

# REINSPECTION REPORT

## **Lincolnshire LEA Reinspection**

**25 November 2005**



ADULT LEARNING  
INSPECTORATE

## Grading

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

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

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

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

## Adult Learning Inspectorate

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

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes 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.

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## **Lincolnshire LEA Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Lincolnshire Lifelong Learning Service (the service) is part of the education and cultural services directorate of Lincolnshire County Council. The service provides adult and community learning opportunities across the county of Lincolnshire. It was restructured in September 2005, with a change of name from the previous adult and community education service. A new management structure was also put in place, with a head of lifelong learning, a curriculum and quality manager, an operations manager and a widening participation and diversity manager. They are supported in operational management by five curriculum officers and a number of curriculum co-ordinators, who have responsibility for managing different curriculum areas. This represents a significant change from the structure operating at the previous inspection in November 2004, which was based on a management structure operating across 10 geographical areas of the county.
2. The service offers mainly non-accredited programmes through its adult and community learning funding stream. It also receives funding through two external institutions and provides mainly accredited provision through these funding streams. These external institutions were inspected separately. For 2005-06, the service offers courses in all areas of learning. Some areas of learning had too few sessions taking place to be inspected.
3. Provision in information and communications technology (ICT), hospitality, sport, leisure and travel and English, languages and communications was unsatisfactory at the previous inspection and was inspected and graded in the reinspection. Land-based provision, visual and performing arts and media, foundation programmes and family learning, was judged to be satisfactory or better at the previous inspection. In these areas, inspectors made judgements about the maintenance of the quality of the provision and progress in implementing the post-inspection action plan. At the time of the inspection in November 2005, there were 4,571 learners enrolled on adult and community learning courses. This represents a substantial decrease in numbers from the previous inspection.
4. In November 2004, the service had subcontracted arrangements with two schools, a further education college and a national training provider. At the time of the reinspection, the service had a subcontract with just one school.
5. The population of Lincolnshire is mainly centred around the city of Lincoln and the major towns of Grantham and Boston. Lincolnshire is also characterised by dispersed settlements and sparse population, comprising smaller towns, villages and hamlets. Although a predominantly rural county, a long coastal strip of Lincolnshire includes the seaside resorts of Mablethorpe and Skegness.

## SCOPE OF PROVISION

### **Information & communications technology**

6. ICT courses are provided at basic, elementary, and intermediate levels. From September 2005, 168 learners have enrolled on 16 ICT courses. Seventy-nine per cent of learners are over 50 years old. Forty-one per cent of learners are men. Most courses run in the evening, with a small number in the day. The shortest course lasts for two weeks, the longest for 12 weeks, and learners are required to attend for two or three hours a week. Six per cent of courses lead to an externally accredited qualification. Courses are taught in five learning venues throughout the county, including local colleges, community centres, local learning centres and local schools. In venues with no ICT facilities, laptop computers are provided. A curriculum officer and a curriculum co-ordinator manage the provision and there are 18 part-time tutors.

### **Hospitality, sport, leisure & travel**

7. From September 2005, 1,177 learners have enrolled on 82 courses in hospitality, sport and leisure. Courses include yoga, tai chi, keep fit, cookery and sport, and most of them are non-accredited. Most courses are available during the day and evening, with some weekend courses. Courses take place at 53 venues across the county, in community colleges, schools, church halls and a number of smaller centres. Most classes are for mixed-ability levels. Some courses are targeted at specific groups, such as the over 50s and men. Progression opportunities are available in classes such as yoga and tai chi. Eighty-three per cent of learners in 2004-05 were women. A curriculum officer and curriculum co-ordinator manage the provision and there are approximately 54 part-time tutors, who work between one and seven hours a week. Some tutors work at more than one learning centre.

### **English, languages & communications**

8. At the time of the reinspection, the service offered 72 courses in modern foreign languages and one course in English. Nine of these courses are provided by a subcontractor. Of the 977 learners enrolled on the provision, 39 per cent are men, 42 per cent are over 55 years old and 7 per cent have a learning difficulty or disability. The nine modern foreign languages taught are Spanish, Russian, Portuguese, Japanese, Italian, Greek, German, Dutch and Chinese, with progression available in French, Spanish and Italian from beginners to intermediate/advanced level. Limited progression opportunities are available in Dutch and Russian. One course has general certificate of secondary education accreditation. There are 33 part-time tutors for classes in 29 venues. Classes are taught in schools, community centres and a language college across nine main areas of Lincolnshire. Most of the 10-week courses are held in the evening, with some daytime classes in 11 centres. The area of learning is managed by a curriculum officer and a curriculum co-ordinator.

