

INSPECTION REPORT

Greenwich LEA

27 May 2005



ADULT LEARNING
INSPECTORATE

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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** 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.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

INSPECTION REPORT

Greenwich LEA

Contents

Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for Greenwich LEA	2
Grades	2
About the inspection	4
Key Findings	4
What learners like about Greenwich LEA	10
What learners think Greenwich LEA could improve	10

Detailed inspection findings

Leadership and management	14
Equality of opportunity	15
Quality improvement	16
Information & communications technology	18
Hospitality, sport, leisure & travel	21
Hairdressing & beauty therapy	25
Visual & performing arts & media	28
English, languages & communications	32
Foundation programmes	36
Family learning	39
Community development	42

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Greenwich adult and community learning provision is managed by the education services department of Greenwich Local Education Authority (the LEA). The service is managed by the head of policy for the education service. He is supported by a small team and reports to the director of education service and to elected councillors (members). The service offers an advertised programme of courses from entry level to level 2, and a range of non-advertised programmes developed to meet the needs of the community and specific partners. The provision covers most of the 14 areas of learning, although most of it is concentrated in visual and performing arts and media, with the rest spread between information and communications technology (ICT), hospitality, sport, leisure and travel, English, languages and communications, hair and beauty therapy, foundation programmes, family learning, and community development. Programmes and courses are available during the day, in the evenings and some weekends through the year. The adult and community learning programme is a multi-agency initiative which is organised by the Greenwich Lifelong Learning Partnership (GLLP). The LEA, Greenwich Community College (the college) and neighbourhood renewal play a strategic role in the partnership through consultation, joint planning and the delivery of programmes. The college delivers over 90 per cent of the provision under contract from the LEA.

2. The LEA's adult and community learning provision covers the whole of the borough of Greenwich in over 60 venues. The borough serves a diverse socio-economic and cultural community. It has a significant proportion of minority ethnic residents. There is stark contrast between the affluent areas of Greenwich and Blackheath and areas with high levels of disadvantage such as Woolwich and Plumstead. In 2004, the index of deprivation ranked Greenwich at 41st most deprived district of the 354 in the country. Forty-four per cent of the population live in the bottom 10 per cent of most deprived wards in the country. Across the borough, unemployment is 4.4 per cent, which is above the national average of 3.1 per cent. The proportion of the population from minority ethnic groups is about 27 per cent, compared with the national average of 7 per cent. In 2004, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C or above in Greenwich, shows a considerable increase from 2002, from 33.5 per cent to 40.2 per cent, compared with the national average of 53.7 per cent.

OVERALL EFFECTIVENESS

Grade 3

3. **The overall effectiveness of the provision is satisfactory.** More specifically, the LEA's leadership and management are satisfactory, including its arrangements for equality of opportunity. The organisation's arrangements for quality assurance are unsatisfactory. The LEA's provision in English, languages and communications is good. The provision in ICT, hairdressing and beauty therapy, visual and performing arts and media, foundation programmes, family learning, and community development is satisfactory. The provision in hospitality, sport, leisure and travel is unsatisfactory.

4. The inspection team had no confidence in the reliability of the self-assessment process. The LEA's self-assessment report was inaccurate and incomplete. Several areas of learning were not included in the report. Subcontractors, learners and other stakeholders were not included in the self-assessment process and did not participate in its production. The section of the report dealing with leadership and management is generally critical and identified the issues found during the inspection, including the poor use of data. Many of the grades given during the inspection matched those given by the LEA in their self-assessment report.

5. The provider has demonstrated that it has sufficient capacity to make improvements. The LEA is aware of many of the management issues and has already started to deal with them. New staff and new initiatives to manage the provision are being put in place. The LEA has a close working relationship with the subcontractor college.

KEY CHALLENGES FOR GREENWICH LEA:

- continue to build on current initiatives and partnerships to meet strategic objectives and improve the quality of the provision
- instigate a detailed quality assurance and monitoring programme at LEA level
- promote the sharing of good practice between and within areas of learning
- capture and use achievement and progression information
- develop effective systems to monitor safe working practices and risk assessments
- improve initial assessment and induction programmes for learners
- improve accommodation in community venues
- make operational curriculum teams focus on learning

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

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

Information & communications technology			3
Contributory areas:	Number of learners	Contributory grade	
<i>Using IT</i> Adult and community learning	120	3	

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> Adult and community learning	510	4

Hairdressing & beauty therapy		3
Contributory areas:	Number of learners	Contributory grade
<i>Beauty therapy</i> Adult and community learning	92	3

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
<i>Arts</i> Adult and community learning	535	3
<i>Crafts</i> Adult and community learning	918	3
<i>Dance</i> Adult and community learning	43	3
<i>Music</i> Adult and community learning	57	3

English, languages & communications		2
Contributory areas:	Number of learners	Contributory grade
<i>Languages</i> Adult and community learning	191	2

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy</i> Adult and community learning	251	3

Family learning		3
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i> Adult and community learning	120	3

Community development		3
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i> Adult and community learning	267	3

ABOUT THE INSPECTION

6. The inspection took place over one week and involved 16 inspectors. The LEA offers courses in 13 areas of learning, including family learning and community development. The scope of the provision for the inspection has been determined by the number and availability of learners during the inspection. Although there are small numbers of learners in some areas of learning it was felt that there is sufficient opportunity to sample provision and grade it in ICT, hospitality, sport, leisure and travel, hairdressing and beauty therapy, visual and performing arts and media, English, languages and communications, foundation programmes, family learning and community development. During the initial planning, it was clear that there were too few learners to support sampling and grades in sciences and mathematics, land-based provision and construction.

Number of inspectors	16
Number of inspection days	74
Number of learners interviewed	418
Number of staff interviewed	74
Number of subcontractors interviewed	70
Number of locations/sites/learning centres visited	63

KEY FINDINGS

Achievements and standards

7. **In all areas of learning, most learners make good progress towards achieving their personal goals.** Many learners have very low levels of self-esteem, lack self-confidence and have little experience of successful education when they enrol for the course with the LEA. Most of these individuals make significant progress in the development of relevant and useful skills.

8. **Some learners develop good practical skills,** especially in sport courses where learners benefit from enhanced wellbeing and health. **Many learners on language programmes make good progress towards learning a new language.** In visual and performing arts and media, learners are challenged by tutors to learn new skills and develop them to a high level where they achieve very good standards of work. In complementary therapies, skills learnt in lessons are extended and used at home and in the local communities by many learners. Some learners recognise improved levels of self-confidence which has helped them move to full-time employment. However, for many learners, their progress is not

monitored or recorded and records are not maintained of individual achievements.

9. Learners' attendance on most courses was satisfactory. Attendance is not adequately recorded or monitored. The LEA was not able to provide accurate numbers of learners on courses or identify which courses were not running at the time of the inspection. Retention on most programmes was satisfactory, where records were kept. However, **on sport courses, 44 per cent of courses had been closed due to poor retention.**

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Community development	0	1	7	0	8
English, languages & communications	1	11	3	1	16
Family learning	1	6	6	0	13
Foundation programmes	0	5	3	0	8
Hairdressing & beauty therapy	1	3	1	0	5
Hospitality, sport, leisure & travel	0	6	3	1	10
Information & communications technology	0	4	4	1	9
Visual & performing arts & media	3	13	7	3	26
Total	6	49	34	6	95

10. **Many learners benefit from good teaching in complementary therapies, ICT, visual and performing arts and media, languages and foundation programmes and good planned teaching in family learning and family literacy, language and numeracy.**

Learning sessions in these subjects are well planned and generally contain a good range of learning activities that are effectively delivered and adapted according to the learners' different needs and experience. In family learning and foundation programmes, tutors take great care to adapt sessions to support individual learners who require additional help. **The planning of teaching in sport and community development is inadequate with poor target-setting and a limited range of teaching methods.**

11. **Target-setting in foundation programmes is good.** Clear, identifiable short-term targets are set to help learners focus on small elements of bigger tasks. **In sport and complementary therapies, target-setting is poor.**

12. **Some accommodation and resources used for teaching are inappropriate in sport and foundation programmes.** While outreach centres help take learning to individuals, the foundation programmes in cookery and nutrition are provided in a hut with peeling paintwork. These facilities are unsatisfactory. Risk assessments are inadequate and have not identified significant issues in sports, foundation programmes, visual and performing arts, ICT and complementary therapies. Some locations for sport courses, and visual and performing arts and media, have sticky floors, unkempt, unhygienic equipment and are inadequate. Pre-course hand-washing facilities for cookery and Reiki healing courses are not available close to class locations.

Leadership and management

13. **The LEA's strategic leadership is good.** The priorities for adult learning and how its programmes fit with other provision in the borough reflect both national and local priorities. Effective and extensive partnerships have been established with appropriate organisations

and the LEA is working well with other departments in the borough council to provide a consistent strategic approach. These partnerships have had a particularly significant impact on the community development initiatives, ICT and family learning, enabling programmes to be offered to individuals in the most deprived areas of the borough.

14. Curriculum planning is particularly good in family learning, visual and performing arts and media, English, languages and communications, foundation programmes and community development. Learners on these programmes generally benefit from innovative and successful programme planning and have good support from well-qualified specialist tutors. Most team managers have clear operational plans and work effectively towards providing a well co-ordinated provision. However, **in ICT and sports, curriculum management is less effective.**

15. The range of provision in most curriculum areas is satisfactory. However, in foundation programmes, family learning, sport and complementary therapies, the range of courses is too narrow. Too few courses are run at weekends and none are offered during school or college holidays. The curriculum offer in sport is limited primarily to basic-level yoga programmes, and in complementary therapies, relaxation and aromatherapy courses predominate the provision but very few are run.

