188. Insufficiently comprehensive management information is available to enable the provider to assess individual learners' progress and achievement over time. There is no systematic mapping of the summary achievement profile, of how well learners progress and where they progress to. Managers are unable to identify trends and to use these to aid further planning and to evaluate the provision. Course reviews are conducted appropriately but their records do not easily lead to the identification of issues for action and improvement. On some of the unaccredited courses there is uneven completion and submission of reviews. The self-assessment report is evaluative and provides a generally accurate picture of the provision, but understates some of the weaknesses particularly in respect of teaching and learning and programme planning.

189. There is no identified curriculum subgroup for humanities and no specialist forum for the discussion of strategic decisions and marketing strategies. The marketing of provision to under-represented groups is ineffective. There has not been enough market research to identify specialist needs and to ensure that the programme offered is meeting community needs. The self-assessment report identified the under representation of male learners in the provision and staff are reviewing approaches to tackle this.

## English, languages & communications

English, languages & communications		2
Contributory areas:	Number of learners	Contributory grade
<b>Languages</b> - Adult and community learning	3896	2

### Languages

#### Strengths

- good teaching and learning
- excellent accommodation and resources in the direct provision
- particularly good range of enrichment activities in modern foreign languages
- effective targeting of disadvantaged groups
- good operational and strategic management

#### Weaknesses

- insufficient use of the target language in a quarter of modern foreign languages classes
- inequality of access in some subcontracted provision

### Achievement and standards

190. Achievement and retention rates are high on most language courses, BSL and GCSE English. Approximately two thirds of learners achieve their target qualifications. Retention rates on most courses are also high.

191. The standard of learners' work is generally high and many learners achieve above expected levels. In BSL sessions, learners' signing skills are good. Modern foreign language learners are confident verbal communicators and are encouraged to use new vocabulary in context. Learners develop good listening and comprehension skills through extensive use of the target language. Reading aloud is often used in lessons to improve learners' pronunciation, and intonation skills are improved through reading aloud and their written work is of a high standard. Learners skilfully incorporate new vocabulary into their existing knowledge. Learners' written work is of a high standard. In creative writing sessions, learners express their ideas clearly and imaginatively. In poorer lessons, a focus on individual words rather than on structures inhibits learners' ability to speak fluently. In a small number of lessons learners do not progress at an appropriate pace.

192. Teaching and learning are good. Of the learning sessions observed by inspectors, approximately a third were graded as very good or outstanding. Staff are well qualified and in modern foreign languages many of them are fluent speakers of the target language. Tutors develop good working relationships with learners and ensure the learning meets their needs. Seventy-five per cent of modern foreign language lessons are taught in the target language. Oral work is closely monitored through paired and group activities so that individual help and support is immediately available. Learners' written work is marked well by tutors. In modern foreign languages, the tutors provide good written feedback on learners' work. However, some written feedback on learners' written work by English tutors was insufficiently detailed and did not provide sufficient guidance on how to improve.

193. Accommodation and learning resources are very good for the direct provision. Classrooms in most locations are well decorated and furnished with excellent technical resources in the main learning centres. All staff are kept up to date with what learning resources are available. Paper-based resources are good and tutors also make good use of interactive whiteboards. Learners on Spanish courses have access to a website that helps them cover missed lessons and gain access to other information and links about Spain. BSL resources are particularly extensive and satisfy the wide range of learning needs. In some outreach centres technical equipment is not available.

194. Modern foreign language learners have access to a particularly good range of enrichment activities including approximately 40 weekend and summer courses in six different languages and a wide variety of evening social and cultural activities. BSL learners go to signed theatre productions.

195. Staff carry out effective targeting of disadvantaged groups. A wide range of courses are provided at a range of levels across the county, many of which are targeted at specific groups. A Spanish course is provided in a drugs rehabilitation centre. French and creative writing are provided in a number of day centres for disabled learners. There is also a Spanish course at a learning centre in the most severely deprived area in the north of the region. However, community language courses have been poorly attended and nine of the 14 courses were cancelled.

196. Learners are provided with effective pastoral support by tutors both during and outside lessons. Some tutors send work home for learners and make good use of e-mail to keep them up to date. Two modern foreign languages classes are supported by learning assistants who are fluent speakers of the target language. In a creative writing class individual support is provided for three students with a range of learning, social and mental health needs.

