

INSPECTION REPORT

Morley College

11 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

Morley College

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Morley College (the college) is a specialist designated college within the further education sector which was founded in 1889 to enable working men and women to study subjects not connected with handicraft, trade or business. It developed from a series of popular 'penny lectures' by eminent scientists and scholars at a local theatre, to become a large provider of specialist adult education. It is a registered charity and in 1993 it became a company limited by guarantee. In 2003-04, approximately 15,000 learners made around 23,600 enrolments on over 1,900 courses. Most of the provision is non-accredited, with 18 per cent of learners on accredited courses. Much of the accreditation of courses is through the London Open College Network (London OCN). The college specialises in provision for the visual and performing arts, exercise and health, languages, humanities and foundation studies.

2. Morley College is located either side of the border between Lambeth and Southwark, from where it draws 45 per cent of its learners. Others attend from across London and beyond. Lambeth is the fourth most deprived borough in the United Kingdom (UK). More than 150 languages are spoken across it. In 2003-04, 6.5 per cent of the college's learners declared a disability and 29 per cent were from minority ethnic backgrounds. This proportion is lower than the borough of Lambeth, but similar to that in the areas of London from which Morley College draws its learners. In 2003-04, 31 per cent of learners were men and 14.2 per cent were over 60 years of age. In the past three years, the proportion of learners aged 40 to 49 has increased significantly. The college raises 23 per cent of its income from learners' fees.

3. The college's mission includes its aim to 'provide a range of learning opportunities for the dignity of self-improvement, the achievement of personal potential and fulfilment, and the creation of a better society'.

SCOPE OF PROVISION

Hospitality, sport, leisure & travel

4. The college provides courses in fitness, martial and oriental physical arts, posture, and stretch and meditation. Most courses are non-accredited and learners have a variety of learning aims. Several courses offer progression from beginners' and intermediate levels. In 2003-04, there were 2,716 learners. Currently there are 1,004 learners on 56 courses. Most classes run for one to two hours weekly, for four to 12 weeks. Courses are offered in the daytime, late afternoon and evenings. A number of one-day courses run at weekends. Some are introductory and others, like fencing, extend learners further and offer grading preparation opportunities. Most courses are provided at the main college site, although five courses use community venues. Twenty-two per cent of learners are aged 65 or over, and 28 per cent are under 35 years old. Currently, 17.5 per cent of learners are from minority ethnic groups and 6 per cent of learners have declared a

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disability. Twenty-two per cent of learners are men. The department is managed by a director of studies with responsibility for one full-time and one fractional member of staff and for 45 part-time tutors, most of whom teach one or two classes a week.

Health, social care & public services

5. The college offers 16 accredited and 28 non-accredited complementary therapy courses. These range in level from foundation studies to level 3, and from one day to one year in length. Sixty per cent of the non-accredited courses are offered at the weekend. All programmes are provided on the main site. Provision includes aromatherapy, reflexology, Ayurveda, Chinese herbal medicine, homeopathy, many varieties of massage and Reiki. So far this year, 577 learners have made 616 enrolments. Around 6 per cent of learners are men. Twenty-eight per cent of learners are from minority ethnic groups and 7 per cent of learners have declared a disability, showing slight increases in the respective proportions from previous years. Currently, an acting director of studies manages one full-time and one part-time member of teaching staff and 31 tutors employed as hourly paid contracted staff.

Visual & performing arts & media

6. Currently, 238 learners are studying on drama courses and 864 learners are studying on dance courses. Non-accredited courses account for 95 per cent of the provision with the remainder accredited by the London OCN. Non-accredited dance courses include ballet, jazz, contemporary, street dance, salsa, ballroom and flamenco, African-Caribbean and South Asian dance. In drama there are courses in public speaking, developing acting skills, and drama workshops. Accredited provision includes an access to dance, drama and theatre course, a community dance tutors' foundation course and an intermediate foundation course in theatre arts. Most classes are taught at the main site with 11 delivered at local community venues. During 2003-04, 1,842 learners were enrolled on 256 dance and drama courses. Seventy per cent of these learners were from areas targeted as in need of widened participation. Thirty-six per cent of 2003-04 learners came from minority ethnic backgrounds. The proportion of men enrolling on programmes has increased from 21 to 23 per cent over the past year. The department is led by a part-time director of studies. A full-time lecturer and a new part-time lecturer lead the accredited programmes. The department has 36 part-time staff.

7. The college offers a wide range of music courses at many different levels, all based at the main site. There are currently 2,215 learners on music courses. In 2003-04, 2,882 learners followed 316 non-accredited courses and 22 accredited courses, including summer schools and special events. Forty-two per cent of learners were men. Twenty-nine per cent of learners were from minority ethnic groups and 19 per cent were over 60 years old. Seven per cent of learners declared a disability. At the time of the inspection, the college was running 270 courses, 24 of which were accredited. Learners required approval from the tutor to gain a place on 109 of these courses.

8. Subjects offered by the music department include musicianship, composition, flute, popular song writing, flamenco guitar, voice training, 'Can't Sing' choirs, brass for beginners, jazz singing, pop singing, big band, harpsichord, let's sing a musical, saxophone and keyboard skills. Cultural awareness is established in such courses as music in time and world music. Eighty-one part-time staff, eight of whom are accompanists and 73 of whom are tutors, are all line managed by a full-time departmental director. The director is assisted by three part-time members of staff and one part-time academic responsible for the electronic music studio. Additional learning support staff are available for learners with special educational needs.

9. The visual art department provides over 270 design courses, all but four of which are non-accredited courses offered as day and evening classes, Monday to Saturday, for two or three hours over 10 to 13 weeks. The courses range in level from entry to advanced and are run at the college's main site and workshop. Subjects include art history, bookbinding, ceramics, fashion and clothes making, jewellery, painting and drawing, printmaking, sculpture and textiles. The four accredited courses are certificates at level 2 and 3 in patchwork and quilting and soft furnishing. The college also runs 'Art Friday' classes which are one-year taster courses offering eight options and entry to further study, as well as summer schools, an adult learners' week and many other enrichment activities. It runs a number of community development projects and is expanding this area of work.

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In 2003-04, 2,527 learners enrolled on design courses. Currently, 1,892 learners are enrolled, of whom 70 per cent are women, 16 per cent are from minority ethnic groups and 9 per cent have declared a disability. There has been a significant shift in the learners' profile, with the proportion of learners in the over 60s category falling, having previously been around 27 per cent. The number of learners aged 25 to 44 has risen steadily over the past three years and the figure for the autumn term indicates that this trend will continue. The proportion of learners with disabilities has risen steadily from 5.3 per cent in 2001-02 to the current 9 per cent, and the proportion of learners who have minority ethnic backgrounds has dropped by 4 per cent on previous years.

10. The visual art department is managed by a full-time director of studies, supported by seven part-time teaching staff who have the role of heads of section. A further 78 part-time tutors work for periods ranging from one day a week to two days a year. A full-time department secretary, a part-time technician and two occasional temporary technicians are also employed.

Humanities

11. Currently, 751 learners are studying humanities courses. The humanities section of the college offers 135 courses, of which 59 are short courses of two days' duration or less. In addition, the college offered 44 humanities courses during its July 2004 summer school. The main accredited humanities programmes offered at the college are the access to higher education courses in social sciences and humanities. These two distinct pathways run for either one or two years and include options in psychology, philosophy, social policy and sociology. Two hundred and twelve learners enrolled on the access programme in 2001-02, and 344 enrolled in 2003-04. Courses are offered on many weekends and learners are able to join the full range of accredited courses without undergoing assessment. In 2003-04, there were 1,430 humanities learners, of whom 70.3 per cent were women, 29.6 per cent were between the ages of 30 and 39, and 19 per cent were aged over 60. The proportion of learners from minority ethnic backgrounds was 30 per cent. The number of minority ethnic learners has increased from 140 in 2001-02 to 410 in 2003-04. The proportion of learners who declared a disability was 8.8 per cent. Two full-time and three part-time staff work in this area of learning. The programme is largely delivered by 61 hourly paid staff.

English, languages & communications

12. In 2003-04, the modern foreign languages section provided 190 courses of one year's duration in 19 languages to 3,067 learners. In autumn 2004, the college changed some of provision to non-accredited courses lasting one term, alongside accredited courses continuing for a whole year. In the autumn term 2004, 1,758 learners enrolled. Sixteen per cent were from minority ethnic groups. Forty per cent were men. Approximately 1,760 learners are currently enrolled on 113 courses, 88 running in the evening and 25 during the day. One-day Saturday courses are also offered. Twenty four languages are offered, including a growing range of Scandinavian languages, and tasters in rarely available east European languages are provided in the summer. Accredited courses include one general certificate of secondary education (GCSE) and one A level in Spanish, and 12 courses accredited by the London OCN. Most courses run for two hours weekly. Courses are mainly located on the main college site, although three courses are provided in community locations and one on an employer's premises. The provision is staffed by 60 hourly paid tutors and managed by one full-time member of staff.

Foundation programmes

13. The college provides 17 literacy courses and 12 numeracy courses at its main site. It also offers a level 2 course for prospective applicants for the Metropolitan Police who wish to improve their literacy and numeracy skills in order to take the entrance exam. No courses take place away from the main site. Most of the courses take place during the day. At the time of the inspection, there were 237 learners, two-thirds of whom were women. Sixty-seven per cent of learners have minority ethnic backgrounds. Learners may join courses at any point during the year following a personal interview. The area has a full-time director of studies, a full-time lecturer and 13 part-time lecturers.