16. The LEA does not monitor or sufficiently evaluate data. Data is collected by the college but it is not used by the LEA to evaluate the provision. The LEA's staff do not have sufficient understanding of the provision to know which courses are running and which ones have closed due to poor attendance or staffing issues. However, the college does collect and use this information to improve and modify courses. It then informs the LEA of any changes.

17. The LEA does not identify, monitor or evaluate learners with additional literacy, numeracy or language needs. This role is left to the college's staff who use the college's policies and procedures to support learners. However, no examples of support were identified during the inspection. Inspectors did identify learners on community development programmes who had not received required support.

18. The LEA's self-assessment process is inadequate. The self-assessment report was not accurate and did not reflect the full range of the LEA's provision. The report was compiled without the help of tutors and failed to include two areas of learning. It also failed to identify many of the strengths and weaknesses identified by inspectors.

19. Arrangements for monitoring the quality of learning sessions are inadequate. Although some lesson observations have been carried out by the LEA in some curriculum areas, they have not identified areas for development. Observation records focus on teaching, not learning and achievement. The process has only been introduced recently and has had too little effect on improvement.

Leadership and management

Strengths

- good initiatives to reach new learners
- strong partnership arrangements

- clear strategic direction

Weaknesses

- weak self-assessment process
- inadequate monitoring and evaluation of the quality of the provision
- insufficient use of management data by the LEA

Information & communications technology

Strengths

- good individualised teaching of practical ICT skills
- good outreach work in deprived communities

Weaknesses

- unsatisfactory management of the ICT provision
- ineffective quality improvement measures
- insufficient promotion of equality of opportunity

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good health and social benefits for many learners

Weaknesses

- poor retention of learners
- ineffective target-setting for individual learners
- narrow range of provision
- very weak operational management
- ineffective quality improvement process
- insufficient attention to the health and safety of learners

Hairdressing & beauty therapy

Strengths

- good achievement of personal and social skills
- good teaching

Weaknesses

- insufficient curriculum planning
- no self-assessment of the provision by the LEA
- insufficient monitoring and evaluation to improve the provision

Visual & performing arts & media

Strengths

- good work produced by learners
- good and challenging teaching
- strong leadership and clear direction for the area of learning
- good use of IT and digital resources

Weaknesses

- insufficient emphasis on learning
- weak recording of learners' progress
- poor self-assessment by the LEA
- insufficient attention to safe working practices

English, languages & communications

Languages

Strengths

- good achievement of personal objectives
- good standard of written work
- good teaching
- good operational management of curriculum area

Weaknesses

- no self-assessment of the provision by the LEA
- some poor accommodation
- insufficient strategic direction

Foundation programmes

Strengths

- good teaching
- good achievement of personal and social skills
- good short-term target-setting

Weaknesses

- insufficient recording of learners' progress
- narrow range of provision
- inadequate accommodation and resources

Family learning

Strengths

- good achievement
- well-planned teaching

Weaknesses

- insufficient monitoring and evaluation of performance
- insufficient range of provision

Community development

Strengths

- diverse range of purposeful strategies to widen participation in learning
- innovative processes to recruit learners

Weaknesses

- insufficient support for learners
- insufficient monitoring and evaluation of the effect of the provision on communities

WHAT LEARNERS LIKE ABOUT GREENWICH LEA:

- doing new things and learning different skills
- developing new skills - 'it's great fun'
- good teaching
- good enrichment trips with good information from arts teachers
- health benefits from attending classes
- feeling very well supported in classes by teachers who give their time freely
- being in classes with other students who have a wide range of experience and ability
- keeping ahead of my child who will start school soon

WHAT LEARNERS THINK GREENWICH LEA COULD IMPROVE:

- the quality of accommodation in some centres
- the amount of space in workshops, studios and classes
- toilet facilities - 'they are of a poor state of decoration and upkeep in Greenwich'
- having the opportunity to learn English and maths
- 'the way venues seem to change where the class will take place'
- more flexibility in hours and days of classes
- continuity - 'teachers change too frequently'

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 Mentor	Person teaching adult learners or guiding or facilitating their learning Person providing individual, additional support, guidance and advice to learners to help them
Learning goals	Main learning goals Secondary	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. 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 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 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.
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 self managing, sustainable communities.

Active citizenship	The process whereby people recognise the power they have to improve the quality of life for others and make 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 initiatives to reach new learners
- strong partnership arrangements
- clear strategic direction

Weaknesses

- weak self-assessment process
- inadequate monitoring and evaluation of the quality of the provision
- insufficient use of management data by the LEA

20. The LEA has a clear vision and purpose based on widening participation in learning and social inclusion. There is recent strong leadership from the director of education in relation to the adult and community learning strategy. The director of education chairs GLLP and provides strategic leadership to the partnership and is leading a review to provide the group with a more strategic focus in guiding the adult and community learning provision. Regular strategy and progress meetings are held between the director, a cabinet member for education, the college principal and a college governor. Staffing resources are being increased to meet the increased role of the adult and community learning team. The adult learning plan is linked to other key strategic documents such as the Greenwich strategy; the economic development strategy and the neighbourhood renewal strategy. There is good awareness of the need to take account of the children and young people's agenda and to respond to the skills agenda. Voluntary organisations are clear about how their organisation fits into the overall vision for the provision.

21. The LEA has developed some very good and strong partnerships that significantly affect learners. It takes the lead role in facilitating the GLLP. This group is well established and includes an extremely wide range of organisations including education, business, information, advice and guidance, housing services, voluntary groups, the police and the prison service. GLLP has recently carried out an in-depth review of its goals and terms to provide a clearer strategic focus for its work. GLLP works with other strategic bodies in the borough and beyond, and contributes to the achievement of the borough's economic and social agenda. The partnership is consulted about the three-year adult learning plan and other key documents, including the Greenwich strategy. GLLP has established sub-groups with clear terms of reference which focus upon specific issues such as family learning, marketing and events. The work of the sub-groups is monitored and evaluated by the partnership and action is taken to remedy weaknesses. Partners value the role played by the LEA in funding the group and providing the secretariat. GLLP is a crucial link between the LEA and agencies in Greenwich working to recruit new learners from hard-to-reach groups. A recent exercise initiated by GLLP has considered the ICT provision across the borough.

22. Governance is satisfactory. The cabinet member for education holds regular meetings with the head of service and the head of policy. He also accompanies the director of

education to monthly meetings with senior management from the college. A council scrutiny panel receives reports from the adult and community learning team every term. The reports show progress against the objectives in the adult learning plan and are appropriate, but do not monitor the quality of the delivery of the provision.

23. Communications are satisfactory. Regular meetings at all levels are held between the LEA and the college. Formal and informal communications are frequent. Voluntary and community organisations find the adult and community learning team accessible and supportive. In most areas of learning, communications between managers and part-time tutors is satisfactory, however in sport it is poor.

24. Staff development and appraisal are generally satisfactory. In most areas, except community development and sport, staff are appropriately qualified and experienced and have satisfactory access to staff development opportunities. Hourly paid part-time tutors are paid to attend staff development sessions. Specific training is sometimes offered to support an identified priority. For example, 50 per cent of staff recently attended training sponsored by the LEA on individual learning plans. The remainder of staff are expected to attend the same training the next year.

25. Resources are generally satisfactory. The LEA is responsible for the external maintenance of buildings and the college is responsible for the internal condition of premises. In most areas of learning there is adequate accommodation and equipment. However at some centres, rooms are too small for the classes, rooms used for certain language classes are excessively noisy, a pottery class has no access to water and in some classes there are insufficient consumable resources. One centre is not accessible for people with restricted mobility. Strategies to overcome inappropriate accommodation include the relocation of classes to ground-floor rooms and the remodelling of some premises. A lift has recently been installed in one centre. The LEA recognises that some of the premises and equipment are inadequate and has a clear accommodation strategy to replace buildings. The borough's 'Building Schools for the Future' project provides opportunities to improve premises for the delivery of adult and community learning.

26. The LEA has only recently started to use some of the data provided by the subcontractor college. It has not been sufficiently analysed or used as a basis for the LEA's management of the programme. The LEA has focused on data which monitors the college's compliance to the volume targets set in the contract. It has not used data to monitor or set targets for retention, achievement or progression. Data is not used sufficiently by areas of learning to plan programmes. In some areas of learning, data is inaccurate. The health and safety of learners is generally satisfactory. However, in complementary therapies, sport, and visual and performing arts and media, a number of issues were identified by inspectors. The LEA does not continually monitor health and safety issues with appropriately qualified staff. Most curriculum managers did not realise that they were responsible for health and safety in their area.

Equality of opportunity

Contributory grade 3

27. The LEA has good initiatives to reach new learners. Community champions are used well to attract new learners to adult education. The LEA also has a progressive fee remission policy to encourage participation in learning. New learners do join the LEA's programme. The proportion of learners over the age of 60 has increased by 5 per cent in the past year. Seventy-two per cent of learners on sport programmes receive a fee

GREENWICH LEA

remission. The LEA has good links with community groups which it uses to develop appropriate programmes that are not offered by other providers in Greenwich. The LEA's development officers focusing on particularly deprived parts of the borough. The borough supports a local training advice agency which is an information advice and guidance service. The LEA also supports 'Greenwich Learns', which promotes learning in the borough, using a number of innovative promotional tools to attract new learners. It has a website and is specifically funded by Greenwich borough council to map the provision across the borough. The information is accessible to learners from 50 different information technology (IT) stations in Greenwich. Overall, 50 per cent of learners in 2003-04 were new to adult and community learning.

