INSPECTION REPORT

Wakefield LEA

04 February 2005

ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

Overall judgement

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

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

This provision will be subject to a full reinspection.

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

INSPECTION REPORT

Wakefield LEA

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Wakefield Adult and Community Education Service (Wakefield ACES) provides learning opportunities for adults in Wakefield as part of Wakefield Metropolitan District Council (WMDC). It covers Wakefield city and the surrounding area, stretching north and east as far as the towns of Castleford and Pontefract, and including a number of small communities which were formerly dependent on coal mining. Wakefield ACES has grown considerably since its inception in its current form in 1993, and now operates out of 26 main centres and over 100 community venues to ensure local access. Provision is organised through a local authority-led network of delivery partners, including voluntary and community organisations and schools, with all tutors being directly employed by Wakefield ACES. Much of the provision takes place in the daytime and is designed to meet the needs of learners in areas of deprivation, and to widen participation. Evening provision also takes place, concentrated in a restricted number of curriculum areas. Wakefield ACES employs 50 full-time staff and a team of 224 part-time tutors. The senior management team of five full-time members and one part-time member includes a principal adult education officer and a team of adult and community education officers with responsibility for different curriculum areas and different geographical areas across the district.

2. Wakefield Metropolitan District has a higher unemployment rate than West Yorkshire as a whole, and the area has particular pockets of deprivation. Thirteen of the 21 wards are among the most deprived 15 per cent of wards in the country. Just over 2 per cent of the district's population is from a minority ethnic background, compared with the national average according to the 2001 census of 9.1 per cent. However, the overall figure disguises considerable local variation, especially in Wakefield city, where the figure in some wards is much higher. The overall educational attainment of adults in Wakefield is below the national average. Almost two-fifths of the economically inactive workforce have no qualifications and over a quarter of the population is estimated to have literacy, numeracy or language skills development needs. Those in work have particularly poor educational attainment in level 3 and 4 national vocational qualifications (NVQs).

SCOPE OF PROVISION

Information & communications technology

3. Wakefield ACES provides information and communications technology (ICT) courses at basic, elementary, intermediate and advanced levels. Courses include word-processing, spreadsheets, databases and other applications such as digital imaging, web page design and computer art. To date, 2,148 learners have enrolled on 242 courses during 2004-05. During the previous year, 3,256 learners enrolled on 467 courses. Currently 1,667 learners are following 201 courses. Of these, 39 per cent of learners are over 55 years of age and 19 per cent are under 35. Thirty per cent of learners are men and 3 per cent are

from minority ethnic groups. Courses run during the day and in the evenings. The shortest course is for three hours and the longest for 40 weeks, and learners are required to attend for a minimum of two or three hours a week. Ninety-one per cent of enrolments are on accredited courses. Courses are taught in 35 venues throughout the area, including schools, libraries, local learning centres, a day centre and community halls. A full-time member of staff oversees this curriculum area, and is supported by two senior tutors and three team leaders. There are currently nine full-time and 41 part-time tutors.

Hospitality, sport, leisure & travel

4. Wakefield ACES currently offers 101 courses in hospitality, sport, leisure and travel, constituting 21 per cent of its total provision. Courses are predominantly non-accredited and include yoga, tai chi, keep fit, swimming, badminton, cookery and wine appreciation. Eighty-two per cent of courses are sports related. Accredited courses make up approximately 10 per cent of the provision. They are offered at levels 1 and 2 in sport and up to level 3 in catering. These include soccer coaching, a swimming teachers' certificate, community sports leaders' awards and courses in rugby, cricket, food hygiene, cake decoration and cookery. Courses are offered during the day and evening at 32 venues throughout the area, including schools, village halls, community centres and adult education centres. No weekend provision is offered, although some accredited courses involve weekends. Many classes are mixed ability. Eighty-one per cent of learners are women. Six per cent of learners are registered as disabled. Approximately one-third of all learners are aged over 55. In 2003-04 there were 3,517 learners. Currently in 2004-05, 1,686 learners have enrolled. There are 33 part-time tutors who generally work between one and nine hours a week. Some tutors work across different sites and geographical areas. The programme is managed by a curriculum manager who is supported by two senior tutors and two curriculum team leaders.

Hairdressing & beauty therapy

5. Beauty and holistic therapy courses constitute 4 per cent of Wakefield ACES' total provision. Learners attend part time in the day and evening. Currently there are 343 learners on beauty therapy, anatomy and physiology, aromatherapy, reflexology, acrylic nail and nail art courses. In 2003-04, there were 356 enrolments. In 2003-04 most courses were non-accredited, but in 2004-05 only nail art and acrylic nails are not accredited. Thirteen learners are men and nine are from minority ethnic groups. Eighty-one per cent of learners are aged over 25. Wakefield ACES uses 21 sites, including community venues, to deliver its courses. The curriculum area has seven vocational tutors, all of whom have teaching qualifications, one adult and community education officer, two senior tutors and two team leaders.

Health, social care & public services

6. Wakefield ACES currently has 594 learners enrolled on health, social care and public services courses. In 2003-04 there were 1,597 enrolments. The provision includes pre-school practice from level 1 to 3, Open College Network (OCN) counselling and assertiveness training at levels 1 and 2, a nationally accredited health and safety course at foundation and advanced levels, first aid courses for early years, for emergency aid, at work and for appointed persons and OCN welfare rights at levels 2 and 3. Most first aid and all health and safety courses are delivered in partnership with the Wakefield environmental health unit. Courses in first aid for babies and children are delivered by Wakefield ACES. A range of short courses, of one or two days' duration, are offered in specialised subjects such as special needs awareness, managing children's behaviour, working with the under fives, child protection and early learning goals. At the time of inspection courses are offered at Wakefield ACES' main Manygates Education Centre and at 12 other locations in the Wakefield area. Eighty-nine per cent of courses are offered between the morning and mid-afternoon, these best suiting learners' availability. A minority of courses are offered in twilight or evening sessions. Eighty-two per cent of learners are women, 6 per cent of learners are members of minority ethnic groups and 3 per cent of learners have a disability. Most learners are between 25 and 45 years of age, with 25 per cent aged 46 or older. Wakefield ACES has 23 tutors, 15 of whom are currently offering courses.

Visual & performing arts & media

7. Currently 1,116 learners are studying on arts and crafts courses, which make up over 80 per cent of Wakefield ACES' provision in visual and performing arts and media. Craft courses include stained glass, pottery, embroidery, sewing, soft furnishing, paper crafts, calligraphy and photography. Art provision includes drawing, painting, watercolour and life drawing. A small amount of provision in dance and music is available, but was not inspected. Approximately 16 per cent of learners work towards OCN accreditation. Most classes are between one and three-hours long and last for six to 36 weeks. At the time of inspection classes were offered at 31 venues. Nearly 40 per cent of classes take place at the Manygates Education Centre and the Wakefield Resource Centre. The rest are offered at a range of community venues, including schools, churches and community centres. Eighty per cent learners are women, 2 per cent of learners are from minority ethnic groups and 13.5 per cent have disabilities. Two per cent of learners are aged under 25, and 34 per cent are aged over 65, compared with 7.2 per cent and 16 per cent respectively for Wakefield ACES as a whole. In the full year 2003-04 there were 2,347 learners in this area, of whom 27 per cent worked towards accreditation.

English, languages & communications

8. Wakefield ACES provides 78 classes in this area of learning of which 65 are in modern languages. The range of languages includes Arabic, French, German, Italian, Spanish and Urdu. These classes are mostly at beginners' level but opportunities for progression are available in the European languages. There are six classes in English, two in British Sign Language (BSL) and three in lip reading. Classes take place during the week in the daytime and evening at 24 locations across the borough such as adult learning centres, schools and community venues. They are mainly taught in two-hour sessions over 30 weeks. In 2003-04 there were 1,275 enrolments. Sixty-three per cent of learners were women and 20 per cent were aged 65 or older. Sixty-three per cent were on a course leading to a qualification. Currently there are 1,190 enrolments. Wakefield ACES employs 27 part-time tutors and one subcontractor employs eight. One adult and community education officer, two senior tutors and one team leader are responsible for the delivery of the programme. All are employed part time.

Foundation programmes

9. Wakefield ACES' foundation provision in literacy, numeracy and language teaching accounts for 12 per cent of its total provision. Courses are run at five main centres and at an additional 22 community venues which include religious buildings, community centres and workplaces. Currently there are 25 different courses on offer. These include English for speakers of other languages (ESOL) courses for all levels of ability, English for everyday living, mathematics workshops and life skills. Most courses are held during in the daytime on weekdays. A few courses are held in the evening. Some courses run for about three hours a week for 10 to 32 weeks. Shorter courses and taster sessions are delivered in three to six hours. The area is managed by a programme manager. Three senior tutors or team leaders are responsible for the three subject areas of literacy, numeracy and language and manage a team of 17 tutors. All staff are line-managed by the programme manager. During 2003-04 a total of 1,545 learners enrolled on courses, with 562 of these attending literacy courses, 530 attending numeracy courses and 453 attending language lessons. In 2004-05, 783 learners have started courses and 691 are still on programme. Of these learners, 295 are on literacy courses, 269 are on numeracy courses and 127 are on language courses. Twenty-four per cent of learners are men and 14 per cent of learners are from minority ethnic backgrounds. Thirty-eight learners with learning difficulties or disabilities enrolled on literacy or numeracy courses in 2003-04, and 28 are attending courses in the current year. In the current year so far, 147 learners have enrolled on work-based learning courses, compared with 356 during 2003-04. Learners are able to take various qualifications in literacy and numeracy ranging from entry level 1 to level 2. ESOL learners are able to work towards the new specifically designed qualifications.

Family learning

10. Wakefield ACES' family learning provision consists of courses in family language, literacy and numeracy (FLLN) and wider family learning. Currently 36 learners are enrolled on FLLN courses and 120 are attending wider family learning courses. The FLLN provision includes 96- and 72-hour accredited courses in literacy and numeracy. Wider family learning provision consists of a number of accredited introductory courses ranging from 12 to 30 hours in duration. Courses have a specific focus such as speaking and listening, reading and writing skills, numeracy and literacy and family learning ICT. The provision is matched to the national curriculum key stage 1 and foundation level for children, and to entry level, level 1 and level 2 for adults. Parents and carers who attend courses are awarded an in-house learning family learning certificate. This encourages parents and carers to become involved in their children's learning, and Active Tots, an exercise class which offers an accredited qualification in pre-school children. Other courses include baby exercise, family health and pre-school learning. All FLLN provision is accredited. Wakefield ACES provides training courses to schoolteachers and other key workers in schools, libraries and community organisations. The family learning team comprises a skills for families consultant who works half-time, two senior tutors, a team leader for wider family learning and 15 adult and community learning tutors. In addition there are 11 school teachers and other local education authority (LEA) staff who deliver parts of the curriculum. The provision is offered in 25 community venues, most of which are schools or nurseries. Provision is offered across the area, but predominantly in areas of high priority. Most provision is delivered directly through Wakefield ACES, although some provision is delivered through schools and early years agencies.

ABOUT THE INSPECTION

Number of inspectors	18
Number of inspection days	90
Number of learner interviews	785
Number of staff interviews	150
Number of locations/sites/learning centres visited	114
Number of partner/external agency interviews	17

OVERALL JUDGEMENT

11. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, Wakefield ACES' leadership and management are good, as is its approach to equality of opportunity. Quality assurance arrangements are satisfactory. Provision is good in ICT, health, social care and public services, foundation programmes and family learning. Provision is satisfactory in hospitality, sport, leisure and travel, hairdressing and beauty therapy, visual and performing arts and media, and English, languages and communications.