## ABOUT THE REINSPECTION

Number of inspectors	9
Number of inspection days	69
Number of learners interviewed	412
Number of staff interviewed	128
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	72

## OVERALL JUDGEMENT

9. At the previous inspection in November 2004, inspectors found that the service's family learning programmes were good. The provision was satisfactory in land-based provision, visual and performing arts and media, and foundation programmes. However, it was unsatisfactory in ICT, hospitality, sport, leisure and travel, and English, languages and communications. The service's leadership and management and its quality assurance arrangements were unsatisfactory, although equality of opportunity was satisfactory. At the end of the reinspection process, English, languages and communications was found to be good but ICT and hospitality, sport, leisure and travel remained unsatisfactory. Land-base provision, visual and performing arts and media and foundation provision remains satisfactory, and family learning remains good. All areas are making reasonable progress in implementing the post-inspection action plans. Leadership and management is satisfactory, as is equality of opportunity, but the service's arrangements for quality assurance remain unsatisfactory.

## GRADES

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

*Grades awarded at previous inspection*

<b>Leadership and management</b>	<b>4</b>
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

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<b>Land-based provision</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Horticulture and agriculture</b> - Adult and community learning	18	3
<b>Animal care</b> - Adult and community learning	23	3
<b>Floristry</b> - Adult and community learning	177	3
<b>Information &amp; communications technology</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Adult and community learning	486	4
<b>Hospitality, sport, leisure &amp; travel</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Leisure, sport and recreation</b> - Adult and community learning	4469	4
<b>Visual &amp; performing arts &amp; media</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b> - Adult and community learning	820	3
<b>Crafts</b> - Adult and community learning	1864	3
<b>English, languages &amp; communications</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>English</b> - Adult and community learning	7	3
<b>Languages</b> - Adult and community learning	111	4



<b>Foundation programmes</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Other contributory areas</b> - Adult and community learning		381 3

<b>Family learning</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
- Adult and community learning		648 2

*Grades awarded at reinspection*

<b>Leadership and management</b>		<b>3</b>
Contributory grades:		
Equality of opportunity		3
Quality assurance		4

<b>Information &amp; communications technology</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Adult and community learning		168 4

<b>Hospitality, sport, leisure &amp; travel</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Leisure, sport and recreation</b> - Adult and community learning		1177 4

<b>English, languages &amp; communications</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Languages</b> - Adult and community learning		977 2

## KEY FINDINGS

### Achievement and standards

10. **Retention rates are high in ICT**, at 82 per cent in 2004-05 for accredited courses and 93 per cent for non-accredited courses, although there is a declining trend over the past two years. Learners express a high level of satisfaction with their courses and tutors and many report that they gain increased confidence in using ICT. However, learners on non-accredited courses are slow to develop computing skills.

11. **The achievement rate on vocational courses in ICT is consistently good** and remains high at 85 per cent in 2004-05. This forms only a small part of the provision.

12. **Learners develop their skills well through the wide variety of sport and leisure courses, contributing to their developing a healthy lifestyle.** Learners increase in strength and muscular stamina and develop better co-ordination of movement. For many learners, participating in classes has improved their general health and well-being.

13. **In modern foreign languages, learners are confident, have an impressive vocabulary and display good levels of fluency in the target language.** Learners in higher-level classes use complex language constructions. In most beginners' classes, learners are able to seek directions, order food and buy clothes and groceries, with good fluency. The standard of written work is good. Learners are pleased with their progress.

14. In land-based provision, learners gain new skills in the presentation and display of floral material and in the appropriate handling of dogs. They also benefit from increased confidence and self-esteem.

15. Learners on visual and performing arts courses produce good standards of work, particularly in botanical art, patchwork, quilting, dance, upholstery, soft furnishings, calligraphy and lace making. All learners make good progress in lessons. Many learners on craft courses produce work as gifts for friends and family or for personal enjoyment to enhance their home.