28. Equality of opportunity and diversity policies are satisfactory. The LEA has an equality policy and a corporate equality plan which sets out clearly how the policy will be implemented and monitored. The college also has a satisfactory equality and diversity policy. The LEA has a three-year race equality scheme which appropriately meets the requirements of the Race Relations Amendment Act (2000). The scheme requires the adult and community education service to carry out an equal opportunities monitoring review every year. The first review in September 2004 identified the need for better monitoring of learners from minority ethnic groups, for the number of male learners, and in meeting the requirements of the Disability Discrimination Act 1995 and the Special Education Needs and Disability Act 2001, as part of its action plan. The LEA has responded appropriately to the requirements of the Disability Discrimination Act 1995 and has carried out an audit of its premises. Currently, four of the six of its main learning centres are fully compliant and have good access for people with restricted mobility. The other learning centres are being reviewed and are making reasonable adjustments where necessary.

29. The complaints procedure is outlined in the contract between the LEA and the college. It requires the college to swiftly inform the LEA of any complaints and to deal with them within agreed timescales. The college has a clear complaints procedures. The college collates complaints and reports which are reported every year to governors on their type, timescale and outcome. However, complaints are not routinely reported to the LEA.

Quality improvement

Contributory grade 4

30. Quality improvement is unsatisfactory. The LEA's monitoring and evaluation of the quality of the provision is inadequate. The LEA does have a separate quality assurance policy and procedures relating to adult and community learning, but relies upon the quality assurance framework of the college. The college's quality assurance manual is clearly structured and identifies staff roles and responsibilities. However, the policy is out of date and is due to be reviewed. Staff at the college's main site are able to access the policies and procedures through the college's intranet, but this is not available to staff at other centres. Arrangements for monitoring the quality of teaching and learning are inconsistently applied and do not lead to improvements. The LEA has recognised that quality assurance arrangements are a weakness and has drawn up plans to strengthen these arrangements by establishing a new post for a lifelong learning development officer (quality assurance).

31. The lesson observation scheme is ineffective in improving the learning experience. The LEA has recently started a series of lesson observations to complement those carried out by the college, but it is too early to assess the effect of these additional observations. Many of the observations are carried out by staff who do not have expertise in the area of learning

they are observing. Feedback to tutors is informal and curriculum managers are not informed of the grades of the lesson observations unless the outcome is a cause of serious concern. Many lesson observations focus too much on teaching and there is too little effective action-planning to enable quality improvement.

32. In complementary therapies, quality assurance arrangements are informal and not well understood. In sport, community development, and complementary therapies, there is no formal monitoring and evaluation of the effect of learning on the lives of the learners and their communities. The recording of learners' progress is inadequate. The use of individual learning plans is not well established, and is inconsistent in visual and performing arts and media, ICT, foundation programmes, modern foreign languages, family learning and community development. In complementary therapies, learners' individual learning plans are not completed until week six of the introductory course. In some cases, the paperwork is inappropriate for particular groups and individual learners. In foundation programmes there are some good examples of short-term target-setting. In other areas of learning, initial assessment is informal and not recorded adequately. Learning goals are insufficiently specific to the individual learner and do not serve as an adequate target for achievement.

33. The monitoring of learners' progress is inadequate. Most adult and community learning provision in Greenwich is non-accredited and insufficient attention is given to alternative methods of assessing achievement. The use of data to monitor continuous improvements in the quality of the provision is inadequate. Retention, achievement and progression data is available but is not routinely analysed or used effectively by the LEA to enable quality improvement. There is too little sharing of good practice. The LEA's self-assessment process is weak. The self-assessment report for 2003-04 did not cover all areas of learning. It did not report on complementary therapies or modern foreign languages. The self-assessment report is not closely aligned to the Common Inspection Framework. It is insufficiently evaluative, identifies as strengths features of the provision that are only satisfactory, and fails to identify many weaknesses. The self-assessment report was written without sufficient consultation with staff and the LEA's partners. Data was included in appendices, but there is little evidence that it was used as a basis for the judgements in the self-assessment report.

AREAS OF LEARNING

Information & communications technology

Grade 3

Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> Adult and community learning	120	3

34. The LEA offers courses in ICT at six different centres across the borough. The provision is entirely subcontracted to the college. At the time of the inspection, 19 courses were running and there were 120 learners. The number of learners enrolled at the same time in 2004 was 143. Four hundred and seventy-six enrolments were made between September 2004 and May 2005. The equivalent figure for 2003-04 is 575. The LEA ran 62 courses in 2004-05 compared with 64 in 2003-04. Most courses last for 10 weeks. All the adult and community learning provision is non-accredited and accounts for less than 5 per cent of the work in the college's ICT section. The range of courses on offer includes beginners IT, introduction to the internet, computing for the over 50s and an IT workshop. Introductory technical courses in areas such as Java programming and web design are also offered, but these were not running at the time of the inspection. Most ICT courses are run by the ICT section of the college, although a small number are run by the community development section.

35. The ICT section of the college is managed by a curriculum manager who is supported by two permanent staff, one who works full time and one who works part time. Five part-time staff also work in the section and are paid hourly.

Strengths

- good individualised teaching of practical ICT skills
- good outreach work in deprived communities

Weaknesses

- unsatisfactory management of the ICT provision
- ineffective quality improvement measures
- insufficient promotion of equality of opportunity

Achievement and standards

36. There is 91 per cent retention on ICT courses, which is satisfactory. Neither the LEA nor the college were able to provide information about achievement. The data used by the college and the LEA for retention and achievement are the same. Attendance during the week of the inspection was satisfactory at 83 per cent. This level of attendance is similar to that for the rest of the year.

37. The standard of learners' work is generally satisfactory. Many learners have little or no experience of using ICT. Learners are able to use the software confidently and, in most lessons, they are comfortable exploring its broader capabilities. In one digital photography

course for beginners, after only seven lessons learners were able to manipulate images to produce imaginative and interesting pictures. Learners understood the reasons for some of the common problems with digital photography and understood how to correct them with the software. In a class for beginners, learners were soon able to insert pictures into a document and produce a professional-looking product using desktop publishing software. In a class for older learners, many commented on how they felt that they had now caught up with their grandchildren. Learners enjoy their lessons and benefit from meeting and working with other learners.

The quality of provision

38. Learners benefit from good individualised teaching of practical ICT skills. Teachers are aware of learners' individual backgrounds and the needs of most learners and provide individual support in a sensitive and caring way. They work with the learner to identify what is required to help them progress. They work through the problem by asking the learner carefully phrased questions and, wherever possible, prompting them to identify the solution. This approach is especially valued by the older learners.

39. In the better lessons and workshops, teachers assess the learners' previous experience of using computers and modify the course to meet the needs of all learners. These lessons are lively, fun, well planned and clearly enjoyed by learners. Teachers use a variety of teaching techniques to ensure that learners make good progress and enjoy the lesson. Teachers clearly understand the needs of the learners, although in most lessons this is informal and is not recorded. Well-structured progress reviews are commonplace at the end of lessons, where learners talk about what they have learnt during the lesson. Each learner gives his/her own view about what they have learnt and this is discussed with the rest of the group. In some lessons there is no projection equipment for the teacher to demonstrate techniques to the whole class. Learners in these lessons make slower progress. However, teachers minimise this through careful planning and learners are able to enjoy the lessons and make satisfactory progress.

40. Good outreach work is extended into deprived communities. Many of the courses are run in areas of high deprivation, including one estate which is due for total demolition. These courses provide a focus for the local community as the residents are moved out and often operate with very small numbers of learners. The courses are appreciated by residents who speak about the beneficial effect that they have on the community. Other courses are being offered on an estate, in an area which has high crime rates, to provide a focus for the community. Learners from a wide range of social and cultural backgrounds have enrolled on these courses. The learners speak positively about the course and how it has helped to bring their communities closer together.

41. The range of courses is appropriate and includes a limited range of computer programming courses. There is no provision in the evenings or at weekends. Other local providers offer accredited courses in the evenings and at weekends. However, this is not suitable for learners who do not want to work towards a qualification and prefer to learn in a more traditional teaching environment. Most of the information that learners receive before a course starts is appropriate, although it does not give them sufficient information to decide which course best meets their needs. For example, two courses in the college's published programme have different titles but have very similar content.

Leadership and management

42. The LEA's management of the ICT provision is unsatisfactory. A borough-wide strategy for ICT is decided, managed and evaluated by senior managers but many of the teaching staff are unaware of the objectives of the strategic plan. ICT courses which have the same or very similar content are run by two different sections of the college, ICT and community development. The two curriculum managers meet regularly but there is too little evidence of formal joint planning of the provision. Courses offered by the ICT curriculum area are agreed at a curriculum team meeting, but there are no links made between the courses and the curriculum or the LEA's strategy. The LEA's wider strategy is not communicated to teaching staff.

43. In most outreach centres, learners are taught without presentation equipment such as a data projector. The teacher is unable to demonstrate ICT techniques to the learners and some have to gather up to 12 learners round one computer screen, but not all are able to see it. The better teachers limit the effect of this through careful planning and are still able to make the lessons useful and enjoyable, but progress is slowed. The college is aware of this and has plans to install appropriate equipment at these centres over the next year.

44. The LEA has not made suitable arrangements to provide sufficient support for learners with literacy or numeracy needs to help them complete their ICT course. The LEA's staff are not trained to identify learners who need this extra support. However, if a learner asks for support they are directed to discrete provision offered by the college.