14. The college provides 32 English for speakers of other languages (ESOL) programmes to 399 learners. The level of provision ranges from pre-entry to level 1. It consists of general English language classes which run for between six and 12 hours a week over 36 weeks a year. The learners also have access to short, additional courses on topics such as information and communications technology (ICT), grammar, and speaking and listening. Most programmes are offered at the main college site but language classes are also provided at a local secondary school to provide access to communities in the area. One-third of provision takes place in the evening.

15. In 2003-04, there were 693 enrolments on ESOL classes. Of these, 273 were on programmes leading to a qualification and 420 were on non-accredited courses. Fifty per cent of learners were between 25 and 35 years old and 60 per cent were women. All learners were from minority ethnic groups, of whom 62 per cent had a black ethnic background. Two per cent declared a learning difficulty or disability. A full-time director of studies manages all provision in literacy, numeracy, ESOL and English as a foreign language. The college employs 20 part-time tutors to teach ESOL.

ABOUT THE INSPECTION

Number of inspectors	12
Number of inspection days	60
Number of learners interviewed	366
Number of staff interviewed	130
Number of locations/sites/learning centres visited	5
Number of partners/external agencies interviewed	1

OVERALL JUDGEMENT

16. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the college's leadership and management and its approach to equality of opportunity are satisfactory, although its arrangements for quality assurance are unsatisfactory. Provision is good in hospitality, sport, leisure and travel, health, social care and public services, and visual and performing arts and media. Provision is satisfactory in English, languages and communication but unsatisfactory in foundation programmes and humanities.

GRADES

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

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality assurance		4

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i>		
- Adult and community learning	1004	2

Health, social care & public services		2
Contributory areas:	Number of learners	Contributory grade
<i>Complementary health services</i>		
- Adult and community learning	577	2

Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
Design - Adult and community learning	1892	2
Dance - Adult and community learning	1102	2
Music - Adult and community learning	2215	2
Humanities		4
Contributory areas:	Number of learners	Contributory grade
Other contributory areas - Adult and community learning	751	4
English, languages & communications		3
Contributory areas:	Number of learners	Contributory grade
Languages - Adult and community learning	1760	3
Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
ESOL - Adult and community learning	399	4
Literacy and numeracy - Adult and community learning	237	3

KEY FINDINGS

Achievement and standards

17. In much of the curriculum, standards of work are very high. **In all of the visual and performing arts programmes, and in sports and leisure programmes learners demonstrate good practical skills and produce work and levels of performance of a high standard.** Performances and exhibitions of learners' work are a particularly significant feature of the college's ethos and environment. Learners in some philosophy courses show a very high standard of critical analysis, evaluation and debate. **In many literacy and numeracy classes, learners develop good speaking and listening skills,** which they use to engage more effectively with each other and with the tutor.

18. **Retention rates on complementary therapy programmes are high** at 87 per cent across accredited and non-accredited programmes. Attendance was good during the week of inspection.

19. In most areas of the curriculum, learners make significant personal and social gains. **Learners' progression is a particular strength in music.** For example, learners have progressed from the 'can't sing' choir to performance slots at a national opera company.

20. In many areas of the curriculum, achievement rates on accredited provision are satisfactory, based on the scrutiny of local data within the departments. College data is not sufficiently reliable to show accurate achievement data in all areas of the curriculum, although rates of retention are becoming more reliable. **Achievement rates on English GCSE courses in the foundation area of learning are very good.**

21. **Rates of retention in 2003-04 on most literacy, numeracy and ESOL courses were poor.** The 2003-04 retention rate was 49 per cent for numeracy courses and 59 per cent for literacy courses. In ESOL classes in 2003-04, only 55 per cent of learners on accredited courses and 58 per cent on non-accredited courses completed their courses. Attendance on ESOL classes during the inspection was similar, at 58 per cent.

Quality of education and training

22. **Teaching and learning are good in music, dance and drama, visual arts, sports and leisure, and complementary therapies.** Across the college as a whole, 67.5 per cent of teaching observations were graded good or better. All classes observed in hospitality, sport, leisure and travel were graded satisfactory or better, as were all classes in health, social care and public services. Ninety-eight per cent of observed visual and performing arts and media classes were at least satisfactory, as were 75 per cent of humanities classes, 86 per cent of English, languages and communications classes and 88 per cent of foundation programme classes. In exercise classes, tutors pay particularly good attention to modifying activities so that all learners can take part, whatever their level of ability and health. In music, tutors are particularly sensitive to the needs of learners and use

innovative methods to engage learners, particularly on 'active musicianship', 'voice training' and 'singing studio' courses. Tutors in dance classes make good use of clear detailed demonstrations in dance classes and have designed some well-constructed sequences of movement to help learners use, extend and develop their skills. Tutors in visual arts set challenging projects, **and tutors in modern foreign languages use the target language well to encourage good listening skills. The college provides a good intranet site for philosophy learners.**

23. **The diversity and breadth of provision is a strength in the visual and performing arts, sports and leisure, complementary therapies and modern foreign languages.** In all of these areas the range of courses is extensive, with flexible timings and course lengths. In addition, the provision includes exciting and innovative courses not often provided elsewhere. In modern foreign languages there is a growing specialism in Scandinavian languages. In ESOL, learners have good progression routes within the department.

24. **Support for learners is good across the college.** Support to help learners with disabilities integrate into main stream courses is good, discrete courses in visual arts and music are good, and support for learners with dyslexia is good. Learners receive good personal support, have helpful initial guidance and support and appreciate the availability of the crèche.

25. Staff have satisfactory qualifications and experience overall. Tutors in visual and performing arts and in complementary therapies are often practitioners, and sometimes are acknowledged experts in their field.

26. **Too much humanities teaching is unsatisfactory.** Twenty-five per cent of the classes observed were graded as unsatisfactory or worse. In many classes the tutor lectures to learners without questioning, involving learners or checking their learning. **The range of teaching strategies on ESOL courses is insufficient to manage a wide variety of learning needs.** Learning tasks are not sufficiently structured for different levels of ability within the group. **Poor use is made of ICT in literacy and numeracy classes.**

27. Some aspects of accommodation and resources are weak. **In dance and drama the studios are too small for larger classes,** and performances or activities requiring a lot of movement are restricted. **The room for electronic music is not accessible by learners with restricted mobility and health and safety requirements have not been observed. Tutors in sports and exercise pay insufficient attention to individual risk assessments and in dance and drama some risk assessment procedures are disregarded.** Despite lively and interesting displays of learners' work in many public spaces, many general teaching rooms are drab and often too cramped for the size of the groups that use them. Noise disturbance is a common cause of distraction for learners. **The facilities for complementary therapy are not of a sufficiently high standard for professional-level courses.**

Leadership and management

28. Since appointing a new principal and making changes at a senior level, the college has drafted and begun to implement strategic and development plans to improve its performance. **It has managed change well.** Key performance indicators have been identified and are being monitored regularly. A fully costed accommodation strategy is being implemented with a clear time frame. **The college is well supported by effective governors** who have high expectations of managers, and the college's financial situation is healthy. **Communication is very effective across the college and within many departments.** Full- and part-time tutors mostly receive information in a timely fashion and are paid for attending briefing and training events. **However, the college is not yet fully able to assure the validity of its data.** The college has made progress in remedying this, and now has some confidence of the accuracy of retention rates in most areas, but its data on achievement rates is not yet fully reliable. **The college has no overall strategy to develop staff to meet its future needs.** It has a thorough accommodation strategy, but **some aspects of its accommodation and resources are inadequate** and have not yet been rectified.

29. The college's approach to equality of opportunity is satisfactory. **The college has made significant improvements to its provision and facilities for learners with disabilities,** including installing two new lifts in the main building and automatic doors for wheelchair users. It has made some progress in widening participation, with the number of enrolments by learners from more disadvantaged locations increasing. The proportion of learners who are from minority ethnic backgrounds is slightly higher than the average for the area that the college serves, although it is below the profile for the immediate locality. The college is compliant with the requirements of part 4 of the Disability Discrimination Act 1995, but has not yet met fully the requirements under the Race Relations (Amendment) Act 2000, as staff have not received training. The college has an equal opportunities policy and an equality and diversity strategy. Some aspects of the curriculum provide cultural enrichment for learners, but as yet **insufficient promotion of equality and diversity takes place throughout the college.** For example, staff have not received training in ways to challenge discrimination, particularly in its subtler forms, and publicity materials are not available in most community languages.

30. **Quality assurance at the college is unsatisfactory.** The college responds well to complaints and to learners' views of the college, and has developed a comprehensive and easy to use quality assurance manual. However, the quality assurance procedures are not yet working effectively in most college departments. Most directors of studies do not implement or use the procedures to improve the quality of the performance in their departments. The teaching observation scheme is not consistently implemented, and teaching and learning are over-graded in many departments.