GRADES

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

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

Information & communications technology	2	
Contributory areas:	Number of learners	Contributory grade
Using IT		
- Adult and community learning	1667	2

Hospitality, sport, leisure & travel	3	
Contributory areas:	Number of learners	Contributory grade
Hospitality and catering		
- Adult and community learning	281	3
Leisure, sport and recreation		
- Adult and community learning	1405	3

Hairdressing & beauty therapy	3	
Contributory areas:	Number of learners	Contributory grade
Beauty therapy		
- Adult and community learning	343	3

Health, social care & public services	2	
Contributory areas:	Number of learners	Contributory grade
Early years		
- Adult and community learning	203	3
Other contributory areas		
- Adult and community learning	391	2

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts		
- Adult and community learning	392	2
Crafts		
- Adult and community learning	724	3

English, languages & communications		3
Contributory areas:	Number of learners	Contributory grade
Languages		
- Adult and community learning	1190	3

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
ESOL		
- Adult and community learning	127	3
Literacy and numeracy		
- Adult and community learning	564	2

Family learning		2
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	156	2

KEY FINDINGS
Achievement and standards

12. **Retention and achievement rates in ICT are good.** The current overall retention rate for ICT courses is 94 per cent. In 2003-04 the achievement rate on the examination-based qualification in information technology (IT) was 67 per cent. In the same year the achievement rate on the basic computer literacy course was 67 per cent and the retention rate was 84 per cent. Achievement rates on non-accredited short courses are good at 85 per cent for 2003-04, with 88 per cent of learners remaining on their programme for its duration.

13. **Retention rates in hospitality, sport, leisure and travel programmes are good.** Retention rates on sports courses have increased significantly since 2003-04. In 2004-05, all learners on accredited sports courses and 96 per cent of learners on non-accredited courses have been retained. In 2004-05 just over 90 per cent of hospitality learners have

been retained. Achievement rates on accredited sports courses in 2004-05 are very good. **All learners who started these courses in 2004-05 have achieved their qualification.**

14. **The standard of learners' work in cake decoration is good.** All learners demonstrate good skills in areas such as piping, filigree work, brush embroidery work, and use of colouring techniques, with some of the work approaching commercial standards.

15. **Achievement rates in hairdressing and beauty therapy are satisfactory for 2003-04.** The achievement rate for all beauty and holistic therapy courses in 2003-04 was 63 per cent. **However, the standard of learners' work is good.** Learners are able to perform techniques to a good standard, and portfolios of work contain a good variety of evidence to support learners' practical work.

16. In health, social care and public services, **retention and achievement rates on first aid, and basic health and safety courses are high.** Ninety-seven per cent of first aid learners are retained and 91 per cent achieve the qualification. Ninety-four per cent of basic health and safety learners are retained and 89 per cent achieve the qualification.

17. **Early years learners develop good vocational skills.** They demonstrate skills and understanding of how children aged three to five learn. They can promote positive social behaviour in children, and can encourage children to explore and to use their imagination. **However, retention and achievement rates on 'getting started' early years courses are low.** Fifty-eight per cent of these learners are retained and 47 per cent of them achieve the qualification.

18. **Art classes successfully develop learners' visual awareness and creativity.** Learners are encouraged to take risks in their work and to explore a wide range of media and processes. **Technical skills development in craft classes is good.** Learners develop diverse skills and work on complex tasks.

19. **Learners who seek accreditation on modern foreign languages courses achieve well.** In 2003-04, success rates on these courses were between 88 per cent and 100 per cent.

20. On foundation programmes, **retention rates were good on literacy and numeracy courses in 2003-04,** with 81 per cent of learners completing courses. Retention rates in 2003-04 were particularly good on courses delivered in the workplace. Of the learners taking literacy and numeracy or ESOL courses in their place of work, 93 per cent completed. **On these programmes, the achievement rate was also good at 80 per cent.** However, **retention and achievement rates were poor for most other ESOL programmes during 2003-04.** Only 46 per cent of these learners remained to the end of their courses and only 29 per cent of ESOL learners achieved a qualification.

21. **Retention and achievement rates on family learning provision are good.** All FLNN and most wider family learning courses are accredited. The retention rate is high at 92 per cent and the achievement rate for 2003-04 was good at 80 per cent.

Quality of education and training

22. **Teaching and learning in ICT are good.** Seventy-four per cent of the teaching observed was good or better. Tutors use a good mix of delivery styles that engage learners and stimulate them to participate fully in discussions and debates.

23. The ICT provision is effective in widening participation. Many centres are strategically located and well served by public transport. Environments are welcoming to learners returning to learning after a long break. Centres offer a range of introductory courses and tasters designed to appeal to learners with little or no IT knowledge.

24. **Resources to support learning in ICT are particularly good.** Most centres have modern computers with flat-screen monitors and up-to-date software. Many centres are now equipped with overhead digital projectors and active whiteboards and Wakefield ACES plans to provide this equipment to more centres. The larger centres have a range of specialist assistive equipment. **However, methods for storing learners' work in ICT are inappropriate in most centres.** There is no provision for permanent shared storage facilities to store work.

25. **ICT learners are given insufficient literacy and numeracy skills support.** Learners receive aptitude tests and an initial assessment, which are used to create individual learning plans. Tutors are unaware of set procedures to handle learners who need help with literacy and numeracy. They have had little training on feeding back poor literacy results and creating action plans to resolve problems.

26. **Much teaching on sports and accredited hospitality courses is good,** enabling learners to maintain and develop practical skills. Sixty-two per cent of observed sessions were graded good or better. Sessions are generally well planned and include a good range of activities to develop learners' skills, knowledge and understanding. Many tutors are very sensitive to learners' health status and suggest suitable modifications or alternatives to movements in classes such as yoga.

27. **Teaching on non-accredited hospitality programmes is poor.** Some sessions are poorly planned with insufficient checking of learners' understanding and involvement.

28. **Monitoring and recording of learners' progress on hospitality and sport programmes is insufficient.** Most tutors devise group learning outcomes rather than negotiating outcomes with each learner. Few individual learning outcomes are identified. Many learning outcomes are not focused or detailed enough to be easily measured.

29. **Teaching and learning in beauty therapy are good.** All sessions observed during the inspection were satisfactory or better, with 78 per cent graded as good. In practical sessions in particular, the application of teaching to commercial practice is good.

30. **Accommodation for beauty therapy is good.** Most centres are modern with good,

well-lit multi-purpose rooms of an appropriate size which provide pleasant environments that are conducive to learning. The multi-purpose room used in one centre converts into an ideal, well-equipped salon. **However, most centres which deliver beauty and holistic therapy do not have enough of the couches they need for classes.**

31. **Wakefield ACES does not offer enough courses to attract men and minority ethnic learners to beauty therapy.** The courses offered traditionally attract white women learners. Not enough courses are offered to attract under-represented groups and Wakefield ACES has not done enough research into possible alternative courses.

32. **Teaching and learning in health, social care and public services are good.** Seventy-eight per cent of the learning sessions observed were good or better and none were unsatisfactory. Tutors plan the delivery of the curriculum thoroughly in all sessions, and use a range of teaching methods. All tutors provide relevant additional learning materials and design interesting tasks that engage learners and promote learning.

33. **Programmes in health, social care and public services respond effectively to community needs.** A wide cross-section of the community takes part in the first aid and basic health and safety courses. Courses are offered and assessed in Asian languages when needed. Wakefield ACES makes a major contribution to the training of people who want to become qualified workers in playgroups with children aged three to five years old.

34. **The range of Wakefield ACES' provision in health, social care and public services is insufficient to meet the needs of all learners.** Some learners who have appropriate prior learning would prefer to be offered fast-track opportunities. Many learners want a qualification which would enable them to work with children aged up to seven years old in full-time settings, and some learners who wish to train for employment in health and social care are not being accommodated.

35. **Teaching and learning in art provision are good.** Art programmes are well devised and structured. Craft classes are often operated as open workshops **with tutors responding flexibly to each learner's needs and projects.** Tutors employ a range of sympathetic and effective techniques including individual coaching, intervention, demonstrations, handouts and advice. All visual and performing arts and media sessions observed were at least satisfactory, with 68 per cent graded as good or better.

36. **Wakefield ACES offers a wide range of courses in visual and performing arts** with a good geographical spread throughout the area. Many courses are targeted at new learners. They are often held in new venues and at different times during the day and evening. However, cultural diversity is not explored and not enough use is made of ICT in practical classes.

37. **Systems for recording learners' progress in visual and performing arts are not sufficiently developed.** Initial assessment is generally carried out, but not always used effectively. Individual learning plans are often used to record task completion, rather than the learning and progress taking place.

38. **Assessment practices for learners in modern foreign languages are good.** Before enrolment, potential learners of modern foreign languages self-assess their level of attainment. They use a simple but very effective form developed by Wakefield ACES to assist learners and those responsible for advising them. This leads to discussion between the tutor and learner during the first session, the results of which are recorded on a separate sheet.

39. **A minority of tutors use English excessively in foreign language sessions.** Learners do not have sufficient chance of developing their listening skills and fluency in speaking. Eighty-four per cent of observed languages sessions were satisfactory or better.

40. **Teaching and learning are good on foundation courses in literacy and numeracy.** Eighty per cent of observed teaching sessions were good or better. The learning environment created by tutors is welcoming and motivational, with tutors maintaining a good pace. Tutors and learners interact well. There is good differentiation of work for learners within their classes.

41. **Tutors pay insufficient attention to the individual needs of ESOL learners.** Individual learning is not recorded in enough detail to support the planning of appropriate learning activities for each learner.

42. **Teaching and learning are good on family learning programmes.** Sixty-six per cent of observed sessions were good or better, and 50 per cent of all sessions were very good. There is excellent consistent course planning and preparation to meet learners' interests and needs. **Parents and carers develop good transferable skills.**

43. **The 'skills for families' project is successful.** The family learning team successfully applied to be one of the 12 pilot 'skills for families' projects, part of the government's skills for life strategy on training in literacy, numeracy and the use of language. They achieved all their targets and established a number of good practices in family learning. This success in the first stage has enabled them to proceed to the second stage.

44. **Accommodation for family learning is unsatisfactory in some venues.** Approximately 30 per cent of venues have inadequate furniture including infant and junior chairs and tables. Some rooms are used as thoroughfares, canteens or school halls.

45. **Insufficient information on progression opportunities is provided in family learning classes.** Much information on progression is limited to literacy, numeracy and other family learning courses. Alternative provision and opportunities to broaden learners' aspirations and career opportunities are not promoted enough.

Leadership and management

46. **Managers at all levels throughout the LEA provide good strategic direction and planning.** The LEA's education department, the lifelong learning department and the governing body all take an active role in assisting Wakefield ACES' senior management team to develop a clear vision and supporting strategy. This strategy is very effective at identifying a wide range of community needs as well as effectively targeting identified communities in the Wakefield district. Wakefield ACES completes extensive business planning and this effectively supports the strategic plan. The governors represent key community groups and contribute a wide range of skills and knowledge, providing Wakefield ACES with effective oversight and guidance.

47. **Wakefield ACES contributes very effectively to a range of partnership and network groups in the district.** Senior staff play key roles in the local learning partnership as well as taking a lead role in the local learning network.

48. Learners receive an initial assessment and diagnosis to identify any literacy, numeracy or language skills support needs. These assessments are carried out by the centres using varying but appropriate tools. Literacy, numeracy and language skills support is imaginatively established in some areas of learning, but less successful in others. Learners in some outreach centres experience delays before receiving support.

49. **Wakefield ACES very successfully employs a range of strategies to widen participation.** It runs activities from 26 main centres and over 100 community venues spread well across the district. Access is further supported with crèches at a number of centres and concessionary or free provision in targeted areas. Wakefield ACES works very well in partnerships to widen participation, and makes good use of its community development workers to identify and meet community learning needs. Wakefield ACES uses data well to analyse and deal with matters related to widening participation. It has achieved a minority ethnic learner representation of over twice that of the area's population as a whole, and an even higher rate of participation in Wakefield itself at 9 per cent. However, learners from minority ethnic groups remain under-represented in some curriculum areas, and men are under-represented in most areas.

