

INSPECTION REPORT

London Borough of Redbridge

29 April 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*

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Contents

Summary

Description of the provider	1
Overall effectiveness	2
Key challenges for London Borough of Redbridge	2
Grades	2
About the inspection	4
Key Findings	4
What learners like about London Borough of Redbridge	15
What learners think London Borough of Redbridge could improve	15

Detailed inspection findings

Leadership and management	19
Equality of opportunity	21
Quality improvement	22
Information & communications technology	25
Hospitality, sport, leisure & travel	28
Health, social care & public services	31
Visual & performing arts & media	34
English, languages & communications	37
Foundation programmes	42
Family learning	50

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Culture and Community Learning Services is the service area within the London Borough of Redbridge's local education authority (Redbridge) with overall responsibility for the adult and community learning provision. A cabinet member supervises the provision which is scrutinised through the education, leisure and libraries scrutiny committee.

Redbridge is in the process of restructuring the services within culture and community learning services. It operates a scheme of delegation with Redbridge Institute of Adult Education (RIAE) to govern, manage and deliver most of its adult and community learning provision. Its governing body operates within instruments and articles of government and a scheme of financial delegation. A lifelong learning co-ordinator, employed by Redbridge Borough Council (the borough council), links with RIAE and maintains an active role in the strategic direction of the adult and community learning provision.

2. RIAE works to ensure a broad range of part-time learning opportunities for adults and places an increasing emphasis on providing opportunities for new learners and those from disadvantaged groups in the local community. Courses take place at RIAE's headquarters, the Gearies Centre in Gants Hill, in the Mildmay Neighbourhood Learning Centre in Loxford, the most economically and socially deprived area in the borough, and in local schools and numerous community-based centres across the borough. RIAE uses Redbridge College to provide complementary adult and community learning services at its site in the east of the borough. This is supported by a collaborative planning and review process. RIAE is a member of the East London Partnership of Adult Education Services, which includes Havering, Barking and Dagenham. Good practice is also shared between the North and East London Partnerships.

3. A principal, who reports to the governing body, manages RIAE. The principal is assisted by a vice-principal of curriculum and quality. RIAE is carrying out some restructuring of management roles and responsibilities, particularly to strengthen curriculum management and sharing good practice. Most of the tutors work part time. RIAE provides training courses in 14 areas of learning, but the inspection covered seven areas of learning, including information and communications technology (ICT), hospitality, sport leisure and travel, health and social care, visual and performing arts and media, English and modern foreign languages, foundation programmes and family learning.

4. The London Borough of Redbridge is an area of mixed affluence in northeast London, with a diverse population of approximately 238,600 people. It has excellent rail, underground and road links with the centre of London, which is just seven miles away and Docklands, which is four miles away. The borough is ranked about average overall according to socio-economic indicators. There is, however, wide variation between wards, ranging from the affluent Monkham, to one of the poorest in the country, Loxford. Most people travel outside the borough to work. Redbridge's unemployment rate has fallen to 3.3 per cent, which is below the Greater London and national average of 4.5 per cent and 3.5 per cent respectively. The rates of unemployment within the borough vary from around 1 per cent in Monkham to around 7 per cent in Loxford ward. Around 36 per cent of the population are from minority ethnic groups, compared with 9.1 per cent of the population

nationally. RIAE's annual learner profile for ethnicity exceeds the borough profile, at 45 per cent in 2003-04.

OVERALL EFFECTIVENESS

Grade 3

5. The overall effectiveness of the provision is satisfactory. RIAE's leadership and management and quality improvement are satisfactory. Equality of opportunity is good. Quality assurance is satisfactory. ICT is outstanding, health social care and public services and visual and performing arts and media are good, and hospitality sport leisure and travel and family learning are satisfactory. RIAE's provision in English languages and communications and foundation programmes are inadequate.

6. The inspection team was broadly confident in the reliability of the self-assessment process. The self-assessment process is thorough and comprehensive, although there is some variation in its accuracy across areas of learning. A useful performance review process is based on the areas of learning self-assessment report. Poor teaching was not identified in some areas of learning, and the grading of teaching and learning observations is sometimes higher than inspectors' judgements.

7. The provider has demonstrated that it is in a good position to make improvements. RIAE has good systems and processes to make quality improvements, although these are not yet fully established across all of the provision. In ICT, a particularly effective strategy for quality improvement has the potential to be shared fully across all areas of learning. Development planning at RIAE is good. Retention and achievement rates are improving in many areas of learning.

KEY CHALLENGES FOR LONDON BOROUGH OF REDBRIDGE:

- fully establish and implement quality improvement systems
- improve teaching and learning, particularly in inadequate and satisfactory areas of learning
- continue to improve the retention and achievement rates
- improve planning for individual learning and target-setting
- improve curriculum management in some areas of learning
- improve the use of data and target-setting across the organisation
- share the good practice that exists across the organisation

GRADES

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

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

Information & communications technology		1
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> Adult and community learning	352	1
Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> Adult and community learning	902	3
Health, social care & public services		2
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> Adult and community learning	254	2
Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> Adult and community learning	1,340	2
English, languages & communications		4
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> Adult and community learning	914	4
Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> Adult and community learning	948	3 3
<i>Literacy and numeracy</i> Adult and community learning	264	4 4
<i>Independent living and leisure skills</i> Adult and community learning	125	4 4

Family learning		3
Contributory areas:	Number of learners	Contributory grade
Adult and community learning	180	3

ABOUT THE INSPECTION

8. Seven areas of learning were reported on and graded, including ICT, hospitality, sport leisure and travel, health and social care, visual and performing arts and media, English and modern foreign languages, foundation programmes and family learning.

Number of inspectors	13
Number of inspection days	65
Number of learners interviewed	260
Number of staff interviewed	110
Number of subcontractors interviewed	5
Number of locations/sites/learning centres visited	62
Number of partners/external agencies interviewed	6

KEY FINDINGS

Achievements and standards

9. **Retention rates on ICT courses are very high, rising to 92 per cent in 2003-04.** In 2004-05, courses continue to show very high retention rates. All lessons observed had very high attendance and registers indicate that this is the norm.

10. **Learners' achievements in ICT are very good.** Over the past two years, the achievement rates in the examination-based qualification in information technology (IT) has been very good, with pass rates of 93 per cent and 95 per cent. Learners are making very good progress. They greatly value learning new skills and are putting them to very good use at home, at work, and in the community. Many learners studying accredited courses are greatly improving their employment prospects and helping to make their own businesses more efficient. Learners' portfolios of work, their keyboard skills and fluency with software manipulation are good.

11. **Learners gain good health and social benefits on sports and leisure courses.** In particular, learners who are recovering from operations increase their mobility and improve in confidence. Courses have allowed learners to become more independent and have improved their well being. The learners are maintaining or improving their overall fitness levels and develop better co-ordination of movement, balance and timing. Older learners gain social benefits. Some learners improve their technique and skills to a high standard.

12. **Pass rates are high on health and social care courses.** In 2003-04, the learners achieved 100 per cent pass rates in national vocational qualifications (NVQs). The diploma in pre-school certificate has had good and increasing pass rates over three years, reaching 92 per cent in 2004. Pass rates are also good in level 2 qualifications in playwork and counselling. Learners produce good coursework and develop good skills in counselling courses. They write comprehensively and demonstrate good use of self-reflection and collaborative and empathetic ways of working at relatively early stages in the courses. Learners on all courses work together co-operatively and supportively.

13. **The standards of learners' work in visual and performing arts and media are good.** Practical work is of a good standard in jewellery, pottery, dance and some art classes. In dance, group and individual concentration is well co-ordinated. Learners are confident in movement and interpretation. Achievements are celebrated at each venue in displays of learners' work and photographic records of performance events.

14. Achievement on accredited courses is varied in visual and performing arts and media. **In 2003-04, pass rates in AS art, A2 art and pottery, were excellent at 90 per cent, 100 per cent and 100 per cent, respectively.** Achievement on Open College Network (OCN) provision is very good with jewellery level 2 and 3 achieving 100 per cent. Pass rates on accredited photography courses have been falling for the past three years. Learners on non-accredited courses set personal targets and assess the achievement of these. Their work is discussed regularly on an individual basis, but it is not usually formally recorded.

15. **Many learners in modern foreign language courses develop good personal skills,** including social and interpersonal skills such as the ability to work well in groups and to interact well with their tutors. Some learners report improved organisational, time-management and independent learning skills. Many learners said that their confidence and their self-esteem have increased significantly.

16. During 2003-04, **achievement rates on accredited courses in modern foreign languages were generally good or very good. However, overall, the uptake of accreditation in modern foreign languages is poor and the range of accreditation opportunities is insufficient.** In 2003-04, the achievement rate for the English general certificate in secondary education (GCSE) was satisfactory at just over 79 per cent. Pass rates in British Sign Language (BSL) courses are satisfactory.

17. **Retention on beginners' classes in modern foreign languages is poor.** Retention in GCSE English has improved significantly, from just over 51 per cent to just over 75 per cent between 2003-04 and 2004-05. Retention on English creative writing, BSL and Makaton courses is good.

18. At 91 per cent, **retention rates are good on the six-week English for speakers of other languages (ESOL) courses.** The initial assessment and placement system results in accurate placement, and most learners report that they are happy with their courses and progress. Interviews with learners and examination of their work showed good progress in personal language skills used in their social lives, talking to children's teachers, helping children with their homework and in other contexts outside the classroom. At 79 per cent, attendance was good in the classes that the inspectors observed.

19. **Learners on literacy and numeracy courses develop good personal skills and**

confidence. Learning helps to build the learners' self-esteem and increases their aspiration for employment and greater community involvement. Learners enjoy their classes and the positive motivation they gain extends outside the classroom into other aspects of their lives.

20. **Achievement rates are low in literacy and numeracy.** In 2003-04, 35 per cent of learners on externally accredited courses achieved their qualification aims. A further 12 per cent achieved internal certification. There is an early indication that achievement rates are improving in 2004-05.

21. Learners in independent learning and living skills courses enjoy their sessions and speak of making friends and learning how to recognise money coins. Most learners are achieving small targets or maintaining their skills. Most of these are listening and speaking skills, but a few are progressing with improved writing and reading skills.

22. **Attendance is poor on sports and leisure courses.** The average attendance figure during the week of inspection was 62 per cent, and there is a poor trend of attendance earlier in the year and in previous academic years. Arrangements for the follow-up of absences are not effective and attendance is not monitored systematically. Attendance is also poor in some visual and performing arts and media courses, with an average of 63 per cent in the classes observed. Attendance on modern foreign language courses was also quite low.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
English, languages & communications	0	6	4	3	13
Family learning	1	4	2	3	10
Foundation programmes	0	7	14	10	31
Health, social care & public services	1	8	3	0	12
Hospitality, sport, leisure & travel	0	5	6	1	12
Information & communications technology	1	8	2	1	12
Visual & performing arts & media	1	13	6	1	21
Total	4	51	37	19	111

23. **Teaching and learning are particularly effective on ICT courses.** Seventy-five per cent of the lessons that the inspectors observed were good or better. Teaching is very well planned and delivered. In most lessons, schemes of work are thorough and lesson plans contain very useful and varied activities to capture and maintain learners' interest and greatly support their learning. Tutors have highly effective strategies to challenge and extend the more able learners and to support those who are less able. They also use very appropriate, topical and relevant examples to reinforce learning. Tutors offer very good individual support.

24. **The locations in which ICT lessons are taught are very attractive, clean, welcoming and accessible.** The resources for learners are very good. Specialist equipment for learners with physical impairments is readily available. The main centres are well equipped, with data projectors or an interactive whiteboard. Useful software is installed. RIAE has produced good-quality workbooks and handouts to accompany the lessons.

25. **RIAE has a good range of ICT courses.** New courses have been chosen in response

to learners' and tutors' opinions. Progression to courses at a higher level is good. Most of the courses are available at the three main sites and in a good number of community venues, making learning easily accessible in the community.

26. Arrangements to widen the participation of learners from under-represented grounds are good in sport and leisure. A good range of programmes and activities are in place to meet the learners' needs. The review of programmes is continuous and development plans accommodate local and learners' needs. RIAE has developed courses specifically to provide the learners with the opportunity to progress into accredited provision. Curriculum development deals with health-related issues in line with national agendas, such as improvements in well being and tackling obesity.