16. Development of personal and learning skills is good in most classes in foundation programmes. Learners grow in self-confidence and self-esteem. In the best classes for learners with moderate and severe learning difficulties, learners make good use of newly acquired skills.

17. Achievement rates on accredited courses in family learning are good, rising to 96 per cent in 2004-05. Good progress is made by learners, who gain many new skills in literacy, numeracy and language. Learners increase in self-confidence and self-esteem, particularly young parents who report negative experiences of previous learning. Learners acquire a range of strategies to support successfully their own children's learning and many become more involved in school activities.

## Quality of education and training

18. In the reinspection, inspectors observed 71 sessions, of which 45 per cent were good or better, 40 per cent were satisfactory and 15 per cent were inadequate.

19. **Teaching and learning in modern foreign languages are now good**, having improved significantly since the previous inspection where they were unsatisfactory. Teaching and learning in family learning remain at a good standard and are satisfactory in land-based provision, foundation and visual and performing arts programmes. **Teaching and learning are inadequate in ICT and hospitality, sport and leisure.**

20. In modern foreign languages, all tutors use a standard format for the schemes of work and lesson plans. In the better lessons, the plan clearly outlines in detail the activities, resources and assessment involved. Good use is made of the target language and explanations of vocabulary or grammar are given in the language. Tutors use a good variety of activities to enable learners to practise and improve language skills and are imaginative in their use of resources.

21. Learners' progress towards the attainment of individual learning goals is recorded on a personal learning record. The better records do indicate clearly measurable targets, but on some the targets are too generic. Learners confirm that reviews have taken place and are helpful. Learners have homework which is reinforcement of what has been covered in sessions or is preparation for the following session. In all observed lessons, homework was marked or checked at the beginning of the session.

22. Only one English class is currently available. The range of provision is satisfactory in languages, with 10 languages offered across 29 venues. Seventy-three courses are currently available. **Good progression opportunities are available in non-accredited French, Spanish and Italian courses**, from beginners' levels to intermediate and advanced and in locations across the county.

23. Information, advice and guidance for learners on language courses are satisfactory. Publicity and information sheets have a common format across the area that the service covers and are widely circulated. Resources are satisfactory. Many tutors use tape recorders and cassette players for listening and comprehension activities. **Overall, the use of information and learning technology (ILT) in language courses is insufficient.**

24. Learners benefit from the individual coaching they receive on visual and performing arts courses. Effective use is made of good-quality handouts, which provide reference and support for learners to continue their projects through individual learning. Tutors do not always sufficiently share learning outcomes with learners, nor do they regularly review whether these outcomes have been met at the end of the lesson.

25. Most tutors keep short records of learners' progress, and learners' personal learning records identify basic information about their previous experience of the subject. However, the information about targets is often not detailed enough or is incomplete.

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26. The range of visual and performing arts courses is satisfactory. The choice of subjects and classes offered covers a wide range of courses, although there are currently 56 venues in use, compared with 91 venues in the previous year. Learners have fewer opportunities to progress to more advanced courses.

27. Teaching and learning remain satisfactory in foundation programmes. Literacy and numeracy training is effectively integrated in the best classes. Support for each learner is good. Tutors are sensitive to each learner's strengths and weaknesses and do their best to meet their needs. Learners feel secure and safe in the classes and enjoy their learning. Tutors make little use of ICT in sessions.

28. Teaching and learning are good in family learning. Seventy-five per cent of the sessions observed during the reinspection were good or better. Tutors plan sessions well. Clear aims and learning outcomes are explained clearly and revisited at the end of sessions to check learners' progress and achievement.

29. Initial assessments are used well to negotiate individual learning plans with learners. Well-managed individual tutorials enable learners to set their personal long- and short-term goals. Good recording systems are used to record learners' progress and good use of the learning diary enables learners to reflect on their own learning and the progress they have made.

30. Good sets of learning resources and materials motivate and encourage learners in sessions for adults only and in joint sessions with children. Resources are regularly monitored by curriculum co-ordinators to ensure suitability and accessibility for all learners. Insufficient access to ICT resources remains an issue and ICT is not used sufficiently as a learning activity.

31. The curriculum in family learning is much improved. Wider family learning sessions are more extensive. Men are encouraged to take part, through a Saturday and early evening programme. 'Keeping up with the Children' and 'Early Start' courses, in helping parents to help their children learn, are now offered throughout the county.