50. **Wakefield ACES celebrates the achievements of learners and tutors well** in national and local publications and through awards and celebratory events.

51. **Wakefield ACES has a well-established system for the observation of teaching and learning.** Tutors are observed at least every other year. The documents used to support this process are of a very high standard. Action plans are generated when teaching is judged unsatisfactory. However, satisfactory or better outcomes do not currently result in an action to further improve performance.

52. **Wakefield ACES subcontracts centres to deliver provision effectively.** Each centre has a detailed service level agreement which clearly states targets in relation to course hours as well as target participation groups. Wakefield ACES' officers monitor these targets well.

53. **Wakefield ACES does not manage and oversee the curriculum areas consistently.** It does not have an overall quality matrix to ensure fully a common approach and standard in all areas of learning. Individual learning outcomes are not monitored or recorded consistently. Not all areas of learning have systems to enable the sharing of good practice between tutors. New tutors do not always undergo the full induction process. Line management responsibilities are not always clear. Attendance at staff meetings and staff training events is sometimes poor. Most tutors do not feel that they have been involved in self-assessment. No audit process exists to ensure compliance in the use of documents or application of policies and procedures in all centres or across areas of learning. Communication processes do not always ensure that all tutors, especially those working in outreach centres, know and understand the rationale for some management decisions. Some curriculum management teams are not yet fully staffed, with some small teams expected to service large curriculum areas.

54. **Wakefield ACES does not sufficiently monitor or enforce safe working practices in hospitality, sport and leisure programmes.** Tutors risk-assess venues using a standard checklist but have not been trained to use the checklist, although centre managers have. The assessments do not adequately assess the risk of the activity, equipment, learner groups or timing of classes at the venue. The quality of risk assessments is not adequately monitored.

55. **The self-assessment report for health, social care and public services is good.** It is comprehensive and accurate. Wakefield ACES has identified weaknesses and carried out a thorough investigation of their underlying causes. It has prepared a detailed action plan from this research, with some actions in progress and being monitored.

56. **Arrangements for sharing good practice in health, social care and public services are inadequate.** Staff are not given enough dedicated time to share good practice and ideas on many aspects of teaching and learning.

57. **Practices for communicating with visual and performing arts staff at some centres are insufficiently established.** Staff meetings for tutors are held three times a year. These meetings are used as training events, to inform staff of new curriculum developments, and to share good practice. The meetings are poorly attended, however, with only approximately 50 per cent of staff attending.

58. **Wakefield ACES makes effective use of development workers in foundation provision.** These workers successfully promoted the skills for life programme to employers and their employees, widening participation.

59. **Management support of some family learning is inadequate.** The management structure in family learning is in transition. Wakefield ACES has made changes in roles and responsibilities and in a number of very recent management appointments, and has experienced shortages of key staff. FLLN and wider family learning tutors do not communicate or share good practice enough. Insufficient management of wider family learning delivered through other curriculum areas takes place.

Leadership and management

Strengths

- good strategic guidance from managers
- very effective partnerships and networking to influence provision in the district
- good system for the observation of teaching and learning
- good management of subcontractors
- particularly effective strategies to widen participation
- good celebration of achievement of learners and staff

Weaknesses

- some inconsistent curriculum management

Information & communications technology

Using IT

Strengths

- good retention and achievement rates
- very effective teaching and learning of practical skills
- particularly good resources to support learning

Weaknesses

- insufficient literacy and numeracy support
- some inappropriate methods for storing learners' work

Hospitality, sport, leisure & travel

Hospitality and catering

Strengths

- good retention rates
- good standard of learners' work in cake decoration
- much good teaching on accredited hospitality courses

Weaknesses

- poor teaching on non-accredited hospitality programmes
- insufficient monitoring and recording of learners' progress
- insufficient enforcement of safe working practices

Leisure, sport and recreation

Strengths

- good retention rates
- very good achievement on accredited sports courses in 2004-05
- good enhancement to learners' health and wellbeing in sports and leisure courses
- much good teaching on sports courses

Weaknesses

- insufficient monitoring and recording of learners' progress
- insufficient enforcement of safe working practices

Hairdressing & beauty therapy

Beauty therapy

Strengths

- high standard of learners' work
- good teaching and learning
- good accommodation

Weaknesses

- insufficient couches for beauty and holistic therapies in most centres
- insufficient courses to attract men and minority ethnic learners

Health, social care & public services

Early years

Strengths

- good development of early years vocational skills
- good teaching and learning
- successful use of the provision by the community
- good self-assessment

Weaknesses

- poor retention rates on 'getting started' courses
- insufficient range of courses to meet the needs of all learners
- insufficient sharing of good practice

Other contributory areas

Strengths

- high retention and achievement rates on first aid and basic health and safety courses
- good teaching and learning
- successful use of the provision by the community
- good self-assessment

Weaknesses

- insufficient range of courses to meet the needs of all learners
- insufficient sharing of good practice

Visual & performing arts & media

Arts

Strengths

- good development of visual awareness and creativity in art
- good teaching and learning
- broad and innovative programme to meet learners' needs

Weaknesses

- insufficiently developed systems for recording learners' progress
- insufficiently established systems for communicating with staff at some centres

Crafts

Strengths

- good development of technical skills in craft
- good differentiation and support in craft
- broad and innovative programme to meet learners' needs

Weaknesses

- insufficiently developed systems for recording learners' progress
- insufficiently established systems for communicating with staff at some centres

English, languages & communications

Languages

Strengths

- good achievement of accreditation on modern foreign languages courses
- good assessment practices

Weaknesses

- excessive use of English in some modern foreign languages sessions

Foundation programmes

ESOL

Strengths

- good achievement rates on programmes based in the workplace
- good initiatives to take literacy, numeracy and language skills development into the workplace

Weaknesses

- poor achievement and retention rates in ESOL for 2003-04
- insufficient attention to individual needs in ESOL

Literacy and numeracy

Strengths

- good retention rates in literacy and numeracy for 2003-04
- good achievement in programmes based in the workplace
- good teaching and learning in literacy and numeracy
- good initiatives to take literacy, numeracy and language skills development into the workplace

Weaknesses

- no significant weaknesses identified

Family learning

Strengths

- good retention and achievement rates
- very good development of transferable parent and carer skills
- good teaching and learning
- successful 'skills for families' project

Weaknesses

- unsatisfactory accommodation in some venues
- insufficient information on progression in many family learning classes
- inadequate management support of some family learning

WHAT LEARNERS LIKE ABOUT WAKEFIELD LEA:

* learning to read - 'it's opened up a whole new world for me!'
* the patient, friendly and supportive tutors
* the resources - 'good equipment I don't have at home'
* the community venues
* the creches - 'they are a God-send!'
* gaining in confidence - 'I used to be an 'I can't' person, now I'm an 'I can' person'
* the ESOL courses - 'I can now speak some English and talk to my child's teacher'

WHAT LEARNERS THINK WAKEFIELD LEA COULD IMPROVE:

* the number of evening and weekend classes
* the amount of equipment for aerobics
* the furniture in some venues - 'I can't do infant chairs - my back is killing me!'
* the use made of prior attainment and experience
* the amount of opportunities for progression

KEY CHALLENGES FOR WAKEFIELD LEA:

- improve the consistency of management of curriculum areas
- improve information to learners on progression opportunities
- further develop the curriculum to meet the needs of under-represented groups
- improve the monitoring and recording of learners' progress on non-accredited provision
- ensure that good practice is shared within and across curriculum areas
- improve the monitoring of safe working practices
- further develop arrangements for literacy, numeracy and language support across all provision

Language of the Adult and Community Learning Sector

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

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

Other terms used in Adult and Community Learning

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

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

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 2

Strengths

- good strategic guidance from managers
- very effective partnerships and networking to influence provision in the district
- good system for the observation of teaching and learning
- good management of subcontractors
- particularly effective strategies to widen participation
- good celebration of achievement of learners and staff

Weaknesses

- some inconsistent curriculum management

60. Managers at all levels throughout the LEA provide good strategic direction and planning. The LEA's education department, the lifelong learning department and the governing body all take an active role in assisting Wakefield ACES' management team to develop a clear vision and supporting strategy. This strategy is very effective at identifying a wide range of community needs as well as effectively targeting identified communities within the Wakefield district. The clear, detailed strategy document covers all the key social measures to affect key performance indicators related to the identified target groups. The plan links effectively with other LEA plans such as the community strategy and the plans of other key partners. It seeks to complement plans related to education, early years and childcare, family learning and the extended schools project. Wakefield ACES consults effectively to reduce unnecessary duplication of provision.

61. Wakefield ACES completes extensive business planning which effectively supports the strategic plan. It has a very clear five-year business plan for 2004-09 which identifies the main priorities and how Wakefield ACES will achieve them. The plan clearly identifies the key risk factors. Very effective management planning processes are in place, with good involvement of senior and other staff. Wakefield ACES has a clear and effective management structure. Some recent re-organisation has taken place including the appointment of a vice-principal who has specific skills in business planning and control. This is in recognition of Wakefield ACES' plans to expand into an organisation capable of meeting challenging mission targets. Wakefield ACES targets the provision clearly to achieve these strategic aims. It makes effective use of good local knowledge of the range of communities in the Wakefield district and their needs, now and in the immediate future.

62. The governors provide Wakefield ACES with effective oversight and guidance. They represent key community groups and contribute a wide range of skills and knowledge, providing a very effective advice and guidance role. Other WMDC departments are also

available to assist Wakefield ACES in areas such as finance. Wakefield ACES provides a wide range of informative reports at regular intervals to the governors, covering all of the main key performance topics and targets.

63. Wakefield ACES is very effective at contributing to a range of partnership and network groups in the district. Senior staff play key roles in the local learning partnership as well as taking a lead role in the local learning network. Staff maintain close and very effective working relationships with voluntary sector organisations, employers and other main providers of educational services in the district.

64. Wakefield ACES gives the main providers of adult education in the area clear guidance on many subjects and initiatives. It oversees a co-ordinated and complementary, rather than competitive, approach to meeting community needs. There is good agreement regarding provision for adults and the community in general. These partnerships are effective and support the targeting of groups and individuals identified as not traditionally involved in learning. Many partners also recognise that Wakefield ACES often acts as a very good channel through which they can access a wide range of funding mechanisms.

65. Senior management make good use of a wide range of data to support strategic decisions on the direction that Wakefield ACES should take. Wakefield ACES makes a significant investment in a range of software and hardware to enable it to carry out sophisticated data analysis. It uses a number of software packages in combination to produce an extensive array of reports. Key performance indicator reports break down information by gender, ethnicity and disability. Detailed performance reports measure performance related to other provision at district, regional and national level, using published benchmark figures. These reports effectively support managers at all levels to analyse performance. They focus well on the needs of individual centres as well as on the needs of curriculum managers. However, at area of learning level, there is inconsistency in the way that information about learners' progress is collected, recorded and analysed to support further curriculum planning.

66. Staff are reviewed satisfactorily through annual appraisals which identify a range of staff development needs. Wakefield ACES endeavours to provide in-house staff training to meet these needs and is supportive of staff taking part in additional external training. Many tutors attend staff training in their own time.

67. Wakefield ACES carries out initial assessment and diagnosis of learners to identify their additional literacy, numeracy and language learning needs. Centres carry out these assessments. Not all centres use a common tool for this assessment but each that is used is an accepted version and is fit for purpose. The systems in place to provide support for learners who have literacy, numeracy and language needs are more successful in some curriculum areas than others. The ethos of the provision is to target those not traditionally involved in learning, and literacy, numeracy and language support is imaginatively established in some programmes, effectively reducing the barriers for these learners. Some learners, mainly in outreach centres, experience some lengthy delays before adequate support is provided. In a few cases support is not provided at all.