27. The standards of teaching and learning are good on visual and performing arts and media courses. Teaching is very well planned and structured. In good lessons, tutors use lesson plans that challenge the learners, reinforces and tests learning and the acquisition of skills. A very good variety of teaching and learning methods are used in the better classes, from formal lecture, syndicate group work, participative discussion and practical activity. Learners receive good individual tuition in the classroom.

28. Good specialist learning resources and accommodation are available for pottery, dance, jewellery making, stained glass, mosaics and textiles. A pleasantly refurbished house in Wanstead is well equipped for art classes. All venues have facilities for learners with restricted mobility. Low tables for wheelchair users are available in pottery, and jewellery design and craft. Laptop computers are available for loan to tutors for staff development purposes, to record learners' work and to provide access to the internet in studios and workshops. In a few courses, too many learners are recruited for the space and equipment available, which impedes learners' progress.

29. RIAE offers a good range of courses in visual and performing arts and media to meet the needs of different learners, who speak positively about the courses available and their importance to them. Learners of a wide range of ages attend short introductory courses, Asian clothes making, belly dancing, mosaics and mixed-ability classes. There is a mixture of new and returning learners. Learners travel to Redbridge venues from outside the area to attend courses that are unavailable in their own local authorities.

30. Tutors identify additional learning needs among learners in modern foreign languages quickly and deal with these effectively. Where learners themselves request additional support, tutors deal effectively and sensitively with the request. Many tutors in this area of learning have had disability awareness training and, during induction, they make learners aware that a very wide range of additional support is available to them.

31. The ESOL programme is responsive to community needs. Courses are based in 11 community venues, including schools, churches, community centres and a residential centre for the elderly.

32. Good use of specialist teaching staff on family learning programmes are of significant benefit to the learners. Well-qualified and experienced subject-specialist tutors are drawn from RIAE's mainstream staff to teach on wider family learning classes. Learners attending the family literacy, language and numeracy (FLLN) classes respond well to the well-qualified and experienced tutors, most of whom had previous mathematics and English

responsibilities in local primary schools.

33. Assessment on non-accredited courses in visual and performing arts and media is inadequate. RIAE encourages the learners to assess themselves, but many do not understand the value of this. RIAE does not use tutor assessment sufficiently to help develop teaching activity to set challenging targets to motivate learners' progress. The process of using the current learners' profiles does not encourage the setting of these targets or provide the opportunity to monitor learners' achievement properly.

34. RIAE does not reinforce induction information sufficiently in visual and performing arts and media. Many learners are unfamiliar with evacuation procedures. Some learners have a vague understanding of their rights and responsibilities. They are unsure about complaints procedures or the meaning of harassment and bullying. Learners receive printed literature on all of these issues, but this is often not revisited again during their time on courses. It is unclear how learners with poor literacy skills are informed of available support.

35. In modern foreign languages, the inspectors observed a significant amount of poor teaching. Planning is weak, with insufficiently varied activities and delivery methods. Tutors failed to give clear learning objectives and clear direction to learners. The foreign language was sometimes used too infrequently and sometimes inappropriately or out of context, and the learners did not learn where and how to apply the expressions in real-life situations. Some tutors used an excessive amount of specialist terminology without checking that learners understood these terms. Many of the tutors did not check sufficiently for learning, even in the satisfactory lessons.

36. In almost all of the modern foreign language classes that the inspectors observed, tutors focused insufficiently on the needs of individual learners. Tutors do not sufficiently negotiate targets with learners, either as a group or individually. Some learners were overstretched during classes, while others were not challenged adequately.

37. The range of accreditation opportunities in modern foreign language is insufficient. At present, RIAE only offers GCSE and general certificate of education (GCE) AS/A2 accreditation in modern foreign languages. No level 1 accreditation is offered in this adult and community learning provision.

38. Individual planning of learning in ESOL is insufficient. RIAE uses an individual learning plan, based on a set of internally designed initial assessments, but much of it consists of objectives from the core curriculum and the language is difficult for most learners to understand. There is a section for individual learning goals, which does not use language accessible to the learners.

39. RIAE monitors and supports learners' progression insufficiently within and beyond the ESOL programme. Although it monitors individual learners' progress, there is no overall information on how learners progress through the levels of the programme and no adequate system for recording learners' destinations beyond the programme.

40. Teaching and learning in literacy and numeracy are inadequate. In most classes, RIAE focuses insufficiently on the learners' individual goals and needs, and tutors fail to provide sufficient variety in group work to help learners with different abilities achieve.

Tutors present insufficient challenge to learners and there is an over-reliance on the use of worksheets. Tutors fail to check learners' understanding before moving on. Homework lacks stimulation and is not appropriate to learners' individual needs.

41. A significant amount of teaching and learning in independent living and leisure skills is unsatisfactory. Classroom management is poor. Learners talk among themselves while the tutor is giving instructions. Instructions for task requirements are unclear and the language used is too complicated for the group of learners. In many classes, learners receive instructions verbally with no reinforcement in a different medium.

Leadership and management

42. The strategic leadership of Redbridge's adult and community learning provision is good. Senior managers within Redbridge and RIAE have developed a clearly focused service, which is very responsive to community needs. Planning is good. In particular, RIAE's business-planning process fully supports Redbridge's strategic priorities of developing and increasing neighbourhood learning in the community and improving the advice, support and guidance that is given to disadvantaged groups. RIAE is currently restructuring its management responsibilities, with an increased emphasis on curriculum management. These changes have still to be fully implemented.

43. RIAE's governors are enthusiastic in their support of the organisation's aims and values. Senior managers table business plans and other strategic documents, and refine and agree targets and action points. Governors play a key role in the performance review process, where curriculum managers present and discuss detailed self-assessment findings. They also provide valuable links with relevant council officers, councillors and community groups.

44. RIAE has effective partnership arrangements. It works with a large number of partners, both within the borough council and across the wider community. Partners include schools, libraries, museums, the local college, neighbourhood learning centres and a large number of community associations and voluntary organisations.

45. Professional support for teaching staff is good and highly valued. RIAE has a very clear policy for encouraging staff to develop professionally and take-up for training is good.

46. Curriculum managers and tutors with additional responsibilities are particularly supportive and are readily available to support tutors practically or with advice and guidance. Tutors appreciate the staff guidelines produced to advise them on supporting learners with disabilities or specific learning difficulties. RIAE is accredited as an Investor in People, which is a national standard for improving an organisation's performance through its people. Also, RIAE has achieved the national standard for providing information, advice and guidance.

47. Resources to support learning are particularly good at the main sites. RIAE has a planned improvement strategy to develop learning resources and improve its accommodation. Effective financial management ensures that investment takes place each year. There are excellent ICT facilities that many curriculum areas use well and many tutors are adapting their teaching to make better use of ICT. The well-planned building programme is enabling RIAE to replace mobile classrooms with permanent rooms on its main site. Room allocation and the use of space are good.

48. **Communication throughout the organisation is effective and comprehensive.** All tutors are invited to attend regular termly briefings about service-wide developments. Tutors are paid to attend these events, which always include a professional development activity. Staff receive more immediate communications through inserts in their registers or by notices on the frequently updated staff noticeboards.

49. The management of additional literacy and numeracy support is satisfactory and RIAE recognises its importance. In health and social care, the organisation does not identify literacy and numeracy needs in a sufficiently systematic way.

50. **RIAE has taken particularly effective action to widen the participation of learners from under-represented groups.** Provision is well targeted at a diverse range of learners in areas of high deprivation. Many of these learners have previously missed out on education and training opportunities and this community-based provision greatly supports their access to learning opportunities. RIAE monitors publicity carefully, with the prospectus and promotional materials portraying learners from a range of minority ethnic groups and men and women. The organisation has good arrangements for making these available for prospective learners.

51. **Staff training in equality of opportunity has a high priority and is well focused.** RIAE has produced helpful, inclusive learning guides for all staff on key equality of opportunity issues. It has provided in-house training on deaf, disability and cultural diversity awareness with good attendance.

52. **Learners are generally well informed about equality of opportunity issues.** The complaints procedures are generally clear and learners receive information on making a complaint, which the organisation usefully displays at its main centres. RIAE clearly analyses and acts on all complaints. However, in visual and performing arts and media, there is insufficient reinforcement of key induction information.

53. In the main centre, a group of learners designed and created an excellent mosaic in the cafe specifically around the theme of cultural diversity. **Learners are treated with courtesy and respect, and greatly value the warm, welcoming and supportive environment.**

54. **RIAE's main centre is accessible for people with restricted mobility. The organisation makes good use of external funding to make significant improvements.** Access is very good at the newly developed Mildmay Centre. RIAE also contributed towards the costs of the lift at its venue at Wanstead House. Ease of access varies more widely in the community outreach centres.

55. **RIAE does not use data to monitor and evaluate provision sufficiently as a basis for decision-making and target-setting.** It collects and analyses management data about the recruitment, retention and achievement of learners, and all staff receive briefings on the importance of collecting accurate data to ensure that it can claim maximum funding. However, RIAE generally makes little use of data at programme level to analyse the effectiveness of each course.

56. Wide variation exists in the effectiveness of the arrangements for curriculum management across the organisation. **In ICT, curriculum management is outstanding.**

However, it is weak in the foundation area of learning, particularly in provision for learners with learning difficulties and disabilities, and in literacy and numeracy.

Curriculum co-ordination within these areas is inadequate and RIAE does not identify and share good practice sufficiently.

57. Quality improvement arrangements at RIAE are satisfactory overall. RIAE has comprehensive systems and related procedures to cover the major functions of the organisation, including management responsibilities, resource management, product and services purchasing, and the quality of teaching and learning. The systems and procedures are beginning to raise the retention and achievement rates in many areas of learning. However, the quality improvement arrangements are not yet fully implemented or established across all programme areas. Grades for areas of learning range from outstanding to inadequate.

58. The self-assessment process is satisfactory overall, although considerable variations exist in its quality and accuracy across areas of learning. There is good staff involvement in the self-assessment process. Many tutors contributed to the drafting of the curriculum area self-assessment reports by using course reviews, learners' feedback and satisfaction surveys to contribute to the reports. Curriculum managers present their area reports with a colleague to a performance review board, which scrutinises the reports and challenges judgements and grades, as appropriate.

Leadership and management

Strengths

- good strategic leadership
- good professional support for staff
- good resource management
- very effective actions to widen the participation of learners from under-represented groups

Weaknesses

- some weak curriculum management
- insufficient use of data to monitor and evaluate provision
- insufficiently established quality improvement arrangements

Information & communications technology

Strengths

- very high and improving retention rates
- very high achievement rates on the examination-based qualification in IT
- particularly effective teaching and learning
- particularly good resources to support learning
- highly responsive provision to meet wider community needs
- outstanding curriculum leadership and management
- very effective strategy for quality improvement

Weaknesses

- low achievement rates on level 1 accredited courses between 2002-04

Hospitality, sport, leisure & travel

Strengths

- good health and social benefits for learners
- good arrangements to widen the participation of learners from under-represented groups

Weaknesses

- poor attendance rate
- insufficient target-setting and monitoring of progress for individual learners

Health, social care & public services

Strengths

- many high pass rates
- good coursework and skill development in counselling
- good teaching and learning
- very effective arrangements for managing and developing staff

Weaknesses

- low pass rates on level 3 counselling in 2003-04
- unsystematic arrangements for initial screening and learning support

Visual & performing arts & media

Strengths

- good standards of learners' practical work
- good teaching and learning
- good specialist accommodation and learning resources
- good curriculum management

Weaknesses

- poor attendance in many classes
- inadequate assessment on non-accredited courses
- insufficient reinforcement of induction information

English, languages & communications

Strengths

- good development of learners' personal skills and confidence
- good identification of and provision for additional learning support needs
- good support for tutors
- effective strategies to promote inclusiveness and equality of opportunity

Weaknesses

- poor retention rates on modern foreign languages beginners' courses
- much poor teaching
- insufficient focus on individual learners' needs
- insufficient range of accreditation opportunities
- ineffective implementation of quality improvement systems in modern foreign languages

Foundation programmes

ESOL

Grade 3

Strengths

- high retention rates
- good support for tutors
- responsive community provision

Weaknesses

- low achievement rates in 2003-04
- insufficient individual planning of learning
- insufficient monitoring of and support for progression

Literacy and numeracy

Grade 4

Strengths

- good development of personal skills and confidence

Weaknesses

- low achievement rates
- inadequate teaching
- insufficient promotion of advice and guidance services to learners
- weak curriculum management