45. Neither the college nor the LEA have effective measures to ensure improvement in the quality of the ICT provision. Attendance data is effectively recorded by the college, but this is not used to set targets or develop action plans. Information about learners' achievements is not systematically recorded. Teachers do not always receive an action plan following the observation of their learning sessions, however, they do receive informal feedback. Feedback on observations carried out by LEA's staff is passed on to the college, but this is a new process.

46. Neither the college nor the LEA monitors the effectiveness of the key elements of the learning process. Not all learners receive an appropriate induction or a handbook. Learners are not told how to make a complaint. However, most learners do receive appropriate health and safety briefings. Learners' specific needs are not recorded by all tutors. This process is not monitored by either the college or the LEA. Promotion of equality of opportunity is insufficient. Learners do not receive any information outlining their right to be treated with respect or their responsibility to treat others appropriately. Learning materials are monitored for gender or cultural stereotyping.

47. The self-assessment report does not accurately reflect strengths and weaknesses in the area of learning. The strengths listed in the report were statements of fact which did not all apply to the whole of the adult and community learning provision. Neither tutors, learners nor curriculum managers were effectively included in the self-assessment of this area of learning. The development plan does not effectively respond to weaknesses in the area of learning.

Hospitality, sport, leisure & travel**Grade 4**

Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> Adult and community learning	510	4

48. Currently, 510 learners are on the 24 sport and leisure courses offered by the LEA. During the year 1,136 enrolments had been recorded up to the time of inspection. All of the provision is subcontracted to the college. All of the courses offered are non-accredited and include yoga, tai chi, aikido, bridge, keep fit, cookery and cake decoration. Most classes are for mixed-ability learners, with very few opportunities for progression. Courses are targeted at specific groups including the elderly and Chinese women. Courses are offered during the day and in the evening on weekdays at 13 venues including schools, colleges, community centres and a football ground. Seventy-eight per cent of learners are women. Fifteen per cent of learners are identified as having a disability. Thirty-five per cent are from minority ethnic groups. Seventy-two per cent of learners receive a fee remission. In 2003-04, 765 learners enrolled on courses. Sixteen tutors work between one and six hours a week, some at more than one centre. There is a designated area of learning manager who is supported by three co-ordinators and two lead quality tutors.

Leisure, sport and recreation*Strengths*

- good health and social benefits for many learners

Weaknesses

- poor retention of learners
- ineffective target-setting for individual learners
- narrow range of provision
- very weak operational management
- ineffective quality improvement process
- insufficient attention to the health and safety of learners

Achievement and standards

49. Learners recognise and appreciate the good health and social benefits which are gained from attending classes. Benefits include increased mobility, greater flexibility, increased stamina and strength, and better muscle tone. Many learners report that they gain significant relief from ailments including arthritis, osteoporosis and back conditions, and that they are able to cope better with stress and their medical conditions. Some learners benefit from the opportunity to meet others and to work in a group, which reduces feelings of isolation. However, there are long gaps between the start of courses due to the college being closed during holiday periods. There is too little public celebration of learners' achievements. The standard of learners' work and their performance is satisfactory.

50. Retention is poor. In the current year, the average retention is approximately 70 per cent, compared with the LEA's reported rate of 81 per cent in 2003-04. Forty-four per cent of classes identified at the start of the year have been closed following poor attendance. Attendance at classes observed during the inspection was unsatisfactory at 53 per cent.

The quality of provision

51. Teaching is satisfactory. Sixty per cent of classes observed during the inspection were graded as good or better, 30 per cent were satisfactory and 10 per cent were unsatisfactory. In the better sessions, classes are well planned and tutors provide good support for learners. Learners are challenged and encouraged to improve their practice. In the weaker classes observed, there was insufficient planning to meet individual learners' needs and poor technique and posture was not corrected.

52. Resources used to support teaching and learning are satisfactory. Most tutors are vocationally qualified. However, not all tutors are suitably qualified in their subject area or have a recognised teaching qualification. Some resources including mats, blocks, belts, and sponges are supplied, although tutors also need to purchase their own equipment to enable classes to operate effectively. Some accommodation is inadequate and too small for all registered learners. Access for people with restricted mobility is limited at several centres.

53. There is insufficient attention to learners' health and safety. Risk assessment of individual activities for specific groups of learners are not routinely completed and checked. Staff given the responsibility for conducting risk assessments have not received risk assessment training. The LEA does not monitor the risk assessments. Yoga mats, provided by the service, are not routinely cleaned and electrical equipment used by tutors is not tested to ensure it complies with relevant legislation. Health screening forms are insufficiently detailed and too few tutors complete them. In 60 per cent of the classes observed there was no record of learners receiving a health screening. Some tutors use their own forms, some keep rough notes and others rely on learners to say if they have a problem. Not all tutors possess current first aid certificates or have received training in first aid. There is no lone working policy for tutors working in outreach centres. Learners do not always receive safety briefings at the start of their course. The location of first aid boxes is not always made known to tutors.

54. Target-setting for individual learners is ineffective. Tutors identify group learning outcomes and negotiate individual learning goals with learners. Most of these are insufficiently detailed, are not measurable and are not timebound. The college has devised formal paperwork for the recording of learning goals. However, tutors do not routinely use the paperwork. Many learners view the completion of the forms as an unnecessary chore. Informal feedback is given to some learners, but it is not recorded or used for new staff or learners.

55. The range of the provision is too narrow. The curriculum is not routinely planned and the current provision is largely based on what was offered at the end of the previous year. Courses are offered in only five subject areas and 71 per cent of courses are in yoga. Ninety-six per cent of classes are on weekdays during term time and only one course is available on a Saturday. There are too few opportunities for learners to progress to more advanced courses in their chosen activity. Only one subject area offers a progression rate from beginner to intermediate level. Several courses are targeted at specific groups of

learners including Chinese women, the elderly, people with disabilities, and people from areas with high social and economic deprivation.

56. Pre-course information and advice is satisfactory. Information is available for learners in the college's prospectus, on the internet, in the media, and through Greenwich Education, Training and Advice service. Learners can obtain information by telephone contact with the college's information and advice services. There are no individual course leaflets available to learners and the prospectus is not available in other formats or languages.

57. Individual learners' support needs are identified at enrolment. Many learners receive good individual support from tutors. None of the current learners receive additional support for literacy, numeracy or language.

Leadership and management

58. Operational management of the curriculum area is very weak. There is no clear strategic direction in the area of learning and management personnel employed by the subcontractor are unaware of the LEA's strategic priorities. There is insufficient focus on the needs of staff and learners.

59. Management information is unreliable and is not used as a basis for planning or to monitor subcontracted provision. Data is not used to identify and set specific targets in the curriculum area. The LEA and the subcontractor are unaware of which classes are running, which have been transferred to other venues or which are offered at different times to those originally listed. Some classes identified as having been closed were still running at the time of inspection.

60. Communications between tutors and curriculum managers are poor. Many tutors commented that it was difficult to contact their line managers and they received few, if any, visits from managers. Requests for amendments to course information or for resources go unanswered. There is no expectation for tutors to regularly attend courses to update their skills and knowledge. Tutors do not have a formal induction and there is no appropriate staff handbook. Some staff development activities have been organised, but attendance has been poor and there is no follow up for those who do not attend. Training events have been organised at times which coincide with some tutors' teaching commitments. There is too little opportunity for tutors to share good practice. Some limited individual coaching and mentoring is provided by the area of learning co-ordinators. Tutors did not receive training when new learner paperwork was introduced.

61. Quality improvement processes are ineffective. Data is not used by the LEA to monitor the provision, identify specific targets for improvement or monitor course progress. Quality improvement mechanisms in the curriculum area are not used effectively. The completion and use of paperwork including risk assessments, health screening questionnaires, individual learning plans, tutor qualifications, schemes of work and lesson plans are not routinely monitored or evaluated, or used to identify areas for development. The course review process, which includes feedback from learners, is insufficiently critical and does not lead to change. There is no detailed analysis of why so many learners leave their programme without achieving all the targets on their individual learning plan. Observations of teaching and learning are not always carried out by subject specialists.

GREENWICH LEA

62. The self-assessment report does not accurately reflect strengths and weaknesses in the area of learning. The strengths listed were statements of fact which did not all apply to the adult and community learning provision. The self-assessment process for the curriculum area did not effectively include tutors, learners or curriculum management. The development plan does not effectively respond to weaknesses in the area of learning. The self-assessment report identified teaching and learning as satisfactory.

63. Equality of opportunity is satisfactory, although not all centres are fully compliant with the requirements of the Disability and Discrimination Act 1995. Not all of the centres used are accessible to people with restricted mobility and in four out of seven venues visited there is insufficient parking.

Hairdressing & beauty therapy**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Beauty therapy Adult and community learning	92	3

64. There are currently eight courses offered in complementary therapies. These are offered across four community venues, including the main college site in Woolwich. A range of non-accredited introductory courses in complementary therapies is offered across four sites. There are currently 92 learners on programmes in complementary therapies including massage, aromatherapy, reflexology, meditation for relaxation, Alexander technique and Indian head massage. Courses are also offered at different levels in Reiki healing. There are also courses on positive thinking, using techniques associated with neuro-linguistic programming. There have been 354 enrolments in this area in 2004-05 which accounts for 230 learners and 12 per cent of learners re-enrolled onto the same course. The provision is managed by the curriculum manager of health and social care at the subcontracting college.

