

INSPECTION REPORT

Newham LEA

23 June 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
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

Pre-inspection analysis

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

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

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

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

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

Overall effectiveness

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

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

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

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

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

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

Grading

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

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

INSPECTION REPORT

Newham LEA

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Newham LEA (the LEA) contracts with the London East Learning and Skills Council for the provision of accredited and non-accredited adult and community learning in the London borough of Newham (the borough). Provision is delivered directly by Newham Community and Education and Youth Service (NewCEYS), working in close partnership with a wide range of local community organisations. NewCEYS is a division of the borough's education department. NewCEYS, in its role as an associate faculty of Newham College of Further Education (the college), also delivers the college's community-based programme.

2. NewCEYS provides courses in 11 areas of learning at over 40 sites across the borough, including purpose-built NewCEYS centres, college-owned centres, jointly managed centres and small voluntary sector premises where a small number of courses run each week. The areas of learning covered by the remit of this inspection were information and communications technology (ICT), hospitality, sport and leisure, hairdressing and beauty therapy, visual and performing arts and media, foundation programmes and family learning.

3. The director of adult learning manages the adult and community learning provision, reporting to the head of NewCEYS. Five area managers, jointly managed by the director of adult learning and the principal youth officer, are responsible for operational management within their geographical areas. A quality assurance manager manages the team of quality assurance and curriculum development tutors, and the skills for life manager and her small team. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Family learning provision is separately managed in the directorate of learning community services. The adult and community learning provision of NewCEYS employs 13 full-time permanent staff and 19 part-time permanent staff, whose posts are solely related to adult learning. Some 190 part-time tutors are employed at any one time.

4. Situated just three miles from the City of London, the borough includes much of London's revitalised docklands, including the London City Airport, the ExCeL international exhibition centre and luxury homes overlooking the River Thames. The population is growing and over 40 per cent of the people in Newham are under 25 years old, with more than 100 languages spoken locally. The borough has the largest minority ethnic population in east London, making up almost two-thirds of residents, including large numbers of refugees and asylum seekers. A number of regeneration projects are helping to improve the economic, social and physical environment. The borough has the second highest unemployment rate in London at 6.7 per cent. Of those unemployed, 21 per cent have never worked.

OVERALL EFFECTIVENESS

Grade 3

5. **The overall effectiveness of the provision is satisfactory.** Leadership and management are satisfactory, as are the arrangements for quality improvement and equality of opportunity. Provision is good in ICT, and in visual and performing arts and media. In

hospitality, sport, leisure and travel, hairdressing and beauty therapy, foundation programmes and in family learning, the provision is satisfactory.

6. The inspection team was broadly confident in the reliability of the self-assessment process. Managers and fractional staff are fully involved in the self-assessment process and part-time staff make contributions to it through the course reviews. Learners' views are systematically collected and analysed each year and these are used to inform judgements in the self-assessment report. The self-assessment report is sufficiently self-critical, evaluative and accurate. NewCEYS identified most of the strengths and weaknesses found by inspectors. The development plan includes a clear direction for improvement.

7. The provider has demonstrated that it is in a good position to make improvements. NewCEYS fully understands its weaknesses. Changes to management structures, including a higher priority to quality improvement, have brought about significant improvements in the quality of teaching and learning, achievements and retention. The self-assessment report and development plans provide a firm foundation for further improvement.

KEY CHALLENGES FOR NEWHAM LEA:

- improve the planning of teaching and learning to meet individual learners' needs
- extend the provision of literacy and numeracy and language support to all areas of learning
- further develop the sharing of good practice
- further develop the capacity of tutors to use themes of equality and diversity in their teaching

GRADES

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

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

Information & communications technology			2
Contributory areas:	Number of learners	Contributory grade	
<i>Using IT</i>		2	
Adult and community learning	341	2	

Hospitality, sport, leisure & travel			3
Contributory areas:	Number of learners	Contributory grade	
<i>Hospitality and catering</i>		3	
Adult and community learning	100	3	
<i>Leisure, sport and recreation</i>		3	
Adult and community learning	669	3	

Hairdressing & beauty therapy			3
Contributory areas:	Number of learners	Contributory grade	
<i>Other contributory areas</i>		3	
Adult and community learning	357	3	

Visual & performing arts & media			2
Contributory areas:	Number of learners	Contributory grade	
<i>Other contributory areas</i>		2	
Adult and community learning	956	2	

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i>		3
Adult and community learning	880	3

Family learning		3
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i>		3
Adult and community learning	551	3

ABOUT THE INSPECTION

8. The adult and community learning provision of NewCEYS has not been inspected before.

Number of inspectors	9
Number of inspection days	65
Number of learners interviewed	361
Number of staff interviewed	89
Number of locations/sites/learning centres visited	66
Number of partners/external agencies interviewed	6
Number of visits	1

KEY FINDINGS

Achievements and standards

9. **Learners' attainment is often good. In all of the areas inspected, most learners successfully achieve their individual learning goals, and develop their confidence and skills.** For example, in ICT, learners develop good keyboarding skills and good knowledge of short cut keys. They use their newly acquired skills for hobbies, to support their children and grandchildren with their learning, and to improve their job prospects. In sport and leisure, the development of learners' knowledge and skills is good. In exercise and fitness sessions, learners demonstrate good levels of co-ordination, movement and flexibility. In hairdressing and beauty therapy and in visual and performing arts, learners attain good levels of practical skills. Learners with learning difficulties make particularly good progress and in foundation studies, most learners make good progress with their reading and writing skills.

10. Retention and achievement rates are generally satisfactory. **In ICT retention and achievement rates are high. In hospitality, sport and leisure, retention is good. In the**

accredited provision for the visual and performing arts, achievements are high but retention is satisfactory. Overall, retention is improving across the range of provision. Attendance during the inspection was satisfactory, but lower than at other times during the year.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Family learning	0	5	10	1	16
Foundation programmes	3	7	11	6	27
Hairdressing & beauty therapy	0	6	6	0	12
Hospitality, sport, leisure & travel	1	4	6	2	13
Information & communications technology	1	5	3	1	10
Visual & performing arts & media	3	9	6	1	19
Total	8	36	42	11	97

11. Overall, much of the teaching is satisfactory or better. Forty-six per cent of all lessons observed were better than satisfactory and 11 per cent were inadequate. **The best teaching is in visual and performing arts and media and in ICT**, where lessons are often planned well, and learning outcomes are clear and shared with learners. Good use is made of group work, discussion and peer demonstration. The pace of lessons is appropriate and there is good use of reinforcement, questioning and assessment activities. Tutors work well to ensure that learners work through a good progression of activities to build and consolidate skills and confidence.

12. **Teaching and learning are unsatisfactory on some foundation courses.** Tutors do not give clear instructions. Some use language that is too complex for some learners to understand, or talk quickly. They often teach too many topics at one time and learners find it difficult to follow the work.

13. **Overall, in lessons where teaching and learning are no better than satisfactory, the planning of learning to meet learners' individual needs is poor.** For example, in the weaker lessons in family learning, there is not enough learner participation and some learning activities are not sufficiently varied. Learning objectives and learning outcomes describe tasks and not the skill or knowledge being learnt.

14. Resources to support teaching and learning are satisfactory overall. **Resources are particularly good in visual and performing arts and media.** Accommodation is often of a high standard. Learners have access to good modern well equipped specialist accommodation at many centres. Drama studios, which include the theatre at Stratford Circus, are very good.

15. The guidance and support of learners are generally satisfactory, but there is insufficiently consistent monitoring of the progress of learners and little use of clear targets to promote and measure progress.

16. **Accommodation is inappropriate for many lessons in hairdressing and beauty therapy.** Learning venues are not specifically designed to provide effective spaces for beauty and holistic therapies. Specialist equipment is often lacking, some rooms are too

small and others do not have adequate washing facilities. In ICT, a minority of accommodation and resources are inappropriate, with poor access to the internet and IT resources.