Independent living and leisure skills

Grade 4

Strengths

- good accommodation on all sites

Weaknesses

- insufficient focus on individual learning
- much inadequate teaching
- insufficient learning support
- poor implementation of quality improvement procedures

Family learning

Strengths

- good additional benefits for learners
- high achievement rates on FLLN courses
- good use of specialist teaching staff
- very good development work to promote widening participation

Weaknesses

- inadequate use of initial assessment on wider family learning courses
- unsatisfactory curriculum management between the two strands of family learning
- inadequate implementation of quality improvement procedures

WHAT LEARNERS LIKE ABOUT LONDON BOROUGH OF REDBRIDGE:

- helpful, supportive and experienced tutors
- particularly helpful office staff
- informal, friendly atmosphere
- being part of a supportive group
- learning new skills
- having company and making friends
- good adaptations for learners with disabilities
- family-friendly hours
- the good range of course available
- lessons held in local venues
- 'I wish I had known about this years ago'
- 'this is the time for me, away from the stresses of work and home'
- 'I'm now confident enough to speak out, I've gained no end of confidence'
- 'I couldn't spell before I came and now I can play Scrabble'
- 'I now know what my children are talking about when they come home from school'

WHAT LEARNERS THINK LONDON BOROUGH OF REDBRIDGE COULD IMPROVE:

- the amount of paperwork
- the waiting time to join a class
- the number of longer, higher level courses
- evening opening hours for the canteen
- the car parking
- the lighting in the car park
- the prevention of able-bodied people parking in disabled bays

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.
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DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good strategic leadership
- good professional support for staff
- good resource management
- very effective actions to widen the participation of learners from under-represented groups

Weaknesses

- some weak curriculum management
- insufficient use of data to monitor and evaluate provision
- insufficiently established quality improvement arrangements

59. The strategic leadership of Redbridge's adult and community learning provision is good. From 1994, under a scheme of delegation, responsibility for this provision is devolved to the RIAE, which has its own governing body. RIAE is accountable to the Culture and Community Learning Services area within Redbridge, and the provision is scrutinised through the education, leisure and libraries scrutiny committee. Senior managers within the local authority and RIAE have developed a clearly focused service, which is very responsive to community needs. Planning is good. In particular, RIAE's business-planning process fully supports Redbridge's strategic priorities of developing and increasing neighbourhood learning in the community and improving the advice, support and guidance that is given to disadvantaged groups. RIAE is restructuring its management responsibilities, with an increased emphasis on curriculum management. These changes have still to be fully implemented.

60. RIAE's governors are enthusiastic in their support of the organisation's aims and values. There is a good balance of political appointments, and community and employer representatives, although currently there are vacancies for two employer governors and a staff representative. The governors' search committee is seeking appropriate replacements. Governors play an active part in the development and monitoring and evaluation of all RIAE's activities. Senior managers table business plans and other strategic documents and agree and refine targets and action points. Governors play a key role in the performance review process, where curriculum managers present and discuss detailed self-assessment findings. They also provide valuable links with relevant council officers, councillors and community groups. There are no formal training programmes for governors.

61. RIAE has effective partnership arrangements. It works with a large number of partners, both within the borough council and across the wider community. Partners include schools, libraries, museums, the local college, neighbourhood learning centres and a large number of community associations and voluntary organisations. The development of the Mildmay Neighbourhood Learning Centre involved a productive partnership arrangement between the borough council and RIAE, with the institute's principal acting as project manager until 2006. RIAE also takes part in extensive networking with neighbouring

authorities and other adult and community learning providers, to avoid duplication, exchange best practice and investigate areas for common development.

62. Professional support for teaching staff is good and highly valued. RIAE has a very clear policy for encouraging its staff to develop professionally, and take-up for training is good. In addition, staff can access a RIAE course for personal development free of charge. Professional development needs are identified through the appraisal and review system for some staff or at team meetings or informal discussions for others. A comprehensive training programme supports new developments, such as use of digital cameras to enhance worksheets and record learners' work, and use of the interactive whiteboards.

63. Curriculum managers and tutors with additional responsibilities are particularly supportive and are readily available to support tutors practically or with advice and guidance. Tutors appreciate the staff guidelines produced to advise them on supporting learners with disabilities or specific learning difficulties. RIAE is accredited as an Investor in People, which is a national standard for improving an organisation's performance through its people. Also RIAE has achieved the national standard for providing information, advice and guidance.

64. Resources to support learning are particularly good at the main sites. RIAE has a planned improvement strategy to develop learning resources and improve its accommodation. Effective financial management ensures that investment takes place each year. There are excellent ICT facilities that many curriculum areas use well and many tutors are adapting their teaching to make better use of ICT. Interactive whiteboards are installed in several classrooms and many tutors have attended training sessions and are now competent to use the new technology effectively. A recently equipped tutors' workroom provides an excellent, high-quality resource for all tutors to prepare sessions or follow an e-learning course. The room is equipped with six computers, a scanner and other equipment, as well as personal storage spaces. Generally, classrooms are well maintained and decorated to a high standard. The planned building programme is enabling RIAE to replace mobile classrooms with permanent rooms on its main site. Here, room allocation and use of space are good.

65. Communication throughout the organisation is effective and comprehensive. All tutors are invited to attend regular termly briefings about service-wide developments. Tutors are paid to attend these events, which always include a professional development activity. Staff receive more immediate communications through inserts in their registers or by notices on the frequently updated staff noticeboards. The regular newsletter keeps staff well informed of developments between meetings and provides helpful news on events, staff and learners.

66. The management of additional literacy and numeracy support is satisfactory and RIAE recognises its importance. In health and social care, the organisation does not identify literacy and numeracy needs in a sufficiently systematic way.

67. RIAE does not use data to monitor and evaluate provision sufficiently as a basis for decision-making and target-setting. RIAE collects and analyses management data about the recruitment, retention and achievement of learners, and all staff receive briefings on the importance of collecting accurate data to ensure that it can claim maximum funding. However, RIAE generally makes little use of data at programme level to analyse the

effectiveness of each course. Course-level self-assessment does not make sufficient use of data to produce judgements about performance or to identify trends. Most staff are not routinely set targets, such as those for retention and achievement rates. Target-setting for individual learners is often too generalised and not sufficiently clear. The business and ICT department makes very effective use of data, in particular to identify areas of deprivation, to allocate resources for programme development, to maximise funding opportunities and to identify areas for improvement. However, RIAE recognises that in many of the other areas of learning, managers do not yet make full use of data.

68. Across the organisation, the effectiveness of the arrangements for curriculum management varies widely. In ICT, curriculum management is outstanding. However, it is weak in the foundation area of learning, particularly in provision for learners with learning difficulties and disabilities, and in literacy and numeracy. Curriculum co-ordination within these areas is inadequate and RIAE does not identify and share good practice sufficiently.

Equality of opportunity

Contributory grade 2

69. RIAE has taken particularly effective action to widen the participation of learners from under-represented groups. Provision is well targeted at a diverse range of learners in areas of high deprivation. Many of these learners have previously missed out on education and training opportunities and this community-based provision greatly supports their access to learning opportunities. Between 2002-04, the local learning ladder project exceeded targets for engaging traditionally hard-to-reach learners. Six hundred and fifty-four learners participated in a good range of ICT and employability courses, with good progression onto further programmes. Further development of community provision in 2004-05 is through the neighbourhood learning in deprived communities project. Wide-ranging and useful information, advice and guidance effectively support learners on this project. Taster sessions and introductory sessions in a good range of ICT course are again being offered in a large number of community venues. Workshops on teacher training have been successfully held for learners with overseas qualifications who wish to enter teaching, with 12 learners progressing onto an initial teacher education programme and 11 successfully completing it. Three learners have already successfully progressed into employment in teaching. RIAE also offers a good range of community provision from mainstream funding, at times and venues to suit learners' needs, particularly in language, in family learning and in sport and leisure. However, there has been little widening of participation for learners with learning difficulties/disabilities, with only two new learners enrolled in 2004-05.

70. Good links exist with local and national statutory and voluntary organisations, in order to publicise learning opportunities and to support the development of new initiatives. Effective partnership arrangements also exist with the borough council's education service, with Redbridge's early years partnership, Redbridge Museum, Redbridge libraries, and numerous local community associations and centres.

71. RIAE monitors its publicity carefully, with the prospectus and promotional materials portraying learners from a range of minority ethnic groups, and men and women. Good arrangements exist for making these available for prospective learners. Arrangements for enrolment are generally clear and flexible. Well-equipped crèche facilities are available at the main centre. Crèche facilities are also available in some of the community-based provision and as part of family learning provision.

72. Staff training in equality of opportunities has a high priority and is well focused.

LONDON BOROUGH OF REDBRIDGE

Redbridge has produced helpful, inclusive learning guides for all staff on key equality of opportunity issues. It has provided in-house training on deaf, disability and cultural diversity awareness, with good attendance. RIAE has purchased a good-quality software package on 'disability confidence', which all members of staff are targeted to complete and which is providing a very useful, flexible approach to equality of opportunity training. For example, reception staff are able to work effectively, independently, and at their own pace, in any quieter times during their reception duties. Reception staff all have NVQs in customer service and learners' feedback on the work of the reception team is very positive.

73. Learners are generally well informed about equality of opportunity issues. The equal opportunities policy has been updated recently, complies with legislation and is satisfactory. RIAE provides equality of opportunity to learners through a useful learners' welcome leaflet. The complaints procedures are generally clear and Redbridge provides all learners with information on making a complaint and usually displays it at its main centres. RIAE clearly analyses all complaints and acts upon them. However, in visual and performing arts and media, there is insufficient reinforcement of key induction information. There are no equality of opportunity documents translated into other community languages or made more appropriate for learners with learning difficulties/disabilities. Learners' achievements are well celebrated in a good variety of different ways such as adult learners' week, events, exhibitions and displays of learners' work. In the main centre, a group of learners designed and created an excellent mosaic in the café specifically around the theme of cultural diversity.

74. Learners are treated with courtesy and respect and greatly value the warm, welcoming and supportive environment. They speak very highly of the tutors and support staff. In health and social care, tutors effectively challenge stereotypical assumptions. There are also some examples of good use of topics to extend cultural awareness and good practice in modern foreign languages. However, in some instances, teaching and learning materials were not appropriate for the group, such as childlike images used with learners with learning disabilities/difficulties.

75. RIAE's main centre is accessible for people with restricted mobility. The organisation makes good use of external funding to make significant improvements, such as installing automatic doors and ramps, lowering counters in reception and in the café, and installing handrails around the building. In addition, a good range of supportive aids and resources are now available such as computers with adjustable tables, specialist hardware and software, specially adapted keyboards, and a loop system for hearing aids. Reception staff monitor and follow up any requests for additional aids. Access is very good at the newly developed Mildmay Centre. RIAE also contributed towards the costs of the lift at its venue at Wanstead House. Access is more variable in the community outreach centres.

76. The monitoring and analysis of equal opportunities data are limited. Redbridge analyses data overall against the borough council's profile by age, gender, ethnicity and disability, but not sufficiently by area of learning, course and other key performance indicators. It sets few targets and has not yet implemented plans for an annual equality of opportunity plan.

Quality improvement

Contributory grade 3

77. Quality improvement arrangements at RIAE are satisfactory overall. It has comprehensive systems and related procedures to cover the major functions of the

organisation, including management responsibilities, resource management, product and services, purchasing, and the quality of teaching and learning. The systems and procedures are beginning to raise retention and achievement rates in many areas of learning. The ICT department operates according to ISO9001:2000, which is an international quality assurance standard. This system is tailored to meet the specific needs of the ICT department and includes a clear schedule of quality assurance activities linked to current processes and procedures. However, the quality improvement arrangements, although comprehensive, are not yet fully implemented or established across all programme areas. Grades for areas of learning range from outstanding to inadequate.

78. RIAE has developed an innovative teaching and learning observation programme in partnership with neighbouring adult and community learning providers. This is contributing to the confidence and skill levels of managers in carrying out teaching and learning observations, and many tutors report that observations are handled in a professional and supportive way. Useful action plans are produced at the end of an observation in consultation with the tutors, which helps them to raise the standard of their teaching. However, in some areas the observation of teaching and learning has not identified poor teaching. In a few instances, the implementation of the relevant action plan is slow. In addition, the grades awarded for the quality of teaching and learning in some areas of learning are higher than those that the inspectors awarded. In some areas, RIAE is not effectively implementing strategies for improving poor attendance.