Leadership and management

Strengths

- good management of change
- good internal communication
- effective governing body
- good provision for learners with disabilities
- good use of the complaints procedure to stimulate change

Weaknesses

- inadequacies in some aspects of accommodation and resources
- inaccuracies in data
- insufficient promotion of equality and diversity across the college
- ineffective implementation of quality assurance procedures
- insufficient strategic management of staff development

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- high standard of development of physical skills
- very good attention to each learner's needs in classes
- good resources
- good range of provision
- good use of additional support for learners with disabilities

Weaknesses

- inadequate individual risk assessments
- incomplete implementation of quality assurance systems

Health, social care & public services

Complementary health services

Strengths

- high rates of retention
- much good teaching and learning
- rich range of provision
- good support for learners

Weaknesses

- poor facilities for professional courses
- too few internal verifiers

Visual & performing arts & media

Design

Strengths

- good standard of practical work
- much good teaching and learning
- exciting range of provision
- good support for learners

Weaknesses

- insufficient technician support

Dance

Strengths

- good development of practical and technical skills
- very good teaching and learning
- diverse range of courses
- good support for learners
- good operational management

Weaknesses

- insufficient large studio spaces
- insufficiently developed quality assurance arrangements
- insufficient attention to risk assessments

Music

Strengths

- particularly high standards of technical and performance work
- good individual progression
- very good teaching and learning
- very diverse range of courses
- good support for learners

Weaknesses

- inadequate formal monitoring of learners' progress
- insufficient attention to health and safety at the electronic music studio
- insufficiently developed quality assurance systems

Humanities

Other contributory areas

Strengths

- good intranet site in philosophy
- good support for many learners

Weaknesses

- much unsatisfactory teaching
- poor accommodation
- inadequate quality assurance of provision

English, languages & communications

Languages

Strengths

- good use of target language to develop listening skills
- good teaching and learning resources
- very rich range of courses

Weaknesses

- insufficient development of independent speaking skills
- unsatisfactory accommodation
- inadequate quality assurance

Foundation programmes

ESOL

Strengths

- good range of ESOL courses
- good support for tutors to improve teaching practice

Weaknesses

- low rates of retention
- insufficient range of teaching strategies to manage mixed-ability classes
- poor use of data to monitor achievement

Literacy and numeracy

Strengths

- very good achievement rates on GCSE English language courses
- good development of literacy and numeracy skills
- good support for learners

Weaknesses

- poor and declining retention rates
- poor use of ICT
- unreliable management information

WHAT LEARNERS LIKE ABOUT MORLEY COLLEGE:

- the range of provision
- the tutors
- the ability to exhibit work
- the diversity of learners in classes
- the welcoming atmosphere
- the summer school
- the high standards of teaching
- the crèche
- the support
- the improved access for wheelchair users

WHAT LEARNERS THINK MORLEY COLLEGE COULD IMPROVE:

- the wheelchair access to more of the provision
- the price of the food in the refectory
- the ventilation and noise in classes
- the help available for 60 to 65 year olds, by reinstating concessions

KEY CHALLENGES FOR MORLEY COLLEGE:

- continue to provide a diverse and exciting range of courses
- improve the proportion of good or better classes across all of the provision
- continue to work with community partners to widen participation
- complete the implementation of the accommodation strategy
- implement the quality assurance procedures consistently to bring about improvement
- improve the reliability of data
- promote equality and diversity throughout the provision
- implement a staff development strategy

Language of the Adult and Community Learning Sector

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

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

Other terms used in Adult and Community Learning

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

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

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good management of change
- good internal communication
- effective governing body
- good provision for learners with disabilities
- good use of the complaints procedure to stimulate change

Weaknesses

- inadequacies in some aspects of accommodation and resources
- inaccuracies in data
- insufficient promotion of equality and diversity across the college
- ineffective implementation of quality assurance procedures
- insufficient strategic management of staff development

31. The college has undergone very considerable, well-managed change since the appointment of a new principal 18 months ago. It now has a culture of open debate focused on planning for improvement, and a clearer strategic vision. The senior management team has been strengthened through the appointment of one additional vice-principal with well-defined cross-college responsibilities. There has been a gap in the management of human resources, however. A senior manager at director level responsible for personnel functions has been absent, and the introduction of some planned changes has been delayed. Very effective strategic planning is reflected in the development plan, annual operating plan, and a new education strategy setting out the college's future direction. The college is implementing a detailed, ambitious and carefully costed accommodation strategy. It uses key performance indicators well to set targets and measure college progress, particularly through the work of the risk management group. During 2003-04, the college exceeded its growth targets by 7.5 per cent for the overall number of learners and by 2 per cent for the number of literacy, numeracy and language learners. The college recognises a need for programme managers to take a greater role in programme planning and review, and to support the move away from a historical model of curriculum planning. As a step towards this, directors are currently developing strategies for their own curriculum areas. It is piloting course-costing models to assist curriculum planning and development in one programme area.

32. The governing body oversees the college's operations effectively. There have been significant changes in the composition of the governing body over the past year. The governors bring a wealth of experience to the college, are well supported in their work through links with members of the senior management team, and are taking an

increasingly strategic role. For example, a governor is involved with the quality assurance committee, in recognition that this area required significant attention. Governors seek further information when necessary, and have high expectations about the level and quality of information they need to evaluate the performance of the college.

33. The college's commitment to improved communication is outlined in its communications strategy and demonstrated in a variety of ways. Staff are kept well informed about proposed developments in the college and are encouraged to contribute their views. For example, a two-day staff development event brought together full-time academic and support staff to plan future developments. Part-time tutors are invited to an annual conference and to open meetings with the principal. Attendance at these events is supported through payment to staff, and has gradually increased over the past three years. Termly newsletters to staff and learners have been introduced. Staff across the college value the consultative and open style of management. Effective use is made of the formal meeting structure to carry forward college business. Clear records are kept of action to be taken, and these are well monitored. Meeting arrangements at departmental level are sometimes less formal, but are effective in maintaining good communication. Learners are consulted through a system of class representatives and an elected learners' executive committee.

34. Learners receive satisfactory literacy and numeracy skills support. The college has a central unit to support learners with identified needs, particularly those with dyslexia. Staff are well qualified and provide good support. However, the support for learners who speak English as an additional language is not as well developed.

35. The college has satisfactory procedures for managing its finances, and is currently in a sound financial position. It takes steps to secure best value for money, and to assess risk when planning major expenditure.

36. A satisfactory range of development opportunities are available to staff. The college has responded well to individual development requests, and staff value the support and encouragement managers give them. The college has identified teacher training as a priority, paying staff to attend the college's in-house introductory course and contributing to the cost of externally provided courses. It has made good use of external funding to develop the recording of non-accredited achievement and the use of ICT in teaching, helping tutors to share experience and good practice. The manager responsible for staff development monitors the budget allocations carefully, and keeps good records of staff attendance at events.

37. The college has not sufficiently developed its arrangements for planning and reviewing staff development. Although it has effectively provided development opportunities to support staff, it has no overall strategy outlining training priorities and their relationship to college objectives, and no action plan for implementing training. The budget allocations for different elements of staff development over the coming year are not clear. The college has identified the need for a staff development strategy in its annual operating plan and has allocated this responsibility to the newly appointed director of personnel. The performance review system has not been fully adhered to

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since 2000-01, and training needs have not always been identified. The college has clarified who is responsible for carrying out performance reviews, and these reviews are now taking place. Governors have reviewed senior managers, and reviews for half the staff have been carried out for this year. The effect of staff development has not been adequately evaluated. Staff complete evaluation forms for training events they attend, but these are not summarised in reports to help managers assess the effect of training and improve future delivery.

38. Some accommodation needs upgrading, and noise intrudes on teaching and learning in some areas. Some risk assessments have not been carried out thoroughly enough. Insufficient large studio space is provided for dance and drama, and the facilities for the professional courses in complementary therapy do not meet professional standards. Learners with restricted mobility cannot enter the electronic music room. However, many of these accommodation and resources concerns have been identified by the college and are to be resolved through the accommodation strategy.

39. Much of the information produced by the college's management information system is unreliable. For example, examination results have not been accurately linked to courses, and information about withdrawn learners has been inconsistently recorded. Some key data, such as information on the proportion of minority ethnic learners, was not included in key performance indicators until 2003-04. The college has paid too little attention to the analysis of retention and achievement rates at course and programme level. For example, it has not clearly identified the use of this data as a key element in the review of departmental performance. Data for previous years is not reliable, and it has not been possible to analyse trends in retention and achievement rates over time. The college has taken action to rectify this over the past year, and has allocated resources to improve the accuracy of information entered on to the central college database. College managers now have more confidence in the accuracy of much of the data and can access this through desktop computers.

Equality of opportunity

Contributory grade 3

40. The college's provision for learners with disabilities is good. The proportion of learners declaring a disability has increased from 5 per cent in 2001-02 to 8 per cent in 2004-05. In response to suggestions and complaints from learners in 2004, the college expanded the remit of its central additional support unit to include support for learners with disabilities. The enrolment system has been changed so that learners' information is automatically sent to the disability co-ordinator and any other relevant staff. Staffing levels have been increased in the unit, which now includes two tutors who provide individual support, and 20 classroom support workers. Forty out of the 662 learners who declared their disability have requested support. Half of those receiving support have dyslexia and there has been a significant increase in the number of learners with declared mental health conditions and restricted mobility. Others learners are receiving support for sensory impairments, moderate learning difficulties and severe physical disabilities. Teaching staff have received training in working with people with mental health support needs, and written guidance on how to make adjustments for learners with dyslexia or mental health support needs. Many learners requiring support are included in

mainstream provision and speak highly of the support they receive, which enables them to continue in their studies. The college also provides very good, discrete courses in music and visual arts for learners with learning disabilities.