Equality of opportunity   **Contributory grade 2**

68. Wakefield ACES very successfully employs a range of strategies to widen participation. Its learning activities are spread well across Wakefield and the surrounding area, with 26 main centres and over a hundred community venues in total. Wakefield ACES has significantly increased the number of centres it uses over recent years, as well as the provision available in community locations, which increases opportunities for access at a local level. Access is further supported with crèches at a number of centres, and concessionary or free provision in targeted areas. Wakefield ACES works very well in partnerships to widen participation. It has strong links with the minority ethnic communities, and has provision extending into two mosques. It has been supportive of applications for funding from the Asian community, with two recent applications successfully securing substantial resources for increased learning opportunities. Work has also taken place with travellers, including a successful initiative to attract men into learning, who are currently under-represented in provision. Wakefield ACES is active in partnership groups which are focused on equality matters, including one concerned with disability and another with mental health. It has increased to 10 the number of community development workers employed to carry out outreach work, and uses them well to identify and meet community learning needs. These staff work closely with under-represented groups and those from wards with high indices of deprivation, and have initiated successful community development and capacity building projects. Wakefield ACES uses data well to analyse and deal with matters related to widening participation. It has been successful in achieving a minority ethnic learner profile of over twice that of the population of the area as a whole, and an even higher rate of participation in Wakefield itself at 9 per cent. However, learners from minority ethnic groups remain under represented in some curriculum areas, and men are under represented in most areas. Wakefield ACES recognises this in its self-assessment report and action plan. The staff profile also is monitored and the proportion of staff members from minority ethnic backgrounds, at 10 per cent, is significantly higher than the local profile. Wakefield ACES makes good use of promotional literature to widen participation. It has produced a leaflet encouraging participation by learners with a disability, and a leaflet and poster clearly indicating the good range of assistive technologies available to learners. Leaflets are available in different formats, and there are programme-specific leaflets in community languages. The main centres have appropriate access arrangements and Wakefield ACES is compliant with the requirements of the Disability Discrimination Act 1995.

69. Wakefield ACES celebrates the achievements of learners and tutors well. A health and fitness tutor has recently won a national award, and this has been covered in a national adult education journal. In the same edition of the journal, one of the learners from this tutor's classes gave an account of the effect of the provision on her life and learning. Local awards and celebratory events recognise the achievements of learners and of Wakefield ACES, and good use is made of the local press and council publications to promote and record such events. Wakefield ACES attractively produces learners' profiles and success stories and uses these to encourage others to participate.

70. Equality of opportunity is successfully managed across Wakefield ACES. Overall responsibility for equality rests with the head of Wakefield ACES, and appropriate equal

opportunities policies and procedures are set within WMDC's framework. WMDC's race equality scheme recognises the importance of Wakefield ACES to the scheme, and Wakefield ACES has a race equality policy and a race equality action plan. Wakefield ACES also has a more general equalities action plan which is current and sets targets for participation. Both documents are translated into community languages to make their consultation easier. Wakefield ACES has an appropriate and current policy for equality, diversity and inclusion which covers access, participation and support, monitoring and consultation. A satisfactory complaints procedure is in place. Staff and learners have a good level of understanding of equality matters and of Wakefield ACES' contribution to widening participation.

Quality assurance   Contributory grade 3

71. Wakefield ACES has a well-established system for the observation of teaching and learning. Tutors are observed at least every other year by senior tutors, team leaders or curriculum managers. Observation occurs at an early point in the programme for new and inexperienced tutors. The documents used to support this process are of a very high standard. They are very effective in guiding the observer through all of the main areas of teaching. In many instances, the completion of these documents is very detailed and provides a secure basis for providing feedback to the tutors. In some cases, however, the final grade awarded is not an accurate reflection of the comments made. Action plans are generated when teaching is judged unsatisfactory. However, satisfactory or better outcomes do not currently result in an action to further improve performance.

72. Wakefield ACES subcontracts the delivery centres to provide courses. Each has a detailed service level agreement which forms the basis for the payment of a grant to support the delivery of the programme. This agreement clearly states targets in relation to course hours as well as target participation groups. Wakefield ACES' officers take both a curriculum and geographical management role and monitor these targets well. Each centre completes a range of review activities to measure success and this determines their targets and aims for the following year. Annual centre reviews take place and action plans with clear targets are developed.

73. A detailed quality manual supports each centre. It includes copies of the current development plan and a wide range of key policies and procedures covering subjects such as equality, health and safety, data protection, staff development, fees and child protection. The manual provides very good guidance on the systems for course management. It offers detailed guidance on the data inputting process, enabling staff to maintain good-quality data on the provision. The quality of the data collected significantly adds to Wakefield ACES' current ability to analyse information.

74. The quality of the management and oversight of curriculum areas is inconsistent. Wakefield ACES does not have an overall quality matrix to ensure a common approach and standard in all areas of learning. It does not consistently monitor or record individual learning outcomes, achieving this particularly well in some areas but less well in others. It does not always make effective use of the starting points. Individual learning plans record task completion rather than learning achieved.

75. Not all areas of learning have systems to enable tutors to share good practice. New tutors do not always undergo the full induction process. Line management responsibilities are not always clear. Attendance at staff meetings and staff training events is sometimes poor. Most tutors do not feel they have been involved in self-assessment.

76. Wakefield ACES does not have an audit process to ensure that all centres and areas of learning use documents and apply policies and procedures properly. Communication processes are not always successful in ensuring that all tutors, especially those working in outreach centres, know and understand the reasons for some management decisions. Some curriculum management teams are not yet fully staffed, and some small teams are expected to service large curriculum provision. Senior tutors and team leaders do not receive specialist training to enable them to carry out their management roles.

77. Wakefield ACES has a full range of policies and procedures in place which effectively cover the key processes. The quality assurance process focuses on community centre delivery and curriculum management. The assessment and verification on accredited courses is satisfactory and generally meets the awarding bodies' requirements. Tutors receive a detailed handbook and new tutors usually receive a timely induction to the service. An induction checklist ensures full coverage of all the required components. Course handbooks provide an effective guide to course management procedures.

78. Wakefield ACES has no systems currently in place to manage or control the review and updating of documents. It has satisfactory systems in place to collect feedback on its performance from learners, staff and other external partners. It uses this feedback to produced detailed reports that support management decisions.

79. The self-assessment process is broadly accurate. Many of the key strengths and weaknesses contained in the current report matched the findings of inspectors. Senior tutors, team leaders and senior managers are largely responsible for completing the self-assessment process. The governors scrutinise the draft report before submission to the Learning and Skills Council. Although course reviews, as well as attendance at staff training events and the annual conference, allows the opportunity for contribution, some staff, especially tutors, feel that they have not contributed fully to the self-assessment process.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
Using IT - Adult and community learning	1667	2

Using IT

Strengths

- good retention and achievement rates
- very effective teaching and learning of practical skills
- particularly good resources to support learning

Weaknesses

- insufficient literacy and numeracy support
- some inappropriate methods for storing learners' work

Achievement and standards

80. Retention and achievement rates are good. The current overall retention rate for ICT courses is 94 per cent. In 2003-04 the achievement rate on the examination-based qualification in IT was 67 per cent. In the same year, the achievement rate on the basic computer literacy course was 67 per cent and the retention rate was 84 per cent. Achievement rates on non-accredited short courses are good at 85 per cent for 2003-04, with 88 per cent of learners remaining on their programme for its duration.

81. Learners make good progress towards achieving their personal learning goals and quickly overcome their fear of computing. Most have their own computers and are studying ICT as an interest. Some are updating their job skills, others are doing voluntary or community work, and many want to keep pace with their children or grandchildren. Learners acquire good basic practical skills in word processing, spreadsheets, internet use and e-mail. Learners on the examination-based qualification in IT make rapid progress, with some completing five modules in only four months of part-time tuition. Learners' work is of a particularly high standard in creating web pages and manipulating graphics. Many learners progress from a basic introductory course to develop more advanced skills.

Quality of education and training

82. Teaching and learning are good. Seventy-four per cent of the teaching observed was good or better, with only 4 per cent being unsatisfactory. Lesson plans are good, and schemes of work are detailed and comprehensive and include challenging tasks. Tutors use a good mix of delivery styles that engage learners and stimulate them to participate fully in discussions and debates. Some tutors use overhead digital projectors to allow learners to follow computing processes more clearly. One tutor created a good slide presentation including animated images as an introduction to a session on file management. Tutors make good use of oral questions to check learners' knowledge and understanding. Technical terms are clearly explained and practised in technical discussions. Tutors give good explanations of computer manipulation, rather than just describing procedures. They make good use of well-presented guidance notes and descriptive handouts, some of which extend learners' skills level beyond course specifications. Learners receive effective individual guidance from experienced tutors, most of whom have many years of teaching experience. Exercises and assignments are well designed and individual learning outcomes are negotiated. Tutors use topical and relevant examples and tips to reinforce learning. More able learners extend their exercise work and enhance their learning. Learners receive thorough and regular assessment guidance, which stretches them and encourages them to work to a high standard. In many cases the learners update their own individual learning plans.

83. Assessment practices are satisfactory and meet all the awarding bodies' requirements. Tutors take care over feedback and mark work with helpful comments on how learners can improve their performance. Learners' progress is recorded and regular individual coaching sessions take place with reviews of learners' progress. Tutors use this information to create action plans for individual learners. Learners are fully aware of the assessment requirements and know what is required to achieve their target grade in accredited courses.

84. Resources to support learning are particularly good. Most centres are pleasantly decorated, well carpeted, and conducive to learning. Many are in new buildings that have air-conditioned classrooms. Most centres have modern computers with flat-screen monitors and up-to-date software. Wakefield ACES has a three-year replacement policy for computers. Many centres are now equipped with overhead digital projectors and active whiteboards and there are plans to provide this equipment to more centres. Some centres do not yet use these facilities, as staff have not received appropriate training. The larger centres have a range of specialist equipment that includes large keyboards, hearing induction loops, mouseball trackers and Braille embossers. There are also adjustable worktables to accommodate wheelchair users. Tutors use a range of locally produced exercises written around themes that learners can easily recognise. Learners find these exercises easier to understand and more relevant to everyday life. Most centres have networked workstations and broadband internet facilities, with local servers, which are networked to the central education system. However, learners cannot publish their websites on the internet because of central system security features. They are not able to experience using programmes to transfer information from desktop to the internet.

85. The ICT provision is effective in widening participation. Many centres are strategically located and served well by public transport. Environments are welcoming to learners returning to learning after a long break. Centres offer a range of introductory courses and tasters designed to appeal to learners with little or no IT knowledge. Most courses are free, but learners have to pay a small registration fee. Courses are delivered over a range of days and times to fit around learners' personal commitments. Tutors are helpful in encouraging beginners to persevere. There are plenty of computers with a good range of up-to-date software and internet access. Software for learners with disabilities is available. In one centre a language class is available with Spanish software and Spanish keyboards, enabling learners to practise their Spanish language skills in a realistic environment. Tutors provide sensitive support for older people's learning needs. Independent learning materials for literacy and numeracy skills support are available to learners who require them.

86. Learners are supported satisfactorily. They receive effective guidance from knowledgeable tutors, most of whom have many years of teaching experience. Tutors are enthusiastic about their subjects. Learners respond to the interest shown and make good progress. They carry out resource-based learning in small exercises and develop confidence by building the exercise units into larger assignments. Tutors control classes effectively and peers collaborate well.

87. The range of programmes is satisfactory to meet the needs of the learners, who receive satisfactory guidance when enrolling. Pre-course literature accurately describes course content and all courses include a structured induction. Some courses are specially targeted at learners with additional needs. Systems are in place to provide support for learners with language needs but these are not always used. Not all tutors are clear about how to obtain the assistive technology available.