197. There is insufficient use of the foreign language in a quarter of modern foreign languages classes. Tutors communicate using too much English and do not make sufficient use of texts and other learning materials from the target language. Learners fail to develop their oral skills and are less confident when challenged to answer questions or to speak in the target language. They do not progress quickly enough and their knowledge of vocabulary is less well developed.

## Leadership and management

198. Operational and strategic management are good. Day-to-day management of the provision is very effective and staff have access to well-organised and detailed course files. Staff share practice and try to ensure consistency in schemes of work and lesson plans. There is good communication across all zones by e-mails and newsletters. Staff development is good and is based on a thorough programme of teaching observations. Equality and diversity issues are appropriately tackled through the cultural content of the lessons.

199. There is inequality of access for learners in some subcontracted provision. The provision delivered by some subcontracted providers fails to meet the needs of all learners. Some further education colleges apply different criteria in determining whether a course is educationally viable. Minimum class sizes vary considerably between subcontractors and some classes with fewer than 16 learners have been closed with no nearby alternative provision being available.

**Foundation programmes**

<b>Foundation programmes</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b><i>ESOL</i></b> - Adult and community learning	224	3
<b><i>Community learning</i></b> - Adult and community learning	1051	3
<b><i>Literacy and numeracy</i></b> - Adult and community learning	421	2

***ESOL****Strengths*

- good development of speaking skills in specialist conversation courses
- good support for learners

*Weaknesses*

- inadequate resources in outreach provision
- ineffective use of initial assessment

***Community learning****Strengths*

- good development of personal and learning skills
- good partnerships to meet learners' needs
- good support and guidance

*Weaknesses*

- inappropriate curriculum diagnostic assessment
- unsatisfactory monitoring and recording of progress

***Literacy and numeracy****Strengths*

- good development of personal and learning skills
- good teaching of literacy and numeracy
- good support for learners
- good learning resources

*Weaknesses*

- inadequate target-setting and recording of progress

## Achievement and standards

200. Learners on literacy and numeracy, and community learning courses make good progress in developing personal and learning skills. They develop the ability to work autonomously and to extend their learning beyond the classroom. They can use dictionaries to check spelling at home and have begun to notice how punctuation is used in work communications. Older learners on a mobile telephone course are able to send and respond to text messages. Some learners on literacy programmes use websites at home to help their children develop their own skills. People with mental health difficulties are better able to relate to each other. Some with learning difficulties overcome unhelpful behavioural problems. Some learners progress from adult literacy and numeracy programmes to family learning programmes. Two learners with no previous qualifications designed and presented an award certificate. Two older women enrolled on a community learning pottery class and had their work exhibited at the end-of-year celebration. They are now planning to provide a taster session on pottery in their local community hall.

201. In specialist ESOL conversation courses, learners make good progress. Success rates for the very small number of learners who take externally accredited exams are good, with 100 per cent pass rates in the national literacy and numeracy tests and ESOL intermediate examination. However, pass rates for the higher intermediate level were unsatisfactory and learners on general ESOL courses do not make sufficient progress in listening and speaking.

## Quality of education and training

202. Teaching in literacy and numeracy is good. Tutors plan carefully for individual needs. Lessons are structured to provide both group learning activities and work on learners' individual learning goals. Learners in group activities are allocated activities or roles appropriate to their individual abilities and needs so that they can all participate. Tutors use questions well to help learners make their own discoveries about number and spelling patterns. They suggest useful memory strategies for spelling patterns and shortcuts to numeracy calculations. Learners check their own work first against an answer sheet or calculator to identify errors for themselves. In one group of people with learning and behavioural difficulties, learners worked cooperatively together to agree the answers to a literacy and numeracy quiz. In community learning, the better lessons are well planned, managed and delivered. There is good coaching and supportive teaching which is broken down into small, achievable targets. The pace and tasks are adapted to suit different learners. In poorer lessons, schemes of work and lesson plans lack detail of teaching and assessment methods and learner progress. Individual learners' needs are not taken into account to plan or deliver lessons. Some activities do not sufficiently engage learners. There is some unsatisfactory teaching in ESOL and a lower-than-average proportion of good teaching. Teaching is often not related to learners' real needs.