Strengths

- good achievement of personal and social skills
- good teaching

Weaknesses

- insufficient curriculum planning
- no self-assessment of the provision by the LEA
- insufficient monitoring and evaluation to improve the provision

Achievement and standards

65. Learners achieve good personal and social skills. Confidence and self-esteem is improved through a variety of well-managed activities during lessons and practical sessions. Learners have increased confidence. One learner has got a new job following attendance on the course. Learners also use their improved personal skills at home. For example, some women state that they have been more assertive at home. Social interaction and team working is good in the lessons. Peer support is effective in helping new learners adjust quickly to the group.

The quality of provision

66. Teaching is good, well planned, with schemes of work and comprehensive lesson planning. Tutors are very experienced and most currently work in the industry. They impart their knowledge well in the lessons. Tutors use a good range of visual aids to stimulate learning. Learners' attendance is good. A good proportion of learners are retained on the courses. Learners quickly develop good practical skills and knowledge. For example, in reflexology, learners have a good understanding of the methods used to promote good health and are able to use these skills at home and in the local community.

67. Tutors are professional and have high expectations of students. For example, in one aromatherapy class observed, the tutor constantly reminded the class to adhere to codes of professional conduct. Resources are good at the main college site. The room contains the specialist equipment required for the treatments that are carried out. The accommodation used for Reiki is adequate, however reflexology is taught in accommodation that is unsuitable and presents a hygiene problem. There is no facility for hand washing and no specialist equipment. Excessive noise at the time of the inspection, from building works adjacent to the room, was unacceptable for a course that requires a calm environment.

68. The arrangements for supporting learners' literacy, numeracy and language needs are satisfactory. Learners can declare if they require additional support at enrolment, or they can meet with specialist staff. The LEA is unaware of learners that have accessed support. Monitoring of learners' progress is informal, but tutors have a good understanding of learners' progress, their personal goals, and their strengths and weaknesses. This is not recorded in the individual learning plans.

Leadership and management

69. The courses are managed effectively by the college under the terms of the subcontract. However, the LEA has made insufficient effort to collaborate and plan with the college and develop the courses offered. Insufficient action has been taken to ensure that courses meet community needs and the strategic objectives of the adult learning plan. No monitoring or evaluation of the needs of the community have taken place. Complementary therapies are designed to promote the strategic objective of good health and wellbeing, however there is no evidence if the outcomes from these make a difference to the individuals and communities that they serve. The programme of courses has not changed for many years. The current provision is based on that offered historically and there is no analysis or evaluation to identify the provision that learners actually want. The LEA has not encouraged the college to offer new provision. The provision is narrow and there is some repetition of courses. Some venues attract low numbers of learners and courses are closed. There is no weekend provision. Insufficient opportunities exist for prospective learners to enrol on courses in the community. Data is not used to plan and target under-represented groups. Planning is based on numbers on courses and interest, rather than a clear analysis and strategy that match the LEA's strategic objectives.

70. There is insufficient quality monitoring of teaching to improve the provision. Observations of teaching and learning are not effective in maintaining or improving satisfactory or good teaching. Tutors receive verbal feedback, however there is no formal recording of the feedback or an action plan for improvement. Five observations have been carried out in this area of learning since September 2004, but, only three records are available and one was not dated. Paperwork to support learning and achievement is not monitored sufficiently to ensure that it is issued at the appropriate time or that the information recorded is to the required standard. Key documents that support learning are not monitored. For example, individual learning plans have been issued late and not used effectively to plan and monitor learners' progress. Staff meetings take place three times a year, but these meetings focus on procedures rather than the sharing of good practice. The LEA does not monitor the implementation and effectiveness of policies and procedures used by the college.

71. The LEA did not include this area of learning in the self-assessment process. Curriculum staff were not consulted. The curriculum manager, in conjunction with the adult and

community learning co-ordinator, have produced their own self-assessment report very recently using information gathered from learners through course evaluations and data regarding retention and attendance, but this has not been shared with the LEA.

Visual & performing arts & media**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Arts Adult and community learning	535	3
Crafts Adult and community learning	918	3
Dance Adult and community learning	43	3
Music Adult and community learning	57	3

72. The largest programme area offered by the LEA is visual and performing arts and media. There are currently 1,553 learners on visual and performing arts courses. Of these, 535 learners are on arts course, 918 on craft, 57 on music and 43 on dance. There are 143 classes in total, 87 of which are in crafts and 45 in arts. Courses take place in five main centres dedicated to adult learning provision and two subsidiary multi-use centres in the borough. Some very specialist courses, such as those for elderly learners, or learners with physical or learning disabilities, take place in dedicated centres, including a hospital and community centres.

73. Course subjects in arts include drawing, painting, calligraphy, photography, sculpture and digital art. Crafts courses include basketry, bookbinding, quilting, jewellery, mosaic, pottery, stained glass, textiles, upholstery and woodwork. Music courses include singing, electric guitar and keyboard. Dance includes line and Latin American dancing. All courses are non-accredited and are general interest. Almost all courses are for mixed-ability learners.

74. Learners can attend courses during the day, in the evening and at weekends, and some summer courses are provided. Most courses last for two or three hours a week over 30 weeks. Seventy-four per cent of learners are women. The LEA's data indicates that 31 per cent of learners are from minority ethnic groups, although this was not reflected in attendance at classes observed during the inspection period. The LEA's data also indicates that 45 per cent of learners were new to adult and community learning during the period 2004-05, although this was not reflected in classes observed during the inspection period either.

75. All of the adult and community education is subcontracted to the college. There are six full-time, eight fractional and 70 hourly paid part-time tutors, managed by subject organisers reporting to a full-time learning area manager.

Strengths

- good work produced by learners
- good and challenging teaching
- strong leadership and clear direction for the area of learning
- good use of IT and digital resources

Weaknesses

- insufficient emphasis on learning
- weak recording of learners' progress
- poor self-assessment by the LEA
- insufficient attention to safe working practices

Achievement and standards

76. Learners are making good progress and reach high standards in their work. They clearly enjoy their studies and are gaining confidence in discussing what they are doing and why. They share their experiences and make new friends. They produce high standards of work in many subjects including life drawing, general drawing, pottery, watercolour painting, electric guitar and woodwork. Their work demonstrates good levels of experimentation, exploration and skill. Some particularly creative and challenging work was observed in bookbinding, with learners creating high-quality binding and embossed lettering on both new and restored books. The focus on many courses is for the learner to master a repertoire of basic technical skills, enabling learners to build and develop individual creative ideas and styles.

77. Retention of learners is satisfactory, with approximately 85 per cent of all learners completing their courses in 2003-04. Opportunities for learners to progress are good. Some learners progress to accredited courses both at the college and other institutions.

The quality of provision

78. Teaching is demanding and challenging in many lessons. In a few cases, the teaching delivered by part-time tutors is inspirational. In most lessons, learners work productively and enthusiastically. The best lessons are well structured and carefully planned, with tutors helping learners to analyse and evaluate their work. Tutors make good use of handouts and visual aids, and set demanding and challenging tasks that enable learners to grasp fundamental principles of craftwork, drawing and design. Many tutors make effective use of individual learning plans, summarising learners' different needs and abilities, and their barriers to and opportunities for learning. Most teaching supports learners' different needs and abilities within a challenging and motivating environment. Individual learning plans have been introduced to help identify learners' progress and to help them set themselves targets for improvement. However, these are variable in quality and often too general in describing targets for learners. Teaching and learning was inadequate in a few of the lessons observed, but did not relate to any specific aspect of the provision.

79. In one excellent lesson on life drawing, the tutor choreographed the model through a series of short poses that challenged learners' observational and drawing skills. Learners responded to the challenge by producing bold and dynamic drawings that showed movement and rhythm. In another excellent lesson, learners were working on a still life drawing. They were inspired by the tutor's enthusiasm and produced both bold and sensitive images in pencil, charcoal and colour wash.

80. IT and digital resources are used well to support and promote teaching and good practice. Teachers and learners are starting to make good use of IT and digital photography to record learners' work. Digital photographs of learners' work are taken and used well as

GREENWICH LEA

a basis for critical debate between staff and learners. Some of these photographs are used as screen savers to celebrate learners' achievements. One music centre is particularly well equipped with current digital technologies and good rehearsal spaces. Other general teaching resources and the physical learning environment are satisfactory. Tutors make extensive use of handouts and reference sheets. Most of the main sites are well equipped and are accessible to all. The teaching areas at one site are generally poor and unwelcoming, and in one case unsuitable for the classes being run there.

81. There is insufficient emphasis on learning in some lessons and aims, objectives and learning outcomes were not shared with all learners. In some lessons observed, there was no consistency in the quality of lesson planning and an inadequate lesson structure to meet the needs of learners with varying abilities and experience.

82. There is insufficient attention to safe working practices at one main site, which affects jewellery and line-dancing classes. The teaching area for jewellery is inadequate and unsafe. Throughout one lesson observed, the fire exit remained locked. Learners use acid baths and blow torches out of the sight of the tutor. The floor of the classroom used for line dancing is unsatisfactory and unsuitable. Learners are unable to carry out the dance movements without risk to knee and hip joints due to the nature of the flooring. The average age of the learners was 76.

83. Procedures for the monitoring and assessment of learners' progress are satisfactory. In the best lessons, tutors formally evaluate learners' skills and attributes at the start of courses and review their progress. Learners spoke positively about how their tutors use their specialist knowledge to give them support and guidance in lessons. There is weak recording of learners' progress. Written and verbal feedback is often insufficiently evaluative or critical.

84. The range of courses offered in visual and performing arts is satisfactory. However, there are insufficient progression routes for learners. Many learners attend the same course year after year. In some mixed-ability classes, new learners value being able to draw on the experience of learners who have attended the course before.