88. Insufficient literacy and numeracy skills support is provided. Learners receive aptitude tests and an initial assessment, from which their individual learning plans are created. Support is offered sensitively to avoid any discrimination. Good use is made of computer-based assessment and diagnostic aids. Testing primarily covers literacy. Numeracy testing is planned but not implemented. Tutors are unaware of set procedures to handle learners who need help with literacy and numeracy. They have had little training on feeding back poor literacy results and creating action plans to resolve problems. Currently a form is returned to the LEA's basic skills unit, outlining the level of support needed. However, the general reaction to the requests is a recommendation to join literacy courses, rather than specific help in the current class.

89. Methods for storing learners' work are inappropriate in most centres. There is no provision for permanent shared storage facilities to store work. For example, learners have to use temporary disk storage to save their work. These disks are often unreliable, overwritten by other learners or lost, and can be infected with viruses. Some learners take their disks home which increases the risk of loss or virus corruption. Disks are often not large enough to store many digital images.

Leadership and management

90. The management of ICT training is satisfactory. All six senior ICT staff members have teaching responsibilities and are in touch with what happens at grass roots level. Most tutors work part time and communication is usually by post or e-mail. An internal web page was set up for management and staff to post relevant information but difficulties were experienced and the page is not fully operational at present.

91. Teaching sessions are observed once every two years as part of the quality assurance arrangements. Tutors who receive unsatisfactory grades are provided with discreet but positive developmental support to improve their performance. Action plans are created and further observations are scheduled to monitor progress.

92. Staff appraisals are carried out annually and include discussions of any observations carried out, achievement and retention rates for the past year and targets for the coming year. Staff training needs are explored and tutors are encouraged to enrol on appropriate courses if they wish to extend their range of qualifications.

93. Internal verification is satisfactory. It is carried out twice a year and meets the awarding bodies' standards. External verification by awarding bodies has identified some minor action points.

94. The self-assessment report is satisfactory and largely accurate, and the evaluative judgements made match those of the inspectors. Managers and tutors are completing improvement actions resulting from staff meetings.

95. There is insufficient assessment of learners' understanding of equality of opportunity, and little evidence of equality being reinforced at class level. There is little cultural diversity in the lesson material used. A number of centres have notes and notices in other languages, such as Arabic and Urdu.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
Hospitality and catering ‑ Adult and community learning	281	3
Leisure, sport and recreation ‑ Adult and community learning	1405	3

Hospitality and catering

Strengths

- good retention rates
- good standard of learners' work in cake decoration
- much good teaching on accredited hospitality courses

Weaknesses

- poor teaching on non-accredited hospitality programmes
- insufficient monitoring and recording of learners' progress
- insufficient enforcement of safe working practices

Leisure, sport and recreation

Strengths

- good retention rates
- very good achievement on accredited sports courses in 2004-05
- good enhancement to learners' health and wellbeing in sports and leisure courses
- much good teaching on sports courses

Weaknesses

- insufficient monitoring and recording of learners' progress
- insufficient enforcement of safe working practices

Achievement and standards

96. Retention rates are good. Retention rates on sports courses have increased significantly since 2003-04. In 2004-05, all learners on accredited sports courses and 96 per cent of learners on non-accredited courses have been retained. In 2004-05 just over 90 per cent of hospitality learners have been retained.

97. Achievement rates on accredited sports courses in 2004-05 are very good. All learners who started these courses in 2004-05 have achieved their qualification, a significant improvement on the 2003-04 rate of 58 per cent. Overall achievement on hospitality courses in 2004-05 is satisfactory. Three-quarters of learners achieved their advanced food hygiene qualification and approximately two-thirds achieved the intermediate level qualification.

98. The standard of learners' work in cake decoration is good. All learners demonstrate good skills in areas such as piping, filigree work, brush embroidery work and use of colouring techniques, with some of the work approaching commercial standards. Learners show imaginative and artistic interpretation. For example, one learner produced a cake depicting a domino game and another produced a cake for a wedding party. The standard of learners' work in sports and leisure classes is satisfactory. Sports learners develop and improve their knowledge of safe exercise. Game activities improve learners' knowledge of rules, and technical and tactical skills. Fitness, yoga and tai chi classes develop learners' understanding of the principles, sequence of movements and philosophy involved and improve their posture, balance, co-ordination, flexibility, stamina and muscle tone. In swimming, learners develop stroke and breathing techniques and improve their confidence and competence in the water.

99. All sports and leisure learners recognise and appreciate improvements in their mental and physical health and wellbeing since starting courses. This strength was not recognised in the self-assessment report. Many learners mention improvements in self-confidence and value the opportunity to meet new people and make friends, which has helped many overcome feelings of loneliness. Some report improvements to their medical conditions and are better able to deal with stress in their everyday lives. Achievements of learners and staff are celebrated in a wide variety of ways such as public exhibitions and publicity materials.

100. Effective links with Wakefield ACES' family learning team to develop courses in pre-school gym have allowed 30 parents to achieve qualifications as assistant gym coaches. Ten of these learners were subsequently employed as support workers and three as tutors by Wakefield ACES, and others now work in schools and on parenting projects.

101. Attendance in most lessons observed is satisfactory.

Quality of education and training

102. Much teaching on sports and accredited hospitality courses is good, enabling learners to maintain and develop practical skills. Learners appreciate participating in activities led by supportive and friendly tutors who are appropriately qualified, and sometimes very experienced. Sessions are generally well planned and include a good range of activities to develop learners' skills, knowledge and understanding. In the better classes, tutors provide clear instructions, demonstrations and explanations and give learners clear, structured advice on technique and feedback on their progress. Many tutors are very sensitive to learners' health status and use this knowledge to suggest

suitable modifications or alternatives to movements using a range of supports such as blocks and belts. For example, learners in many yoga classes show good knowledge of postures and how to practise them safely within their own physical limitations. Some tutors provide satisfactory handouts to support learning and encourage learners to practise at home.

103. The range of courses offered in hospitality and sport is satisfactory. Appropriate progression opportunities are available in some courses, including food hygiene, cake decorating, tai chi and soccer coaching. The timing of some courses meets the particular needs of some learners. For example, a twilight swimming class for adults and children gives a working mother a valuable opportunity to spend time with her eldest child. A few programmes provide good enrichment opportunities such as weekend workshops and summer schools in tai chi and yoga and participation in a variety of festivals in keep fit classes.

104. Pre-course information for learners is satisfactory. Wakefield ACES provides good financial support to access learning. Sixty-three per cent of learners attend free courses and 8 per cent receive full fee remission. Literacy, numeracy and language skills support needs are not routinely checked. No learners have been identified as having such support needs and no additional support is provided. However, one initiative to use sport as a vehicle to engage learners from the travellers' community has led to men progressing on to a driving licence theory course and subsequently achieving accredited literacy skills at level 1.

105. Teaching on non-accredited hospitality programmes is poor. Some sessions are poorly planned with insufficient checking of learners' understanding and involvement. One practical class had no formal start to the session and no sharing of aims and objectives with learners. Learners worked independently with very little supervision or instruction while the tutor worked away from the learners on a different activity. Learners demonstrated poor knife skills, often using inappropriate knives for preparing vegetables.

106. Tutors do not sufficiently monitor or record learners' progress. Most tutors devise group learning outcomes rather than negotiating outcomes with each learner. Few individual learning outcomes are identified, and many learning outcomes are not focused or detailed enough to be easily measured. Those initial assessments that occur are not used sufficiently to support individual learning goals. Tutors mostly rely on informal methods for informing learners of their progress and for learners to self-evaluate whether they have progressed. Many learners attend the same non-accredited courses over several years at the same level with no revision of learning outcomes and no apparent progress. Outcomes from a recent pilot project on recording achievement and progression in non-accredited courses are not systematically established across all courses. Tutors' attendance at meetings to disseminate good practice, particularly regarding assessment, is poor.

Leadership and management

107. Wakefield ACES uses data satisfactorily to set and monitor targets. Centres and community development workers have appropriate targets that focus on development initiatives for social inclusion and widening participation. Some successful initiatives have been implemented through a variety of close links with community groups, such as a taster course in golf for Asian women. However, participation rates for men and minority ethnic learners have declined over the past two years.

108. Staff training and development are satisfactory. Tutors have appropriate opportunities to update their knowledge by attending meetings and training, but attendance at these has been poor. Wakefield ACES provides good financial support for tutors to update their skills at external courses run by their professional associations. However, it does not sufficiently monitor whether all staff have up-to-date vocational qualifications or have taken part in the required professional updating.

109. Although Wakefield ACES has clear and well-established processes and procedures for the observation of teaching and learning, these are not used sufficiently effectively across the whole area of learning to raise the standards of teaching and learning. Some observations are carried out by non-specialists who have no point of reference for making judgements on particular activities, and grades given are often too generous. Actions identified are not always monitored adequately to ensure they are completed on time. The completion and use of key documents in course files are not sufficiently monitored.

110. Communications are broadly satisfactory. Wakefield ACES has introduced team leaders and senior tutors to improve communications and share good practice with tutors, but some tutors still report that they do not feel sufficiently informed.

111. Senior managers compile the self-assessment report, which identifies many of the strengths and weaknesses identified by inspectors. However, tutors do not have a clear enough understanding of their involvement in the self-assessment process.

112. Wakefield ACES does not sufficiently monitor or enforce safe working practices. Tutors risk-assess venues using a standard checklist but have not been trained to use the checklist, although centre managers have. The assessments do not adequately assess the risk of the activity, equipment, learner groups or timing of classes at the venue. The quality of risk assessments is not adequately monitored. Numbers on some exercise classes are very large, and learners do not have enough space to perform exercises safely. Most learners in physical activity classes complete health screening questionnaires, but not all tutors use these effectively to modify exercise programmes to meet learners' individual needs. Wakefield ACES has produced a standard screening form, but many tutors use their own. Wakefield ACES does not systematically monitor the adequacy, completion, or use of health screening. Not all tutors are trained in first aid.

113. Some resources, facilities and practices are unsatisfactory. One swimming pool has

only one shower and changing rooms which open directly to the outside. Some standard equipment is poor, such as volleyball nets with frayed wires on which learners have cut their fingers. One kitchen has no extraction ventilation. However, facilities and equipment in a few venues are good. Several tutors use their own audio-electrical equipment without taking the opportunity to have it checked by Wakefield ACES for safety. However, Wakefield ACES has recognised the concerns over accommodation and the need to improve health and safety. It has recently appointed a member of staff to take overall responsibility to improve the provision, and has implemented new procedures and documents for health and safety.

Hairdressing & beauty therapy

Hairdressing & beauty therapy		3
Contributory areas:	Number of learners	Contributory grade
Beauty therapy - Adult and community learning	343	3

Beauty therapy

Strengths

- high standard of learners' work
- good teaching and learning
- good accommodation

Weaknesses

- insufficient couches for beauty and holistic therapies in most centres
- insufficient courses to attract men and minority ethnic learners

Achievement and standards

114. The standard of learners' work is good. For example, in one level 2 beauty therapy NVQ practical lesson learners showed their competence by using good techniques when completing facial massage treatments. Learners demonstrated good understanding of the sequence of movements and the pressure required to complete a facial treatment. Other learners demonstrated good professional skills when creating nail art designs. Beauty therapy learners adopt professional working practice and have an appropriate awareness of health and safety. Learners' portfolios and written work are good. Most are word-processed and contain a good a variety of evidence to support learners' practical work. In particular, learners on level 2 beauty therapy NVQs provide some good photographic evidence. Portfolios are appropriately indexed and cross-referenced. Learners receive good written feedback on their work but assessors do not always correct spelling and grammatical errors.