41. The college has responded well to its responsibilities under the Disability Discrimination Act 1995, with planned changes to its accommodation. Much of the main building is now accessible by newly installed lifts, and automatic doors have made the main building accessible from the car park. However, learners with restricted mobility cannot enter the electronic music studio, parts of the visual arts accommodation and the main entrance. The college's accommodation strategy includes alterations to these areas, but has yet to be fully implemented. The learning resources for learners with disabilities include speech and magnification software, induction loops, speech input computer programmes, large-print books and audio-tapes. The college's prospectus is available in different formats. The library counter is at a height suitable for wheelchair users.

42. The college has focused its marketing activity specifically to widen participation. It has redesigned its main publicity materials over the past year to be more accessible, although materials are not yet available in community languages and do not always reflect the diversity in the college. The college is working towards standardising its leaflets so that the college's image is easily identifiable. A member of staff was appointed a year ago to develop community links. The college has run stimulating one-day events in the community as well as longer-term projects to encourage learners in the community to become involved with main college activity, particularly in the arts. For example, 260 people attended events during Black History Month, with over 100 attending the college for the first time. The college has longer-term links and partnerships with a wide range of community-based arts organisations which work with people who are homeless, have mental health support needs, are ex-offenders or are refugees. However, the planned programme of community development has not yet had a significant effect on recruitment.

43. The college has had some success in the steps it has taken to widen participation generally. For example, the proportion of learners on level 2 courses has risen from 2.6 per cent in 2001-02 to 4 per cent in 2003-04. The proportion of learners who live in areas of disadvantage, according to their postcode, has increased from 70.1 per cent in 2001-02 to 72.7 per cent in 2003-04. On most courses, the college offers a concessionary fee to learners on means-tested benefits or those who qualify for assistance. The college also uses its own resources as a charitable organisation to assist learners where appropriate. It has developed new criteria on which to base the distribution of access funds to ensure equitable take-up. The crèche is well used, and learners on access and basic skills courses are given priority. Learners value this provision and the opportunity it gives them to study at the college.

44. The proportion of learners from minority ethnic groups enrolling over the past four years has risen and is satisfactory. In 2001-02, 26.5 per cent of enrolments were by learners from minority ethnic backgrounds, and in 2003-04 the corresponding figure was 30.5 per cent. This proportion is similar to the profile of the areas of London from where

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the college draws its learners. Rates of retention of learners from minority ethnic backgrounds are slightly lower than those for white learners in all areas of the curriculum apart from basic education, where they are the same. The college recognises the large differences in participation between areas of learning as a key concern. In 2003-04, 29 per cent of learners studying exercise and health were from minority ethnic backgrounds, whereas 20 per cent were studying visual arts. Eighty-six per cent of the 206 learners enrolling on the pre-access course were from minority ethnic groups. The college's data is not yet reliable enough to show achievement rates. The college has now set performance targets.

45. The promotion of equality of opportunity is not yet established throughout the college. The college's annual operating plan for 2004-05 places equality and diversity as one of the key areas for improvement, with specific actions. The college has made progress in gathering accurate information about enrolments, retention and achievements, and has established key performance indicators. However, these are not yet analysed effectively in all college departments. The college's equal opportunities policies have recently been updated to include the most recent legislation. The governors' equality and diversity committee is rigorous in its scrutiny of the policies and action plans, and has required the college to make changes in order to implement its plans. The college has not yet fulfilled all its requirements under the Race Relations (Amendment) Act 2000. Although it has a race relations policy and recognises the need to promote racial harmony, only senior staff have received training on the subject. The college has started to monitor staffing, and now has a baseline from which to set and monitor targets in this area. Currently, the staff profile shows that 20.4 per cent of staff are from minority ethnic backgrounds. The proportion of staff declaring a disability is low at 1.7 per cent. The college has taken action to implement the equality and diversity policies and has started to promote these themes actively. For example, all tutors are expected to induct learners in their first class by drawing attention to the college's charter and policies, and the support available. This has not yet been rigorously implemented by all staff. Good practice in diversity is seen in some curriculum areas, such as dance, but not in all areas of the curriculum. Members of staff have not received training in strategies to deal with discrimination in the classroom.

Quality assurance

Contributory grade 4

46. The college has an effective complaints procedure, which learners use, and responds well to learners' feedback. All complaints go to a named person in the college. These are dealt with quickly and detailed records are kept of all complaints and the follow-up action. Recent action taken in response to complaints includes the modification of areas so that wheelchair users could enter them. Learners make their views about the college known through the termly class representative meetings. An example of a change taking place following feedback is the introduction of a new telephone system, with a queuing facility.

47. Overall the internal verification system is satisfactory, but each department has its own system in place. Consultant internal verifiers are used on complementary therapies courses as the college has insufficient staff to do the job in relation to the number of

learners.

48. The college has identified a need to improve its quality assurance procedures in relation to non-accredited learning. It has been involved in a national project in this area, through which it has shared ideas and made changes in practice. For example, staff are now encouraged to list learning outcomes, in the form of skills gained, on course information sheets to give a sharper overview of the courses. However, little further progress has been made since the project finished.

49. The college has a satisfactory framework for the quality assurance of its provision, although it is aware that some of its forms need adjustments. A comprehensive quality assurance handbook, pulling together various instruments used in the college, has been issued to all staff. It includes a relevant form and clear guidance notes on how to complete each quality assurance procedure. The college held a formal training class and workshops to discuss the use of the quality assurance forms. Part-time staff were invited to attend the training, for which they received payment. The handbook has been in place since September 2004 and 50 per cent of staff have attended training.

50. The college has a satisfactory process for preparing self-assessment reports for its curriculum areas, and many departments identified their weaknesses and strengths on self-assessment. Only in one curriculum area, humanities, was the report considered not adequate. The college did not provide sufficient guidance on the assessment of leadership and management in the areas of learning, and the main report did not evaluate the college's overall leadership and management, although information was provided.

51. The college has comprehensive quality assurance guidance, but its implementation of this guidance is only very recent and is not satisfactory. The quality assurance procedures are not yet working effectively in all sections of the college. The manager with responsibility for implementing the quality assurance procedures has many other responsibilities and this area is understaffed. Most directors have not yet taken full ownership of the processes, and are not managing their quality assurance role. Weaknesses in quality assurance procedures are identified in most of areas of the curriculum. Many of the quality assurance procedures have not yet had an effect on the overall quality of provision. For example, there is inconsistency in the way departments carry out course reviews. No process exists whereby groups of courses can be evaluated at programme level. The quality assurance manager carries out a limited number of quality checks on 12 course files for each department annually, and provides feedback. However, this is not sufficient for the whole provision. The directors of study carry out audit checks on course files to make sure documents are in place, but do not report on the quality of the files. The procedure for observing teaching and learning states that new staff should be observed once in their first term, and established staff should be observed at least once every three years. However, the observations are not carried out routinely across all areas of the college and significant variations in practice exist. The college has graded 92 per cent of classes it has observed as good or better, significantly higher than inspection findings in most areas. The observations focus on teaching rather than learning.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Adult and community learning	1004	2

Leisure, sport and recreation

Strengths

- high standard of development of physical skills
- very good attention to each learner's needs in classes
- good resources
- good range of provision
- good use of additional support for learners with disabilities

Weaknesses

- inadequate individual risk assessments
- incomplete implementation of quality assurance systems

Achievement and standards

52. Learners develop a high standard of physical skills. Those on martial arts courses achieve success in national competitions. Learners in all classes gain considerable health and psychological benefits, including improved breathing, increased mobility, flexibility and stamina, and reduced stress. They also are able to concentrate better and become more focused. Learners transfer the benefits acquired in classes into their everyday lives. Some learners re-enrol year after year and continue to make progress. Many learners aged over 60 participate in classes in order to maintain their level of fitness and slow down the effects of ageing. Other learners seek to counteract the effects of office work and life's stresses. Some learners attend on the recommendation of their doctors. Learners particularly like the social interaction in the classes, and using the canteen and other facilities with other learners. Retention and attendance rates are satisfactory.

Quality of education and training

53. Teaching is very good, with good attention paid to the individual needs of each learner. Classes are planned effectively and learners all participate actively in classes. Tutors pay particularly good attention to modifying activities so that all learners can take part safely whatever their level of ability and health. Most classes include learners with

physical or health limitations. Tutors are highly experienced in their subjects and they communicate their enthusiasm for their subjects to learners. They offer sensitive feedback, guidance and correction throughout the classes. Complicated skills and techniques are broken down into small steps and then built back up into sequences which learners practise and build on throughout the courses. The best classes include a variety of activities and opportunities for learners to recap, consolidate and monitor their own and others' learning. Tutors give clear demonstrations and instructions with continuing verbal prompts as necessary. Experienced learners are often used to guide and support beginners in parts of the class. The experienced learners benefit from recapping and consolidating skills and also develop their skills of observation, analysis and assisting. Groups which are diverse in ability, age and ethnicity integrate and work well together. Classroom management is good and tutors make good use of the area available, frequently changing the areas in which learners are working and the equipment they are using

54. Resources are good. There is a plentiful supply of equipment including mats, blocks, weights, swords and safety clothing for fencing. Several rooms have good equipment storage areas, but one room has insufficient storage and the equipment has to be transported from another part of the building. One excellent purpose-built exercise room is spacious and airy with a good floor, mirrored walls, handrails and a raised area from which the tutor can demonstrate. This room is used for just under half of the provision. Other fitness rooms have good equipment but are not always large enough to accommodate all learners comfortably when there is full attendance. One area has dedicated changing facilities and lockers but in other areas learners change in adjacent classrooms or toilets. A new large fitness area has been requested as part of the accommodation strategy. Staff are experienced and well trained. They attend internal courses on procedural matters as well as specific exercise courses. Some staff have been attending external courses to update and extend their professional expertise but this is not recorded at the college. Staff on internal tutor training courses receive good support.