85. There is a good range of information provided for prospective learners with some well-designed brochures, fliers and postcards used to attract new learners. Course information sheets and induction checklists for teachers and learners also provide useful guidance. An induction programme includes a series of minimum standards that learners can expect on entry to their course. A checklist is provided for tutors to help learners understand what information and guidance they are entitled to receive. Learners speak highly of the support they get from their tutors. However, there is too little formal diagnostic testing of learners' literacy, numeracy and language skills to identify their support needs. When tutors discover learners' additional needs, they endeavour to provide support during lessons or refer learners to appropriate advice and support.

Leadership and management

86. There is strong curriculum leadership and clear direction for the area of learning. Managers have a good overview of the provision across the different sites. The curriculum is well planned and subject specialists are involved in the planning process. Communication between the curriculum manager and tutors is good, but is often too reliant on informal contact. Quality improvement systems in the college include course

reviews and lesson observations. This work has encouraged debate about the quality of the provision. Learners' views from this area of learning formed part of the self-assessment process. The self-assessment process is carried out against the five key questions of the Common Inspection Framework and reflects a growing commitment to monitoring and improving the provision and the experience of learners. However, findings have not yet had a significant effect on the quality of teaching at some sites. Some lesson observations are not sufficiently critical and findings are often too descriptive. There is no forum for part-time and full-time tutors to discuss good practice or for all tutors to formally contribute to debate about the shape and nature of current or future provision.

87. The self-assessment report produced by the LEA is unsatisfactory and is not sufficiently thorough. Most strengths identified in the report are no more than normal practice and there is no evaluation or critical analysis of teaching and learning. The report does not consider all aspects of the provision, and does not identify some important strengths and weaknesses.

88. Equality of opportunity is supported by the LEA's strategy to widen participation in learning. There is now an increasing proportion of new learners. Accommodation and specialist resources are generally satisfactory. There are good resources provided for courses offered at the main delivery centre and some investment has been made to improve photographic and IT resources. However, some accommodation is poor and there is no access for people with restricted mobility to two classrooms at two sites. Teachers are experienced and appropriately qualified and many are practicing artists and designers with extensive professional experience. Some teaching is well supported by a number of specialist technicians.

English, languages & communications**Grade 2**

Contributory areas:	Number of learners	Contributory grade
Languages Adult and community learning	191	2

89. The LEA's English, languages and communications provision is all subcontracted to the college. This provision is managed by the college's English, humanities and languages department. The head of department is supported by a modern foreign languages co-ordinator for the operational management of the foreign language provision, which is taught by 17 fractional lecturing and sessional teaching staff. The department currently runs courses in Mandarin, French, Greek, Italian, Portuguese, Spanish and Turkish. German was also offered this year but it was under-subscribed. The department also runs courses in creative writing, literature for pleasure, writing for pleasure and lip reading. At the time of the inspection there are 191 learners in this area of learning. There were 281 enrolments in the current year. All of the courses are non-accredited. Most take place in the evening with some morning and some afternoon classes. Courses are run at the main college site and four other community centres. Language classes are mainly at entry level and level 1, with level 2 in Italian and up to level 4 in Spanish and French.

Languages*Strengths*

- good achievement of personal objectives
- good standard of written work
- good teaching
- good operational management of curriculum area

Weaknesses

- no self-assessment of the provision by the LEA
- some poor accommodation
- insufficient strategic direction

Achievement and standards

90. Learners achieve their personal objectives well. Individual learning plans have been introduced and are widely used in the department. They include learners' personal course objectives. At mid term and at the end of term, learners indicate the degree to which they have achieved these objectives. Most individual learning plans indicated a high level of achievement of personal and course objectives. In addition, learners claimed a number of additional positive outcomes. These include the fulfilment of social needs and an intellectual challenge, especially for the elderly. However, the quality of the personal objectives is varied. Most learners prefer to take part in non-accredited provision as they have more interest in their language development than the acquisition of qualifications.

91. Written work is of a high standard. The department applies a homework policy, which

requires tutors to set and mark homework. In modern foreign languages much of this homework involves the production of written pieces in the foreign language. This work is generally of a high standard and demonstrates a clear understanding of the language structures. In creative writing, learners are encouraged to produce lengthy pieces of fiction including short stories for publication and competitions. The standard of this work is generally good. One learner won an external short-story competition last term and the tutor with a group of learners has previously produced and had published a book entitled the 'London Borough of Greenwich'. The standard of book reviews in literature courses is also high. In modern foreign languages classes, the standard of oral work is satisfactory. More successful learners' fluency and accuracy of pronunciation are good. However, less successful learners retain distinctly Anglophone pronunciation and struggle with vocabulary.

92. Learners are enthusiastic and very motivated. They enjoy their lessons, participate with confidence and are able to express themselves well. Retention is satisfactory. Registers show that on average two-thirds of learners complete their courses.

The quality of provision

93. Much of the teaching is good. Seventy-five per cent of lessons observed during the inspection were graded good or better and only 6.25 per cent were graded as unsatisfactory. In the better lessons, teaching is lively with enthusiastic interaction between learners and tutors, lesson plans are very clear, and have well-articulated learning objectives linked to detailed schemes of work. In these lessons, tutors know their learners well, they complete learner profiles and maintain records of work and assessments. They also consider the disparate needs and abilities of the learners by designing activities with differentiated outcomes. In one lesson, there were different strategies to differentiate in each of the four language skills. In most lessons, there was a variety of activities involving class, group, pair and individual work and involving development of each of the four language skills and the acquisition of new vocabulary and structures. Tutors are adept at the use of questioning techniques to assist learning. Tutors are sensitive to the needs of the older learners.

94. In the less successful lessons, lesson plans are sketchy, with poorly articulated learning outcomes. In these lessons, tutors do not maintain meaningful records of learners' progress and individual learning plans are not completed. There is too little differentiation and an over reliance on handouts. These lessons also focus too much on the teacher, with insufficient opportunities for learners to practise the language.

95. Resources are generally satisfactory. Tutors are well qualified. Many tutors are native speakers of the languages they teach. Handouts and teaching materials are often good. No use is made of information learning technology in language classes. The learning resource centre on the main college site is good. However, evening class staff and those attending community centres have difficulty in accessing it. Tape recorders are of good quality and are well used. Television and video is available, but not used enough in classes. One tutor drew his learners' attention to a forthcoming television broadcast, which featured the course book they were using, complete with all the associated visual stimuli and film clips. Assessment is satisfactory. Individual records form the basis of the ongoing monitoring and recording of progress. However, there is no clear system of initial assessment for modern foreign languages learners. Language tutors are available at enrolment to assess learners' existing language proficiency and guide them onto

GREENWICH LEA

appropriate courses in either the LEA's adult and community learning provision or the college's own accredited provision. However, some learners were not aware of this guidance.

96. Induction is satisfactory. Tutors have an induction checklist and learners also sign their own checklist to confirm that they have received induction. However, some learners are not aware that the induction process exists.

97. Progression routes are satisfactory. In modern foreign languages, some groups of learners progress every year. Others are guided onto other courses either within the adult and community learning provision or onto accredited college provision. Where no higher level course is available, learners frequently repeat the same course. In reading for pleasure, a group of older women learners have been attending the same course for several years, but still learn new skills and share their love of books. The courses satisfactorily meet the needs of the learners. There is some negotiation of course content to meet learners' personal objectives. The breadth of languages offered is limited and the range of provision is largely based on that which has been offered in the past.

98. Some of the accommodation is poor. In the community centres, some of the rooms have poor acoustics and classes are disturbed by noise from neighbouring rooms. However accommodation in the main college site is good. Teaching rooms are spacious, provide a good learning environment and are well equipped with overhead projectors, television and video. In the community centres, equipment is centrally stored. The projection equipment is prone to malfunction.

99. Support for learners is satisfactory. Tutors are sympathetic and supportive in class. Learners have access to the college's counselling and support services, which are detailed in the student handbook. Tutors have received dyslexia and other needs awareness training. Learners who are identified as having literacy, numeracy or language support needs are referred to specialist provision outside the department.

Leadership and management

100. Operational management of the curriculum area is good. The college department does not differentiate in its organisation and management of the college's own accredited provision and the non-accredited courses it runs for the LEA. Staff development is good. Generic training is provided following the identification of common areas for improvement through effective observation of teaching and learning. The department has recently trained tutors in lesson planning and differentiation. These aspects are now generally well done, especially by those who attended the training. Adult and community learning tutors attend regular departmental meetings and are well supported by management. Quality assurance is satisfactory. The head of department and curriculum co-ordinator carry out visits, monitor paperwork and carry out lesson observations. All language tutors have been observed at least once in the past year, but there are no action plans to deal with issues identified for individual tutors. Standard course paperwork has been introduced. There is now good lesson planning and delivery. The department is committed to continuous improvement and an innovative interim evaluation exercise has been created. An action plan has been produced which combines the four main areas for improvement identified by learners with the four identified main areas by staff. The evaluation is just entering its second phase, and in future will be used as a basis for departmental self-assessment and development planning. It is too early to judge the effect of the interim evaluation exercise.

101. The LEA did not include this area of learning in the self-assessment process. It does not appear in the associated development plan either. The department has produced its own self-assessment report. Although this report is largely accurate and identifies some of the weaknesses found at inspection, its strengths are too focused on teaching.

102. The college department does not receive sufficient strategic direction. There has been no survey to identify unsatisfied learners' needs in terms of the type and levels of courses offered by the LEA. No LEA targets have been set for the recruitment of new learners or achievement. The college has set the department a retention target of 80 per cent. The LEA has no apparent language strategy.