79. The arrangements for collecting feedback from learners are appropriate and, in some cases, they are good. Curriculum managers collect and collate mid-term reviews, course reviews and end-of-course evaluations. They use the results effectively to improve provision and help develop the self-assessment report. At the end of each session, one tutor asks learners to identify the good and bad aspects of the class on self-adhesive notes. The tutor uses this feedback to evaluate the lesson and identify possible improvements. Framed notices about making complaints, suggestions and compliments are on display in every teaching room and some public areas at the main institution site, and other main centres. RIAE provides an e-mail address and comment cards are housed in plastic wall holders, which enables the learners to put their views forward quickly and easily. Learners have been quick to use the new system, making useful comments about course fact sheets, RIAE's website, tutors' performance and cold classrooms. The learners have suggested new courses and also gave many compliments.

80. The arrangements for monitoring the subcontracted provision are satisfactory. There is a comprehensive agreement with the local college of further education to provide classes in modern foreign languages, sport, hair and beauty, and ICT. These classes complement RIAE's provision and are run where the adult education service does not have a major presence. The steering group monitors and reviews the subcontracted provision. Senior managers from RIAE and the college of further education attend these steering group meetings. At the meetings, they compare actual enrolments with target numbers, review lesson observation findings and agree collaborative arrangements. The service level agreement is reviewed annually. Curriculum managers have good involvement in the planning and marketing of courses, collaborative activities take place during adult learners' week and joint free taster courses are planned for the summer. However, the arrangements in some areas were insufficiently effective in identifying and taking actions with regard to some poor teaching.

81. Internal verification and moderation arrangements are satisfactory for externally accredited courses and RIAE meets the requirements of awarding bodies. Feedback to assessors is thorough and detailed. RIAE takes prompt action to correct any action points raised.

82. The self-assessment process is satisfactory, although considerable variations exist across areas of learning in its quality and accuracy. There is good staff involvement in the self-assessment process. Many tutors contributed to the drafting of the curriculum area self-assessment reports, and in using course reviews, learners' feedback and satisfaction surveys to help develop the reports. Curriculum managers present their area reports with a colleague to a performance review board, which includes senior managers, governors and the quality assurance manager from the local college of further education. The board scrutinises the reports, and challenges judgements and grades, as appropriate. There is good staff involvement in the self-assessment process. RIAE's first report in 2002 was over-descriptive. The most recent report in 2005 is far more evaluative and self-critical.

AREAS OF LEARNING

Information & communications technology

Grade 1

Contributory areas:	Number of learners	Contributory grade
Other contributory areas Adult and community learning	352	1

83. At the time of the inspection, 352 learners were studying on 19 ICT courses running at six different venues. Many other venues are used throughout the year, including dedicated adult learning centres, local community halls, libraries, and rooms in other educational establishments. Since September 2004, RIAE has recorded 1,191 enrolments. Courses include entry-level sessions for beginners who have no previous experience of computing, and courses at levels 1 and 2 that help learners build on their existing skills. Learners are able to explore word processing, spreadsheets, databases, presentation software, desktop publishing, internet applications, web design, accountancy software and digital imagery. Accredited courses comprise 22 per cent of the provision and include basic computer literacy modules, an examination-based qualification in IT and a basic computer competence certificate. Courses last for between six and 40 hours and are delivered during the daytime, evenings and at the weekends. Learners from minority ethnic groups comprise 40 per cent of the learners and 70 per cent of learners are women. Eighteen part-time tutors teach courses in this curriculum area and are managed by a full-time curriculum manager. Some partner organisations also contribute tutors.

Strengths

- very high and improving retention rates
- very high achievement rates on the examination-based qualification in IT
- particularly effective teaching and learning
- particularly good resources to support learning
- highly responsive provision to meet wider community needs
- outstanding curriculum leadership and management
- very effective strategy for quality improvement

Weaknesses

- low achievement rates on level 1 accredited courses between 2002-04

Achievement and standards

84. Retention rates over the past three years are very high, rising to 92 per cent in 2003-04. In 2004-05, courses continue to show very high retention rates. The examination-based qualification in IT course has very good achievement since its introduction two years ago, with pass rates of 93 per cent and 95 per cent. Accredited courses at level 1, namely the basic computer literacy course and basic computer competency certificate, had poor achievement for several years. However, current results indicate that this decline has been reversed, with pass rates of 75 per cent and 85 per cent

respectively.

85. Learners are making very good progress. They greatly value learning new skills and are putting them to very good use at home, at work, and in the community. Many learners studying accredited courses are greatly improving their employment prospects and helping to make their own businesses more efficient. Learners' portfolios of work, keyboard skills and fluency with software manipulation are good. All lessons observed had very high attendance and registers indicate that this is the norm.

The quality of provision

86. Teaching and learning are particularly effective. Seventy-five per cent of the lessons that the inspectors observed were good or better. Teaching is very well planned and delivered. In most lessons, schemes of work are thorough and lesson plans contain very useful and varied activities to capture and maintain learners' interest and greatly support their learning. For example, in one lesson, there was a demonstration, class discussion, small group work, working in pairs, and an individual exercise. In another, learners had a quiz, several short demonstrations, a group work session and some internet research, all of which were highly productive. Tutors have highly effective strategies to challenge and extend the learners who are more able and to support those who are less able. They also use very appropriate, topical and relevant examples to reinforce learning. Tutors offer very good individual support. Learners make very good progress towards their individual learning goals, and improve their personal confidence and technical skills under the careful guidance of their tutors.

87. The locations in which ICT lessons are taught are very attractive, clean, welcoming and accessible. The resources for learners are very good. Specialist equipment for learners with physical impairments is readily available. The main centres are well equipped with data projectors or an interactive whiteboard. Useful software allows the tutors to take control of every learner's workstation for demonstration purposes. This combination of information and learning technology is very well used to enhance teaching and learning. The tutors have produced good-quality workbooks and handouts to accompany the lessons and they check all textual teaching resources for their quality before issuing them to learners.

88. RIAE uses assignments productively to develop the learners' skills. Learners' work is marked accurately and returned to them quickly, with motivational comments and constructive guidance on how to improve. This stretches the learners and encourages them to work to their full potential. RIAE records and monitors learners' progress frequently. Internal verification practices on accredited courses are sound.

89. RIAE has introduced new courses in the light of learners' and tutors' opinions. The curriculum offer now caters for a wider audience than previously, and 40 per cent of the learners who enrolled since the start of the academic year are completely new to the service. Progression to courses at a higher level is good. Most of the courses are available at the three main sites, which are located in the north, the south and in the centre of the borough. In addition, learning is also offered in a good number of community venues, making learning easily accessible in the community.

90. All ICT learners receive a helpful induction that clearly outlines the support available, equal opportunities and disability policies, and complaints procedures. An initial

assessment identifies those with learning support needs and an individual learning plan illustrates past experience and future aspirations. At the time of the inspection, 16 learners from various ICT courses were provided with numeracy or literacy support and learners with other learning difficulties or physical impairments have been welcomed onto courses. RIAE uses initial advice and guidance, together with an analysis of the initial assessments and the learners' previous experience, to place the learners on the most appropriate course.

91. In 2003-04, RIAE cancelled 29 per cent of courses. This compares with 13 per cent and 18 per cent in the preceding two years. A productive rationalisation of the curriculum took place in the autumn of 2004 in response to this problem and, in 2004-05, there have been fewer cancelled classes.

Leadership and management

92. Curriculum leadership and management are outstanding. RIAE gives a very clear strategic direction to all ICT staff, who are fully committed to implementing positive changes and are fully involved in this process. The curriculum manager has introduced an excellent quality improvement process which involves all of the tutors. Throughout the year, RIAE analyses and reviews all aspects of the department, including the quality improvement process itself. RIAE carefully analyses the results of lesson observations, course evaluations, and a review of the self-assessment report. From this process, departmental and individual action plans are developed alongside the setting of targets and benchmarks. This also leads to the identification of staff training needs, the development of new courses and the sharing of good practice. RIAE and its staff share a positive ethos on improving the quality of teaching and learning and standards of teaching and learning, have greatly improved through these approaches.

93. Equality of opportunity has a high priority. RIAE regularly consults tutors and learners and their views are respected and considered by the entire team. All courses are socially inclusive and every effort is made to widen the participation of learners from under-represented groups.

94. The self-assessment report is a very thorough document that examines every facet of the department's activities and accurately identifies strengths and weaknesses.

Hospitality, sport, leisure & travel**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Other contributory areas Adult and community learning	902	3

95. RIAE offers programmes in sport and fitness. Courses are located at different premises and community sites, including schools, colleges and health centres. At the time of inspection, 10 learning centres are offering 51 courses including yoga, tai chi, pilates, keep fit, aqua aerobics, badminton, football and swimming. All of these courses are non-accredited. Most courses recruit on an academic year and are offered mainly during the evening. Provision is also available throughout the day, during the week and at weekends. In 2003-04, there were 1,539 learners and 81 per cent were women. Between September 2004 and April 2005 there were 902 learners, 83 per cent of whom were women. Just over 32 per cent of learners are from minority ethnic groups. Learners who have declared a disability account for 7 per cent of learners. There are 298 new learners in this area of learning, and 24 part-time staff teaching these courses. The part-time staff work for between one and 10 hours each week and they are supported by a curriculum manager who has responsibility for curriculum planning and quality improvement.

Strengths

- good health and social benefits for learners
- good arrangements to widen the participation of learners from under-represented groups

Weaknesses

- poor attendance rate
- insufficient target-setting and monitoring of progress for individual learners

Achievement and standards

96. Learners gain good health and social benefits from the wide variety of courses. Learners who are recovering from operations increase their mobility and improve in confidence. Courses have enabled learners to become more independent and have improved their well being. Learners maintain or improve their overall fitness levels and develop better co-ordination of movement, balance and timing. For example, one learner suffering from multiple sclerosis reports better co-ordination and balance because of attendance at a yoga class. Learners develop good body awareness and improved posture. Older learners gain social benefits and develop good friendships.

97. The standard of learners' work is satisfactory. Some learners improve their technique and skills to a high standard. Retention on courses is satisfactory. However, many learners return to the same course every year. Attendance on a lot of courses is poor. The average attendance figure during the week of inspection was 62 per cent. There is a poor trend of attendance earlier in the year and in previous academic years. Arrangements for following up absences are not effective and RIAE does not monitor attendance systematically.

The quality of provision

98. Teaching and learning are satisfactory or better in most courses. The better classes are well planned, have a good pace and timing, and a good variety of activities appropriate to learners' needs. In some lessons, learners show high levels of concentration and are fully involved in their own learning. Tutors encourage learners to develop their own creative approaches in classes such as tai chi. In weaker classes, tutors do not sufficiently challenge learners and there is insufficient attention to individual learning needs.

99. Arrangements to widen the participation of learners from under-represented groups are good. A good range of programmes and activities meet the needs of learners. The review of programmes is ongoing and development plans accommodate local and learners' needs. Courses have been developed specifically to provide learners with the opportunity to progress into accredited provision. Curriculum development deals with health-related issues in line with national agendas, such as improvements in well being and tackling obesity.

100. Guidance and support arrangements for learners are satisfactory. Most learners are aware of these arrangements. RIAE makes information and guidance available for learners and makes arrangements for them to speak with subject tutors before they enrol. Learners are involved in identifying their own additional support needs at the start of the course. The informal arrangements for assessing individual needs during the first few lessons are satisfactory. Appropriate individual support for literacy and numeracy is available in some classes as needed.

101. The standard of accommodation varies. Some classes are large, well decorated and brightly lit. In a fitness class, the tutor effectively used a raised stage to carry out demonstrations. Venues are spread over a wide geographical area and are close to learners. However, some accommodation is poor. Learners report the use of cold and dirty rooms. One learner said they had carried out relaxation activities on a wet floor at the start of a pilates class. In another venue the lighting was poor. RIAE is using a temporary swimming pool site because at the previous site the roof was found to be unsafe. At this temporary site, access is restricted and the changing facilities are poor. Learning materials and access to learning resources are satisfactory.

102. Target-setting and the monitoring of learners' progress are insufficient. Few learners have specific measurable learning goals. The learning goals set are often very general, for example, 'wanting to get fitter'. Some learners indicate specific targets, such as increased flexibility or wanting to swim a full length of the 25-metre pool. However, these are not sufficiently monitored or assessed. There is some development of forms to monitor progress, but these are in their infancy. Most tutors have a good knowledge of individual learners' needs and can see the progress made. However, this is not always fed back to the learners.