203. Support for learners is good. Classes are small and often have two tutors to provide individual learner support. Qualified and effective learning support tutors provide

## LANCASHIRE LEA

specialist additional help for learners with dyslexia, learning difficulties or physical disabilities. Learners work closely with their support tutors, evaluating their progress after each lesson. Many classes have support volunteers, many of whom are working towards a qualification in learning support. Some learners on community learning courses receive support from care staff who accompany them to lessons. However, in some cases care staff and volunteers provide too much support. They are not always sufficiently directed by tutors. Guidance to tutors on managing their support staff has been issued, but not all are fully confident in implementing it. Support tutors do not always receive information about learners before their starting a course. This can include important information about methods of handling behavioural patterns or that a learner has a condition which could put them at risk. Learners have good access to independent advice and guidance services which are located at two main centres. Information and guidance are good in community learning. Information is presented in a variety of formats. Marketing materials are targeted to specific learner groups and are available in large print, Braille and different languages. However, some of these are not written appropriately for some learners. A learners' group within one of the community learning programmes is currently working on modifying the learner handbook.

204. The service has good partnership arrangements to meet learners' needs. Partners include the national health service, social services, community organisations and employers. Literacy and numeracy courses are planned closely with partners and offered at a variety of community locations to ensure their accessibility. Timetables are organised to allow learners with children to attend. Targeted courses attract trade union representatives or mothers unable to attend central ESOL provision. Other courses are designed for learners recovering from mental illness, young people on probation or recovering from substance abuse. The service provides a small range of courses that teach literacy as an integral part of a subject such as painting, pottery or cooking. Good links with family literacy and numeracy programmes, managed within the same provision, ensure that parents can move on to courses for themselves after their family learning courses. Very short taster courses aim to attract the most reluctant potential learners. Good partnership arrangements with local colleges maximise the offer to potential learners. In community learning, regular meetings take place with a range of external agencies. Feedback is collected from these organisations to evaluate current provision and identify further learning opportunities and demand. Courses match learners' needs and build on prior attainment and experiences. The partnerships enable learners to progress more easily into different areas of provision or employment. For example, two learners with mental health problems have been able to return to employment. Eight learners with learning difficulties have become staff trainers. Two learners who are ex-offenders have progressed to motor mechanic training in Preston. However, there is no ESOL provision in the south zone. Literacy and numeracy courses often attract small numbers and new provision frequently fails to recruit sufficient learners. Workplace provision has only recently begun to develop. The range of literacy and numeracy programmes in the central zone is small.

205. Learning resources are satisfactory overall and good for literacy and numeracy. Staff are appropriately qualified. Most literacy and numeracy staff in the south zone have the new specialist qualifications at level 4. The number of salaried staff appointments



increased during 2003-04 but there are still insufficient qualified and experienced tutors in foundation programmes to staff all new developments.

206. Literacy and numeracy courses are held in well-designed and equipped rooms at one north zone centre with effective wall displays that encourage independence from the tutor. In other centres and in many outreach locations, most courses take place in pleasantly furnished adult environments but with more restricted availability of learning materials. ICT is well used in many literacy and numeracy courses. Many courses are held in a learning resource area and regularly use computers for half the session. Outreach locations generally have access to computers. Tutors often take laptops for learners to work on. On one north zone course, reading and writing are taught as an integral part of a painting course. Tutors use well-designed web-based material and design their own quizzes for specific groups. There are very good practical resources for numeracy in the north zone with a wide range of measuring equipment including scales, containers, sand and clocks. Paper-based learning materials are clearly designed by tutors using accessible font and layout and incorporate good use of graphics. There is a good collection of the best of the nationally available materials.

207. Resources are inadequate for ESOL outreach provision. Facilities for some classes are very good with well-laid-out working areas and equipment. One outreach centre has a designated complementary therapy room for learners with profound and complex needs. Another has designed a calm environment for yoga classes. Some venues and resources are unsuitable. Some teaching areas are too small and are easily disrupted by external noise. There is not enough use of ICT and many tutors working in the community are not aware of the adaptive learning technology available. Resources for ESOL in outreach locations are unsatisfactory. Some learning centres have poor access for learners with restricted mobility. Some have no ICT resources, video or ESOL-related resource materials. One outreach venue has only a flip chart.