115. Achievement rates are satisfactory. The achievement rate for all beauty and holistic therapy courses was 63 per cent in 2003-04, which was the first year during which a qualification was offered in this area of learning. Wakefield ACES has implemented new strategies to record achievement of units of qualifications and at the present time has a unit achievement rate of 74 per cent, compared with 0 per cent at the same time last year. Retention rates are satisfactory. The retention rate for all courses is 75 per cent. Most current learners are making satisfactory progress and some level 2 beauty therapy NVQ learners are making good progress through the units of the NVQ. Most learners are on target to achieve the NVQ units within their planned completion date.

Quality of education and training

116. Teaching and learning are good. All sessions observed during the inspection were satisfactory or better, with 78 per cent graded as good. In practical lessons in particular, the application of teaching to commercial practice is good. In the best lessons learners are challenged and complete practical tasks of facial treatments to commercial timings. The tutor acts as a facilitator and the teaching is well paced. In the best background knowledge lessons, group discussion is encouraged and learners give good presentations on research topics. Lessons are well planned, and have detailed lesson plans. Poorer lessons are not sufficiently challenging, with little variety in teaching and learning strategies to stimulate learners.

117. Centres provide good accommodation. Most are modern with good, well-lit and appropriately sized multi-purpose rooms, providing pleasant environments that are conducive to learning. One centre has a multi-purpose room which converts into an ideal, well-equipped beauty salon. However, most centres do not have enough couches for delivering beauty and holistic therapy. Some classes have six learners but only one bed to work on. Learners have to complete massage on the floor or on desks that are not fit for purpose and compromise heath and safety practice.

118. Assessment and verification are satisfactory and meet the awarding body's criteria. Target-setting and the monitoring of learners' progress are satisfactory. Forward planning of internal verification and moderation takes place and new systems are being developed for recently accredited courses. In some cases, learners are encouraged to evaluate their progress and set their own targets.

119. Wakefield ACES provides a range of courses to meet the local community's needs. Learners can progress from pre-entry level to level 2. Of the learners observed, all enjoyed their classes and most intended to progress to a higher level. Classes are planned to offer flexibility in attendance. The highlight of the year is the well-publicised celebration of achievement where learners collect awards.

120. Wakefield ACES does not offer enough courses to attract men and minority ethnic learners. The courses offered traditionally attract mainly white women learners. Not enough courses are offered to attract under-represented groups and Wakefield ACES has not done enough research into possible alternative courses. It has recently recognised this and has introduced a sports therapy course, but it is too soon to measure the effect of this.

121. Guidance and support are satisfactory. Learners benefit from crèches in daytime centres. Learners also receive good support from their tutors. Additional support is provided through effective individual coaching. Support for learners with literacy, numeracy and language skills development needs is satisfactory. Learners are referred for specialist in-house support after enrolment if a need is identified. Most activities are practical and do not require writing skills. Learners are aware of how to ask for support if they need it.

Leadership and management

122. Staff meetings are regular and effective and actions are recorded. Staff are enthusiastic and have a strong sense of purpose. They are well informed of management decisions. Course team members take part in a satisfactory appraisal system which reviews their progress and includes target-setting. All staff take part in continual professional development which is broad and not solely vocationally driven. All staff have been observed and graded on their teaching. The teaching observation system is comprehensive and identifies agreed actions for improvement. The grades given during the observation process are generous and generally higher than those given during the inspection. Internal verification is satisfactory and external verification reports meet the awarding body's requirements. Timetable management is weak. Management do not always have correct information on class start and finish times and courses that are no longer running. The self-assessment report is generally accurate, but inspectors identified some strengths and weakness not identified by Wakefield ACES.

Health, social care & public services

Health, social care & public services		2
Contributory areas:	Number of learners	Contributory grade
Early years		
- Adult and community learning	203	3
Other contributory areas		
- Adult and community learning	391	2

Early years

Strengths

- good development of early years vocational skills
- good teaching and learning
- successful use of the provision by the community
- good self-assessment

Weaknesses

- poor retention rates on 'getting started' courses
- insufficient range of courses to meet the needs of all learners
- insufficient sharing of good practice

Other contributory areas

Strengths

- high retention and achievement rates on first aid and basic health and safety courses
- good teaching and learning
- successful use of the provision by the community
- good self-assessment

Weaknesses

- insufficient range of courses to meet the needs of all learners
- insufficient sharing of good practice

Achievement and standards

123. Retention and achievement rates on first aid, and basic health and safety courses are high. These two courses enrol two-thirds of the learners in this area. Ninety-seven per cent of first aid learners have been retained and 91 per cent have achieved the qualification. Ninety-four per cent of basic health and safety learners have been retained

and 89 per cent achieved the qualification. Retention and achievement rates on courses in counselling, welfare rights and pre-school practice are satisfactory.

124. Retention and achievement rates on 'getting started' courses are poor. Fifty-eight per cent of these learners have been retained and 47 per cent of them have achieved the qualification.

125. Early years learners develop good vocational skills. They demonstrate skills and understanding of how children aged three to five learn. They can promote positive social behaviour in children, and can encourage children to explore and to use their imagination. They are skilled at assisting children to develop creative and language skills. They know how to work effectively with parents.

Quality of education and training

126. Teaching and learning are good. Seventy-eight per cent of the lessons observed were good or better and none were unsatisfactory. Tutors plan the delivery of the curriculum thoroughly in all lessons, and use a range of teaching methods. All tutors provide relevant additional learning materials and design interesting tasks that engage learners and promote learning. Learners are keen to improve their knowledge and skills and remain focused throughout the lesson. They are highly motivated by their qualifications, which lead to improved career and employment prospects. Health and safety learners have usually been asked by their employers to take part in this training. Counselling learners use these skills in their current employment or will use their qualification as a stepping stone to higher-level studies. Many pre-school learners work voluntarily at a playgroup and will gain paid employment when they complete the qualification. Learners make valuable links between lesson discussions and the practice they observe and participate in on their work placements. Tutors encourage learners to provide illustrative material from their work with children and parents. Some tutors do not provide enough differentiation, however, and not all individual learning needs are met. The more able learners are often not challenged enough. Tutors do not make enough use of strategies to encourage passive learners to participate.

127. Wakefield ACES responds effectively to the local community's needs. A wide cross-section of the community takes part in the first aid and basic health and safety courses. Learners come from the care and business sectors or are local residents with an individual interest. These courses are offered in a wide range of locations to make it easier for learners to take part in them, and are offered and assessed in Asian languages when needed. Wakefield ACES makes a major contribution to the training of people who want to become qualified workers in playgroups with children aged three to five years old. Training courses for those who work with young children are planned and delivered in close association with Sure Start and the Wakefield learning partnership.

128. Accommodation is satisfactory, and is spacious at many of the centres. Tutors are appropriately qualified and many are still practitioners in their vocational areas. All tutors take up the opportunities they are offered to update their professional knowledge and

skills.

129. Assessment practice is satisfactory. Tutors assess assignments regularly and provide constructive feedback that learners use to upgrade the standard of their work. Learners are clear about the progress they are making and have regular reviews with tutors to agree their individual action plans. Internal moderation for pre-school courses was previously of concern but is now satisfactory. Initial assessment is not rigorous enough. Learners' suitability is assessed by interview, and the writing skills of learners following courses at level 2 or 3 are assessed by essay. However, learners do not receive an assessment of their literacy and numeracy ability levels as a starting point for developing these skills, which are seen as an essential part of early years training. Most learners who receive literacy, numeracy and language skills support are given it by tutors who have not yet received training for this role. Tutors have identified a small number of learners as having particular learning needs. These learners receive additional out-of-class support from Wakefield ACES' literacy, numeracy and language provision.

130. The range of provision is not wide enough to meet the needs of all learners. Some learners who have appropriate prior learning would prefer to be offered fast-track opportunities. Many learners want a qualification which would enable them to work with children aged up to seven years old in full-time settings, and some learners who wish to train for employment in health and social care are not being accommodated. However, the learning needs of many of the learners are being met. They are working towards the completion of a qualification that will lead to employment or enhance their employment performance. Tutors support learners well in class and demonstrate a good understanding of individuals' needs. Learners value the regular individual tutorials that they receive. However, a few learners report that staff who provide them with information and guidance before enrolment, did not pay sufficient regard to their prior achievement and experience when deciding the level of training on which to place them.

Leadership and management

131. The self-assessment report for this area of learning is good. It is comprehensive and accurate. Wakefield ACES has identified weaknesses and carried out a thorough investigation of their underlying causes. It has prepared a detailed action plan, with some actions in progress and being monitored. Wakefield ACES has investigated the cause of some poor retention rates and held a focus group meeting with learners. This identified that the current early years programme does not meet the needs of all learners, especially those who would prefer to train to work with children aged up to seven to take up full-time employment in a wider range of children's services. Action is underway to develop a broader range of provision, including the introduction of training in health and social care to meet the training needs of learners more effectively. Tutors have not had enough involvement in the planning and evaluation of courses. This is gradually being dealt with.

132. Curriculum delivery is well organised. Arrangements for continuous professional development are satisfactory. Wakefield ACES has a well-developed scheme of teaching and learning observations linked to appraisal, which leads to the identification of individual professional development needs. Professional development actions are

planned and monitored.

133. Diversity and the rights of individuals are integral to all early years and counselling provision and these themes are reinforced in many lessons. Learners have a high level of awareness of these themes. Wakefield ACES demonstrates its active approach to equal opportunities practices and widening participation, particularly in its short first aid and health and safety courses. These courses are held in a mosque, in village halls and, when appropriate, are taught and assessed in an Asian language.

134. Arrangements for sharing good practice are inadequate. Staff are not given enough dedicated time to share ideas and good practice on many aspects of teaching and learning. For example, staff have not been able to consider the effective use of differentiation, the development of strategies to challenge able learners or strategies to encourage passive learners to become active participants.

Visual & performing arts & media

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts		
- Adult and community learning	392	2
Crafts		
- Adult and community learning	724	3

Arts

Strengths

- good development of visual awareness and creativity in art
- good teaching and learning
- broad and innovative programme to meet learners' needs

Weaknesses

- insufficiently developed systems for recording learners' progress
- insufficiently established systems for communicating with staff at some centres

Crafts

Strengths

- good development of technical skills in craft
- good differentiation and support in craft
- broad and innovative programme to meet learners' needs

Weaknesses

- insufficiently developed systems for recording learners' progress
- insufficiently established systems for communicating with staff at some centres

Achievement and standards

135. Art classes successfully develop learners' visual awareness and creativity. Learners develop skills in looking and seeing. They are encouraged to take risks in their work and to explore a wide range of media and processes. In a painting class learners used sand, eggshells, tissue paper and other non-conventional materials to mix with the paint. Learning is well focused on process and the development of a visual language, rather than merely on making pictures.

136. Technical skills development in craft classes is good. Learners develop diverse skills and work on complex tasks. In a soft furnishing class, learners who had recently been unable to use a sewing machine were now successfully producing very high-quality

products, of which they were justifiably proud. Learners in a lace making class produced exquisitely made pieces that demanded very high levels of skill and concentration. Learners at different levels in a pottery class were producing work which was very creative and technically proficient. All the learners in this class kept very comprehensive and interesting sketchbooks of ideas. The work overall in this area is of good quality and often supported by thorough portfolios. Some learners on pottery, card making and soft furnishing courses succeed in selling their work.

137. Retention and achievement rates are satisfactory. Retention rates overall for both 2002-03 and 2003-04 were 78 per cent. The retention rate for accredited learners in 2003-04 was 91 per cent. Achievement rates for learners following accredited programmes were 61 per cent for 2002-03, rising to 80 per cent for 2003-04. The proportion of learners following accredited programmes in 2003-04 was 25 per cent.