Leadership and management

103. RIAE has good arrangements to widen the participation of learners from under-represented groups. These include successful partnerships with different departments and organisations such as leisure services, local communities, schools and voluntary services. RIAE has close working relationships with different groups to meet local

needs, for example, it provides gender-specific fitness classes for Bengali learners. RIAE developed provision for disabled learners in the Jewish community. There is consultation and partnership work with a local hospital to promote exercise for its mental health patients and RIAE has plans to provide tai chi classes in local residential homes for the elderly. A collaborative project is training care workers in yoga so that they can eventually use these skills in their work. Good working relationships exist with general practitioners over referrals. This collaborative approach is in line with the community and cultural services' strategy of improving health, care and well being.

104. Curriculum management and the co-ordination of programmes are satisfactory. RIAE carries out effective health and safety audits routinely. Ongoing staff development for tutors takes place and has included equality and diversity training. There is limited attendance at meetings by part-time tutors. However, the curriculum manager ensures that all staff receive regular updates and meets them individually if needed.

105. RIAE has satisfactory quality improvement arrangements and carries out teaching observations of staff routinely. However, observation findings of subcontracted staff are not shared with the curriculum manager. RIAE collects and evaluates learners' feedback and takes appropriate action, but many learners are insufficiently aware of the outcome of these evaluations. The self-assessment process is satisfactory. Key stakeholders are aware of the process and are involved. However, staff have limited recall of the outcomes from this process. The self-assessment identifies key strengths and weaknesses that sufficiently focus on the quality of the learners' experience. The resulting annual development plan identifies and prioritises clear actions and timescales for improvement.

Health, social care & public services**Grade 2**

Contributory areas:	Number of learners	Contributory grade
Other contributory areas Adult and community learning	254	2

106. Accredited courses form the bulk of the provision. Seventy-one learners are taking level 2 in pre-school practice, with 63 at level 3. Attendance is usually one and a half days a week, with placement or direct employment in an occupational setting. A locally devised short course is offered at level 1 and there are 11 learners. RIAE offers counselling courses at level 2, which has 28 learners, and level 3, with 31 learners. First aid in the workplace, and for the National Childminding Association, takes place throughout the year and, at the time of inspection, 16 students were enrolled. Other accredited courses include single units for pre-school practice, with 16 enrolments. Non-accredited courses include an introduction to personal development, with 18 learners. Half of the learners are from minority ethnic groups, 88 per cent are women, and 6 per cent have disabilities or learning difficulties. Courses are taught at the main sites and at two community venues.

Strengths

- many high pass rates
- good coursework and skill development in counselling
- good teaching and learning
- very effective arrangements for managing and developing staff

Weaknesses

- low pass rates on level 3 counselling in 2003-04
- unsystematic arrangements for initial screening and learning support

Achievement and standards

107. Pass rates are high in many courses. One hundred per cent pass rates were achieved in NVQs in 2003-04. The diploma in pre-school certificate has had good and increasing pass rates over three years, reaching 92 per cent in 2004. Pass rates are also good in level 2 qualifications in playwork and counselling. Other pass rates are satisfactory, except for level 3 in counselling which was unsatisfactory at 39 per cent in 2004. This percentage increased following resits in 2005. RIAE recognises this and is taking steps to rectify it. The current retention rate is high at 92 per cent.

108. Learners produce good coursework and develop good skills in counselling courses. They write comprehensively and demonstrate good use of self-reflection and collaborative and empathetic ways of working at relatively early stages in the courses. Learners on all courses work co-operatively and supportively. They work with concentration and focus and are often eager to learn. In first-aid courses, learners develop confidence quickly, which boosts their confidence in working with resuscitation models. Use of ICT is increasingly evident in learners' work.

The quality of provision

109. Teaching and learning are good. Lessons are very well planned, including detailed consideration of ways to meet individual learners' needs. Staff are friendly and supportive, which promotes learning. Tutors use a good variety of activities that engage the learners. Particularly imaginative methods are used in counselling and first aid. In one counselling class, a simple activity where learners commented on their names and how they felt about them became an opportunity for the active promotion of diversity, as students explained the different cultural approaches to names. All of the tutors are skilled in classroom management and committed to helping their learners to succeed. In a first-aid class, there was a lively approach to memorising the resuscitation formula, depending upon whether the tutors raised one hand for compression or the other for breathing. In a small number of classes, there are checks on the progress of tasks rather than checks on learning or understanding. In these classes, tutors posed questions to the whole group, rather than to individuals, and not all of the learners participated.

110. Learning materials are very well produced and many promote equality and diversity. There are useful subject reference collections, which learners sign out when they borrow them. In counselling, they are only able to use the books on the premises. Staff are appropriately qualified and use their good occupational experience to enhance learning. They hold teaching qualifications or are working towards them. In some classes there is team teaching, which is always well planned. Accommodation is generally fit for the purpose or better. However, the room used for counselling is crowded when all of the learners attend and are working in groups of three. Learners value the childcare support, which includes childminders as well as crèches.

111. Assessment is frequent and work is marked and returned quickly. Staff give freely of their time to provide the learners with additional verbal feedback. Written feedback varies in the amount of guidance given to improve the learners' performance. There are strong systems for monitoring individual learners' progress in counselling. Internal moderation for pre-school practice courses has been an issue in the past, but RIAE recognises this and is working to remedy it.

112. The range of courses provided is satisfactory, with levels 1-3 in pre-school practice, and levels 2 and 3 in counselling. The introduction of level 1 'taster' courses at community venues has been in response to a request from the local community. These are attracting learners who might otherwise never have returned to learning. Learners are assisted in finding placements if they are not already working in a setting. Pre-school practice courses are organised around family-friendly hours. Visiting speakers and visits to other settings enrich the learners' experience. In sign language classes, learners are encouraged to attend deaf clubs to reinforce their learning. RIAE provides additional Saturday workshops in the period before the examination. Some learners have carried out voluntary work as result of presentations by speakers from charitable organisations.

113. Support for learners is satisfactory, with some good aspects. There are regular individual and group tutorials for the learners, all of whom are part time. RIAE uses individual learning plans and group profiles to help tutors meet individual learners' needs more effectively. Learners value the degree of support from staff. Attendance is monitored regularly. RIAE deals with learners' absence by sending a 'we've missed you' letter and many tutors encourage a 'buddy' system which also helps maintain contact. In pre-school

practice, tutors assist learners in finding employment. The final lesson of the 'taster' courses is used to help learners identify possible progression, whether to ESOL, literacy and numeracy or vocational courses.

114. There is no systematic provision for initial screening to identify learners who need learning support. Staff observe the learners during the enrolment process and use their first pieces of written work to decide whether to recommend referral to learning support. Learners are informed of the availability of learning support, and some disclose existing needs. However, teaching staff do not know the outcomes of referrals and some learners have support needs which are not being met.

Leadership and management

115. The arrangements for the management and development of staff are particularly strong. Appraisal and the observation of teaching and learning lead to action plans, which RIAE monitors effectively. Staff development opportunities are good, and meet their professional and personal needs. Considerable care is taken in finding relevant activities and courses. Channels of communication are good and staff feel well supported. They have a clear understanding of the ways in which RIAE is developing. The promotion of equality and diversity is satisfactory.

116. Staff contribute to the self-assessment process through course reviews and the feedback from learners' evaluations. They are less familiar with the final document. Some of the judgements about strengths described norms. Staff are fully aware of progress to rectify weaknesses. The profile of the teaching and learning observations matches the inspection findings.

Visual & performing arts & media**Grade 2**

Contributory areas:	Number of learners	Contributory grade
Other contributory areas Adult and community learning	1,340	2

117. RIAE offers a range of 63 part-time courses in visual and performing arts. These take place in the morning, afternoon, or late afternoon and evening. Subjects taught include art, history of art, drawing and painting, life drawing, watercolour painting, botanical illustration, pottery, sculpture, photography, stained glass, jewellery, upholstery, home furnishing, clothes making, Asian clothes making, patchwork and quilting, mosaics, circle and ballroom dancing, keyboard music, saxophone, guitar, calligraphy and interior design. Non-accredited courses are usually for beginners, intermediate or advanced learners, although these may all be in the same lesson if numbers dictate this. Fourteen courses are accredited at levels 1, 2 and 3. There are currently 1,340 learners enrolled on these courses, 74 per cent of whom are women and 38 per cent are from minority ethnic groups, which is higher than the borough average.

118. Forty-two tutors are employed part time. Three curriculum managers co-ordinate the area. Each is responsible for one aspect of the curriculum, either visual art, applied art and dance and music. Two curriculum managers are part time, one is full time, and all have responsibilities in other areas of learning. Four tutors with additional responsibilities observe teaching and learning facilitated by other tutors and provide additional support. They also have duties in other areas of learning.

Strengths

- good standards of learners' practical work
- good teaching and learning
- good specialist accommodation and learning resources
- good curriculum management

Weaknesses

- poor attendance in many classes
- inadequate assessment on non-accredited courses
- insufficient reinforcement of induction information

Achievement and standards

119. Standards of learners' work are good. Practical work is of a good standard in jewellery, pottery, dance and some art classes. For example, in jewellery and pottery, pieces are innovative, well made and presented, and based on personal study and investigation. In dance, group and individual concentration is well co-ordinated. Learners are confident in movement and interpretation. Achievements are celebrated at each venue in displays of learners' work and photographic records of performance events.

120. Achievement rates on accredited courses vary. In 2003-04, the pass rates in A2 art,

AS art and pottery, were excellent at 90 per cent, 100 per cent and 100 per cent, respectively. Achievement on Open College Network (OCN) provision is very good with jewellery level 2 and 3 achieving 100 per cent. Pass rates on accredited photography courses have been falling for the past three years. Learners on non-accredited courses set personal targets and assess the achievement of these. Their work is discussed individually and regularly, but is not usually recorded formally. Attendance is poor in some classes, with an average of 63 per cent in the classes observed.

The quality of provision

121. Teaching and learning are good. Teaching is very well planned and structured. In good lessons, tutors use lesson plans that challenge the learners, and reinforce and test learning and the acquisition of skills. The better classes use a very good variety of teaching and learning methods, such as formal lecture, syndicate group work, participative discussion and practical activity. Learners receive good individual tuition in the classroom. They develop good technical and creative skills that support their work and prepare them for independent learning. Most classes are well prepared and the better tutors adapt their lesson plans to suit changes in circumstances.

122. Tutors are well qualified and most of them have teaching qualifications. There are good specialist learning resources and accommodation for pottery, dance, jewellery making, stained glass, mosaics and textiles. A pleasantly refurbished house in Wanstead is well equipped for art classes. All venues have facilities for learners with restricted mobility. Low tables for wheelchair users are available in pottery, jewellery and other design and craft subjects. Laptop computers are available for loan to tutors for staff development purposes, to record learners' work and provide access to the internet in studios and workshops.

123. Assessment on non-accredited courses is inadequate. It is unclear to many tutors and learners. Learners are encouraged to assess themselves, but many do not understand the value of this. Tutor assessment to help develop teaching activity is not sufficiently used to set challenging targets to motivate learners' progress. The process using the current learners' profiles does not encourage the setting of these targets or provide the opportunity to monitor learners' achievements properly.

124. RIAE offers a good range of courses to meet the needs of different learners, who speak positively about the importance of the courses available. Learners of a wide age range attend short introductory courses, and there is a mixture of new and returning learners. Learners travel to RIAE's venues from outside the area to attend courses that are unavailable in their own local authorities. Some tutors usefully broaden the learning experience by arranging visits to exhibitions and museums. Some contribute to the exhibition of learners' work in end-of-year shows and others exhibited their work in a local library. Progression opportunities range from complete beginners to improvers, intermediate to advanced and non-vocational to accredited. Some learners progress to additional study in further or higher education. Provision is better planned this year. The number of courses cancelled has reduced from 33 in 2003-04 to 19 in 2004-05.

125. Learners receive adequate initial guidance and support. They receive prompt and accurate information before joining courses. Reception staff are particularly helpful in this before and during the learners' time on courses. In the studios and workshops, learners continue to be supported by friendly tutors. Tutors and curriculum managers provide good

advice on progression opportunities. A considerable amount of work has gone into improving accommodation, equipment and support for learners with specific needs. However, induction information is insufficiently reinforced. Many learners are unfamiliar with evacuation procedures. Some learners have a vague understanding of their rights and responsibilities. They are unsure about complaints procedures or the meaning of harassment and bullying. Learners are given printed literature on all of these issues, but this is often not revisited during their time on courses. It is unclear how learners with poor literacy skills are informed of available support.