55. The college offers a good range of high-standard provision. A wide range of courses are available throughout the day from morning to evening, as well as weekend and one-day courses. Many learners travel considerable distances to attend courses, not only because they are not available locally but also because they value the standard of teaching at the college. Courses include fencing, iai do, Pilates, tai chi, qi gong, postural exercise, different styles of yoga, and a range of health in retirement courses. This is the only centre in Central London which offers iai do. Many courses are mixed ability but some offer beginners' and intermediate/advanced levels. Some learners progress onto exercise-specific tutor training courses. The college's current strategy is to encourage wider participation by men and people from minority ethnic groups by increasing the range of courses, but the success of this strategy has not yet been analysed. Enrichment opportunities are good in some martial arts classes. Learners are encouraged to visit and compete with other clubs and attend national championships and grading events. In fencing, one learner has set up a website where learners can swap information about events, tactics and techniques.

56. Good use is made of additional support for learners with disabilities. The college

runs three classes in which learners with disabilities are supported by subject specialist tutors. This enables a learner who cannot stand unaided to take part in a Pilates class. Learners are also supported in a yoga class and iai do. This opportunity for inclusion provides additional social and psychological benefits for the learners. Initial advice and guidance are satisfactory. Most learners get enough information from the course guide, college website or course information sheet. Learners particularly value the taster and summer short courses as a means of sampling and deciding on which courses they should enrol.

57. Informal assessment and monitoring of learners' progress is satisfactory. Most assessment is carried out through observation, question and answer classes and discussion. Tutors know the learners well and monitor their progress well during classes. However, too little formal written recording of learners' progress takes place. Martial arts learners undergoing gradings receive formal assessment.

58. Individual risk assessments are inadequate. The health assessments for individual learners are not given sufficient attention. Not all tutors carry these out before a learner's first class. This is not compliant with health and safety regulations.

Leadership and management

59. Communication within the department is effective. Managers listen well and are very responsive and supportive. Nearly all staff work part time, and communication works well through a combination of telephone, post, e-mail, pigeon-holes, and notes in registers. Team meetings take place termly. The college carries out satisfactory observations of teaching staff. Fifty staff in the area were observed in 2003-04 and a further 10 staff were observed in the first term of 2004-05. The grade profile reflects the findings of this inspection.

60. The monitoring and implementation of quality assurance procedures is incomplete. The quality assurance procedures are not yet implemented fully. Learners' feedback forms have not been systematically collated or reviewed, and the procedure for this is being amended. The self-assessment report for this area of learning was combined with that of another area and it is not possible to evaluate it fully.

61. Although staff have a good awareness of matters related to disability, they have less explicit awareness of other aspects of equality of opportunity and have not received training in relation to the promotion of diversity.

Health, social care & public services

Health, social care & public services		2
Contributory areas:	Number of learners	Contributory grade
Complementary health services - Adult and community learning	577	2

Complementary health services

Strengths

- high rates of retention
- much good teaching and learning
- rich range of provision
- good support for learners

Weaknesses

- poor facilities for professional courses
- too few internal verifiers

Achievement and standards

62. The retention rate for accredited and non-accredited programmes is high at 87 per cent. Many learners proceed to other complementary courses within the college for further professional development. There is a positive exchange by learners and tutors across the complementary therapy provision. Those who are already practitioners of a complementary therapy tend to expand their service provision on successful completion of their courses. Some learners continue studying to become tutors of complementary therapy.

63. Learners on the one-day taster courses make gains in personal growth and development, as well as widening their understanding and knowledge. Many of the non-accredited courses that run over a few weeks, provide learners with a college certificate of attendance as well as the opportunity to join a professional association and to obtain indemnity insurance for their own practice. The department's figures show that achievement rates on accredited courses are good, but the data management system is currently unable to collate data to present an accurate picture of this achievement. However, learners' achievements are reflected in their progress to higher education. Twelve learners from the 2003-04 access programme gained entry onto university degree courses.

Quality of education and training

64. Much good teaching and effective learning take place, and 90 per cent of classes observed during the inspection were graded good or better. Planning is very effective and classes are thorough, with clear instruction that encourages the development of good professional practice. Tutors are very enthusiastic about their subjects and most are also experienced specialists, actively engaged in current practice. Many learners travel considerable distances to attend courses. In the best classes, learners develop relevant practical skills and techniques that will help them to enter or enhance their professional practice.

65. Learners' progress on accredited programmes is monitored well. An effective system is in place for programme leaders and the departmental office to monitor the progress of individuals and groups. Relevant portfolios are maintained, and staff monitor the progress of individuals by making regular checks on the development of case studies.

66. The college provides a rich portfolio of courses to cater for learners' needs and the wider community's interest. The provision is among the most comprehensive in London. The college has developed its complementary therapy provision to meet the growing local and national demand. Its effective provision of regular taster classes responds to the growing interest in complementary therapies. It also enables prospective learners to experience various therapies before enrolling on particular courses.

67. Learners receive good support with the theory and practice requirements of the programmes. Particularly good support is provided for learners with language needs, who get extra help from tutors to engage effectively with programmes. They also get extra time in examinations and are encouraged to use translation dictionaries. Learners with health needs receive relevant support to enable them to continue on the programmes.

68. Tutors are well qualified and experienced, and some are in the forefront of development of complementary therapies. They make satisfactory use of educational aids, including anatomical models and charts, although some have insufficiently developed skills in the use of modern educational technologies.

69. The facilities provided for professional therapy practice are poor. The accommodation is unsuitable for professional courses and does not reflect industry standards. It compromises the dignity and privacy of learners in practical classes, and that of models in examinations. Ventilation and noise are not controlled adequately to provide the tranquil atmosphere required for complementary therapy practice. Learners and tutors persevere despite this significant constraint. The teaching team has recognised this deficiency and has developed a proposal for the establishment of a complementary healthcare clinic which could benefit the college and the local community.

70. The department does not have enough internal verifiers to manage the demand of an increasing number of accredited programmes. The use of external cover is not appropriate in the longer term. However, due attention is given to the comments of

external verifiers. Information from assessments and evaluation is used for the ongoing development of programmes.

Leadership and management

71. The appointment of an acting director of studies and salaried teaching staff has provided stability in the management of the department. Operational management is satisfactory and managers have initiated systems to manage courses, maintain relevant records and carry out data analysis for the management and development of programmes. Staff have good awareness of the new quality assurance framework but it is still in the early stages of its implementation. Managers are aware of the strengths and weaknesses of the provision. The self-assessment report is largely in line with the inspection findings. Staff have a satisfactory awareness of equality of opportunity, but this has not yet been translated into a strategy to increase the recruitment of learners from minority ethnic groups. Staff have not received any training in relation to the Race Relations (Amendment) Act 2000.

Visual & performing arts & media

Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
Design - Adult and community learning	1892	2
Dance - Adult and community learning	1102	2
Music - Adult and community learning	2215	2

Design*Strengths*

- good standard of practical work
- much good teaching and learning
- exciting range of provision
- good support for learners

Weaknesses

- insufficient technician support

Dance*Strengths*

- good development of practical and technical skills
- very good teaching and learning
- diverse range of courses
- good support for learners
- good operational management

Weaknesses

- insufficient large studio spaces
- insufficiently developed quality assurance arrangements
- insufficient attention to risk assessments

Music

Strengths

- particularly high standards of technical and performance work
- good individual progression
- very good teaching and learning
- very diverse range of courses
- good support for learners

Weaknesses

- inadequate formal monitoring of learners' progress
- insufficient attention to health and safety at the electronic music studio
- insufficiently developed quality assurance systems

Achievement and standards

72. Learners demonstrate high standards of work and high levels of performance in all aspects of visual and performing arts. Learners in dance classes develop very good postural alignment, use of energy and co-ordination, as well as memory of movements and performance skills. Learners in acting classes develop physical, vocal, conceptual and evaluative skills. Music learners develop particularly high standards of technical and performance skills. They develop their musical ability through instrumentation and singing, and their intellectual appreciation through classes in musical sight reading, eurhythmics and composition. Most learners are capable of good articulation in their subject, grasping complex terminology and the use of complex equipment and software, especially in the electronic music studio. In visual arts, learners produce a good standard of practical work in jewellery, printmaking, textiles, drawing and painting, and three-dimensional work. Mixed media are used well in work of an experimental and innovative nature.

73. Learners in the music department make very good individual progress through a range of courses. Many start on non-accredited courses and move on to accredited courses at a high level. Learners on access provision gain credits on additional courses. Individual progression in music is impressive. For example, learners in a 'can't sing' choir progressed as a result of voice training to gaining performance slots with a national opera company. Many access learners in performing arts have progressed to higher education.

74. Rates of retention are satisfactory or better in visual and performing arts, ranging across all three areas from 86 per cent to 90 per cent in 2003-04. Attendance during the week of inspection ranged from 75 per cent to 82 per cent.