32. In ICT, 50 per cent of the sessions observed during the reinspection were graded as inadequate. There is too much tutor input and learners are given insufficient time to practise their skills. Insufficient attention is given to learners' varying rates of progress and individual learning needs, particularly in practical tasks. Activities on beginners' courses are often too complex.

33. Learners' personal records are completed at the start of a course, but are insufficiently used to set targets, to develop programmes for individuals or to monitor learners' progress. Tutors do not always adequately maintain learner records. No formal initial assessment of learners' additional literacy and numeracy skills takes place.

34. **The number and range of courses in ICT is currently very limited.** Learners numbers dropped considerably in the past year, from 486 in November 2004 to 168 in November

2005. From September 2005, only 16 courses across the whole county were run, which represents a significant reduction in course offer from November 2004. No clear strategy is in place for course development to meet the service's key strategic objectives to increase capacity and widen participation. Few opportunities exist for learners to progress onto further courses.

35. Teaching and learning remain inadequate on hospitality, sport and leisure courses. Twenty-nine per cent of the sessions observed during the reinspection were less than satisfactory. Planning to meet the needs of each learner is insufficient, with few challenging and measurable targets set for all learners. In some classes, members of the group have to wait while more difficult exercises are performed by more advanced learners, because no alternative activity is offered to meet their needs.

36. Tutors are generally aware of their learners' abilities and needs on land-based provision courses. However, records of each learner's progress and achievement, where present, are not always sufficiently clear in recording actual learning or new skills acquired by individuals.

37. Individual target-setting and monitoring of learners' progress is inadequate on foundation programmes. Tutors do not sufficiently use the results of initial assessment to set targets. Some learners have an individual learning plan that has group targets stated. Only a few learners have individual targets. Some learners do not have an individual learning plan at all. The systematic reviewing of progress and the resetting of targets are also insufficient.

38. The co-ordination of learners' programmes is insufficient on courses for learners with learning difficulties and/or disabilities, to provide cohesion for the individuals who attend several courses. Opportunities to reinforce learning on courses are not taken, as tutors do not know what else a learner is studying.

## Leadership and management

39. **The service has made good progress in introducing changes to improve its strategic direction.** Lincolnshire County Council has a strong commitment to the development of an effective lifelong learning service. From September 2005, the service significantly strengthened strategic leadership, operational and curriculum management and service-wide support for initiatives to widen learners' participation. Strategic planning clearly outlines priorities for future development, with firm plans to widen participation and further develop capacity. These have yet to be fully developed and implemented in all curriculum areas.

40. **The service's analysis and use of management information is good.** The service has well-established and very effective systems for the collection of reliable data about learners. Data is being used for improvement in most areas of learning. Monthly data reports are available and appropriate action is taken to follow up key issues identified. Class sizes, attendance and rates of retention and achievement are now regularly monitored across all the provision.

41. Systems for recognising and recording progress and achievement in non-accredited provision are being implemented across the whole service, with satisfactory progress in many areas. Internal communication is much improved. Financial management arrangements are effective.

42. **The management of quality improvement is good in modern foreign languages.** Progress on improving areas of weakness identified at the previous inspection is good. The process for observing teaching and learning is very effective, with clear actions for improvement identified, followed up with appropriate staff development and support. The quality of teaching and learning has significantly improved. Tutors receive good support on developments in the recognition and recording of progress and achievement in non-accredited learning.

43. Communication is also good in modern foreign languages. The curriculum managers meet frequently with tutors in a group or as individuals and also made good use of the telephone, e-mail and letters to ensure tutors are kept well informed. Regular staff development sessions have encouraged networking. Learners are very satisfied with the provision.

44. **The service has good initiatives to widen participation,** benefiting from active involvement in a wide range of external partnerships and successful collaboration to gain additional funds. Projects are targeted at learners not traditionally involved in learning. Family learning in particular has extensive partnerships to support programme development and work with a wide range of different learners. A clear widening participation strategy outlines plans for further development across all the lifelong learning service curriculum areas, but this has yet to be fully implemented.