17. Learners have access a wide range of courses, although the number of courses leading to qualifications is relatively small. The extent of choice for learners is particularly good in ICT, hairdressing and beauty therapy, visual and performing arts, foundation studies and family learning. In hospitality, sport and leisure, not enough work is done to developing the range and levels of provision.

Leadership and management

18. **Strategic management is particularly good.** Managers successfully promote NewCEYS's aims and objectives. All staff fully understand its strategic aims and its core values. Financial management is strong with clear lines of accountability.

19. **Management is open and consultative and internal communications are good.** Staff have ready access to managers. Area managers regularly hold informal meetings with part-time staff, who receive regular newsletters to update them on curriculum, staff development and training opportunities.

20. **NewCEYS has a wide range of effective strategic and individual partnerships,** including the particularly productive partnership with Newham College, which steers adult provision across the borough. Close working with community forums helps NewCEYS respond effectively to local demands and needs.

21. **Learning environments are particularly good.** Successful bids for additional funding have led to improved facilities and there are purpose-built youth and community education centres and refurbished buildings as a result of the partnership with Newham College.

22. **NewCEYS has a well-conceived and effective three-year development plan to widen participation and build capacity.** Priority target groups are clearly identified and managers regularly monitor, review and update the development plan.

23. **Implementation of the skills for life strategy has been slow.** Improvements are being made, but the development plan does not contain specific targets against which to measure performance. Staff development is not attended by all part-time tutors and a significant minority of the teaching and learning in foundation programmes is inadequate. The initial assessment of learners' literacy, numeracy and language skills and mechanisms to deliver support requires improvement.

24. **Promotion of equality and diversity is very effective.** Equality of opportunity and diversity are central to NewCEYS's strategy and objectives. Management arrangements give appropriate status to equality of opportunity. Equality and inclusion are integral to the work of staff. They understand their responsibilities and contribute fully to the effective promotion of equality of opportunity.

25. Learners receive satisfactory information about NewCEYS's stance on equality and diversity. Summary information is contained in the student charter, although many learners do not have a ready recollection of being introduced to these matters at their induction.

26. Senior NewCEYS managers make good use of data to monitor the effectiveness of their strategies and to plan further work, including the promotion of inclusion and equality of opportunity. At area of learning level, managers do not analyse or use data effectively or consistently to inform their planning.

27. Tutors adequately promote equality and diversity. Learners from different backgrounds, ethnic groups, ages and ability levels work well together in lessons. However, there is insufficient attention to designing teaching programmes or planning lessons around concepts of diversity.

28. **There is no overall programme of staff development for equality of opportunity.** In particular, training to keep staff up to date with new statutory requirements and to develop awareness of how to promote equality and diversity in teaching is insufficient.

29. **Good initiatives have improved the quality of provision.** Managers and most staff fully understand the need for continuous improvement. The well-established observation of the teaching and learning scheme is used effectively to improve provision. The work of the quality board is effective. The quality and completion of course reviews is improving.

30. **Quality assurance arrangements are incomplete.** The sharing of good practice is inconsistently thorough. Family learning is not included in quality assurance processes. There are insufficient internal audits across the provision to quality assure key learning processes and risk assessments for sports activities are inadequate.

31. The self-assessment report and development plans are sufficiently self-critical, evaluative, and accurate. However, the section on equality of opportunity does not have sufficient detail or judgements. Inspectors agreed with most of the strengths and weaknesses in the self-assessment report.

Leadership and management

Strengths

- particularly good strategic management and leadership
- open and consultative management
- very effective partnerships
- particularly good learning environments
- very effective promotion of equality and diversity
- good recent initiatives to improve the provision

Weaknesses

- slow implementation of skills for life strategy
- poor aspects of curriculum management and development
- insufficient attention to equality and diversity in teaching
- insufficient training for aspects of equality of opportunity
- incomplete quality assurance

Information & communications technology

Using IT

Grade 2

Strengths

- good retention and achievement rates
- particularly effective development of learners' confidence and skills
- good teaching and learning
- good access to learning

Weaknesses

- insufficient attention to individual learning needs
- inappropriate accommodation and resources in three venues

Hospitality, sport, leisure & travel

Strengths

- good development of learners' knowledge and skills
- good retention rates

Weaknesses

- insufficient planning of learning
- weak aspects of curriculum co-ordination

Hairdressing & beauty therapy

Other contributory areas

Grade 3

Strengths

- wide range of benefits for learners
- good development of learners' practical skills
- good access to a wide range of beauty and holistic therapy courses

Weaknesses

- inappropriate accommodation
- insufficient accreditation

Visual & performing arts & media

Other contributory areas

Grade 2

Strengths

- good development of practical skills
- good teaching and learning
- excellent range of culturally diverse courses
- particularly good specialist accommodation and resources
- good partnership arrangements
- particularly effective curriculum management

Weaknesses

- insufficient use of initial assessment to plan learning
- inadequate sharing of good practice

Foundation programmes

Other contributory areas

Grade 3

Strengths

- wide range of accessible provision
- good standards achieved by learners with specific learning needs
- good management of the provision

Weaknesses

- unsatisfactory teaching and learning on some courses
- poorly co-ordinated travel disrupts learning for learners with learning disabilities

Family learning

Adult and community learning

Grade 3

Strengths

- good development of parenting skills
- very effective partnerships with schools
- good range of provision to meet the needs of the local community

Weaknesses

- insufficient advice and guidance on further learning opportunities
- insufficient planning for individual learning needs

NEWHAM LEA

- insufficient quality assurance

WHAT LEARNERS LIKE ABOUT NEWHAM LEA:

- the friendly, helpful and supportive tutors
- 'the closeness of courses to where learners live'
- the good buildings and facilities
- the free courses
- the often small classes
- 'learning new skills to keep up with the rest of the family'
- free day nurseries

WHAT LEARNERS THINK NEWHAM LEA COULD IMPROVE:

- the number of courses to which learners can enrol
- the frequency of ESOL lessons during a week
- the waiting times for day nursery places
- the number of courses leading to examinations

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

- particularly good strategic management and leadership
- open and consultative management
- very effective partnerships
- particularly good learning environments
- very effective promotion of equality and diversity
- good recent initiatives to improve the provision

Weaknesses

- slow implementation of skills for life strategy
- poor aspects of curriculum management and development
- insufficient attention to equality and diversity in teaching
- insufficient training for aspects of equality of opportunity
- incomplete quality assurance

32. Strategic management and leadership is particularly good. Managers successfully promote NewCEYS's aims and objectives. All staff fully understand its strategic aims and its core values. The head of service attends a wide range of local authority committees, partnerships boards and community forums, and acts as the strategic lead for the voluntary sector. Strategic objectives clearly focus on extending participation, encouraging disengaged learners, developing lower-level courses in the community, raising skills levels and improving the quality of the provision. At senior management level, there are effective, regular manager meetings to ensure the provision is co-ordinated effectively across the borough.

33. Management is open and consultative. Managers consult with stakeholders across the borough to develop the provision, in line with the needs and interests of the local communities. Internal communications are good. Staff have good access to managers at all levels to discuss issues of concern and make suggestions. Area managers regularly hold informal meetings with part-time staff, who receive regular newsletters to update them on curriculum, staff development and training opportunities.

34. NewCEYS has a wide range of effective strategic and individual partnerships, a strength identified in the self-assessment report. For example, it manages the associate faculty at Newham College, which steers adult provision across the borough. The involvement of both organisations in planning, delivering, marketing and accommodating the programmes avoids duplication of provision. The partnerships make significant contributions to the exceptionally broad range and accessibility of courses in Newham. Close working with community forums helps NewCEYS to respond effectively to local demands and needs. For example, women-only exercise and reflexology classes are now provided, as are fitness classes for older persons in residential care homes, and belly dancing at two learning

centres.