75. The college's data on achievement in this area of learning has not been reliable for many years. Current local data suggests that achievement rates overall are satisfactory, with good results on access courses. Pass rates have declined on other accredited music courses, but are improving on visual arts courses. Outcomes on non-accredited

provision are not always clearly recorded, but learners make good progress nevertheless.

Quality of education and training

76. Teaching and learning are very good across all of the provision, with three-quarters of classes observed during the inspection graded as good or better. In music, tutors are particularly sensitive to the needs of learners and use innovative methods to engage learners, particularly on active musicianship, voice training and singing studio courses. Tutors in dance classes make good use of clear detailed demonstrations and have designed some well-constructed sequences of movement to help learners to use, extend and develop their skills. Tutors offer a good range of coherently organised activities, using a good mixture of practical work, discussion, question and answer, practice and evaluation of performance. In visual arts, tutors set challenging projects. For example, learners in a drawing class were asked to develop abstract paintings and collages. From a simple drawing base using a one metre 'pencil', made from charcoal taped to a bamboo stick, and a model in a draped fabric environment, they then had to take part or all of this already distorted image and develop it with mixed media into a final painting.

77. The breadth and diversity of courses is very good across all of the visual and performing arts provision. The range in all areas includes traditional courses, basic skills and techniques, as well as an increasing range of contemporary courses and a diversity of styles. In visual arts, the range of courses includes mixed-media approaches as well as specialist classes such as etching and printmaking. In music, in addition to the wide range of classical and jazz courses, an electronic music studio has proved popular. African-Caribbean and South Asian dance courses are offered, in addition to classical, jazz and street dance. In all departments, courses are often available at a range of levels, with clear progression opportunities. Discrete provision for learners with learning difficulties in music and dance, though small, is very good. Extension and enrichment activities are significant features of the provision, and good use is made of the college's proximity to theatres, concert halls, exhibitions, and performance venues. The college's involvement with local community groups and its involvement in local festivals are widening opportunities for groups that have not participated in the college's courses in the past, although, as yet, numbers of enrolments onto mainstream courses are modest. Learners' work is celebrated by open performances in the performing arts and by exhibitions and displays of visual arts in the college's gallery and in public spaces in the college.

78. Across all of the provision learners receive consistently good advice and support. The prospectus and pre-course information sheets are clear with comprehensive information, and pre-course advice and guidance are good. Good support is available for learners with dyslexia and other support needs. Learners speak highly of the dyslexia support. Support provided in class by support assistants is good. Learners have access to childcare and access funds. The quality of personal support is good and tutorials are used well, although not always documented well. Occasionally, tutors are not available at advice meetings because of work pressures, and printed material is not available in community languages, although it is available in alternative formats such as audio-tape

and Braille.

79. Staff qualifications are satisfactory. In all areas teaching staff are well qualified. In visual arts, 60 per cent of tutors with substantial teaching hours have a teaching qualification, and most are practicing artists, designers and craftspeople bringing current expertise and knowledge to their teaching. Similarly, in dance and drama, staff have professional expertise, experience and qualifications. Over half have appropriate current teaching qualifications. In music, tutors are mostly graduates, all with extensive musical backgrounds and several with level 4 teaching qualifications. The data on teaching qualifications is inaccurate and a review of appropriate teaching qualifications is proposed by the department in conjunction with external institutions.

80. Assessment is satisfactory in dance and drama and visual arts. In dance and drama, initial assessment is good, with learners' needs and levels accurately identified. Tutors provide good feedback on assessed work. Feedback in classes is sometimes too general and there is over-reliance on group evaluation. In visual arts, assessments are good on the four certificated courses and are graded A by external verifiers. However, assessment on non-accredited courses is only now being developed and only covers about 30 per cent of learners, despite the use of quality assurance documents requiring agreed learning outcomes. On occasions, tutors keep their own records of learners' progress, which are quite detailed and shared with their learners. Learners receive individual informal feedback regularly in many classes, but this is not used as the basis for written records and feedback.

81. In music, learners' progress is not monitored satisfactorily. The initial assessment on the access course is thorough and feedback in classes is satisfactory, with a few good examples of video recording. However, the formal monitoring and recording of progress is not satisfactory and is not seen as appropriate by many tutors and learners in the music department. Insufficient formal recording of progress has taken place in access courses, and achievement data is inaccurate.

82. Some accommodation and resources are less than satisfactory across the area as a whole. In the music department, musical instruments of a satisfactory condition are available for learners in all appropriate classes, although several pianos are out of tune. The electronic music studio, although much appreciated as a resource, has no access for learners with restricted mobility and also has problems with temperature, lighting and internal noise. There is only one fire extinguisher, which is located by the door and only accessible by moving a desk. There is no designated fire escape route from the room. Although often of a good size, many of the rooms used for music classes are not soundproofed. In visual arts, the accommodation is generally purpose-built, with well-equipped workshops and studios. There is excellent gallery space for visual arts staff and learners' displays, with additional display cabinets in the main entrance and on staircase landings. However, there is no lift access to print-making facilities. A key weakness in the department is the insufficient technician support. One half-time regular technician and two temporary part-time technicians cover four separate and intensively used sites and specialist equipment. This leaves teaching staff responsible for fetching and carrying, checking equipment and general upkeep of

their areas, and raises health and safety concerns. In dance and drama, the studios are too small for the larger classes and this restricts the activities that take place in them. The freedom to move confidently across the floor in travelling sequences, and the performance of choreography, are affected by the size and shape of the rooms. Some drama work takes place in classrooms that are not appropriate to the nature of the work. There is no dedicated space with appropriate lighting, flooring and specialist equipment. There is no wheelchair access to the drama studio. Many of the books in the library are old and under-used, and there are insufficient videos of current modern dance works and books on techniques. Some music for ballet classes is dull and uninspiring and little use is made of live music in technique classes.

Leadership and management

83. All departments have good communication with their staff. Part-time staff generally feel informed and involved. Staff meetings are well attended. Changes of contract, from part-time to fractional posts for seven members of staff, have lifted morale in the visual arts department. Members of staff are becoming more aware of the need to focus provision more effectively and to attract a wider range of learners, although the more systematic processes of target-setting and evaluation are still not fully established into management practice.

84. Equality of opportunity is satisfactory. Dance and drama staff are aware of the college's equal opportunities policy and its application, and make significant efforts to amend and adapt courses to meet each individuals' need. Learners across the provision find the mix of age, ethnicity and gender in classes enriching and staff take opportunities through the curriculum to explore matters relating to culture and diversity. The number of men taking courses has increased slightly over the past three years, as has participation by learners with disabilities. Thirty-six per cent of learners are from minority ethnic backgrounds, compared with the college's average of 30.5 per cent. Efforts are made to increase the participation of target groups by offering South Asian and African-Caribbean dance classes on Saturdays. In visual arts, the percentage of learners from minority ethnic backgrounds is low. Staff are aware of this and are becoming increasingly engaged in activities and projects to widen participation by these groups. An example is the Pyramid project where tutors and learners are trained in the college to act as ambassadors and work in the community. Some courses, such as textiles, clothes making and three-dimensional sculpture, build cultural themes into project work, and there is often a good mix of learners in groups. A wheelchair user reported that much has improved in the past two years, with an automatic door and a lift in the main building allowing entry to the library and refectory. However, main corridor doors are still manual and carpeting is still pile carpet, making steering a wheelchair very difficult. No tutors have been trained in the implication for their practice of the Race Relations (Amendment) Act 2000, but many have received training as part of the implementation of the Disability Discrimination Act 1995.

85. The revised quality assurance arrangements are in the early stages of development, and have significant weaknesses in music provision. The implementation of the tutor observation scheme is inconsistent, with one tutor being visited once a year for five years

and another being visited once in 35 years. There is no formal structure to the pattern of observations, and too much emphasis is placed on teaching rather than learning. Insufficient mechanisms are in place to monitor the effectiveness of classes. Potential problems are only identified if significant numbers of learners withdraw from a course, or if a learner formally complains. The college's grading of its teaching observations in all areas of visual and performing arts was higher than the inspectors' grading. The self-assessment reports generally grade teaching too highly, but otherwise are broadly accurate, apart from in music where accommodation was seen as strength. The procedures for risk assessment in dance and drama are not effective. Risk assessments in some cases do not contain sufficient detail. One significant hazard regarding the inward opening of dance studio doors, although recognised by staff, did not appear on the relevant risk assessment. Staff are not involved in drawing up and assessing the information contained on the risk assessment documents. One piece of sound equipment has not been tested for safety.

Humanities

Humanities		4
Contributory areas:	Number of learners	Contributory grade
Other contributory areas - Adult and community learning	751	4

Other contributory areas

Strengths

- good intranet site in philosophy
- good support for many learners

Weaknesses

- much unsatisfactory teaching
- poor accommodation
- inadequate quality assurance of provision

Achievement and standards

86. Standards of work are high in many history and philosophy classes. Learners in some philosophy programmes show a very high standard of critical analysis, evaluation and debate. Learners in a non-accredited local history class regularly complete work out of the class. In one observed lesson, learners enthusiastically marked a homework exercise competing with each other for points. The group of learners involved in a visit to a local museum was knowledgeable about the architect's impact on Georgian London, and had carried out additional research before the visit. Learners in these classes show great interest, arrive on time and are enthusiastic about learning.