Quality of education and training

138. Teaching and learning in the art provision are good. Art programmes are well devised and structured. Craft classes are often operated as open workshops with tutors responding flexibly to each learner's needs and projects. Tutors employ a range of sympathetic and effective techniques including individual coaching, intervention, demonstrations, handouts and advice. Learners are committed and engaged. They enjoy their learning and support the learning of others.

139. In most art classes, learners are encouraged to keep portfolios and sketchbooks as reference tools and to illustrate progress made, as well as to explore and develop their own creative ideas. In craft classes, portfolios are kept as a record of work completed, and include photographs, drawings and samples. New learners make rapid progress. Learners are able to talk confidently about what they have learnt and use appropriate professional and technical vocabulary. In many art classes learners are encouraged to explore different media and design projects such as illustration and fabric design. All learners have an in-depth knowledge of their subject, and art learners have a good understanding of artists past and present. Many learners reinforce and extend what they have learnt outside of class. Projects completed at home are often displayed for a group critique.

140. Accommodation is generally fit for purpose. Good use is made of school art rooms to provide an appropriate and stimulating working environment. Work by learners and local artists is displayed in teaching areas and corridors. However, classrooms in some centres, particularly in the community venues, are cramped and poorly lit. Equipment is generally satisfactory and in some classes is good and of current industry standard. However, other classes have insufficient or inadequately maintained equipment. Staff are satisfactorily qualified and experienced. Some staff have current professional experience and most staff have some professional and teaching qualifications. Few staff are qualified to level 4.

141. Wakefield ACES offers a wide range of courses with a good geographical spread

throughout the area. A broad range of craft skills are covered, such as sewing, embroidery, soft furnishings, pottery, stained glass, decoupage, calligraphy and photography. The art classes include painting, drawing, watercolour, mixed media and life drawing. Some of the art courses are innovative and encourage a more experimental approach to the subject, such as 'Big is Beautiful' - a course to encourage learners to draw and paint on a large scale. Many courses are targeted at new learners. They are often held in new venues and at different times during the day and evening. However, cultural diversity is not explored and not enough use is made of ICT in practical classes.

142. Learners are supported satisfactorily. Tutors provide good support in the classroom. Some learners with physical and/or learning difficulties benefit from additional specialist support in the classroom. All of the learners observed were well integrated with the class.

143. Literacy and numeracy are well integrated with some specialist classes. For example, learners in a soft furnishing class carried out complex numeracy tasks when designing and making blinds. Most staff are aware of how to request additional literacy or numeracy support for their learners, but have not had cause to do so. Not enough positive promotion of the benefits and availability of literacy and numeracy support takes place.

144. Systems for recording learners' progress are not sufficiently developed. Initial assessment is generally carried out, but not always used effectively. Individual learning plans are often used to record task completion, rather than the learning and progress taking place. Systems for assessing and recording progress are highly variable in format and effectiveness. Sometimes they are not used at all. However, ongoing informal assessment and feedback does take place. Assessment and recording systems are not sufficiently monitored.

Leadership and management

145. Practices for communicating with staff at some centres are insufficiently established. Staff meetings for tutors are held three times during the year. These meetings are used as training events, to inform staff of new curriculum developments, and to share good practice. The meetings are poorly attended, however, with only approximately 50 per cent of staff attending. Other formal communication mechanisms are not fully operational. Staff do not have enough opportunities to share good practice. Many staff were unaware of the self-assessment process and did not believe that they had contributed to it. Several staff, particularly those working at outreach centres, felt that they had insufficient contact with other subject specialists.

146. The management team in this area is in a state of development. Some members are relatively new and there is currently a vacancy. Given that art and craft makes up over 80 per cent of the visual and performing arts provision, there is insufficient representation on the team in these areas.

147. Learners with physical and learning disabilities are integrated positively into many

classes. The proportion of learners taking courses in 2003-04 who had disabilities was 13.5 per cent, compared with 8.4 per cent for Wakefield ACES as a whole. Only 2 per cent of learners were from minority ethnic groups, however, compared with 5.2 per cent across Wakefield ACES as a whole. While there is no discrimination there is also little positive promotion of equality of opportunity in the classroom.

English, languages & communications

English, languages & communications		3
Contributory areas:	Number of learners	Contributory grade
Languages - Adult and community learning	1190	3

Languages

Strengths

- good achievement of accreditation on modern foreign languages courses
- good assessment practices

Weaknesses

- excessive use of English in some modern foreign languages sessions

Achievement and standards

148. Learners who seek accreditation on modern foreign languages courses achieve well. For example, in 2003-04, success rates on these courses were typically between 88 per cent and 100 per cent. Overall, on English, languages and communications courses, the achievement rate for those who enrolled with the aim of gaining accreditation was 87 per cent. However, achievement on English courses was poor, ranging between 0 per cent and 43 per cent. Enrolments on these courses amounted to less than 1 per cent of the provision.

149. Attainment was good or better in 53 per cent of classes observed. The best attainment in modern foreign languages classes includes good levels of aural and oral fluency. Learners are able to understand other people, ask and answer questions, develop increasingly complex ideas and sustain conversations for increasingly long times. Learners' accents and intonation are commendably authentic. In a lip reading class, learners demonstrated good understanding of other people's speech. Some had very good knowledge of more technical aspects of language interpretation, such as phonemes, and of assistive technology. No BSL classes were observed.

150. Learners' fluency in about 30 per cent of modern foreign languages classes observed was no more than satisfactory. Frequently, in these classes, learners tried to translate from English, rather than to practise and experiment with what they knew. In poorer classes, their spoken language was stilted and some found it hard to understand other speakers.

Quality of education and training

151. Assessment practices are good. Before enrolment, potential learners of modern foreign languages self-assess their level of attainment. They use a simple, but very effective, form developed by Wakefield ACES to assist learners and those responsible for advising them. This leads to discussion between the tutor and learner during the first session, the results of which are recorded on a separate sheet. One tutor uses an additional exercise to distinguish between those who have prior knowledge of the foreign language and complete beginners. At level 2 a tutor interviews learners whom she has not taught or those who are uncertain about their level. Once courses are under way, assessment continues to be conducted and recorded well. Most learners have a good understanding of their strengths and weaknesses. This helps them understand how to make progress. Homework is set regularly and marked promptly with helpful comments from the tutor. There is good recording of the results on courses leading to qualification and those that do not. However, a few tutors do not apply the assessment guidelines with sufficient rigour.

152. Teaching and learning are satisfactory. In the best modern foreign language lessons, tutors make very effective use of the language being studied. They employ a good range of appropriate resources and activities to cater for different learning styles and levels of ability. In one outstanding session the tutor facilitated personalised activities to help learners use ICT as a resource for their language learning in this and other Spanish classes. Some learners were using ICT for the first time. Others were more experienced. There were also significant differences in learners' background knowledge of Spanish. However, all learners were skilfully challenged to make progress. The very well-presented room is equipped with up-to-date computers, a Spanish operating system and Spanish keyboards. Tutor and learners all used Spanish as the natural medium of communication for most of the time. Some lesson plans are very clear and carefully structured to assist learners in achieving the aims of the session. The best planning is in lip reading and some modern foreign languages classes. Other plans are too brief and do not include enough detail about teaching methods, materials or assessment opportunities. Little consideration is given to strategies to meet the needs of all learners. In some sessions activities are dominated by the tutor, and learners have too few opportunities to speak the language.

153. A minority of tutors use English excessively in foreign language sessions. Learners do not have sufficient chance of developing their listening skills and fluency in speaking. In addition, the English used is sometimes of poor quality and learners are confused by it. Translation is too often the sole method of presenting new vocabulary and sentences, with insufficient use of visual aids, mime or objects to aid comprehension. In these classes learners translate excessively to or from English. When they speak, many have faltering delivery with anglicised structures and pronunciation.

154. Many courses take place in well-equipped learning centres which are bright, warm and clean, and contain good audiovisual and computer equipment. Some tutors make excellent use of these facilities and other resources. An English general certificate of

secondary education class responded well to recorded extracts from a film of 'Romeo and Juliet'. Overhead digital projectors were very effectively used in a lip reading class and in the Spanish ICT workshop. Many modern foreign languages tutors make good use of recorded tapes, and flash and cue cards to engender learners' use of language without resorting to translation. However, others rely excessively on paper-based material. Some sessions take place in chilly and unwelcoming venues. A few centres have cramped accommodation which is filled with superfluous equipment. Learners have too little space in which to write or move around during activities and in one classroom they are barely able to see the tutor because of the cluttered environment.

155. All language tutors are competent linguists. Most of those directly employed by Wakefield ACES are qualified and all others are taking teaching qualifications or awaiting results. Wakefield ACES is not aware of the qualifications of the small number of teachers employed by the one partner with which it works in this area of learning.

156. Courses meet the needs of most learners. The relatively wide range of modern foreign languages, English and lip reading courses offer good opportunities for accredited and non-accredited study, although the proportion of accredited provision has grown considerably this year. Some courses are highly innovative, such as the Spanish computer workshop, languages for parents or talking into books. Except in some European languages, however, there are far too few opportunities for progression. Ease of access to courses varies considerably across the borough.

157. Arrangements for guidance and support are satisfactory. The good assessment practices and tutors' concern for potential learners ensure that most are placed in appropriate courses. However, some learners find themselves in groups with an inappropriately wide range of ability or experience. Printed course descriptions are of good quality, but information in prospectuses does not give sufficient detail about the teaching styles to be employed on a course or the skills it will encourage. Some learners do not understand that learning about a language is not the same as learning to speak it.

Leadership and management

158. Management of the curriculum area is satisfactory overall. Managers have a clear vision for modern foreign languages, which form the bulk of the provision. An excellent booklet, 'Guidelines for modern foreign languages tutors', effectively communicates the vision. It also provides very helpful advice about how subjects should be taught. In line with best practice guidance, it includes the expectation that the lesson be conducted in the target language as much as possible. All tutors are familiar with this principle, which was reinforced in a presentation in October 2004. However, a minority of tutors do not implement the guidelines sufficiently, and the effect of the booklet is reduced by unacceptably wide variation in practice.

159. Tutors feel professionally and personally supported by their managers. Managers play a key role in much curriculum development. For example, one developed and is successfully teaching the highly innovative Spanish and ICT course. Others have helped tutors improve their practice, for instance by successfully introducing pair work into their

teaching.

160. Wakefield ACES provides good opportunities for professional development. The development needs of tutors are identified through negotiation with managers and through the appraisal system. Records are kept to check progress.

161. Managers have a good grasp of how to use extensive data reports to help them monitor and develop the provision. Development planning is adequately incorporated into the calendar. Regular meetings review progress. Languages newsletters help keep tutors well informed of developments.

162. The self-assessment report has led to several strategies for improvement in retention rates such as retention targets for all courses, although these have yet to have a measurable effect. The report does not adequately recognise weaknesses in teaching, however.

163. Managers conducting observations appropriately concentrate on how tutors develop learners' skills in speaking, listening, reading and writing. They produce particularly effective reports which go on to link what has been seen with tutors' professional development needs. In 2004-05, the target for observing 50 per cent of tutors was met. Although reports of observations do highlight teaching weaknesses, such as the excessive use of English, grades given to sessions are frequently too high and consequently do not trigger an action plan.

164. Managers pay appropriate attention to equality of opportunity. In 2004-05, 39 per cent of enrolments were from men, compared with 24 per cent across Wakefield ACES as a whole. Dedicated courses, such as Urdu for women and Arabic for men, are good responses to the needs of particular communities. However, fewer learners entitled to free provision or concessionary rates attend courses in this curriculum area. The recently published self-assessment report update notes that the proportion of learners paying fees, 44 per cent, is much higher than the average across Wakefield ACES of 19 per cent.