35. Learning environments are particularly good. Successful bids for additional funding have enabled the improvement of facilities including purpose-built youth and community education centres and refurbished buildings. Accommodating adult and community learning with youth services works well to improve working relationships between generations and highlights the benefits of lifelong learning. There are six particularly good learning centres with advanced plans to build two more. Centres have a good range of additional facilities to encourage new learners to access learning including day nursery facilities. Projects with local schools have supported skills for life provision, the government's strategy on training in literacy, numeracy and the use of language, through family learning.

36. NewCEYS has a well-conceived three-year development plan to widen participation and build capacity. The yearly implementation plans include targets for the recruitment of new learners, the achievement of skills for life qualifications, and the expansion of vocational qualifications to meet gaps in employability skills, such as basic construction and catering. Priority target groups are clearly identified and managers regularly monitor, review and update the development plan.

37. Financial and data management are satisfactory. Data on recruitment, retention and achievement are collected and monitored systematically across the provision. Recruitment data is analysed to help meet the target of working with particular community groups. Financial management is strong with clear lines of accountability. Managers use detailed costing and funding projections to plan and monitor spending. Managers make good use of data to identify poor health and high levels of deprivation of certain groups.

38. Implementation of the skills for life strategy has been slow. NewCEYS produced a strategy and development plan for 2004-07 and has invested in trained staff to develop the skills for life agenda. The skills for life manager has been in post for 18 months and the three skills for life staff since September 2004. A skills for life forum meets monthly with representatives from across the service. The development plan does not contain specific targets against which to measure performance, although it is comprehensive in its objectives and aims. Staff development is extensive, but is generally only attended by the same part-time tutors. A significant minority of the teaching and learning in foundation programmes was judged to be unsatisfactory by inspectors. Arrangements for the initial assessment of learners' literacy, numeracy and language skills, and mechanisms to deliver support, require improvement. NewCEYS is tackling these issues.

39. Some aspects of curriculum management and development are poor. Specialist curriculum development tutors in four areas of learning work well to develop and manage the curriculum and support part-time tutors. They liaise and work successfully with tutor coaches. However, this good practice is not carried out in all areas of learning. For example, in sport, curriculum co-ordination is weak. In most areas of learning, the monitoring of learners' progress and target-setting is inadequate. Data is not adequately analysed to identify trends in each of the areas of learning and subjects.

Equality of opportunity

Contributory grade 3

40. Promotion of equality and diversity is very effective. Equality of opportunity and diversity are central to NewCEYS's strategy and objectives. The three-year development

plan tackles many aspects of equality of opportunity, particularly in relation to widening participation. Management arrangements give appropriate status to equality of opportunity. Development plans and strategies to further promote inclusion are fully discussed at Newham Council's (the council) senior council meetings. Senior managers implement the council's equality policy guided by a range of clearly defined equalities targets. The NewCEYS mission statement, student charter and staff handbook, each make policy and commitments clear.

41. Equality and inclusion are integral to the work of staff. They understand their responsibilities and contribute fully to the effective promotion of an ethos of self-respect, and respect and care for other staff and learners. NewCEYS meets its obligations under current race equality and disability legislation. Preparations for meeting the requirements of the Disability Discrimination Act 1995 and the ongoing monitoring of its implementation are sound. Thorough audits of the accessibility and suitability of accommodation are carried out. Most accommodation is readily accessible to people with restricted mobility.

42. The council's equality policy, covering all equalities categories, provides a sound basis on which to build equality and inclusion within NewCEYS. It sets out equalities objectives. Core values and key commitments describe in appropriate language what is expected of the council and its staff. A council equalities unit provides regular briefings on the implementation of the different strands of the policy. Learners receive satisfactory information on equality and diversity. Summary information is contained in the student charter, although many learners do not remember being introduced to these issues at their induction.

43. Senior managers make good use of data to monitor the effectiveness of their strategies and to plan further work to promote inclusion and equality of opportunity. Reliable equality of opportunity data is routinely used to help carry out strategic planning and produce development plans. Needs and gaps in provision are readily identified. However, at area of learning level, managers do not analyse or use data effectively or consistently to help plan the provision.

44. Effective partnerships between NewCEYS, local community groups, organisations and agencies are used well to widen the participation of under-represented groups. The partnership, with the college, is particularly effective in providing a focus for inclusion. Very good and accessible learning centres encourage learners' participation. Considerable progress has been made in the extent of provision for adult learners across the range of Newham's diverse communities. Approximately two-thirds of all learners receive full fee remission. The enrolments of learners are broadly in line with the proportional representation of the very wide range of minority ethnic groups in the local communities. NewCEYS is also working with homelessness centres. Inclusion is facilitated by area development workers who develop good links with local community forums. The inclusive learning co-ordinator, with a particular brief for the development of provision for learners with learning difficulties and/or disabilities, works closely with other agencies to promote the provision.

45. Tutors work effectively to promote equality and diversity. Learners from different backgrounds, minority ethnic groups, ages and ability levels work well together in learning sessions. However, there is insufficient attention to equality and diversity in teaching. Many teaching materials and activities do not draw upon learners' cultural backgrounds.

There is no action plan to improve the level and consistency of promotion of equality of opportunity in teaching. Inspectors identified few examples of the integration of aspects of equality and diversity in teaching.

46. There is an ongoing programme of appropriate staff development sessions on aspects of equality of opportunity. For example, a dyslexia and deaf awareness programme provides valuable insight for these groups. However, there is no overall programme of staff development for equality of opportunity. In particular, training to keep staff up to date with new statutory requirements, and to develop awareness of how to promote equality and diversity in teaching, is insufficient.

Quality improvement

Contributory grade 3

47. Good recent initiatives have improved the quality of the provision. Managers and most staff fully understand the need for continuous improvement. The quality manager and director of adult learning lead quality improvement. Five area managers co-ordinate quality assurance of accommodation and resources. The well-established observation of teaching and learning scheme, implemented by the senior tutor coach and four tutor coaches, is used effectively to improve provision. All tutors are observed at least once annually. New tutors have a higher level of monitoring. Tutors receive constructive feedback after each observation, although in some cases it is not sufficiently focused on learning. Mentoring tackles areas for development and the scheme has identified tutors who are unsuitable. The scheme has helped tutors adopt a consistent approach to course files, schemes of work and lesson plans, has helped to develop an extensive staff development programme, and has improved learning resources. The senior tutor coach keeps particularly thorough records on the outcomes of observations.

48. The quality board meets regularly and carries out approval procedures for new courses. This is relatively recent, but has improved area managers' understanding of curriculum issues and is starting to share good practice. Tutors have been provided with a revised handbook that explains key systems and procedures. It also contains well written guidelines on aspects of a model lesson such as managing the plenary and feedback at the end of a learning session. The e-learning strategy is well devised and significant improvements have been made in some teaching and learning. The intensive short courses piloted within visual and performing arts are now provided in other areas to attract hard-to-reach learners.

49. The quality and completion of course reviews is improving. In some areas of learning these are completed well and provide useful information for planning. Area managers summarise the information on enrolment, retention, achievement, learner feedback and teaching observations by area of learning. The quality manager collates and distributes this information to curriculum leaders. However, some tutors do not receive feedback on improvements and actions. Many tutors use meetings and training events effectively to discuss their teaching. However, arrangements to share good practice are not sufficiently developed.

50. Quality assurance arrangements are incomplete, a weakness identified in the self-assessment report. There is not enough sharing of good practice. Family learning is not included in the quality assurance processes. There are, however, plans to rectify this in September 2005. There are insufficient internal audits to quality assure some key learning processes such as enrolment and induction. Course information sheets, although in a

standardised format, are often written in language that is too complex for some learners, without visual images to reflect the course for those with low levels of literacy. Although there is clear information about progression routes in early years care and ICT, other areas of learning do not currently provide learners with this information. Risk assessments for sports activities are inadequate.