Leadership and management

126. Curriculum management is good in this area of learning. Three curriculum managers provide good co-ordination and four tutors with additional responsibilities have a small management role and make useful contributions to the management of the area. There is a good communication structure led by these managers. Tutors are required to attend two or three meetings each academic year, for which they are paid. They are in regular contact through e-mails, by telephone and by sharing staff rooms. Tutors talk positively about being a member of the team and receive good support from induction and throughout their association with RIAE. However, subcontracted provision is not supported to this degree. RIAE uses data well to contribute to planning of the curriculum and has, for example, reduced course cancellations significantly during this academic year.

127. RIAE's self-assessment report is comprehensive and broadly accurate. Many of the strengths and weaknesses identified during inspection are referenced directly or partly in its self-assessment report. Plans and actions are already in place to resolve most of the weaknesses. Observation of teaching and learning is graded slightly higher than that carried out during inspection. RIAE focuses on lesson planning, structure and document, but inspectors' observation reports include more evaluation of practical teaching, learning and attainment.

English, languages & communications**Grade 4**

Contributory areas:	Number of learners	Contributory grade
Other contributory areas Adult and community learning	914	4

128. In 2004-05, a total of 904 learners enrolled for courses in this area of learning. Of these, 764 learners enrolled for modern foreign language courses, 114 for English, 26 for BSL and 10 for Makaton. Approximately 20 per cent of the current learners are from minority ethnic groups and 80 per cent are women. Approximately 0.5 per cent of the current learners have a recognised disability. At the time of inspection, 38 courses were offered, including GCSEs, AS/A2 French and Spanish, English creative writing, BSL, Makaton, Italian, French and Spanish. During the first term of 2004-05, short courses in German, Greek, Turkish and Urdu took place, each one lasting 10 weeks. In French and Spanish, courses range from levels 1 to 3 and nine are accredited. The provision is spread across five teaching centres, but most of the courses take place at the main site and at three other venues. Sessions last either two or two and a half hours and courses range in duration from five to 30 weeks. Just under a third of the courses are offered as daytime provision and the remainder are evening provision. Sixteen part-time tutors deliver the provision, with each one teaching between two and 10 hours each week. Modern foreign languages, English and BSL, including Makaton, are each managed on a part-time basis and by separate curriculum managers.

Strengths

- good development of learners' personal skills and confidence
- good identification of and provision for additional learning support needs
- good support for tutors
- effective strategies to promote inclusiveness and equality of opportunity

Weaknesses

- poor retention rates on modern foreign languages beginners' courses
- much poor teaching
- insufficient focus on individual learners' needs
- insufficient range of accreditation opportunities
- ineffective implementation of quality improvement systems in modern foreign languages

Achievement and standards

129. Learners across this area of learning develop good personal skills, including social and interpersonal skills, such as the ability to work well in groups and to interact well with tutors. Some learners report improved organisational, time management and independent learning skills. Many learners said that their confidence and their self-esteem have increased.

130. On courses where teaching is satisfactory or better, learners progress well and achieve satisfactory or good levels of attainment. On these courses, standards of work are satisfactory or good. Where teaching is poor, progress and attainment are not satisfactory.

131. Achievement rates on accredited courses in modern foreign languages are generally good or very good during 2003-04. However, overall, the uptake of accreditation in modern foreign languages is poor. RIAE recognises this weakness, but the situation has not improved. Enrolments for accreditation are down from 32 to 28 for 2004-05. In 2003-04, the achievement rate for the GCSE in English was satisfactory, at just over 79 per cent. Uptake of the qualification is consistently high and 100 per cent of current learners are enrolled for the examination in June 2005. Pass rates in BSL courses are satisfactory. On non-accredited courses, progress and attainment are acknowledged through the provision of an internal certificate, which the learners value.

132. The retention rate on beginners' classes in modern foreign languages is poor. Retention at the time of the inspection was low. RIAE acknowledges weakness in its self-assessment report. Measures to improve retention have been taken during 2004-05, for example through a learners' survey and the reduction in class size among beginners' classes. At the time of the inspection, these measures had not had a sufficient positive effect on retention. Retention in GCSE English has improved significantly from just over 51 per cent to just over 75 per cent between 2003-04 and 2004-05. Retention on English creative writing, BSL and Makaton courses is good.

133. During the inspection, attendance on modern foreign language courses was quite low, with an average of 70 per cent across the classes observed. There were a lot of notified absences for which learners had good reasons, including funerals, family holidays, personal or family illnesses.

The quality of provision

134. In the best classes, tutors were well prepared and created a stimulating and professional, but relaxed, learning environment. In these lessons, learning was clearly taking place and learners were making evident and good progress in all of the four language skills, both in the lessons observed and over time. Where teaching was satisfactory or better, learners reported an increase of cultural knowledge and awareness relating to the countries and regions where the studied foreign language is being spoken. In sign language classes, most of the teaching and learning is accomplished through signing.

135. However, the inspectors observed much poor teaching in modern foreign language classes. They identified weak planning, with insufficiently varied activities and delivery methods. Where teaching was poor, tutors failed to give clear learning objectives and clear direction to the learners. Tutors failed to engage meaningfully with them and did not take notice of, or respond effectively to, increasing signs of confusion among the learners. The pace of the lesson was often inappropriate and failed to stimulate and challenge the learners. The foreign language was sometimes used too infrequently and sometimes inappropriately. In some cases, examples in the foreign language were provided out of context and learners did not learn where and how to apply the expressions in real-life situations. Some tutors used an excessive amount of specialist terminology without checking that learners understood these terms. Many of the tutors did not check sufficiently for learning, even in the satisfactory lessons. In many lessons, teaching was insufficiently innovative and failed to engage the learners fully.

136. Tutors identify additional learning needs among learners quickly and deal with these effectively. For example, in one class a learner who is hard of hearing was immediately provided with a hearing loop. When the equipment failed during a class, a technician resolved the problem promptly. Where learners request additional support, tutors deal with the request effectively and sensitively. In this area of learning, requests for additional literacy, language or numeracy support are very rare. However, a learner who requested additional support for literacy was referred to specialist staff straight away and subsequently received appropriate help. Many tutors in this area of learning have had disability awareness training and, during induction, they make learners aware that a very wide range of additional support is available to them.

137. Accommodation at all venues is satisfactory or better. According to the self-assessment report, there have been problems in the past in one or two centres. However, neither tutors nor learners expressed concern over accommodation. The teaching resources available to tutors have recently been expanded and are now satisfactory. Tutors are currently receiving training relating to ICT-based resources and are beginning to prepare more of these resources for teaching and learning purposes. The quality of the teaching resources provided to learners varies but is mostly satisfactory, but not particularly innovative or stimulating. Where teaching is poor, resources tend to be unsatisfactory.

138. The initial information, advice and guidance given to learners is satisfactory. Where learners or tutors feel that a change of course is necessary, this is dealt with satisfactorily. The curriculum manager responsible for modern foreign languages has improved the pre-course information in RIAE's brochure for 2005-06 through the introduction of short descriptions for each of the types of courses on offer. Learners on GCSE English courses report that they had had very good pre-course information, advice and guidance, including, in most of the cases, an individual interview with the curriculum manager. During the first lesson, they were all given a diagnostic test. The tutor used this information to deal with the learners adequately. Learners' written and oral work is routinely assessed in preparation for the examination. Learners receive constructive feedback from the tutor, which they find helpful.

139. In almost all of the modern foreign language classes observed during the inspection, tutors focused insufficiently on the needs of individual learners. Tutors have plenty of information on what learners want to learn, for example from the learning profiles and the individual learners' reviews. However, they do not sufficiently negotiate targets with learners, either on a group or individual basis. Although the standard lesson plans require tutors to reflect on how they are meeting the learners' individual needs during classes, they do not effectively plan for, or deliver, a variety of teaching strategies and styles that will ensure individual learning needs and learning preferences are sufficiently met. Some learners were overstretched during classes while others were not challenged adequately. In some classes, learners were given very simple regular assessment tasks that were not sufficiently challenging to stretch all of them, or effectively assess their progress.

140. RIAE offers a wide range of courses in modern foreign languages during 2004-05. However, a large number of courses were cancelled due to insufficient learners. In some cases this meant that learners who had wanted to move to a more advanced level course could not do so. Some learners were unable to study less commonly taught languages due

to cancellations. These problems did not arise in French and Spanish, where RIAE offers a large range of courses. Some research into the local community has been carried out in 2004-05 to establish the demand for less commonly taught languages. The provision on offer has been adjusted accordingly for next year and will include Portuguese, Hebrew and Latin instead of Arabic, Gujarati and Chinese. There is a range of suitable courses in foundation literacy that prepare learners adequately for the GCSE English course. RIAE offers a small range of English creative writing courses that allow for limited progression. These are non-accredited and generally well attended. There is evidence that learners enjoy these and produce work of a good standard.

141. The range of accreditation opportunities is insufficient. At present, only GCSE and GCE AS/A2 accreditation is offered in modern foreign languages. No level 1 accreditation is offered in this adult and community learning provision. GCSE and GCE AS/A2 courses are quite specialised and often the syllabuses are not particularly suited to the needs and interests of all adult learners. During the inspection, a number of learners commented that this was a weakness in the provision. In some cases, level 2 courses are offered as GCSE classes where accreditation is encouraged, but optional. Some learners who do not wish to take an examination are dissatisfied with this situation because the course content and activities are too closely linked to the GCSE syllabus. In English GCSE, the syllabus for mature learners is used and learners are satisfied with this choice.

Leadership and management

142. Tutors receive very good support from their curriculum managers as well as from the senior management team. Plenty of opportunities for staff development are on offer to all tutors, which they welcome. The curriculum manager for modern foreign languages has established good formal and informal communication channels among the team of part-time tutors. Increased attempts to share good practice have been made, although these have not as yet been sufficiently effective. One tutor is in charge of the English provision and is well supported and well informed by the appropriate curriculum managers.

143. Effective strategies promote inclusiveness and equality of opportunity. The effective provision of additional support for learners has ensured that all learners feel welcomed and fully included in the classes that they attend. Sensitive choices regarding teaching resources have been made. For example, the learners on the GCSE English courses are preparing for an examination paper on multi-cultural poetry. In many of the modern foreign language classes, where teaching is satisfactory or better, the experience of learners with a multi-lingual or multi-cultural background is explicitly acknowledged and, where appropriate, used positively to enhance overall cultural awareness. In the best classes, the knowledge learners have of other languages is exploited constructively to advance linguistic competence among all of the learners.

144. A good range of quality improvement systems is in place across RIAE's provision. However, in modern foreign languages these are, as yet, ineffectively implemented. For example, in many classes, the lesson plans contain vague lesson objectives or references to topic work that do not effectively promote good planning, teaching and learning. The lesson plans contain a section for evaluation after the class, which are insufficiently completed and not sufficiently used to help develop the future planning of teaching and learning. Teaching and learning observations are carried out by the curriculum manager and tutors for modern foreign languages, with some evidence of subsequent improvements in the teaching quality of a tutor. However, the system is used very infrequently and only

four observations have taken place this year. Three of these were with new tutors. RIAE observes existing tutors only once every three years. The curriculum manager for modern foreign languages is currently acting in this role on a temporary and part-time basis. Some weaknesses identified in the self-assessment report have been acted on, but a number of significant weaknesses remain. RIAE subcontracts a small number of courses in modern foreign languages to a local college of further education. The curriculum manager has no formal responsibility for these courses and liaison with the college takes place at senior management, not at curriculum management, level.

145. There are some discrepancies between RIAE's self-assessment report and the findings in modern foreign languages courses during the inspection. In particular, the report does not identify the poor teaching that is taking place. There is no recognition that the needs of individual learners are not sufficiently met and that the range of accreditation offered is too narrow. The information on teaching observation is not evaluated effectively and there is no recognition that many of the quality improvement measures have not as yet been implemented effectively. Regarding the English provision, there is little discrepancy between the self-assessment report and the findings during the inspection. In the self-assessment report, this area of learning is graded as satisfactory but the inspection found the provision to be inadequate.