Foundation programmes**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Literacy Adult and community learning	251	3

103. The LEA's foundation programmes are subcontracted to the college. All of the programmes are for learners with profound learning disabilities. In the current academic year there are 36 courses. Three hundred learners have enrolled on courses this year and at the time of inspection there were 251 learners on programmes. Most programmes last for two hours a week and run for between 30 and 36 weeks. Courses in this area of learning include creative arts, performing arts, and cookery and nutrition. There is provision for learners with a wide range of learning difficulties and/or disabilities and courses are held at locations across the borough, including local authority daycentres, community centres, adult education centres and hospitals. The LEA offers programmes in areas that other local providers do not.

Strengths

- good teaching
- good achievement of personal and social skills
- good short-term target-setting

Weaknesses

- insufficient recording of learners' progress
- narrow range of provision
- inadequate accommodation and resources

Achievement and standards

104. Learners' achievement of personal and social skills is good. Learners make good progress in achieving their personal goals and developing their social skills. Many learners have profound learning difficulties and/or disabilities with complex needs. They learn new skills and gain confidence in social situations, are able to participate in learning activities and interact with others. Learners with very challenging behaviour are able to communicate effectively with their peers and are able to work constructively in group activities. For example, in one art class, learners with profound communication difficulties were able to co-operate in a group design project. In practical classes the standard of learners work is high. For example, in a practical craft class, learners with physical and mental disabilities produced ceramic tiles of detailed complexity. In a pottery class for learners recovering from head injuries, a learner with restricted use of one arm was able to make a good pot. Learners gain confidence and satisfaction from their achievements. Tutors celebrate learners' achievements and arrange public exhibitions of learners' work. Many learners are able to progress to other courses in the local area including mainstream courses provided by the college.

The quality of provision

105. There is some good teaching. The best sessions are well planned and take account of individual learners' needs. Tutors are experienced and are aware of the diverse needs of learners, many of whom have profound learning difficulties and/or disabilities. Learners are given small, challenging tasks and receive good, constructive feedback from staff. Learners' confidence in what they can achieve increases. Tutors use a variety of activities to engage and stimulate learners, and in some sessions there is effective contextual learning to teach communications and numeracy skills. For example, in a cookery and nutrition class, the tutor successfully used the weighing of ingredients to reinforce basic numeracy skills to learners.

106. In many sessions observed, short-term target-setting is good and accurate, meeting the individual needs of learners. Tutors have a good rapport with learners and give individual attention to their complex needs. They set appropriate and short-term targets for learners and achievement of these targets are constantly reinforced during lessons. Learners with complex disabilities recognise their achievement and are motivated to attend further learning programmes. In one session, a learner with severe behavioural difficulties was given sensitive individual short-term targets by the tutor, which enabled the learner and the class to work together. In nearly all classes there are learning support assistants, who provide effective support to learners, and in some classes carers also make a positive contribution to the group by supporting the learners.

107. There is insufficient recording of learners' progress and achievement. Learning records used to record progress and achievements are inadequate for learners with learning difficulties and/or disabilities. They do not allow for learners' small steps in progress to be recorded and in many standard learning plans only group, not individual, learning goals are recorded. In some learning plans, there were no individual learning goals set for learners. Initial assessment of learners is inconsistent across the provision. Some learners have a thorough initial assessment at the pre-entry stage of their course, while others receive their initial assessment after starting their course. Some tutors do not receive the results of the pre-entry initial assessment.

108. The range of provision is narrow. At the time of inspection, the curriculum for foundation programmes was concentrated almost exclusively on arts and crafts, cookery and nutrition, and music and movement. There is very limited provision for independent living skills and there are no work-experience or orientation courses. However, provision is spread effectively across the borough at daycentres, community venues, hospitals and other centres. Through effective partnership arrangements a wide range of learners with diverse needs are recruited onto the programmes.

109. Accommodation and resources for some foundation programmes are inadequate. Many courses are delivered in outreach locations such as daycentres, community centres and hospitals, and in many centres the accommodation is unsuitable. For example, an arts and crafts session is held in the basement of a community centre, which has no water, storage or other facilities necessary for a creative arts programme. In another session, cookery and nutrition class was held in a hut, which had peeling paintwork on the walls and ceilings, and posed a hygiene risk to the cookery activities being carried out. In some centres, tutors have very limited access to resources and have to rely too heavily on producing their own materials. There are too few or no ICT facilities in many centres.

Many tutors also commented on there being insufficient consumable resources available and, in some instances, have replenished these themselves.

Leadership and management

110. The college's operational management of the foundation programmes, subcontracted by the LEA, is satisfactory. Communications between staff and managers are effective. Co-ordinators visit centres and monitor provision, although some tutors, particularly those in the outlying centres, said they would welcome more regular visits by the co-ordinator. However, the LEA does not sufficiently monitor or evaluate the quality of the subcontractor's provision.

111. Quality improvement is satisfactory. The college manages the quality assurance of the provision. The co-ordinators regularly monitor course and learners' files and visit all centres. There is a lesson observation scheme and all staff seen have been observed. However, it is difficult to assess how thorough and effective this process is. Staff development is satisfactory. It is targeted at the needs of learners, staff and the LEA. However, because of timing, many tutors found it difficult to attend training events. Some tutors have not attended any staff development events for over a year. The effectiveness of staff development is not evaluated or monitored by the LEA.

112. Equality of opportunity is satisfactory. Learners are treated with consideration and respect and staff are aware of the needs of learners and the disability issues they face. Staff make good efforts to communicate and consult with learners concerning course and other matters. However, there is too little promotion of equal opportunities issues in the curriculum. There is an effective range of provision of foundation programmes across the borough, and the service, through good partnership arrangements, ensures that there is provision for a wide spectrum of learners.

113. The self-assessment report does not reflect the strengths and weaknesses identified by inspectors in their area of learning. Strengths listed were statements of fact which did not all apply to adult and community learning provision. The self-assessment process for the curriculum area did not effectively include tutors, learners or curriculum managers. The development plan does not effectively deal with weaknesses in this area of learning.

Family learning**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Adult and community learning Adult and community learning	120	3

114. The LEA's family learning and the family language literacy and numeracy (FLLN) provision is mostly subcontracted to the college. It is offered on the main college site, at a library and in primary schools across the borough. Some wider family learning is subcontracted to an Asian resource centre. The LEA provides a full-time co-ordinator who manages the FLLN provision. The college has a wider family learning co-ordinator who manages the wider family learning provision. Most courses are provided during school hours or in the evening. Some taster sessions and workshop courses are provided during school holidays. Most courses last for two hours a week for 10 weeks. At the time of inspection, 26 courses were being delivered by the two co-ordinators and 16 part-time tutors. Courses offered in FLLN include 'keeping up with the children's maths and literacy', 'helping your child with reading and writing' and taster courses in literacy and numeracy. Wider family learning courses include family Spanish, story sacks, positive parenting and computer courses. 'Helping your child' courses are externally accredited and learners have the opportunity to take national tests in literacy and numeracy. Both FLLN and family learning courses reached exceeded enrolment targets set for 2003-04. Three hundred and ninety adults and 245 children enrolled on family learning courses, and 224 adults plus 222 children on FLLN courses. Up to the time of inspection, 410 adults had enrolled on family learning provision, 124 on FLLN provision and 82 on provision offered by the Asian resource centre. In 2003-04, 69 FLLN learners achieved external accreditation at entry levels 1, 2 or 3.

Strengths

- good achievement
- well-planned teaching

Weaknesses

- insufficient monitoring and evaluation of performance
- insufficient range of provision

Achievement and standards

115. Learners' achievement is good. Learners achieve their learning goals and most work is of a good standard. Adult learners on FLLN programmes have the option of working towards external accreditation. Learners on all programmes recognise improvements in self-confidence and participate enthusiastically in their learning sessions. School staff report that parents are more engaged with their children's learning and have more confidence to talk to teachers and play a more active part in their communities. Parents attending wider family learning programmes gain confidence and skills to apply their learning at home. For example, they encourage their children to take part in craft activities and to read and write stories together. Parents appreciate the better relationships they have with their children when they learn together. One school encouraged parents to observe their children's

lessons, with very positive benefits to the parents' understanding of how children learn. At one school, where family learning programmes have been running for some years, several learners have progressed into employment at the school as teaching assistants, and at the nearby children's centre, and into further training. Many parents on FLLN programmes have gained accredited qualifications in 'Helping your children with reading and writing'. Some parents have progressed onto provision at levels 2 and 3, such as access courses for higher education and national vocational qualification programmes in child care. Other parents have extended their literacy and numeracy skills and are working towards taking national tests.

The quality of provision

116. Teaching is well planned. Tutors plan the sessions to include differentiated activities to meet the needs of learners from diverse backgrounds. In a family Spanish session observed, learners of a variety of ages, abilities and ethnicity worked on a range of topics, games, role-play and demonstrations, based on a common theme of food. Group objectives are clearly stated in schemes of work and lesson plans. In the better joint parent and child sessions, tutors demonstrate effective teaching styles as a model for parents, such as reading stories to children and preparing props for story sacks. Tutors are supportive and provide good individual guidance and support in practical sessions building on learners' prior knowledge and attainment. On most FLLN and some wider family learning programmes, assessment of learners' existing skills is carried out. However, this is not always used as a basis for individual learning plans. Individual learning plans have only been introduced recently and are only used to identify learning goals. These plans are not used to review and record progress. Crèche facilities are provided where there is a sufficient need for them.