51. Managers and fractional staff are fully involved in the self-assessment process. However, there is insufficient consultation with part-time staff. Learners' views are systematically collected and analysed each year and are used to produce judgements in the self-assessment report. Although the self-assessment report is sufficiently self-critical, evaluative, and accurate, the section on equality of opportunity does not have sufficient detail or judgements. Inspectors agreed with most of the strengths and weaknesses in the self-assessment report. The development plan includes a clear direction for improvement. However, the actions identified are not broken down into stages and targets set are not sufficiently measurable to assist in monitoring improvements.

AREAS OF LEARNING

Information & communications technology

Grade 2

Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> Adult and community learning	341	2 2

52. To date in 2004-05, there have been 904 enrolments on 136 courses including word-processing, spreadsheets, databases and other applications such as digital imaging, and web page design. Part-time courses are provided from entry level to level 3. Sixty-one per cent of courses are accredited. The provision takes place in 16 learning centres throughout the borough including local colleges and community venues. Classes are offered during the day, evenings and at weekends. Course durations range from 14 hours to 34 weeks. In the current year, 63 per cent of learners are from minority ethnic groups, 36 per cent are men, 19 per cent are aged 60 or over and 41 per cent are under 35. There are currently two full-time and 13 part-time tutors. One full-time tutor is responsible for curriculum development.

Using IT

Grade 2

Strengths

- good retention and achievement rates
- particularly effective development of learners' confidence and skills
- good teaching and learning
- good access to learning

Weaknesses

- insufficient attention to individual learning needs
- inappropriate accommodation and resources in three venues

Achievement and standards

53. Retention and achievement rates are good. To date in 2004-05, the retention rate is 90 per cent. Retention rates have improved by 20 per cent since 2003-04. Achievement for accredited courses in term one of 2004-05 is 100 per cent. Achievement rates have also improved by 10 per cent since 2003-04. These improvements are identified in the self-assessment report. Attendance at observed lessons was satisfactory at an average of 74 per cent. Tutors consistently apply attendance strategies and keep in regular contact with learners through telephone calls, e-mail and letters. Learners often inform tutors of their intended absence.

54. The development of learners' confidence and skills is particularly effective. For many learners, the courses are their first experience of adult learning and ICT. Learners on entry-level courses quickly develop good self-confidence. They develop good keyboarding skills and good knowledge of shortcut keys. Learners use their newly acquired skills on

home computers. Many use their skills for hobbies, to support their children and grandchildren with their learning, and to improve their job prospects. Learners are proud of their achievements and progress. Some learners have developed sufficient skills in spreadsheet applications at level 1 and 2 to progress to a computerised accounts course. On a web page design course, eight learners have progressed from level 1 to level 2. Some learners apply these skills to their own businesses. For example, a number of learners create web pages to promote their own business. Other learners are working towards diplomas to enter further or higher education.

The quality of provision

55. Teaching and learning are good. Sixty per cent of the lessons observed were judged to be good or better. In the better lessons, planning is consistently good. Learning outcomes are clear and shared with learners. Tutors use an appropriate range of learning activities to meet learners' needs. Good use is made of group work, discussion and peer demonstration. The pace of lessons is appropriate and there is good use of reinforcement, and questioning and assessment activities. Data projectors are used well for demonstrations by learners and tutors. Good visual imagery is used for activities and in learning resources. Learners work well together. In some lessons there is very good literacy, numeracy and language support. For example, in a numeracy lesson, averages were explained in detail before applying the formula. In lessons for people who speak English as an additional language, learners are encouraged to read aloud to help develop their language skills. In the weaker lessons, much of the learning activity is teacher led. Learners often work at the same pace and level and many of the activities are not sufficiently challenging.

56. Access to learning is good, a strength identified in the self-assessment report. Sixteen learning centres serve the borough. Most learners are in walking distance of their local learning centre. Most are very good learning environments, such as those at the Royal Docks, Forest Gate and Beckton Globe. There are a wide range of local outreach centres including a residential home, training providers on housing and industrial estates, youth centres, a support agency for drug and drink rehabilitation, and school sites. Many learning centres are often used for other community activities. Many centres provide free childcare facilities. NewCEYS is currently developing new partnerships with local businesses and Sure Start.

57. Most accommodation is very good with well-planned seating and tables, air-conditioning, data projectors and interactive whiteboards and information technology (IT) resources. Tutors are appropriately qualified and many have or are working towards a teaching qualification.

58. Insufficient attention is given to learners' individual learning needs in some learning sessions. In these sessions, individual progress is not sufficiently measured against group learning goals. Learning goals are not reviewed effectively and the identification of individual progress is not recorded or shared with learners. Information from initial assessment is not used sufficiently to plan learning. Learners with identified additional needs are provided with additional language or literacy and numeracy classes. Advice and guidance are satisfactory. Learners receive standard course leaflets outlining learning aims and outcomes. Many learners receive advice from tutors before enrolment.

59. Accommodation and resources in three venues are inappropriate. At two venues,

there is no access to IT suites for learners with restricted mobility. In one community venue, there is no access to the internet, the room is not adequate for the number of learners, and it is poorly ventilated. Inappropriate seating is used. In another new community venue, there is not enough ICT equipment or space for other learning resources. There are plans to equip this room appropriately by September 2005.

Leadership and management

60. Area managers monitor the performance of tutors well and communication with tutors is satisfactory. Programmes are well planned. A review of ICT courses has recently taken place. The number of enrolments has declined and in some geographical areas the number of courses provided has been reduced. There is good monitoring of schemes of work, lesson plans and teaching and learning.

61. Data is readily available for the number of starts and for retention and achievement rates and is used well to plan and monitor the provision. The specialist curriculum development tutor for ICT is a qualified tutor observer and regularly observes tutors' teaching to provide feedback and support. Tutor groups and professional development have been arranged. Training in internal verification, assessment and the use of the quality improvement systems, such as initial assessment and individual learning plans, has been provided. However, not all staff regularly attend these training events.

62. The self-assessment report accurately reflects the full range of strengths and weaknesses identified during the inspection. The observation profile from the internal scheme of lesson observation closely matches that of inspectors. Part-time tutors are not fully involved in the self-assessment process. Many completed course reviews are used to make judgements about the provision, but there is no process to discuss the quality of the overall provision.

63. The promotion of equality of opportunity is satisfactory. Many venues display positive images of learners. Achievement is generally celebrated well and learners' work is appropriately displayed.

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

Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> Adult and community learning	100	3
<i>Leisure, sport and recreation</i> Adult and community learning	669	3

64. To date, in 2004-05 there have been 1,966 enrolments on 200 hospitality, sport and leisure courses including fitness, tai chi, Pilates, keep fit, yoga, cake decoration, healthy eating, and Italian and Indian cookery. All courses are non-accredited and are offered at beginner level, with some intermediate classes. Some courses are targeted at specific groups, such as women and older adults. Provision is offered during the daytime, evenings and weekends in 20 venues including community centres, adult education centres, schools and church halls. Courses are two hours in duration and are run for 12-week periods. Currently 12 per cent of the learners are men and 63 per cent are from minority ethnic groups. There are 25 part-time tutors and five area managers. There is no curriculum co-ordinator for this area of learning.