Foundation programmes

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
ESOL		
⁻ Adult and community learning	127	3
Literacy and numeracy		
⁻ Adult and community learning	564	2

ESOL

Strengths

- good achievement rates on programmes based in the workplace
- good initiatives to take literacy, numeracy and language skills development into the workplace

Weaknesses

- poor achievement and retention rates in ESOL for 2003-04
- insufficient attention to individual needs in ESOL

Literacy and numeracy

Strengths

- good retention rates in literacy and numeracy for 2003-04
- good achievement in programmes based in the workplace
- good teaching and learning in literacy and numeracy
- good initiatives to take literacy, numeracy and language skills development into the workplace

Weaknesses

- no significant weaknesses identified

Achievement and standards

165. The retention rate on literacy and numeracy courses was good in 2003-04, with 81 per cent of learners completing courses. Retention rates were particularly good on courses delivered in the workplace. Of the learners taking literacy and numeracy or ESOL courses in their place of work, 93 per cent completed. The achievement rate on these was also good, at 80 per cent.

166. Learners acquire appropriate new skills. Many state that they are able to measure the progress they have made educationally. Learners acknowledge the usefulness of learning. They state that they are able to use skills such as working with percentages in

day-to-day living. Others are better able to assist with their children's learning. In addition, many have gained confidence as a result of participating in courses. This is especially true for learners with learning difficulties, disabilities or injuries.

167. Achievement rates in other literacy and numeracy programmes are satisfactory. In 2003-04, 69 per cent of learners on such programmes achieved qualifications in literacy or numeracy. However, retention and achievement rates were poor in most ESOL programmes during 2003-04. Only 46 per cent of these learners remained to the end of their courses and only 29 per cent achieved a qualification. A new form of accreditation is now in use which will provide more flexible opportunities for learners to gain accreditation. Many ESOL learners who attend Wakefield ACES' courses face considerable social and learning barriers, and also experience disrupted lives with unstable patterns of residence. An increasing proportion of ESOL learners are refugees. More flexible opportunities to gain accreditation are designed to motivate and to reward achievement by those learners who may not remain in the area for long.

Quality of education and training

168. Teaching and learning are good on literacy and numeracy courses. Eighty per cent of observed teaching sessions were good or better. The learning environment created by tutors is welcoming and motivational, with tutors maintaining a good pace. Tutors and learners interact well, and work is provided at different levels within classes. Tutors also present information clearly and ensure that all individuals are given sufficient time and support. However, activities are not always sufficiently contextualised to have immediate relevance to learners' lives. Tutors are well prepared with detailed lesson plans, although some plans are not cross-referenced to the relevant adult core curriculum. Learners keep folders of their work, which provide evidence of their improving competence. Learners are aware of their progress, which in many cases has been considerable and rapid. They are using their new skills in their lives. Teaching and learning in ESOL lessons are satisfactory.

169. Resources are satisfactory. Staff have appropriate teaching qualifications. Well over half of the tutors have gained relevant subject-specialist qualifications or are working towards them. The main centre sites are good, safe learning environments with good accessibility and well-maintained accommodation for learning. However, a few learning sessions are delivered in unsuitable environments. In these cases the rooms are noisy or are used as thoroughfares. Most rooms used for foundation programmes are also used for other purposes, and do not have motivational posters on the walls or displays of learners' work. Access to IT is provided in most foundation sessions and some tutors successfully incorporate ICT into their lessons. One tutor has designed a high-quality interactive piece of software to assist with teaching literacy and numeracy at level 1. This software will soon be available for all staff. Resources used in teaching sessions are well prepared and of good quality. However, tutors rely too much on worksheets in some sessions. The less effective sessions make insufficient use of resources or practical tasks to encourage active participation.

170. Assessment and monitoring of learners' progress is satisfactory. All learners receive an initial assessment of their literacy and numeracy skills development needs. Staff allocate learners to suitable classes after analysing the results of the assessments. Appropriate individualised learning plans are produced for each learner. These are recorded in a high-quality booklet. Plans are updated each session but the comments entered record the work completed that day rather than the achievement of learning.

171. The range of programmes satisfactorily meet the needs of learners. The courses are provided at a wide range of local venues. The range of courses available matches the range of ability levels of learners.

172. Tutors pay insufficient attention to individual needs in ESOL. Individual learning is not recorded in enough detail to support the planning of appropriate activities for individual learners. Records relate to the subject, task or target skills achieved in each session, but not the skills which are learnt or need further practice. Tutors do not plan enough different learning activities to develop speaking skills at different levels in mixed-level classes. Some learners are insufficiently challenged. Some are unable to practise new vocabulary and speech patterns sufficiently to become competent or confident. Some use is made of volunteers to assist tutors, but not all volunteers are adequately trained to provide the support that learners and tutors require.

Leadership and management

173. Development workers have successfully promoted the skills for life programme to employers and their employees, which widens participation. These development workers make good use of achievement in workplaces to promote opportunities to prospective learners and to encourage other employers to join the scheme.

174. Wakefield ACES effectively encourages learners and potential learners to access provision by ensuring that the venues it uses are near to where learners live and work. Learners have a good understanding of equality matters.

175. Leadership and management of the foundation programmes are satisfactory overall. Wakefield ACES has recently changed the management structure of the area and changed some key personnel. The team has good line management. The programme manager regularly supervises and appraises the tutors' performance. In addition, senior tutors observe the teaching sessions of the staff in their area of expertise. These sessions are recorded thoroughly, and records are linked efficiently into appraisals and continuous professional development. Tutors value the feedback received after such sessions. They incorporate suggestions into their planning of delivery of learning.

176. The foundation team has good professional development opportunities. Regular time has been built into the schedule for constructive team and individual development. Staff are expected to attend, and volunteers are also invited. These weekly meetings enable effective team building and allow staff to share good practice. In addition, tutors benefit from presentations summarising the training that colleagues have attended. Invited experts deliver some sessions.

177. Management control of some aspects of the curriculum area is not sufficiently developed. There is insufficient awareness centrally of changes to staffing, timing or location of some classes. Arrangements for the delivery of information and advice on progression opportunities are not organised flexibly enough to meet the needs of learners who start programmes at different points. The procedures for initial assessment at outreach centres are not managed effectively enough to meet the needs of those enrolling and those already on programme.

178. Most tutors are involved in the self-assessment process. The self-assessment report is appropriately analytical, identifying a number of the strengths and weaknesses identified at inspection and highlighting necessary actions. It did not separate family learning from foundation provision.

Family learning

Family learning		2
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning	156	2

Strengths

- good retention and achievement rates
- very good development of transferable parent and carer skills
- good teaching and learning
- successful 'skills for families' project

Weaknesses

- unsatisfactory accommodation in some venues
- insufficient information on progression in many family learning classes
- inadequate management support of some family learning

Achievement and standards

179. Retention and achievement are good. All FLNN and most wider family learning courses are accredited. The retention rate is high at 92 per cent and the achievement rate for 2003-04 was good at 80 per cent. Learners achieve a wide range of qualifications. They include family learning qualifications at entry level, certificates in adult literacy and numeracy at entry level, level 1 and level 2, a basic ESOL entry-level qualification and a range of qualifications in ICT and playing with language. Active Tots courses offer accreditation in working with pre-school children. The attendance in lessons at the time of inspection was 70 per cent.

180. Parenting and carers' skills are very well developed and used widely in situations outside the classroom. Learners demonstrate significant gains in parental skills and knowledge of children's educational needs. Tutors raise learners' self-esteem and confidence and improve their literacy, numeracy and language skills. Some learners report being able to overcome their barriers and previous poor experiences of learning. Learners develop a strong motivation to learn. They discover the fun in learning, for their children and themselves. Class activities encourage interest and recognition of how children learn and how they are taught in schools. One numeracy class focused on weighing and estimating amounts. It included fun activities in comparing the weight of items in non-standard measures such as the weight of soft toys and everyday classroom items like pencils and rubbers. The fun learning activities support learners to learn and gain the motivation and skills to talk and play with their own children. Some learners used the knowledge gained from Active Tots classes to exercise safely at home. Learners reported that they could apply their own learning outside the class. For example, parents and children practised by adding the cost of different items in their shopping basket and

calculating the combination of coins needed to pay for the goods. Learners identified how their children's concentration, reading, matching and communication skills had improved. Some learners identified improvements in their children's behaviour. Some used their experience on the courses to progress to becoming learning assistants in schools. Children working with parents on family learning courses are showing some significant improvements in school performance.

Quality of education and training

181. Teaching and learning are good. Sixty-six per cent of observed sessions were good or better, and 50 per cent of all sessions were very good. There is excellent, consistent course planning and preparation to meet learners' interests and needs. Schemes of work, lesson plans, handouts and other resources are shared and adapted to learners' interests and needs. In all sessions, learning outcomes are shared with learners. Tutors provide very clear explanations of learning methods in schools and the national curriculum. Tutors use a wide range of teaching strategies to meet each learner's needs. There is much co-operative working in class and support from the tutor and other learners, both in and outside the classroom. Stimulating resources provide good insight into new methods of teaching at foundation and key stage 1.

182. The 'skills for families' project is successful. The family learning team successfully applied to be one of the 12 pilot 'skills for families' projects, part of the government's skills for life strategy on training in literacy, numeracy and the use of language. They achieved all their targets and established a number of good practices in family learning. This success in the first stage has enabled them to proceed to the second stage. The existing FLNN provision was effectively evaluated to identify areas for development. Key to its success is the establishment of a full-time consultant who manages and supports tutors to adopt good practice in planning teaching and learning, initial assessment and the use of individual learning plans. A comprehensive range of training and continuous professional development is incorporated in the project and tutors have benefited from this support. 'Skills for families' tutors take qualifications to support the implementation of the skills for life strategy in family learning. Training has also been provided to pre- and post-16 teachers in Wakefield schools to enable mutual support in the development of numeracy and literacy skills in the family. The 'skills for families' team were allocated paid regular time for staff development. The project has engaged new partners in areas such as pre-school and early years, as well as many schools in the area.

183. The range of courses offered is satisfactory. However, most courses are offered during the day and there is little on offer at weekends. Courses are targeted at schools in areas of social need but individual parents are often not targeted. A number of bilingual courses have successfully engaged learners from minority ethnic groups. Courses are offered over a wide geographical area, but some courses do not recruit learners in sufficient numbers. No provision is specifically targeted at men.

184. Accommodation is unsatisfactory in some venues. Approximately 30 per cent of venues have inadequate furniture including infant and junior chairs and tables. Some

rooms are used as thoroughfares, canteens or school halls. Risk assessments do not always identify these concerns. Some family learning rooms are taken over for other purposes and displace family learning classes. Some rooms used for Active Tots classes are too small.

185. Progression information is insufficient in family learning classes. Much information on progression is limited to literacy, numeracy and other family learning courses. Progression folders containing information on other providers' learning programmes are available to tutors but these are not used routinely with learners. Alternative provision and opportunities to broaden learners' aspirations and career opportunities are not promoted enough.

Leadership and management

186. Management support of some family learning is inadequate. This affects 25 per cent of the provision observed. The management structure in family learning is in transition. There have been changes in roles and responsibilities, shortages of key staff and a number of very recent management appointments. FLLN and wider family learning tutors do not communicate or share good practice enough. Insufficient management of wider family learning provided through other curriculum areas takes place. New and inexperienced tutors are not fully supported and some have not received sufficient induction. Tutors are often required to make management decisions such as negotiating with schools and making decisions on the timing and viability of courses. Family learning managers are often told that classes are running only after learners have enrolled. Changes in timings are sometimes communicated only to the local administrative centre and not to managers. Arrangements for screening and initial assessment in classes are inappropriate, with little privacy available to learners and insufficient time allocated to tutors. No current coherent family learning strategy exists. Formal management meetings have not yet been established. The self-assessment report identifies most of the judgements made by inspectors. The report was written by the management team and discussed and reviewed by tutors.