87. Retention rates are satisfactory overall. Local data shows that in 2003-04, 436 learners enrolled on components of the access programme, some of which were multiple enrolments, and 344 completed the programme. This represents a retention rate of 79 per cent. However, the retention data on access programmes is not yet wholly reliable. In the same period, 878 of the 994 learners who enrolled on non-accredited courses completed their course, a rate of retention of 88 per cent.

88. The achievement rate on the access programme has improved from 18 per cent in 2001-02 to 39 per cent in 2003-04, but it is still low. The achievement rate on non-accredited courses has improved similarly over the same period, from 4 per cent to 13 per cent.

Quality of education and training

89. The philosophy tutors have developed a good intranet site for philosophy learners. All lesson notes are placed on this site, which is available to learners either from home or the college. Learners use the site to check their learning and to catch up on work they have missed or failed to understand fully. The site is regularly updated.

90. Tutors offer a good level of personal, pastoral and academic support to learners. Tutors in the better classes are very sensitive to the needs of individual learners. In one class, the tutor carefully checked the sound level of a video with learners and checked that speakers of other languages could understand the Liverpool accent. In another class the lesson plan identified the specific needs of each learner and the tutor responded to these needs in the lesson. All learners are assessed for literacy and numeracy skills support needs as part of the enrolment process. An accredited study skills programme provides support for literacy and numeracy to enable all access learners to reach level 2. ICT support is available to those who request it.

91. Staff qualifications are satisfactory and appropriate for the courses offered. All full-time and substantial part-time tutors are academically well qualified with higher degrees. Those who do not hold a recognised teaching qualification are working towards one. The humanities department also employs a large number of part-time tutors with specific subject expertise. These tutors mainly teach on short non-accredited programmes, although experts are used on other programmes where relevant.

92. Assessment is satisfactory overall. The college provides an extended interview and assessment for learners on access courses to ensure that they understand the course they are taking and to identify their learning needs. Homework is set in relation to assignments for accredited courses. It is marked promptly and usually provides a satisfactory level of guidance and support to indicate the quality of the work and ways to improve. In some non-accredited programmes, tutors set work for learners. Although there is no requirement to complete this work, in many classes learners frequently submit it for marking. In the local history class the tutor has developed his own way of assessing and recording learners' progress. A new system of learners' files has been developed to monitor and record the progress of learners on access courses. The system is still being piloted and the first review will take place during the spring term. However, the standard of progress information provided by subject tutors is inconsistent and does not provide sufficient information for tutors to provide guidance on improvement.

93. The college offers a satisfactory range of courses. Philosophy is taught at a high level that is demanding and challenging for learners. Good use is made of external speakers and visits, and learners' programmes are enriched by the use of the facilities available in London. The access course has been successful in attracting a large number of learners from minority ethnic backgrounds. However, no ESOL access course is offered.

94. Much teaching is unsatisfactory. Twenty-five per cent of classes observed during the inspection were graded as unsatisfactory and an additional 42 per cent were only satisfactory. Lesson planning is inconsistent and in too many classes there is little or no

variation in the style of delivery. In many classes the tutor lectures to learners without questioning, involving or checking their learning. Many schemes of work are superficial, only providing a list of dates and the topics to be covered. These schemes do not identify any imaginative or innovative approaches to support learning or methods of delivery. They do not recognise the different needs of accredited and non-accredited learners working together in the same group. Poor use is made of ICT. Most rooms are equipped with some ICT aids including overhead projectors, data projectors and video recorders. However, the equipment was used infrequently in observed classes, and staff using the equipment were not always able to use it effectively. Computer presentations were unimaginative, being merely lecture notes projected on to a screen, and the interactive whiteboard was used as a normal whiteboard.

95. Accommodation is unsatisfactory. All rooms are drab with a poor state of decoration and have no educational character. There are no displays of learners' work or relevant materials to generate a learning environment. This was identified as a concern by the directorate executive in October 2004 but no action has been taken to rectify it. There is no ownership of rooms by curriculum areas. Many rooms have poor ventilation and ineffective air conditioning. Many rooms suffer from intrusive noise from neighbouring music rooms, which distracts learners.

Leadership and management

96. Regular departmental meetings are held, and are minuted comprehensively. However, there is no evidence of actions being adequately monitored. Data is unreliable and not effectively checked at departmental or programme level. No targets are set at course level for enrolment, retention, achievement and progression and there is no evidence of formal monitoring of progress during the year. The department does not effectively monitor learners' progress, although a monitoring system has been introduced this year and is in its pilot stages. Lesson observations overstate the quality of teaching and have not had any significant effect on improving the overall quality of teaching.

97. Quality assurance is inadequate. The quality of schemes of work and lesson plans is not monitored, although there is an audit that ensures the director receives all paperwork. There is no regular critical evaluation of provision at programme level that involves tutors. Learners' views are collected and collated at course level. This system has been recently introduced and is not consistently used across all programmes in the department. There is no critical analysis of data or detailed consideration of the needs of learners. A detailed review of the content of the access programme has been carried out, although this was directly related to the need to revalidate the programme and did not include any critical analysis of trends over time. The self-assessment report for humanities is weak. It is largely a narrative devoid of judgements, and makes no critical analysis of provision. The improvement in achievements noted is not put into the context of local and national averages. Some strengths are overstated and many weaknesses are not recognised. The department has widened participation satisfactorily by increasing numbers of learners from minority ethnic backgrounds, and is involved in initiatives to reach more community groups. However, staff have not received recent diversity training and there is insufficient explicit promotion of equality and diversity in the formal curriculum.

English, languages & communications

English, languages & communications		3
Contributory areas:	Number of learners	Contributory grade
Languages - Adult and community learning	1760	3

Languages

Strengths

- good use of target language to develop listening skills
- good teaching and learning resources
- very rich range of courses

Weaknesses

- insufficient development of independent speaking skills
- unsatisfactory accommodation
- inadequate quality assurance

Achievement and standards

98. Attainment is satisfactory. Pass rates for the small number of learners taking GCSEs are very good. A growing number of learners take London OCN credits, with most achieving the maximum number. Attainment in classes is satisfactory. Learners in high-level classes show considerable skill in understanding and discussing complex ideas. Learners at lower levels make good progress in understanding spoken language and satisfactory progress in reading. Progress in speaking skills is less satisfactory. Few learners are able to engage in dialogue without using a supporting text. The retention rate is satisfactory, at 79 per cent.

Quality of education and training

99. In the best classes, tutors make good use of the target language to develop learners’ listening skills, even when explaining grammar points. Most learners value this immersion in the language and are attentive and lively. They enjoy working in pairs and small groups to develop their skills. Tutors and learners use homework assignments well to reinforce learning. Homework is set every week on all courses whether accredited or not. All learners complete it and it is marked and returned promptly. Learners in advanced classes pursue themes outside the classroom with their own research and contribute challenging ideas to debates.

100. Teaching and learning resources are good. All staff are native speakers of the

language they teach. Approximately half have specialist language teaching qualifications. Rooms are supplied with basic equipment and tutors have good access to video and other equipment through an advance booking system. Large numbers of learners borrow audio-tapes, videos and a wide range of books from the library. There are copies of periodicals in the four main languages taught. CD-ROMs are available in the learning centre, which is used by tutors to prepare materials and by learners for study. The library holds a useful selection of books on strategies for language teaching. However, the department has no non-textual resources such as clocks and games for tutors to borrow.

101. The college provides a very rich range of programmes. Twenty four languages are offered, including a growing range of Scandinavian languages. Tasters in rarely available east European languages are provided in the summer. New courses start each term. Courses are scheduled from early morning to late evening and on Saturdays. Intensive courses allow learners to study for entire days. There are progression routes for all languages where demand exists, and a number of very high-level courses. Learners join trips to European capital cities and attend cultural events in London to practise their language skills.

102. Assessment and recording of progress are satisfactory. Tutors give useful feedback in class on pronunciation and intonation. They make helpful written comments on learners' homework. Most tutors ensure that learners complete their self-assessment of progress at the end of courses. The college has carried out trials of objective assessment of learners' skills at the start of some courses but these have not been taken forward, and achievement over time is hard to quantify.

103. Support for learners is satisfactory. Learning staff provide advice and information at the start of each academic year. Advice slots are then held twice a week throughout the year. Prospective learners can sample a class for one lesson to judge the suitability of the course. E-mail enrolment is appreciated by learners. However, learners' voice mail enquiries have often gone unanswered. Only four of the current learners receive additional support.

104. Tutors in many classes do not use sufficient structured exercises for practising speaking skills. Tutors use audio-tapes well in most classes, but rely too heavily on written material as prompts for learners. They do not use sufficient visual stimulus material or body language to enable learners to speak without relying on text. Tutors introduce too many vocabulary items for learners to remember and use.

105. Accommodation is unsatisfactory. Many classrooms are booked without breaks between classes. Learners lose time at the start or end of their classes during the changeover. Many rooms are badly ventilated and poorly decorated, with bare walls and few posters or displays. Classes suffer considerable noise interference from traffic, electric fans and neighbouring music classes. Interactive whiteboards have been installed in some rooms but are not used properly.

Leadership and management

106. The department provides good access to staff development activities which tutors are paid to attend. Operational management is satisfactory. Insufficient use is made of management information to develop the programme. Managers have incomplete records of teaching observations, staff qualifications and staff development activities. The curriculum manager does not keep information on improvements the department has made to the recording of achievements on courses ending in December 2004. Data from learners' self-assessments is not analysed to determine achievement rates.