Strengths

- good development of learners' knowledge and skills
- good retention rates

Weaknesses

- insufficient planning of learning
- weak aspects of curriculum co-ordination

Achievement and standards

65. Development of learners' knowledge and skills is good. In exercise and fitness lessons, learners demonstrate good levels of co-ordination, movement and flexibility. For example, in a fitness lesson for those aged over 60, learners gained a good understanding of the correct body positioning and alignment for stretching exercises, and were able to perform them well. In tai chi, learners develop a good level of focus and concentration needed to perform effectively. In many lessons, learners perform routines and drills with little tutor instruction. They gain good levels of knowledge and are able to use their skills outside of the class. In sugarcraft, learners put into practice what they have learnt, to produce good-quality flowers at home for use in subsequent sessions. In fitness lessons, they develop a good understanding about the activity, how to do it correctly, the muscle group affected, and incorporate exercises into their everyday lives. Many learners identify improved health and well-being, such as relief from back pain and sleep problems, stress reduction, and benefit from the social gains of attending classes.

66. Retention rates are good, a strength identified in the self-assessment report. Retention rates have risen from 82 per cent in 2003-04 to 94 per cent in 2004-05. Many sessions attract learners from hard-to-reach groups within the community. Attendance is satisfactory in the sessions observed, at 67 per cent.

The quality of provision

67. Teaching and learning are satisfactory overall. In the learning sessions observed, 94 per cent were judged to be satisfactory or better. Lessons are well planned and structured. In the best lessons, tutors work well to meet individual learners' needs. They give good individual support and guidance to ensure correct body alignment and make good use of questioning to check learning. Adaptations to exercises are provided and variations given to ensure learners' performance is effective and within the individual learners' ability. In a lesson on Indian cookery, learners were carefully taken through key stages of the preparation and cooking of dishes by the tutor. Each learner gained significantly in confidence and skills. Handouts are used effectively to reinforce knowledge and in some cases extend learning. For example, in yoga, learners are provided with detailed handouts on the theory aspects of yoga. In the small number of inadequate lessons, learning is not monitored well. For example, some tutors do not correct body positioning or provide variations for exercises.

68. Resources are satisfactory. Venues are fit for purpose, clean and bright. Adequate space is provided for exercise sessions such as boxercise and keep fit. However, in one venue, the room is too small for the number of learners. In most exercise and fitness lessons equipment such as mats, block and belts, is of a good standard. In boxercise, a wide range of appropriate equipment is provided such as running machines and exercise bikes. In cake decorating and sugarcraft lessons, learners purchase their own equipment.

69. Initial information and guidance to learners is adequate. The course brochure is sent out to homes and is readily available. Learners are provided with course information sheets detailing the course content and entry requirements, and equipment and clothing needs. Some learners meet with tutors to discuss course suitability before enrolment. However, information about the service is not given to learners. For example, learners do not know about the complaints procedure.

70. There is insufficient planning of learning. Tutors do not accurately identify learners' individual learning goals. Course objectives and individual learning goals and targets are not sufficiently specific or measurable. Although learners' progress is often assessed it is not measured and recorded against course or individual objectives. Learners have a poor understanding of their own progress or what they need to do to improve. In some cases, individual learning plans are not completed or are completed half way through the course. Tutors do not carry out enough assessment of learners' progress during lessons.

71. Attention to health and safety is good in cookery lessons, but safe working practices are not adequately enforced in sport and leisure sessions. Assessment of learners' readiness to exercise is often not carried out until after the course has started. For example, one tutor had no details of the learners' health and medical conditions. Risk assessments are not sufficiently carried out for activities.

Leadership and management

72. Overall, management of the curriculum is satisfactory. Tutors receive adequate support from their managers, who visit lessons at least once a term and arrange tutor training days. Tutors receive detailed written and verbal feedback. Action plans following observations of lessons are followed up and tutors are given support and training as

needed. Action plans are developed and monitored by line managers. The self-assessment report identifies many of the strengths and weaknesses noted by inspectors. Some weaknesses have already been rectified. Area managers are adequately involved in the self-assessment report and 'awaydays' are arranged to discuss strengths and weaknesses. However, tutors have a poor understanding of the self-assessment report and are not adequately involved in its production.

73. Aspects of curriculum co-ordination are weak. There is no curriculum co-ordinator for the area of learning, a weakness identified in the self-assessment report. Insufficient work is done to develop and improve the provision. New management information systems have been put in place and data is available to managers centrally. However, these systems and the information are not routinely used to monitor programmes and review the curriculum. Learners' views are not used to review individual courses. Work has recently begun on improving the analysis.

74. Tutors have an adequate understanding of equality of opportunity. Learners with support needs are identified and catered for within sessions. Learners with language support needs are provided with interpreters. Learners with a disability are often integrated with lesson activities well and participate fully at an appropriate level. There is good promotion of equality of opportunity through posters around the venues.

Hairdressing & beauty therapy**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Other contributory areas		3
Adult and community learning	357	3

75. To date in 2004-05 there have been 1,009 enrolments on 128 hair and beauty and holistic therapy courses including body massage, aromatherapy, reflexology, Indian head massage, waxing, manicure, pedicure, nail extensions, and henna and body art. Hairdressing has only recently been introduced. All courses are non-accredited. Of these learners enrolled at the time of the inspection, 3 per cent are men, 73 per cent are from minority ethnic groups and 5 per cent have declared learning difficulties and/or disabilities. Courses take place in the morning, afternoon and evening throughout the week with some provision on Saturdays. The courses are run at a variety of community venues across the borough. Most courses run for three terms of 12 weeks each and are generally for two hours duration each week. The area is managed by a new part-time curriculum leader appointed in May 2005. There are 15 part-time tutors who generally work for four to eight hours each week.

Other contributory areas**Grade 3***Strengths*

- wide range of benefits for learners
- good development of learners' practical skills
- good access to a wide range of beauty and holistic therapy courses

Weaknesses

- inappropriate accommodation
- insufficient accreditation

Achievement and standards

76. Learners gain a wide range of benefits from their courses. Many develop good social skills including improved self-confidence, communication and team-working skills. Learners on the holistic therapy courses gain health improvements, such as reduced headaches and alleviation of sinus problems, stress relief, relaxation and improved sleep patterns. Many learners on the henna and make-up courses progress into jobs. On some courses, learners are encouraged to develop effective research and independent learning skills. For example, they make good use of books and the internet to locate examples of designs and information. Learners also visit major exhibitions to see current best practice in their course subjects. Learners on the introductory courses who want to gain jobs can progress to further study at further education colleges to gain a qualification. Some learners produce very thorough and detailed portfolios of their work.

77. Learners develop good practical skills and become confident in working at a good pace to good standards. For example, in the hair plaiting course, learners develop good

dexterity and a great degree of patience and concentration in order to produce some particularly good work. In henna lessons, learners develop good motor skill control to produce very intricate and fine designs. In the make-up lessons, learners use colours and product knowledge particularly effectively to produce full makeovers to a professional standard. Learners are able to talk knowledgeably about what they do during the learning sessions.

The quality of provision

78. Learners have good access to a wide range of introductory beauty and holistic therapy courses. The provision is planned to cover a range of culturally diverse beauty and hair courses. The many courses are provided at a large number of venues across the borough, at various times throughout the day and at the weekend. Good use is made of community venues to provide non-threatening environments to attract adults back to learning and to encourage learners who are reluctant to travel or have transport problems. Many learners attend more than one course.

79. Teaching is satisfactory or better. Inspectors observed no inadequate teaching. Tutors have good relevant experience and occupational qualifications. Some tutors have teaching qualifications. In the best lessons, learning is well planned and tutors use a good variety of activities including demonstrations, videos, quizzes and worksheets, to help promote learners' understanding. Most tutors use schemes of work and lesson plans. These are linked to learners' initial assessments and their individual learning plans. Tutors work well to create a good learning environment and ensure that learners work well together to share ideas and learning resources. Learning materials are detailed and produced well. Learners are encouraged to practise their skills at home including, henna designs, threading and hair plaiting. In most of the satisfactory teaching sessions, tutors do not work well to meet learners' individual needs. They use inadequate questioning to reinforce learning and monitor learners' understanding.