Foundation programmes

Grade 4

Contributory areas:	Number of learners	Contributory grade
ESOL Adult and community learning	948	3 3
Literacy and numeracy Adult and community learning	264	4 4
Independent living and leisure skills Adult and community learning	125	4 4

146. At the time of inspection in ESOL there were 948 learners, representing 3,870 enrolments. Classes are held at the main site and on 11 sites in the community, including schools, churches, community centres and a residential centre for the elderly. Sixty per cent of the ESOL provision is in the community. There are 256 hours of ESOL classes each week. Learners can attend between two and 14 hours each week and most attend for four or six hours. There are two fast-track courses of 14 hours a week. Most ESOL classes last for six weeks, at the end of which there is an internal test. The level of the classes is entry level, divided into classes for literate and non-literate learners to level 2. There are some additional classes for reading, writing, speaking and grammar, and two classes of ESOL with ICT.

147. In 2004-05, 264 learners have enrolled onto 19 literacy classes and 10 numeracy classes. Of these learners, 198 are women, 121 are white, 103 are Asian, and the remainder are from many other ethnic groups. All of the learners received a three-hour initial assessment interview before joining courses. Most of the courses are at the Gearies Centre, with two literacy classes and one numeracy class at Mildmay neighbourhood learning centre and a numeracy class at Valentines School. There are daytime and evening classes and an annual four-week summer school. Learners are working at a range of levels from entry level 1 to level 1 and pre-GCSE in both literacy and numeracy. RIAE offers the certificate in adult literacy and numeracy at entry level and the national adult literacy and numeracy tests at level 1 and 2. Pre-GCSE learners are able to take foundation level GCSE accreditation in mathematics. Learners are also able to work towards internally recognised achievement against core curriculum targets. At the Gearies centre, additional drop-in classes offer ICT-based support for both literacy and numeracy. A curriculum manager manages the provision. There are two tutors with additional responsibilities in literacy and numeracy and 11 others working in this area alongside 15 volunteers. All except the curriculum manager are employed on fractional or part-time contracts.

148. RIAE also provides programmes for adults with a wide range of learning difficulties and/or physical disabilities and sensory impairment. Some learners also have mental health conditions. There are 125 learners enrolled on these programmes. Thirty per cent of learners attend for more than one session. In 2004-05, 22 programmes are running. Sixteen per cent of learners come from minority ethnic groups. In 2004-05, 48 per cent of learners are men. All programmes are adult pre-entry level core curriculum sessions, one using the development of computing skills to achieve early literacy and numeracy skills. Sessions run at four sites, including one personal development centre and a special needs centre. All except one session take place during the daytime. Programmes run for 30

weeks. A curriculum manager, working on a fractional contract, manages the provision. One full-time tutor has responsibility for programmes at one site, another teaches 16 hours at a different site. Five tutors work for between one and a half to four hours, and four volunteers work for two to four hours each week.

ESOL

Grade 3

Strengths

- high retention rates
- good support for tutors
- responsive community provision

Weaknesses

- low achievement rates in 2003-04
- insufficient individual planning of learning
- insufficient monitoring of and support for progression

Achievement and standards

149. At 91 per cent, the retention rate on the six-week courses is good. The initial assessment and placement system results in accurate placement, and most learners report that they are happy with their courses and progress. Interviews with learners and examination of their work showed good progress in personal language skills used in their social lives, talking to children's teachers, helping children with their homework, and in other contexts outside the classroom. In an ESOL/ICT class, learners demonstrated understanding of computer-related language well above their assessed level.

150. In 2003-04, only 25 per cent of learners were entered for external exams and pass rates were mostly low. In the same year, RIAE reported approximately a 47 per cent pass rate on internal accreditation, a test given at the end of each six-week course which is also low. However, RIAE data shows that achievement in internal tests has improved each term in 2004-05 by up to 22 per cent. Skills for life is the government's strategy on training in literacy, numeracy and the use of language, and the pass rate on the pilot skills for life examinations in March 2005 was 75 per cent. Only 19 per cent of learners will enter for external examinations in the summer of 2005. However, from that date onwards, all learners will be able to take at least one skills for life examination unit. Attendance was good in classes observed at 79 per cent.

The quality of provision

151. The ESOL programme is responsive to community needs, being based in 11 community venues, including schools, churches, community centres and a residential centre for the elderly. Learners said that the provision was convenient for them. For example in one class, women with small children said they were happy with the crèche worker and could get on with studying in a relaxed way. There is good support for community classes. An ESOL tutor has responsibility for developing and supporting community provision and regularly keeps in touch with community groups and identifies demand. Sixty per cent of current ESOL provision is in the community.

152. Teaching and learning are satisfactory. In the better lessons, the language and other learning aims were clear in the plan. To the learners, activities were communicative, and enabled them to acquire and practise language relevant to their needs and experience, and encouraged them to produce genuine language rather than that generated by textbook exercises. Learners received individual help where needed, and the tutors appropriately and sensitively corrected language, including pronunciation. Where textbook materials were used, they were incorporated into lessons planned around the learners' needs. In an ESOL/ICT class, learners showed good attainment in the relevant language and took photos around the centre, interacting with many people outside the class. In the weaker lessons, the plans and the objectives shared with the learners did not make learning, rather than activities, explicit. Learners were not sufficiently clear what they were learning and why. The language focus of the lesson was not clear. Activities were not well set up so that the learners did not benefit fully from them. In some lessons, a series of textbook exercises was followed without any communicative or interactive focus.

153. Learners say they find the termly tests useful and that the feedback they get from tutors helps them to understand their progress. In general, learners' portfolios of work were well maintained and organised but, in many cases, marking did not give the learners clear feedback about how to improve. There is no marking policy. A learning diary has been introduced, in which learners may write work done, homework and everyday activities. Most learners said they found it useful, though it was not always used or completed regularly.

154. Teaching resources on the main site are satisfactory and laptop computers are available for use in community classes. Accommodation for ESOL classes on the main site is being improved. In some centres, there is very limited storage space and the tutors have to go to the main site to access resources. Most tutors have at least the minimum qualification to teach ESOL, but there are a few who do not hold a specialist ESOL teaching qualification.

155. Individual planning of learning is insufficient. An individual learning plan is used, based on a set of internally designed initial assessments, but much of it consists of objectives from the core curriculum and the language is difficult for most learners to understand. There is a section for individual learning goals that is not in language which is accessible to the learners. There is a very small section for recording the reviews. Many learners spoken to were not aware of the individual learning plan. Tutors review the termly tests with learners, but that discussion is not recorded on the plan. In many cases, the tutorial to support the learning plan is not taking place.

156. There is insufficient monitoring of and support for progression within and beyond the ESOL programme. Although RIAE monitors progress for individuals, there is no overall information on how learners progress through the levels of the programme and no system for recording learners' destinations beyond the programme. There are no 'embedded' courses to promote progression for those learners who wish to move on beyond ESOL, apart from the ESOL/ICT. There is some uptake of advice and guidance for ESOL learners, but little provision of information about it to tutors or learners.

Leadership and management

157. Curriculum leadership and management of the area of learning are satisfactory. Support for tutors is good. They speak positively of staff development activities, including

internal sessions for sharing good practice, materials development, and of external conferences on ESOL and skills for life developments. They find the process of observing teaching and learning helpful, and the action plans and follow-up are supportive. There is a tutor with responsibility for support and another who supports tutors working in the community. ESOL staff now have new workrooms, including a well-equipped one for part-time staff. A useful collection of online materials and resources has been assembled on the ESOL teaching site for tutors to use. RIAE has created additional fractional posts to improve the service to learners.

158. While efforts are being made to improve achievement, no use of target-setting is made to improve performance. There is no internal verification or moderation of the internal tests. Learning resources are satisfactory but are not actively monitored for equal opportunities. Action plans show that RIAE is rectifying weaknesses such as insufficient individual planning of learning.

159. Tutors spoken to said they were aware of the self-assessment process but had not been fully involved in the process. The self-assessment of the area identified most, but not all, of the strengths and weaknesses found in the inspection, and included plans for improvement relating to the weaknesses identified.

Literacy and numeracy

Grade 4

Strengths

- good development of personal skills and confidence

Weaknesses

- low achievement rates
- inadequate teaching
- insufficient promotion of advice and guidance services to learners
- weak curriculum management

Achievement and standards

160. Learners effectively develop their personal skills and confidence in literacy and numeracy classes. Tutors develop and maintain a supportive classroom environment. Learners enjoy their classes and support each other very well. New learners are made welcome and quickly integrated with existing groups. Fifteen volunteers offer additional support, mainly in literacy classes. However, a dyslexia screening requested by a learner five months ago has not yet been arranged and another learner with specific learning needs has not received additional support to help him to effectively participate in his class.

161. Retention rates are satisfactory. In 2003-04, 70 per cent of learners completed their courses. In 2004-05, 77 per cent of learners completed their 14-week course. Seventy-seven per cent of learners enrolled on the continuing 16-week course are still attending classes. Punctuality is unsatisfactory in some classes. Lateness disrupts learning for both latecomers and more punctual learners.

162. Achievement rates are low. In 2003-04, 35 per cent of learners on externally accredited courses achieved external accreditation. A further 12 per cent achieved internal

certification. There is an early indication that achievement rates are improving in the current academic year. However, the targets used to measure achievement on shorter, internally accredited courses are inadequate and limited to small elements of the literacy or numeracy core curricula.

The quality of provision

163. Half of the literacy and numeracy classes observed are inadequate. In most classes, insufficient focus is placed on the learners' individual goals and needs, and tutors fail to provide sufficient variety in group work to help learners with different abilities achieve their qualification. Course and session planning often focuses on core curriculum or external accreditation, rather than stated learners' needs. In the weaker classes, tutors present insufficient challenge to learners and there is an over-reliance on the use of worksheets. However, in the better sessions, tutors make good use of real-life materials. Few opportunities are taken in teaching to explore and integrate issues of equal opportunities and cultural diversity.

164. Resources are satisfactory. Classroom accommodation is comfortable, and books and dictionaries are available to support learning. Staff are suitably qualified and experienced, although none are yet enrolled on the specialist level 4 literacy and numeracy tutor qualifications. There is insufficient use of information learning technology. The institute has provided new information learning technology resources and has plans for training staff.

165. Initial assessment is satisfactory and most learners are placed on appropriate courses. Diagnostic assessment is not yet used to set targets. Homework lacks stimulation and is not appropriate to learners' individual needs. Much marking is superficial and does not support learning, although some tutors do mark carefully and thoroughly. Targets fail to make sufficient use of the information gathered during the initial interview. In many cases, learners do not sufficiently understand the targets agreed with them.

166. Learners are not sufficiently aware of the specialist information, advice and guidance support that is available. Details of the information, advice and guidance service is not promoted effectively and too few learners make use of the service. At one outreach centre, effective promotion activity resulted in a higher number of learners from that centre taking advantage of the advice service. RIAE has recognised the need to take action and has plans to relocate its advice centre to a more central location on its main site, but this has not yet happened.

Leadership and management

167. Curriculum management is weak. RIAE does not use data sufficiently to plan, monitor and evaluate courses. The tutors with additional responsibility collect learners' information, but they make little use of this to agree targets for improvement. Observation of teaching and learning is insufficiently evaluative. Observations are descriptive and contain few judgements about the quality of the learning experience. The internal grade profile included in the self-assessment report does not accurately reflect that observed by inspectors. The strengths identified in the self-assessment report are no more than normal practice and, although RIAE has recognised some of the weaknesses, others are not identified.

168. Tutors are supported by two tutors with additional responsibility, and the curriculum manager. Communication and team spirit are good. Tutors attend meetings and receive regular e-mails and relevant written information. Staff training and development are satisfactory. All tutors have attended core curriculum training in literacy or numeracy and take up other opportunities to update skills. However, there is a need for more subject-specific training. The management of the internal verification process for both internal and external accreditation is detailed and thorough.

169. Initial enquiries from new learners are not processed quickly enough. Over 80 prospective learners who enquired in 2005 have not yet been offered a class and some have not been contacted at all. Most classes take place at the main centre. Although a new community venue has recently opened, too few classes take place throughout the borough. Most classes start in September, although learners can join classes during the term. Although volunteer tutors are informally monitored, formal procedures for allocation, monitoring and support are not in place. RIAE has a draft skills for life strategy, which is only recently being introduced and it is too early to see the benefit of this.

Independent living and leisure skills

Grade 4

Strengths

- good accommodation on all sites

Weaknesses

- insufficient focus on individual learning
- much inadequate teaching
- insufficient learning support
- poor implementation of quality improvement procedures

Achievement and standards

170. Learners enjoy their sessions. They speak of making friends and learning how to recognise coins. Work shows that most learners are achieving small targets or maintaining skills. Most of these are for listening and speaking skills, but a few are progressing with improved writing and reading skills. Learners in the one computer session are gaining good ICT skills.