208. Target-setting and recording of progress is inadequate. Learners have an initial assessment of their skills using an appropriate tool. In the best teaching, this assessment is used to identify their goals and targets. Throughout numeracy courses in the south zone, diagnostic assessment is used to better inform targets and teaching strategies. However, most learning plans have targets for the course which are too broad for tutors to measure and for learners to understand their progress. Targets are often expressed as to improve spelling, know alphabetical order or manage money better.

209. On general ESOL courses, the use of initial assessment to plan individual learning is ineffective. One learner who has a target of improving his speaking skills to deal with customers to his business is not making adequate progress. Other learners with professional qualifications would like to use the course in order to be able to rejoin their profession but have to do the same activities as the rest of the class. Initial assessment of the support needs of learners on community learning courses is thorough and effective but diagnostic assessment related to the subject which learners are studying is unsatisfactory. Learning styles are often assessed but are not generally recorded or used to help develop effective teaching strategies. There is insufficient recording of learners' progress in personal and learning skills. Most learners can articulate the progress they

have made in developing confidence, their ability to communicate and their application of their learning outside classes. However, such progress is not recorded on the individual learning plans. Some community learning tutors keep detailed records of learners' development against their previous goals. Others keep only minimal notes and record what has been taught rather than what has been learnt. Learners and tutors are unsure of what they have achieved and learners are often set unrealistic goals.

## **Leadership and management**

210. Managers work well to staff the provision. Several new appointments and changes to salaried teaching and operational management posts were made in 2003-04. A well-designed professional development programme, delivered in partnership with staff from other colleges, is effective in developing tutors' skills. Tutors receive payment to attend the service's termly development event and for specified meetings. Communications are good, with regular meetings for staff who feel well supported. Good practice is increasingly being shared. There are regular meetings with external organisations to evaluate provision and to plan for further developments. Service level agreements between partners in community learning are monitored regularly. The management of the service by zones facilitates quick responses to local needs. However, management information is often collected differently in each zone. One zone monitors attendance rates while others do not. Information about the service as a whole is not easy to obtain. Understanding about the right to payment for professional development events is different between zones. Systems for mentoring new community learning staff vary between zones. Zones offer different levels of entry accreditation.

211. There is good awareness of disability issues among staff and a high level of support and respect for people with disabilities. Staff have received disability awareness training. Learner evaluations have been translated into pictorial form for learners unable to read. A simplified compliments and complaints slip is used in one centre. One group of learners with mental illnesses has produced an illustrated learner guide to all the services at the centre, which is kept in reception for new learners to consult. Learners understand bullying and harassment and know how to complain. Taster and outreach programmes and many of the initiatives with schools, designed to widen participation, attract previously marginalized learners. However, race issues have a low profile outside ESOL provision. Participation rates are monitored but retention and achievement by gender and ethnicity are not.

212. Observations of teaching and learning in literacy and numeracy are detailed and effective in identifying good practice and areas for improvement. Grading of lessons is generally accurate. In literacy, numeracy and ESOL, zones operate with different kinds of proforma and some differences in procedure. A literacy, numeracy and language quality assurance framework is beginning to be effective in bringing about standardisation of outcome. A recent audit of the content of course files led to improvements. The self-assessment report is detailed, self-critical and leads to a clear development plan. However, the need for an internal verification system for entry-level accredited courses and a standardisation procedure for establishing achievement on non-accredited courses were identified as necessary in 2002-03. These are still in development. Weaknesses in

ESOL resources in outreach locations and differences in the quality of monitoring of progress against targets in literacy and numeracy were not identified. There are insufficient quality checks on assessment outcomes and the quality of individual learning plans in offsite ESOL courses. Some community learning observations are not sufficiently detailed and the action plans include inappropriate activities with inappropriate achievement dates.