80. Guidance and support for learners are satisfactory. Initial assessment processes and individual learning plans are satisfactory. Tutors use them appropriately to identify learners' support needs and provide support. A large number of learners make good use of the childcare facilities provided at most sites, which are free of charge or require only a minimal fee. Many learners are provided with financial help to access these facilities. Advertising for the courses is adequately covered by the prospectus and publicity fliers. Some learners enrol on courses following recommendations from friends and relatives.

81. Accommodation is inappropriate for many lessons, a weakness identified in the self-assessment report. Learning venues are not specifically designed to provide effective teaching and learning spaces for beauty and holistic therapies. Most rooms do not have the necessary specialist equipment for some of the provision such as couches, wax pots, additional lighting and fans. Some rooms are too small and others do not have adequate washing facilities. However, tutors work well to ensure learners' needs are met. For example, many tutors provide their own specialist equipment for learners.

82. There are insufficient opportunities for learners to accredit their learning. Most learners are keen to progress to the next level. Many learners acquire skills which could be accredited. However, at the time of inspection, there were no accredited courses offered. Currently, an innovative approach to identify learners' skill development is being implemented in which learners are provided with a learning passport to gain recognition for

the courses successfully completed.

Leadership and management

83. Curriculum management is satisfactory. A new curriculum development leader was recruited in May 2005 and has implemented tutor meetings, systems to share good practice, and regular discussions of course content. Not all part-time tutors attend curriculum meetings. Observations of teaching and learning are carried out by the tutor coaches' team. Tutors work to improve their teaching in response to feedback from this team. Some tutors are studying for a teacher training qualification and others plan to do this.

84. Data is used effectively to identify where improvements are needed and to target specific areas and groups. Course reviews and learner surveys are completed each term and collated by the quality manager. This information, and data, were used to help produce the self-assessment report. The report is detailed and identifies many of the strengths and weaknesses found by inspectors. While all staff are given a copy of the self-assessment report, not all part-time tutors are fully involved in the self-assessment process.

85. Managers and tutors have a good understanding of equality of opportunity and appropriate policies and procedures are in place. However, there is little evidence of planning for the inclusion of equality and diversity themes in teaching to help promote a full understanding of equality of opportunity. More broadly, the participation of non-traditional learners is widened and specific communities and minority ethnic groups are targeted. In some lessons, tutors are aware of the specific literacy and numeracy needs of learners and individual support is given. For example, in one lesson, an interpreter was provided throughout the session.

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

Contributory areas:	Number of learners	Contributory grade
Other contributory areas		2
Adult and community learning	956	2

86. To date in 2004-05 there have been 3,616 enrolments on 431 courses including African and Asian dressmaking, theatre costume design, soft furnishing, Bengali folk dance, contemporary dance, salsa, street dance, physical theatre, voice training, drama workshops, Dj-ing, music technology, singing, guitar, piano, drawing, calligraphy, jewellery, ceramics, floristry, computer animation, film appreciation, and digital photography. Accredited courses account for 5 per cent of the provision and include stage combat, creative crafts and soft furnishing. Courses are provided through seven main learning centres and 30 outreach community venues throughout the borough. Many of the non-accredited courses run for two hours a week over 12 weeks, in the mornings, afternoons and evenings. A quarter of the performing arts provision is offered during weekends or as intensive one-week or full-day programmes. Currently 21 per cent of learners are men, 48 per cent are from minority ethnic groups and 1 per cent have a disability. The curriculum is managed by two full-time curriculum development tutors, one for performing arts and the other for arts and crafts. Courses are taught by 69 part-time staff, of whom 41 work in visual arts and 28 in performing arts and media.

Other contributory areas**Grade 2***Strengths*

- good development of practical skills
- good teaching and learning
- excellent range of culturally diverse courses
- particularly good specialist accommodation and resources
- good partnership arrangements
- particularly effective curriculum management

Weaknesses

- insufficient use of initial assessment to plan learning
- inadequate sharing of good practice

Achievement and standards

87. The development of learners' practical skills is good, a strength identified in the self-assessment report. For example, learners on jewellery and beadwork courses make imaginative pieces from their own designs to a professional standard. Physical performance learners have a good understanding of movement and work well together in groups. Learners on singing courses have a clear understanding of breath control and can apply basic technical and performance skills. Learners develop good self-confidence and self-esteem. They are proud of their achievements and fully understand their progress.

Learners' work is celebrated through performances in front of their peers, exhibitions and external performances. There are limited opportunities for some fashion and craft learners to display their work.

88. Retention rates are satisfactory and have improved from 74 per cent in 2001-02 to 81 per cent in 2004-05. Achievement rates for learners on the small number of accredited courses are high, at 84 per cent. Attendance is satisfactory at 69 per cent during the two weeks of inspection. Tutors monitor learners' attendance effectively.

The quality of provision

89. Teaching and learning are good. Tutors use an effective range of teaching methods and learning activities to meet learners' needs. In the best lessons, tutors work well to ensure that learners work through a good progression of activities to build and consolidate skills and confidence. For example, in a music technology lesson, short clear demonstrations were alternated with practical tasks. Task sheets are well illustrated and explanatory course materials effectively reinforce learning. Learners apply basic technical skills creatively to their own work. For example, learners in a dressmaking lesson designed and made their own clothes to a good standard, working from block- or ready-printed patterns. In the best lessons, tutors use questioning effectively to check learners' understanding and consolidate learning. Course planning paperwork is satisfactory. Tutors complete individual learning plans for all learners. However, learners' comments are often descriptive rather than evaluative. In some lessons, tutors focus more on teaching than on learning. Learners often critically evaluate their work. For example, in an Asian dressmaking lesson, learners assessed the quality of work by discussing the fit, design and quality of finish. Tutors provide good individual feedback during practical lessons and learners clearly understand what they need to do to improve.

90. Learners have access to an excellent range of culturally diverse courses provided throughout the borough at accessible local venues. Many learners attend more than one course. Most of the courses are at beginner or intermediate level, with a smaller number of advanced classes. Learners can progress to a small number of accredited courses. Higher-level courses are also available at the local college of further education or through partners at Stratford Globe, the main centre for performing arts and media in Stratford, London. Courses are scheduled at convenient times of the morning, afternoon and evening, with a quarter of the performing arts provision taught at the weekend. However, on many of the courses, learners are not provided with a sufficient range of enrichment activities.

91. Learners use particularly good modern well-equipped specialist accommodation at many centres throughout the borough. Dance spaces are large and well equipped with mirrors and sprung floors. Fashion and craft spaces are very well designed and are fully equipped for a range of activities. Drama studios, which include the theatre at Stratford Circus, are very good. The music technology studio at one learning centre is adequate, but some of the hardware does not meet current industry standards. At Stratford Circus, there are too many learners on courses such as puppetry, comedy acting and film appreciation, for the size of rooms available.

92. Guidance and support for learners are satisfactory. Most course information leaflets are readily available and clearly written. Learners also get details of performing arts courses through an illustrated leaflet and on line. Some arts and craft tutors prepare their own

particularly well-illustrated course leaflets. Expert staff provide advice before and during enrolment. Taster sessions for dance courses are available at enrolment at Stratford Circus. One performing arts tutor provides specialist careers advice for learners wanting to progress to higher-level courses or employment. Childcare facilities are provided at the main centres. Learners with additional needs are supported in learning sessions. For instance, a learner with cerebral palsy was able to participate in a drama class with the help from a support worker.

93. Insufficient use is made of initial assessment to plan learning. Many tutors do not carry out initial assessments of learners' skills and knowledge do not record or use this information to plan and monitor individual progress. In poorer lessons there is insufficient focus on tailoring the individual learning plans to meet learners' needs. Tutors do not make sufficient use of digital photographs to record learners' practical work. However, in the better lessons, a formal recorded initial assessment takes place that informs planning. For example, in a drama lesson learners' abilities were assessed at an audition before they progressed to the next level.