117. Family learning programmes are insufficient in range and quantity. Schools that have below average results for national tests for children aged five and seven are offered FLLN or wider family learning courses. Schools can request programmes, but there are insufficient qualified staff and funding resources to meet the demand. At the time of inspection the provision was limited to 17 schools, one library, one community college and one main college site. Limited partnership activity with the voluntary sector restricts access to learning for hard-to-reach groups. Schools value the support from the family learning managers, but are not able to regularly recruit parents to programmes to sustain and develop the provision. The LEA has too few links with other community groups and learning intermediaries. The LEA has provision for joint parent and child activities during half-term and holiday periods in subjects such as cookery, DJ music workshops, arts and crafts, and circus skills. Most of the provision is during the day and restricts access for working parents, particularly fathers.

118. Guidance and support for learners is satisfactory. Learners receive advice and information about progression routes to further learning opportunities from tutors and specialist guidance staff. For example, the college information and guidance service visits learners at the end of programmes, if requested. Tutors ensure learners settle quickly into programmes and understand the demands of their courses.

Leadership and management

119. Monitoring and evaluation of performance by the LEA is insufficient. Quality improvement systems are not established or sufficiently thorough to identify problems.

Learners complete evaluations at the end of their course, which are monitored by the co-ordinators, but there is no evidence of their use to improve the quality of the provision. The system of lesson observations is not yet established and few observations have been carried out so far. Data is not routinely collected or used as a basis for curriculum management or developments.

120. Tutors are appropriately qualified and most take part in professional development activities which are supported by the professional development centre at the college. Learning resources and accommodation are satisfactory. Access to ICT is limited, except in specialist computer sessions. In schools, the accommodation for adult learners is inadequate. For example, most of the furniture in classrooms is child sized. Risk assessments are routinely carried out. Not all rooms are accessible for people with restricted mobility or meet the requirements of the Disability Discrimination Act 1995.

121. The rationale for family learning programmes is clear and specific targets are set for enrolments with a 10 per cent increase each year. The provision is guided by the GLLP, the family programmes steering committee and the family programmes practitioner committee. Where courses offered did not run because there were too few enrolments, the programme was changed to a range of two-hour taster sessions to attract hard-to-reach parents. This was done in subjects such as aromatherapy, cake decorating and fitness for parents. A number of partnerships have been developed over a number of years with schools and an Asian centre where courses have been offered in English for speakers of other languages and ICT. The LEA is currently developing and strengthening these partnerships and developing relationships with neighbourhood renewal, libraries, and Greenwich Learns.

122. Equality of opportunity is promoted through widening participation in learning and targeting under-represented groups and disadvantaged parents whose children's results in national tests are low.

123. The LEA's FLLN co-ordinator and the college's wider family learning co-ordinator prepared the self-assessment report and involved some tutors in the process. The content of the report reflected some strengths and weaknesses identified at inspection.

Community development**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Adult and community learning Adult and community learning	267	3

124. The LEA has been providing community development programmes for six years. However, in 2004 the service was significantly reorganised to ensure a more effective response to the needs of learners living in areas with the highest indices of poverty and social disadvantage in the borough. Ninety per cent of the LEA's provision is subcontracted to the college. All of the provision is non-accredited. Between September 2004 and the week of inspection, 1,287 learners had enrolled on 109 courses. Fifty-one per cent of classes were one-day taster courses and 24 per cent comprised courses that ran for 30 weeks, usually for two hours a week. Some courses have been running for over five years. During the week of inspection, 29 classes were running and there were 267 learners enrolled on them. Fifty-eight per cent of classes covered creative craft and fashion, 25 per cent computing, 10 per cent health, fitness and well being, and 7 per cent languages. Classes are located in a wide range of centres run by members of the partnership. Thirty-three community-based venues have been used this year. A community engagement unit manager, who is employed by the college, manages the area of learning, and in turn manages a community projects officer, 37 hourly paid tutors and four community development officers who teach for half the week.

Strengths

- diverse range of purposeful strategies to widen participation in learning
- innovative processes to recruit learners

Weaknesses

- insufficient support for learners
- insufficient monitoring and evaluation of the effect of the provision on communities

Achievement and standards

125. Learners' achievement is satisfactory. The programmes are not accredited and attract first-stage learners from under-represented groups. Attainment of personal and social skills is good. Learners comment on the self-esteem and confidence they have developed through the training. One learner has spoken at a national conference about his experiences and another talks with ease to people in her community, having overcome her shyness through the training. Another woman, on an assertiveness and stress management course, speaks of her realisation that she can take control of her life and now sees herself as a good mother who can establish boundaries for herself and her children. Many learners talk enthusiastically about the skills that they have developed on courses such as dressmaking and pottery. However, attainment, when considered in relation to learners' prior achievement and experience, is often good but it is not celebrated. Events to celebrate learners' achievements are not organised regularly. Individual learning plans are not effectively used to record achievement. Retention is very good at 91 per cent. Volunteers who promote learning work hard with people in their communities to

encourage them to become involved in education, and offer support to build their confidence. These volunteers often attend classes with individuals to help them through learning and social barriers.

The quality of provision

126. A purposeful range of strategies have been adopted to widen participation in learning, and meet the needs of people living in areas of high social and economic disadvantage. Seventy-two per cent of learners come from wards with high levels of disadvantage. The recent re-organisation at the LEA now provides a clear focus on priority target groups. Good partnerships exist between the LEA and a wide range of appropriate external personnel and organisations. Positive working relationships exist with agencies including the library service, Sure Start, schools, community associations, family centres, Somali women's groups and a community-run healthy eating co-operative to deal with disadvantage and build capacity in the community. The community development officers are located in areas where the greatest need exists. Close working relationships between community engagement staff and the LEA ensures that programmes support the LEA's social exclusion priorities.

127. Innovative processes are used to recruit learners, particularly those from groups under-represented in adult and continuing learning. Seventy-five volunteers promoting learning are now well established in Greenwich. These volunteers are people from under-represented groups and who live in areas of social and economic disadvantage. All have received appropriate training to understand how people learn and were given guidance to provide support and advice for others. As volunteers, they encourage people to become involved in learning. They offer a 'buddy' service, which supports nervous learners through the first stages of learning by taking them to classes and providing support at difficult times. Greenwich Learns is an initiative that focuses on recruiting non-traditional learners. Learners are attracted by free postcards which question thinking and lead people to a website with links to information about learning. A special offer of three courses for the price of two is widely advertised.

128. Teaching and learning are satisfactory with 88 per cent of teaching and learning sessions graded as satisfactory and 12 per cent as good or better. Tutors develop good relationships with learners and adopt open and friendly teaching styles. Good individual attention is paid to all learners who are well motivated and participate well. Learners are enthusiastic about the skills they develop. However, measurable learning outcomes are given insufficient attention in lesson plans and learning outcomes are not made clear to learners in lessons. Many learning outcomes describe what is to be done rather than what is to be learnt. There is too little planning to differentiate lessons to meet individual's needs. Many lessons are insufficiently varied to cater for learners' different learning styles or to stimulate and challenge learners. Learning outcomes for community development and personal and social attainment are not identified in sessions. Feedback to learners is often informal and is not recorded.

129. Accommodation and resources are satisfactory. Much of the accommodation is in community-based premises and is small and does not have basic equipment, including running water, for some creative sessions. However, these premises are chosen for their proximity to the target group of learners and often there is no other venue available. Resources in other centres are very good with extensive space for learners to experiment in role-play. Staff are generally well qualified and appropriately experienced.

130. There is insufficient support for learners. Initial assessment is not carried out. Individual or community plans are not used to support learning and progression. Learning outcomes are often insufficiently specific to be measurable. Learning outcomes for courses are often written in a standard format and are used for all learners. This is often inappropriate. Staff are not aware of how to use short- and long-term target-setting to help learners recognise steps in their learning and development. Additional learning support is not readily available to learners with literacy, numeracy or language needs. For example, one learner whose first language is Punjabi is unable to understand and speak English to a level that enables her to benefit from attendance at the class on which she enrolled. An interpreter had not been requested or provided. Staff in community centres do not know how to access additional learning support. Information, advice and guidance is not an integral part of the provision. One class is being closed and the learners have not been given any guidance about progression routes or alternative provision. Many centres do provide crèche facilities which are appreciated by learners.

Leadership and management

131. Operational management of the curriculum is satisfactory. The area of learning has recently been reorganised. The minutes of regular staff meetings are recorded and responsibility for actions is clearly allocated. Managers have a shared understanding of the purpose of the community engagement work and receive appropriate training and development. Part-time tutors are well supported, are aware of their line manager and know who to ask for help. Training is provided for part-time staff but there is no learning plan. Many part-time staff are not aware of the purpose of their work in community development and capacity building. Teaching staff are not sufficiently trained to ensure that learners receive a high-quality educational experience.

132. Too little monitoring and evaluation is carried out to assess the effect of the provision on the local community. Regular review meetings do take place between the LEA and the college, but attainment is not recorded to monitor the achievement of learners or the benefits to the community. The evaluation and monitoring process, does not consider enough data to make judgements to improve the provision. The LEA is not aware of the quality of the teaching and learning, and there is insufficient reference to this in the self-assessment report.

133. Learners evaluate the provision and staff complete course reviews. Managers and co-ordinators are involved in the self-assessment process, and the development plan prepared by the LEA was shared with staff who commented on it and recommended changes. The college carries out a programme of classroom observations. Equality and diversity are an integral part of the programmes. Learners and communities are well supported by the staff.