## Family learning

Family learning		2
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	4907	2

### Strengths

- good development of parental skills
- good teaching and learning
- very effective partnership arrangements to widen participation

### Weaknesses

- insufficient progression from wider family learning to family literacy, language and numeracy courses
- insufficient accreditation of learning

## Achievement and standards

213. Learners develop good parental skills. They produce good standards of written work and gain a good understanding of the school curriculum. Learners understand the benefits of meeting other parents and carers to share and discuss their own experiences with others. Learners acquire good transferable skills to use with their children at home and better understand the way children learn and develop. For example, some parents and carers learn how to use play activities such as baking or puppet making and use these activities very well to develop better relationships with their children. Through many of the learning sessions, learners' own numeracy and literacy skills improve. Many parents develop sufficient confidence to discuss homework issues with the school. Parents are also able to contribute more effectively to school life including parents' evenings. In a number of schools, literacy resources made by learners are used and loaned to other parents and carers. Attendance and retention are good. The attendance of school pupils at one primary school has increased significantly, following the attendance by mothers on a family learning course.

214. Although there is currently no accredited provision, tutors celebrate learners' achievements at presentation events. Learners receive a college certificate and photographs are used to record learners' achievements.

215. There is very low progression from wider family learning courses to family literacy, language and numeracy courses. Wider family learning taster courses in a broad range of subjects attract learners and enable them to identify additional learning needs. These needs, often for additional basic skills help, are not met currently. After attendance at the initial course there is nowhere for the learner to progress to. Learners have little awareness of opportunities for progression. Only a small number of schools participate

in the family literacy, language and numeracy courses, which has a direct impact on the success of the programme.

216. None of the current learners are working towards a skills for life qualification. Some are halfway through a course but have not yet been registered for an accredited qualification. Learners are unaware of what qualifications might be available and of their value. There is no strong impetus from staff to promote skills for life qualifications.

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

217. Teaching and learning are good. Tutors produce detailed session plans and refer to them well while teaching. Where programmes are taught jointly by playgroup and school staff, planning is carried out by the whole staff team. In many lessons, tutors work well to ensure learning activities relate effectively to learners' own lives and situations. In the best sessions, tutors provide learners with a good range of learning activities to meet their individual needs. Tutors also work well to ensure that learners' language and numeracy skills develop as they work on activities with their children. For example, numeracy skills are developed while learners are measuring ingredients before baking a cake. Practical tasks given to learners are designed to help learners understand basic theory. For example, a group planning an end-of-term party worked on budgeting, how to involve children in the planning, and assessing needs in terms of the numbers of children attending.

218. Overall, resources are satisfactory. Tutors are appropriately qualified and experienced. They attend regular updating sessions, for example, in health and safety and first aid. Residential professional development activities are attended by tutors from across the region and enable them to share good practice and develop the curriculum. In craft and healthy eating sessions, there are adequate supplies of consumable resources and learners have access to appropriate, relevant equipment and materials. Some rooms are not of an adequate size for the number of learners on some courses. Most rooms are accessible for people with restricted mobility. Handouts produced by tutors are good and include illustrations and clearly written instructions.

219. Learners complete mid- and end-of-course reviews and evaluations and this feedback is used to improve the provision. Some tutors plan learning sessions four weeks in advance to meet learners' individual needs. One tutor uses feedback from a different group of learners at the end of each session to ensure the provision is meeting their needs.

220. Learners are provided with satisfactory support and guidance. On family learning courses learners complete literacy and numeracy assessments after five weeks on the programme. On other courses, a checklist is used to identify learners' skills. Individual learning plans are used by most tutors to record learners' progress and achievements. When learners' specific needs are identified, appropriate support is provided. For example, a literacy co-ordinator at a primary school works with learners and the school support tutor to help improve their self-confidence. Childcare facilities are provided for

learners. On one family numeracy course, a tutor uses an information and guidance service to help learners. For example, when learners express an interest in gaining qualifications, the tutor arranges for this service to discuss with the group further courses and progression routes. A language support tutor and an ESOL specialist are available to help learners through this process.

### **Leadership and management**

221. Managers have very effective partnerships to widen participation. Current partners include schools and community organisations such as Sure Start, Home Start and the Lancashire Parent Partnership. Wider family learning is provided at a good range of venues. Family learning taster days are well organised and are particularly successful in attracting new learners. Managers work well to respond to learners' and partners' ideas and feedback, and provide appropriate provision according to identified community learning needs.