Leadership and management

94. Partnership arrangements are good and was a strength identified in the self-assessment report. NewCEYS has extensive working relationships with other organisations, including east London dance, urban development and Newham 6th form college. The performing arts and media learners benefit for these partnerships through access to a purpose-built arts centre, professionally qualified and experienced staff, and a wide range of associated arts activity.

95. Curriculum management is particularly effective. Two curriculum tutors work effectively to develop and manage the provision. Over the past year they have increased the number of courses by 91 and have more than doubled the provision since 2001-02. The curriculum tutor for visual arts and fashion has broadened the crafts and fashion provision following improvements in the availability of specialist accommodation. The curriculum tutor for performing arts now provides more specialist media courses including digital photography and video production. They have good working relationships with area managers and staff. Planning meetings take place each term with area managers to discuss the provision and curriculum developments. Area managers contribute to and fully understand the curriculum strategy. Curriculum tutors organise a range of staff development activities at appropriate times to help staff attend. They also work well to improve the balance between accredited and non-accredited courses and have done extensive work to find appropriate awarding bodies. Some programmes, including Dj-ing and music technology, are now college access diploma courses, accredited through the Open College Network.

96. Equality of opportunity is satisfactory. Learners from different backgrounds, ethnic groups, ages and ability levels work well together on all courses. For example, in a contemporary dance lesson a wheelchair user participated fully in the learning activities. Learners in a knitting class from a variety of backgrounds and cultural groups work well together and provide good peer support.

97. Sharing of good practice is inadequate. Tutors do not meet in teams to share their experiences, discuss quality improvements and provide professional support. Staff development activities are generally well attended. However, the main focus is on

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inspection preparation and documentation rather than professional development. The tutor coach team carries out observations of teaching and learning and makes recommendations. However, much of the feedback focuses on paperwork and the quality of teaching, rather than learning. Inspectors generally agreed with the grading profile from the internal observations. Inspectors agreed with the strengths in the self-assessment report, but identified additional weaknesses.

Foundation programmes**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Other contributory areas Adult and community learning	880	3 3

98. To date in 2004-05, there have been 2,595 enrolments on 356 courses, including English for speakers of other languages (ESOL), literacy and numeracy, and courses for learners with specific learning needs. Most of the courses are 12 weeks in duration and take place three times a year. Most learners are on ESOL courses, which typically comprise two two-hour sessions a week, although a few evening courses comprise two three-hour weekly sessions. Some day courses, including nearly all of the courses for learners with specific learning needs, are for one two-hour session a week. Many learners attend more than one course during a year, either progressing to a higher level 12-week course, or continuing on the same course the following term. Most learners are from minority ethnic groups and approximately 80 per cent are women. Foundation courses run at most of NewCEYS's learning venues. Some courses are run specifically for employees of local companies. There are 36 tutors, most of whom are employed on a fractional or part-time basis, who teach ESOL, literacy or numeracy. A further 14 tutors teach learners with specific learning needs.

Other contributory areas**Grade 3***Strengths*

- wide range of accessible provision
- good standards achieved by learners with specific learning needs
- good management of the provision

Weaknesses

- unsatisfactory teaching and learning on some courses
- poorly co-ordinated travel disrupts learning for learners with learning disabilities

Achievement and standards

99. Learners with specific learning needs achieve good standards. In photography, for example, they learn to use instamatic, 35-millimetre and digital cameras proficiently. All lessons in photography are conducted at different venues outdoors, often in parks or open spaces. Learners work well in these new environments. Some of their finished work is exhibited to a professional standard in local libraries. Other disabled learners produce good art and craft work, some of which won a local competition to be exhibited at London City Airport. Some disabled learners achieve a better understanding of their bodies, and of their sense of touch through body awareness classes.

100. In the better ESOL lessons, all learners improve their speaking, listening comprehension, reading and writing skills. Throughout the provision most learners make good progress with reading and writing, and in extending their vocabulary. Some learners

also achieve good self-confidence and a better understanding of relevant aspects of British society.

101. Most learners are not entered for national qualifications to accredit their learning. However, of those who do enter, most pass. Ceremonies to celebrate these achievements are held, particularly for learners who are employed by well-known firms.

The quality of provision

102. Learners are provided with a wide range of accessible provision. Courses in ESOL are available in most learning venues and are easily accessible to learners. Courses of different levels are run at different times of the day and evening to meet learners' needs and availability to attend. Managers and some tutors have developed good links with local employers to provide English and literacy classes for their employees. Managers work well to improve the provision for local communities. Provision for learners with learning disabilities includes arts, music, ESOL, body awareness and gardening courses.

103. Teaching is generally satisfactory. Tutors fully understand individual learners' needs and personal circumstances and set appropriately challenging learning activities. In the best lessons, tutors also coach the support workers well to help them develop their skills. Courses for learners with specific learning needs are often disrupted by poorly co-ordinated transport arrangements. For example, some learners arrive at the learning centre very late each week. Other learners are collected before the lesson finishes.

104. ESOL courses are planned well by tutors to ensure that all learners are able to improve their speaking and listening skills. Tutors supplement the national skills for life learning materials with information relevant to learners' lives. For example, one tutor built a language learning topic round the concerns learners had about the poor facilities for young teenagers on their estate. In a lesson for local care workers, learners practised phrases they needed for their work. Elsewhere, learners practised phrases they may say when talking to their children's teachers. Learners who are not literate in their own language are among those particularly well taught.

105. The newly developed system of initial assessment is clear and comprehensive. In most cases, learners are guided towards courses at an appropriate level. Most learners are provided with adequate support. Learners with young children particularly appreciate the childcare facility.

106. Accommodation for all courses is generally satisfactory or better. Rooms are adequately lit and ventilated, and not subject to external noise. Many rooms, however, do not contain sufficient posters or displays to reinforce and encourage learning.

107. On some courses, mainly with tutors who teach few hours, teaching and learning are unsatisfactory. Tutors do not give clear instructions. Some use language that is too complex for some learners to understand, or talk too quickly. They often teach too many topics at one time and learners find it difficult to follow the work. Some tutors do not provide relevant examples to support what is being taught. In some lessons, tutors do not allow learners to practise what they have learnt before moving on to another topic and many learners do not fully involve themselves in question and answer sessions or discussions.

108. Tutors do not work effectively to meet learners' literacy, numeracy or language needs. Many learning sessions consist of completing a particular activity or worksheet, rather than using learning materials to teach and explore a particular aspect of literacy, language or numeracy. Most tutors do not focus sufficiently on developing learners' speaking skills. Tutors do not help learners improve their understanding of diversity and equal opportunity. For example, tutors do not develop simple ground rules with the learners and display these on the classroom walls.

Leadership and management

109. Management of the provision is good. In September 2004, additional posts were created to develop, for example, staff training and development, and curriculum management. New posts included a teacher training co-ordinator, two tutors responsible for ESOL initial assessment and the introduction of national qualifications, and five skills for life learning representatives, one responsible for each of the five geographical areas of the borough. The skills for life manager has successfully allocated responsibility to different staff. One of these has formed a group to revise initial assessment arrangements. Other staff ensure all paperwork is completed appropriately. The skills for life manager, who teaches on the teacher training course, takes a leading role in staff selection and development and has revised the staff selection policy and procedure.

110. The manager has successfully implemented a sound team structure on which to build improvements. A network of appropriate meetings has been established to ensure good communication, aid staff development, and share good practice. There are frequent skills for life meetings in each area. Working relationships are generally good between the skills for life team and area managers. Other improvements include the provision of particularly well-taught courses for learners who are not literate in any language. Currently, 10 tutors are studying to become qualified teachers. Tutors can also attend the many one-day courses in various aspects of teaching, such as planning lessons or carrying out differentiated learning.