171. Retention rates are satisfactory, with most programmes having 100 per cent retention. The lowest retention is 75 per cent in one programme. Attendance is satisfactory.

The quality of provision

172. Guidance and pastoral support are satisfactory. Tutors know their learners well, and have a good rapport with them. Tutors deal effectively and promptly with the learners' perceived and real problems. They spend long periods of their own time completing paperwork so that they can spend more time with the learners.

173. RIAE does not focus significantly on learners' individual learning needs. All learners receive some form of assessment of their literacy and numeracy skills which are appropriate to their perceived ability. Little formalised assessment takes place of social or behavioural

needs. There is little or no exploration of their aspirations in life. All learners' learning styles are identified and recorded on the individual learning plan, but their identified individual styles do not help develop teaching and learning. At the beginning of each course, tutors complete a brief, poorly designed initial assessment to identify the learners' milestones in listening and speaking, writing and reading. The milestones are recorded on the learners' individual learning plan. In most sessions, the identified learning targets are the same for the whole group. In many cases, the identified learning targets are based on only two aspects of the curriculum, which are listening and speaking. These targets are insufficiently detailed and are not recorded as manageable, measurable steps. There is little identification of the need for individual teaching and learning materials to ensure that the learners can work towards their learning targets. A few learners with visual impairment do not have work enlarged and no other aids are used. Little use is made of learners' abilities. Sessions are too long for many learners with severe difficulties. Most session reviews do not have sufficient detail to identify the individual learners' next learning needs.

174. Much of the teaching and learning is unsatisfactory. Of those lessons that the inspectors observed, 33 per cent were inadequate. In these lessons, there is poor classroom management. Learners talk among themselves while the tutor is giving instructions. Instructions for task requirements are unclear and the language used is too complicated for the group of learners. In many classes, instructions are given orally, with no reinforcement in a different medium. Resources used in the poorer lessons tend to include poorly photocopied worksheets. In the better lessons, the resources are designed by the tutor for a particular group of learners, are coloured, and use topics relevant to the group's interests. In several lessons, the planned activities are insufficient to fill the time available and learners look at magazines aimlessly. There is little recapping of information and tasks completed. In the better lessons, there is good use of repetition using different tasks to explain the same point. Where learners attend the same stage sessions for the second time in a week, there are insufficient structured learning activities, and these learners spend long periods in front of a computer, neither gaining new knowledge, nor helping to maintain their skills.

175. Most sessions have insufficient learning support. Four volunteers work in three sessions. In course evaluations, the tutors have identified that most learners would benefit from more individual support. The number of learners in sessions varies from 12 to four. The abilities of the learners cover a wide range in the same session and tutors are unable to give sufficient time or individual coaching to ensure the learners complete the tasks set to the best of their ability. Progress is slow and tutors are unable to provide a full range of activities. Learners spend time waiting for prompts or instructions necessary to move to another task and lose interest.

Leadership and management

176. All of RIAE's sites used provide good accommodation for sessions. Rooms are easily accessible and are of a good size, except one where furniture and computing equipment reduce the available space. They are well maintained, light and airy, and storage facilities are available at all sites. Learners' work can be displayed on walls and noticeboards. Computers are available at three sites. This strength is identified in the organisation's most recent self-assessment report.

177. All staff have a teaching qualification, although several have little prior experience of the needs of learners with learning difficulties. Overall, the suitability of staff is satisfactory,

although inspectors identified a need for some staff to update their knowledge of the particular needs of these learners and how to meet them.

178. Tutors are aware of the need to promote equality of opportunity and two instances of using everyday topics, food and the media, to extend the learners' understanding were noted. RIAE makes good use of the individual learners' experience of different cultures and religion in most sessions. There are a few examples of teaching and learning materials using childish pictures and not promoting equality of opportunity and diversity.

179. Quality improvement procedures are poorly implemented. The initial assessment is inadequate and the recording of learners' needs is inconsistent. The initial assessment pack most often used is not well designed, illustrations are unclear, and the tasks required do not suit all learners. RIAE recognises this inadequacy and is taking steps to adapt the material. The use and completion of all documents relating to the learners' experience is inconsistent. The recording of learners' achievement and progress is not taking place on some programmes, while on others it is not detailed. One tutor has devised her own recording charts, which are well designed. There is little recognition of good practice and few opportunities for sharing it. This was identified as a weakness in the organisation's most recent self-assessment report. In the past year, lesson observations have taken place, some unsatisfactory teaching and learning has been identified, and action plans have been written, but there has been delay in implementing them. Appraisal for full-time and fractional staff has not taken place annually. One member of staff has not had an appraisal since 1999. Session and course evaluations are insufficiently detailed and do not provide enough information to inform curriculum development needs.

180. The self-assessment report is insufficiently detailed and does not sufficiently focus on the learners' experience.

Family learning**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Adult and community learning	180	3

181. Redbridge offers FLLN and wider family learning programmes. FLLN courses are planned and managed directly by the borough council and co-ordinated by a part-time family learning co-ordinator. RIAE plans and manages wider family learning, co-ordinated by a 0.5 family learning development worker. Courses are offered during the day in primary schools throughout the borough. Learners gain accreditation for literacy and numeracy. Wider family learning courses are used to attract new and diverse groups of learners and include programmes in languages, sport, arts, crafts, dance, story-telling and ICT. At the time of inspection, RIAE offered 14 wider family learning courses and six FLLN courses. Courses run for between three and 12 weeks. At the time of inspection, 72 learners are enrolled on FLLN programmes and a further 108 on wider family learning programmes. The provision is managed jointly between the family learning co-ordinator at Redbridge and the family learning development worker at RIAE. Thirty-three tutors teach on the programmes. In 2003-04, learners made 680 enrolments on wider family learning programmes, of which 13 per cent were men and 56 per cent were from minority ethnic groups. Five per cent of learners were under 25, and 83 per cent between the ages of 25 and 45. In the same year, 334 learners enrolled on FLLN programmes, 6 per cent of whom were men, and over 50 per cent were from minority ethnic groups.

Strengths

- good additional benefits for learners
- high achievement rates on FLLN courses
- good use of specialist teaching staff
- very good development work to promote widening participation

Weaknesses

- inadequate use of initial assessment on wider family learning courses
- unsatisfactory curriculum management between the two strands of family learning
- inadequate implementation of quality improvement procedures

Achievement and standards

182. Learners attending family learning classes gain good additional benefits. Learners are well motivated by attending classes which help them gain increased confidence in their own skills and abilities. Parents show an increased understanding of a variety of strategies to help and support their own children, while increasing their own understanding of the basic concepts used in number work and English language. They have increased confidence to express views and opinions regarding their children's development and comment on positive interaction with their own children, particularly with literacy and

numeracy. A good range of planned visits enhances and extends the personal experiences of learners. For example, one visit included family groups travelling out of their local community to experience a variety of practical learning opportunities. Learners in most classes achieve a high standard of work and make significant progress in gaining new skills and knowledge.

183. Achievement rates on FLLN courses were high in 2003-04. Ninety-three per cent of learners enrolling on non-accredited courses completed successfully. Targets for progression to accreditation were exceeded by 3 per cent, with 100 per cent pass rate at entry level 1, 2 and 3. Retention and attendance are generally satisfactory.

The quality of provision

184. RIAE makes good use of specialist teaching staff on family learning programmes, which is of significant benefit to the learners. Well-qualified and experienced subject-specialist tutors are drawn from RIAE's mainstream staff to teach on wider family learning classes. For example, one tutor who teaches early years and play work successfully delivers joint learning sessions in mother and toddler groups throughout the borough. Learners attending the FLLN classes respond well to the well-qualified and experienced tutors, most of whom have previous mathematics and English responsibilities in local primary schools. Most tutors have attended skills for life training.

185. Teaching and learning are generally satisfactory. In the good and better sessions that the inspectors observed, planning is good and focused on learning. Learning activities are well planned to challenge and stretch learners while ensuring that the needs of all learners are met. In some sessions, skills are developed well. In one wider family learning Spanish class, essential language skills of reading, writing, speaking and listening were practised equally, and learners showed rapid use of basic phrases and improvement in pronunciation. However, in some sessions, learning is not sufficiently well planned to meet the needs of individual learners. Many session plans do not focus sufficiently on learning, nor do they work towards learning goals agreed with the learners. Some sessions are not structured well and include only a limited range of teaching and learning activities. In some classes, learning activities do not meet the needs of the learners sufficiently.

186. Accommodation and resources are generally satisfactory and suitable for their purpose. Classrooms in many schools and in RIAE's main centres are light, colourful and well furnished for adults and children learning together. Resources are mainly satisfactory, with some good, quality learning materials used to support learning in a few sessions.

187. RIAE promotes and develops the widening of participation well through very good partnership working. Development workers create exciting initiatives in local communities such as the wider family learning programme on the Orchard Estate. Innovative projects have successfully extended the concept of learning families. For example, one project is the family learning Saturdays, which is successfully delivered through the Redbridge Museum Service and encourages families to participate in new learning experiences within a multi-cultural setting. RIAE has developed very effective partnerships with local primary schools and the deprivation indices are used successfully to target areas of the borough with the most need. Learners' numbers have been successfully increased each year and exceed agreed targets. A good range of taster days and events are provided in partnership with local community partnerships linked to adult learners' week and family learning week.

188. Support and guidance for learners are satisfactory. Pre-course information for learners is generally satisfactory. However, learners on a few courses did not have sufficient information and did not know what to expect at the first session. Participation is promoted well through free courses and learners receive basic materials to support their learning. Crèche facilities are available for all FLLN classes and Saturday classes at the museum. However, insufficient childcare facilities for those learners attending after school hours is a barrier to learning.

189. Initial assessment is inadequate in wider family learning sessions. Learners' starting points are not sufficiently identified for literacy and language and nor is their previous experience in other family learning activities. RIAE uses initial, formative and summative assessment well in most FLLN classes, with tutors using milestones and targets, and sharing them with learners throughout the course. Tutors on wider family learning courses keep lists of learners' activities but do not record how well the learner is progressing and what they need to do to improve. In many classes, end-of-session evaluation by tutors and learners does not take place to reinforce the skills learnt that day.

Leadership and management

190. The curriculum management arrangements between the two strands of family learning are unsatisfactory. Joint planning between wider family learning and FLLN courses is insufficient. The two programmes have been developed separately and tutors do not meet as one team to share ideas and good practice. The needs of speakers of community languages are not adequately met, as there is no programme planned for family language courses. Progression routes to enable Next Step learning from many family learning courses are not clear or fully understood by many learners. However, tutors are well supported through the development workers, and two-way communication regarding essential information is good. Meetings in the two areas are regular and usually held at least three times each year. Course team meetings for FLLN are held at the beginning of each course and include issues of accreditation and course content. The family learning development worker at RIAE is a member of a number of external groups, where ideas and local strategies are discussed and shared well. National initiatives are understood and implemented successfully by development workers through attendance at conferences and skills for life events.

191. Equality of opportunity is promoted well within the curriculum, with many courses reflecting the diverse cultural nature of the local population. For example, Bhangra dancing and sewing skills for Somali families are offered within the wider family learning programme, and one course on Bollywood jewellery making was part of the Family Fun Saturday course at the museum. Targets for the inclusion of learners from minority ethnic groups are exceeded, with over 40 per cent of learners in 2003-04 from these identified target groups. However, in one class observed, the content and teaching methods were not appropriate for the language abilities of the learners. Course literature, including the induction leaflet, is produced only in English.

192. Quality assurance procedures are not adequately implemented or fully understood by all partners. Tutors' planning, recording and learning materials are not sufficiently monitored by co-ordinators and managers. Communication with tutors regarding standards for teaching and learning is not sufficient. Some tutors did not fully understand the importance of essential aspects of teaching and learning, such as planning, differentiation and using a range of methods to meet individual learners' needs. Comments in the reports

of observations of teaching and learning do not always focus sufficiently on learning and some are insufficiently evaluative. Grades are sometimes too generous. More recent reports are more thorough, but the resulting action plans have not yet had sufficient effect to improve the quality of teaching and learning. Internal verification is satisfactory.

193. The self-assessment report does not sufficiently identify the main key weaknesses that the inspectors found. The report focuses almost entirely on the wider family learning programme and fails to adequately reflect quality assessment and data of the FLLN courses. Tutors do not sufficiently understand or contribute to the self-assessment process and they do not always complete written course reviews.