222. Tutors fully understand equality of opportunity and all staff understand the aim of widening participation within the community. All learners understand their rights and responsibilities, and the complaints procedure in family learning is made clear to all learners during their induction. Tutors fully understand their roles and responsibilities and paperwork is used consistently by all staff. Full- and part-time tutors work well together and informal communications are good. Induction for new tutors is effective and is followed by a period of two weeks shadowing an experienced member of staff who provides good, appropriate support. Tutors were fully involved in the development of the self-assessment report.

## Community development

Community development		2
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	192	2

### Strengths

- good achievement of targets by learners for themselves and for their communities
- good teaching and learning
- effective management and use of resources
- very effective partnerships

### Weaknesses

- insufficient sharing of good practice in community development

## Achievement and standards

223. There is good achievement of targets by learners for themselves and for their communities. Learners gain new skills and improved self-confidence, can apply their learning at home and pass them on to others in the community. One group of learners with hearing difficulties has developed good lip-reading skills and this has increased their confidence in communicating with others. Many learners gain new skills that are particularly useful in their local communities, for example, ICT skills to produce newsletters and to keep accounts, organisational skills in running social events and acting as advocates for the benefits of learning programmes to others. Many groups as a result of their learning programmes are able to continue meeting and to run their own learning programmes. They acquire enhanced knowledge of how to raise funds, how to keep accurate records and how to run projects. A number of learners have progressed from their initial programmes to more specialist courses leading to some form of accreditation. Attendance at courses is varied but mostly satisfactory. There is good support for learners to keep attending the courses. Tutors and development workers follow up absences, check the reasons for non-attendance and encourage learners to return.

## Quality of education and training

224. Teaching and learning are good. Seventy per cent of lessons observed were judged to be very good. Tutors fully understand learners' diverse needs and prepare and plan their courses thoroughly and take account of their individual and particular needs. A tutor on one course provides additional sessions for learners who have missed classes. Tutors develop good working relationships with learners. They make good use of individual learning plans and modify work schemes to ensure all needs can be met. Tutors are particularly effective in checking that learners understand lesson objectives.

## LANCASHIRE LEA

Group work is well used as a preferred way of learning in a training course for volunteers. Courses are designed to accurately reflect learners' needs and aspirations. Some tutors are less successful in meeting the needs of all learners. There is good recording of learners' progress. For example, on one course, personal logbooks are used to record learners' skills development and how those skills are used outside the learning sessions.

225. There is effective management and use of resources. There are effective appraisals for many of the staff, and good access to staff development. All development workers have had training in information, advice and guidance skills, and half of the staff have had skills for life training. Tutors and learning development workers ensure that venues for the learning programmes are adequate with good access for people with restricted mobility. Many sessions include formal reminders of health and safety. There are some very well-equipped ICT facilities in some local community centres. Resources are used effectively to promote wider participation. Adapted equipment is readily available.

### **Leadership and management**

226. Partnerships are very effective. Many courses are targeted at meeting the needs of specific communities. Community needs are generally identified in conjunction with partner groups. For example, communities in one area worked together to run a pilot course with the support of the service, to improve the range of skills and effectiveness of volunteer tutors in the religious schools attached to the mosques. Partnerships are very effective with good joint planning to meet local needs. Partnerships include good working relationships with further education providers, borough councils, community organisations, local learning partnerships, voluntary groups and faith organisations. Additional funding has been acquired for community learning projects. The service is very effective in meeting of needs of voluntary, community and faith organisations. For example, a course is run to enable organisations to develop digital picture editing skills.

227. There is a strong commitment to community involvement in the service, and also to widening the participation of disadvantaged learners and communities in learning. The service's strategy allows the three zones to identify local priorities and work with an extensive range of local partnerships to promote and support learning. Staff understand the needs of learners and have a very clear view of how their work contributes to the organisation's strategic aims and objectives. There is support from managers for new initiatives suggested by development workers.

228. There is insufficient sharing of good practice in community development. There is no distinct strategy for community development. Management information systems are not geared up to enable community development work to be reported distinctively. Although the service is highly responsive to requests from community, faith and voluntary organisations, and to opportunities for project funding, insufficient attention is paid to evaluating the effectiveness of particular initiatives and transferring practice to other parts of the service. Some projects are not sufficiently sharply focused. There is not enough provision of accredited courses within easy reach of some local communities to enable learners to progress further.