111. Most staff were involved in the production of the self-assessment report. Inspectors agreed with most of the strengths and weaknesses, but gave lower grades for teaching and learning. There is not enough data analysis in the report and managers do not use data sufficiently. The skills for life manager does not have access to clear reports or data, on the number of courses run in each area at any one time, or the number of learners who continue from one term to the next.

Family learning**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i> Adult and community learning	551	3 3

112. To date in 2004-05, there have been 1,244 enrolments on 168 courses including intensive family literacy and numeracy courses (FLLN), family literacy, numeracy and computer workshops, keeping up with the children courses and a nursery laptop computer course. All programmes are non-accredited. Parents and carers who complete courses are awarded an in-house certificate. Parental involvement initiatives include programmes in health, behaviour management, the development of children during the early years, computing and English language courses. At the time of the inspection, five intensive FLLN courses, five parental involvement projects and 34 other family learning courses were offered. Courses range from 12 to 60 hours in length. They take place during the day, in the evening and at the weekend, mostly in nursery, infant, primary and secondary schools, but also in community and Sure Start centres and at a local football club. Family learning workshops are also offered as part of the Newham summer school. Learners are recruited through schools and through feedback from other learners. Currently, 5 per cent of the learners are men and 85 per cent are from minority ethnic groups. The provision is managed by a full-time family learning co-ordinator. Twelve tutors teach on the programmes, one of whom works full time. Homework clubs and the Early Start programmes are taught by teachers from the schools.

Adult and community learning**Grade 3***Strengths*

- good development of parenting skills
- very effective partnerships with schools
- good range of provision to meet the needs of the local community

Weaknesses

- insufficient advice and guidance on further learning opportunities
- insufficient planning for individual learning needs
- insufficient quality assurance

Achievement and standards

113. Learners develop good parenting skills. They discover the fun in learning and the importance of play in the education of young children. Learners develop a good understanding of their role in their children's education and gain practical skills that enable them to apply their learning at home. They produce toys and games for their children. For example, parents and carers learn how to make board games and puppets and use these at home to develop their children's reading and number skills. Learners also develop a better understanding of teaching styles and the specialist language used by teachers to talk about literacy and numeracy in school. Parents notice improvements in their children's behaviour

and concentration as they use the strategies they have learnt on their course.

114. Attendance and retention rates are satisfactory. The current retention rate for 2004-05 on FLLN courses is 86 per cent. Retention rates on wider family learning courses and workshops are 96 per cent. The attendance rate during inspection was 68 per cent. No qualifications are currently offered to learners. Tutors celebrate learners' achievements at presentation events. Learners receive a certificate and their achievements are entered in a learning passport.

The quality of provision

115. Partnerships with schools to widen participation are very effective. Family learning tutors establish very good working relationships with LEA advisers and headteachers in nursery, primary and secondary schools. This work successfully identifies schools that would benefit from family learning programmes. These are in locations with high levels of economic and social disadvantage, low skill levels and poor pupil achievement. Schools receive regular information about the range of family learning programmes. Two well-attended homework clubs for parents and children have been established following requests from schools. School staff and family learning staff work effectively together to ensure that courses are promoted effectively and that parents understand the purpose and benefits of these programmes.

116. Family learning tutors work with partners to develop a good range of family learning programmes that meet local community needs. Arts and crafts, history and story-telling workshops successfully attract new learners. Family learning workshops form part of an extensive summer school. Courses for parents and their pre-school children in nurseries, community and Early Start centres support early literacy activities. Family computer courses are held in the learning centre of a local football club. Two very popular homework clubs for parents and children enable parents to help their children in a supportive environment and enable teachers to explain the work the children are doing in class. There are satisfactory progression opportunities within family learning, from informal workshops to short courses and to longer, intensive family literacy and numeracy courses. Some of the computer workshops and the ESOL classes that form part of the family learning provision do not follow a family learning curriculum. They are not designed to enable adults and children to learn together or to enable parents to learn how to support their children's learning.

117. Teaching is satisfactory. In 63 per cent of lessons observed, teaching was judged to be satisfactory. In 31 per cent of lessons, it was judged to be good. In the better lessons, there is effective involvement of adults and children in learning. Tutors have good subject knowledge and there is differentiation between abilities with appropriate tasks and extension activities. In these lessons, the lively pace and good range of learning activities encourages learners to progress well. Learners are encouraged to help each other. In the weaker lessons, there is too much reliance on handouts and worksheets, some of which are too difficult for learners to complete successfully. There is not enough learner participation and some learning activities are not sufficiently varied. Learning objectives and learning outcomes describe tasks and not the skill or knowledge being learnt.

118. Learning resources are satisfactory on all family learning courses apart from the ESOL classes. Learners in these sessions do not have a sufficient range of dictionaries and readers. ICT equipment is good in schools and in the local football club. Good use is

made of the learning resources in schools in those courses taught by school staff. Tutors make particularly effective use of arts and crafts resources, books and other items, and there is a suitable variety of materials available to learners. Learners develop a good understanding of how everyday objects can be used to support learning and make similar objects at home. Most accommodation is satisfactory, although some rooms are too small for the number of learners, and are poorly ventilated.

119. Learner support is generally satisfactory. Tutors fully understand learners' individual needs, and working relationships between learners and tutors are good. Childcare facilities are widely available and well used. Transport is provided for learners who meet at the football club. Marketing materials provide clear and relevant information on the courses available.

120. Some tutors do not have appropriate teaching qualifications. However, they have been encouraged to attend a course on teaching adults and some have started this programme. Most tutors have good knowledge of their subject area. Tutors who also teach in schools have very good, current knowledge of the foundation and primary curriculum.

121. Learners are not provided with sufficient information and advice about career progression and further education. Information and guidance on further, wider learning opportunities is not successfully integrated with courses. Learners do not receive information on how to gain further careers advice and guidance to help them achieve their aspirations of gaining qualifications or employment.

122. Tutors do not carry out sufficient planning to meet learners' individual needs. There is no assessment of literacy and numeracy needs on family computing courses and no planning or provision to meet these needs. Assessment results are not used effectively to plan for and develop learners' literacy, language and numeracy skills. Most individual learning plans set very general targets. On many courses, individual learning plans are standardised in their wording and relate primarily to the course content and the achievement of course aims. They do not sufficiently reflect the different goals and needs of individual learners. Progress reviews during learning sessions focus effectively on the outcomes of work carried out by parents and their children at home. They do not, however, consider or record the adult's own literacy, numeracy or other learning sufficiently.

Leadership and management

123. Family learning provision is well planned and promoted. Communications between the family learning co-ordinator and tutors are good, and tutors fully understand the roles and responsibilities within the team. Family learning and school staff work well together and informal communications are good. Staff are well supported and have access to adequate staff development.

124. Tutors fully understand equality of opportunity and all staff understand the aim of widening participation within the borough. Levels of participation by minority ethnic groups are high and the borough's diverse community is well represented on family learning programmes. Learners' cultures and first languages are valued and parents are encouraged to share these with their children. Equal opportunities data is collected and analysed and used to plan the provision.

125. There is insufficient quality assurance. Quality improvement arrangements are being introduced, but are not yet fully established. Family learning became part of the NewCEYS provision September 2004 and has not been involved in the self-assessment process. Tutors have received guidance on the use of schemes of work, lesson plans and individual learning plans. However, these are not being used effectively in all lessons. The internal observation of teaching and learning is not well developed. Observations are not graded and tutors are not given detailed feedback with recommendations for improvements. There is no use of action plans to support improvement following observations. Although tutor meetings are held twice a term, not enough sharing of good practice takes place. The provider collects and analyses learners' views and course reports, and uses this information to plan for improvements. However, there is no regular review of family learning programmes to aid planning and evaluation.