107. Equality of opportunity is satisfactory. Forty per cent of learners are men, and 20 per cent of learners are from minority ethnic groups. However, data on retention and achievement by gender, disability and ethnicity is not analysed within the department to support developments. Insufficient active promotion of equality and diversity takes place apart from disability awareness training.

108. Quality assurance is inadequate. Observation of teaching is unsatisfactory. Many recording forms are incomplete. Copies of feedback forms are not always signed by tutors or observers. Classes are over-generously graded and little evidence is provided for judgements. The department has no system for following up on action points or for sharing good practice. It has recently engaged peer support for observers. This has improved some aspects of judgements on teaching and learning but weaknesses remain. Managers carry out audits on tutors' compliance with the college's new quality assurance system but do not assess the quality of schemes of work or lesson plans. The self-assessment report is unsatisfactory. It overstates strengths and does not deal with some weaknesses.

Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> - Adult and community learning	399	4
<i>Literacy and numeracy</i> - Adult and community learning	237	3

ESOL

Strengths

- good range of ESOL courses
- good support for tutors to improve teaching practice

Weaknesses

- low rates of retention
- insufficient range of teaching strategies to manage mixed-ability classes
- poor use of data to monitor achievement

Literacy and numeracy

Strengths

- very good achievement rates on GCSE English language courses
- good development of literacy and numeracy skills
- good support for learners

Weaknesses

- poor and declining retention rates
- poor use of ICT
- unreliable management information

Achievement and standards

109. GCSE English pass rates are high, with 90 per cent of learners achieving grade C or above.

110. Attainment is good in most literacy and numeracy classes, with learners using their improving speaking and listening skills to engage more effectively with each other and with the tutor. In one mathematics class, learners were able to reflect on the strategies they had used in a mental mathematics exercise so that they could compare them with a wider range of strategies and decide which may have been most effective.

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111. Many learners produce work of a satisfactory standard in literacy and numeracy classes. Learners' literacy and numeracy skills are developed effectively. For example, one learner has progressed successfully through each of the three entry levels over the past two years. Learners describe how their improved level of literacy and numeracy skills has increased their self-confidence and employability. Some learners are gaining additional literacy and numeracy skills in order to start their own business. ESOL learners gain in confidence and increase their ability to communicate in English. For example, some learners spoke no English on arrival in the UK. They have progressed from beginners' level to level 1 provision at the college. Others report that they are able to complete job applications. Another learner now has sufficient language skills to work as a cashier at a supermarket.

112. Rates of retention on most literacy, numeracy and ESOL courses are poor. Only 49 per cent of learners who start on a numeracy course and 59 per cent of those who start on a literacy course remain to complete it. In ESOL classes in 2003-04, 55 per cent of learners on accredited courses and 58 per cent on non-accredited courses completed their courses. The attendance rate on ESOL classes during the inspection was similar, at 58 per cent. This is a decline on previous years. The attendance rate on literacy and numeracy classes was 74 per cent during the week of inspection. Managers recognise this weakness and have introduced new procedures to improve attendance. Learners are encouraged to report any absence and tutors are notified immediately. Tutors deal with poor attendance during tutorials with the learners. However, there has been no significant improvement to date.

Quality of education and training

113. The range of ESOL provision is good. Intensive provision of up to 12 hours a week is available from pre-entry level to level 1. Courses are available during the day and evening. A good range of support classes help learners to develop their skills further. These include workshops in speaking and listening, spelling and grammar. A good range of classes at various levels is available at a new outreach centre. This effectively meets the needs of learners elsewhere in the locality.

114. Support for learners on literacy and numeracy courses and additional support are good. The college has recently introduced a central system for providing additional support. The support for learners with dyslexia is particularly good, encouraging them to develop effective strategies for checking their own written work. Learners are very well supported through the department's tutorial system. Each teaching class is extended by half an hour to provide time for tutors to have individual tutorials with two or three learners. These are used effectively to check coverage of topics and homework, monitor understanding and assess progress.

115. ESOL learners receive satisfactory guidance and support. They can use helpful course content sheets, although those aimed at learners at beginners' level use language which is too complex for them to understand. Most learners receive advice on entry to courses. Learners receive good support in class and during tutorials, although there is

insufficient specialist ESOL support for learners' mainstream provision.

116. On ESOL programmes and on literacy and numeracy programmes, resources are satisfactory overall. Staff are appropriately qualified and experienced in their subject. Tutors working at the main centre have access to a good range of teaching materials and equipment. Interactive whiteboards have been installed in some classrooms and tutors are being trained in their use. However, the outreach centre used for ESOL only has basic equipment and an insufficiently varied range of materials. The learners have very good access to learning materials which they are able to borrow from the library. However, learners who attend the outreach centre have difficulty in getting the same level of access to equipment and resources. Not all classes are well decorated and few have displays or examples of learners' work. Some classroom accommodation is cramped.

117. Initial assessments are satisfactory. All learners on literacy programmes have an assessment of their skills levels, a diagnostic assessment and a learning styles assessment. Many tutors use the results of these assessments in planning their activities to match the learning styles of their group. Individual learning plans are drawn up and reviewed termly, but are not consistently used to set targets and review progress. Many individual learning plans have not been reviewed since learners began their course six months earlier, and most learners do not have a copy of their individual learning plan. The assessment of ESOL learners' needs and attainment is satisfactory and most learners receive good feedback during classes. This covers advice on vocabulary, pronunciation and grammar. Written work, including homework, is marked well. However, while the documents to record the learners' attainment are in place, the quality of recording is variable. Some tutors are skilled at recording the results of the initial assessment and progress reviews. They set measurable targets and record progress well. Others set poor targets, such as 'improve spelling', against which progress and achievement cannot be measured.

118. Teaching in literacy and numeracy teaching is satisfactory. Sixty-two per cent of teaching sessions observed during the inspection were graded good or better. Schemes of work are detailed and planning for classes and activities is good. Most tutors carry out specific lesson planning to meet each learner's needs. Tutors ensure that classes progress at a good pace and with activities changing at appropriate intervals, although the activities are heavily paper-based. Forty-five per cent of ESOL classes, observed during the inspection were graded as good or better. In better classes, learners develop their language skills well. There is a clear focus on the needs of the learners and their progress is monitored well. Lesson plans contain a good blend of activities which reinforce and extend learning. Learners receive advice on how to improve their language skills further. In one successful lesson the learners dictated text to each other and matched sentences. These activities extended their writing and sentence-building skills.

119. In less successful and unsatisfactory ESOL classes the tutor dominates the class. The learners have insufficient opportunity to practise their language skills and receive feedback on performance. The range of teaching strategies is insufficient to manage a wide variety of learning needs. Learning tasks are not sufficiently structured for different

levels within the group, with too few extension activities. This affects, in particular, the quality of learning of the more advanced learners. Other learners whose language skills are weaker struggle to keep up. A significant weakness in literacy and numeracy classes is the failure to use ICT. Tutors rarely plan to use the college's ICT facilities and there are no computer rooms routinely used by learners on literacy and numeracy skills courses.

Leadership and management

120. On ESOL courses, tutors receive good support from the director of studies. There is an extensive staff training programme which covers general training as well as subject-specific topics, such as using games in the language classroom and using computers to assist language learning. The director plans training well to meet the needs diagnosed during observations. Communication between the director of studies and the tutors is good. Staff meetings are held regularly and are well attended. The director is responsive to tutors' needs and there is good team spirit among a large team of part-time tutors.

121. Quality assurance arrangements are implemented and are mainly satisfactory for the ESOL and literacy and numeracy provision. The observation of teaching and learning is well established, with new tutors being observed in their first term of employment and all others annually. However, records of observations show that the main focus is on teaching and that insufficient attention is paid to learning. Most observation grades are higher than those given during the inspection. The self-assessment report identifies accurately the main strengths and weaknesses of the ESOL and the literacy and numeracy department. The staff are clear about what needs to be done. However, in grading the provision, the college did not give sufficient weighting to the effect of unsatisfactory teaching methodology by a minority of tutors or to the effect of inadequate data. There is no formal appraisal system but each member of staff is interviewed by the director while they are being given feedback following lesson observations. Staff are encouraged to attend additional training and part-time staff are paid to attend internal and external training events.

122. The department's approach to equality of opportunity is satisfactory. Materials and activities reflect the ethnic backgrounds and lives of ESOL learners well. For example, a text on the topic of the Chinese New Year was used in an ICT class. In a higher-level language class, learners carried out project work on respect and tolerance. In literacy and numeracy classes, support for learners with dyslexia is good. Members of staff have received training in relation to the Disability Discrimination Act 1995, but not the Race Relations (Amendment) Act 2000.

123. The department makes poor use of data to monitor achievement in ESOL and literacy and numeracy classes. Its ability to monitor performance and plan provision is reduced. Data recorded over time is not accurate. For example, it is impossible to be sure whether the long-term decrease in retention rates is due to changes in the recording of data or an actual drop in retention. Achievement data for learners on accredited ESOL courses is not reliable. Multiple exam entries are not matched to individual candidates. The registers do not always contain accurate information as to who is legitimately enrolled in at particular class. This contributes to inaccurate evaluations by managers

about the performance of the department, particularly in relation to rates of absence, attendance, retention and success.