45. In September 2005, the service introduced a new management structure that significantly strengthens curriculum management arrangements. However, this has not yet resulted in significant improvements in ICT and hospitality, sport, leisure and travel. **Curriculum planning in many curriculum areas is currently insufficient to develop the service effectively.**

46. **The arrangements for identifying learners' additional literacy, numeracy and language needs are currently insufficient.** The service has allocated a budget for this support, but does not yet have a clear strategy or effective arrangements in place for identifying need and for providing this support.

47. The understanding and promotion of equality of opportunity remains poor in visual and performing arts, with low take-up of staff development activities. Eighty per cent of learners are women and most learners are aged over 60. The craft and dance courses are very traditional and mainly attract women learners.

48. The service sets generic targets for participation of learners by gender and ethnicity, which are regularly monitored. These targets are not yet set at curriculum level. Action-planning to implement improvements in participation rates by under-represented groups

is insufficient.

49. The overall quality assurance framework is comprehensive. However, **the effect of quality assurance processes on improvements across all the provision is insufficient** and has not yet led to improvements in the quality of all areas of learning.

50. Although a well-structured process is in place for the observation of teaching and learning, feedback to tutors does not always give sufficient priority to the experience of the learners. Some observations are over-generous. In ICT and hospitality, sport and leisure, the teaching and learning observation process has yet to sufficiently affect the quality of teaching and learning.

51. A revised self-assessment report in November 2005 reflects the revised management structure. The views of most tutors and other staff are invited to help develop the self-assessment report. Some areas of the provision have less involvement in this process. This latest self-assessment report is sufficiently critical overall, although the grading does not always match the grades given by inspectors. Inspectors also found additional strengths and weaknesses during the reinspection.

## **Leadership and management**

### **Strengths**

- good progress in changes to improve strategic direction
- good analysis and use of management information
- good use of initiatives to widen participation

### **Weaknesses**

- inadequate curriculum planning and development in some parts of the provision
- insufficient support to meet learners' additional literacy, numeracy and language needs
- insufficient effect of quality assurance processes on improvements across all the provision

## **Information & communications technology**

### ***Using IT***

#### *Strengths*

- high retention rates
- high achievement rates on vocational courses

#### *Weaknesses*

- much poor teaching and learning
- limited number and range of courses
- inadequate curriculum management and development
- ineffective quality assurance processes

## **Hospitality, sport, leisure & travel**

### ***Leisure, sport and recreation***

#### *Strengths*

- good development of skills and fitness contributing to a healthy lifestyle

#### *Weaknesses*

- much inadequate teaching and learning
- ineffective health and safety practices
- insufficient curriculum planning and development



## **English, languages & communications**

### ***Languages***

#### *Strengths*

- good levels of fluency in the target language
- good teaching and learning
- good progression opportunities in non-accredited French, Italian and Spanish within the service
- good management of quality improvement

#### *Weaknesses*

- insufficient use of ILT
- insufficient curriculum planning

## 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	
<b>Provider</b>	<b>Provider</b>	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
<b>Learner</b>	<b>Learner</b>	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
<b>Teacher / trainer</b>	<b>Tutor</b>	Person teaching adult learners or guiding or facilitating their learning.
	<b>Mentor</b>	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
<b>Learning goals</b>	<b>Main learning goals</b>	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.
	<b>Secondary learning goals</b>	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
<b>Personal and learning skills</b>	<b>Personal and learning skills</b>	These include being able to study independently, willingness to collaborate with others, and readiness to take up another opportunity for education or training.

## Other terms used in Adult and Community Learning

	Relating the term to Adult and Community Learning
<b>Unanticipated, or unintended learning outcome</b>	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.
<b>Subject-based programme</b>	A programme organised around a body of knowledge, e.g. the structure and usage of the French language or ceramic glazing techniques. Students could be expected to progress from one aspect of the subject to another, to grasp increasingly complex concepts or analyses or to develop greater levels of skill or to apply skills to a new area of work.
<b>Issue-based programme</b>	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.
<b>Outreach provision</b>	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.
<b>Neighbourhood-based work</b>	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.
<b>Community regeneration</b>	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.

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

## DETAILED REINSPECTION FINDING

### LEADERSHIP AND MANAGEMENT

Grade 3

#### Strengths

- good progress in changes to improve strategic direction
- good analysis and use of management information
- good use of initiatives to widen participation

#### Weaknesses

- inadequate curriculum planning and development in some parts of the provision
- insufficient support to meet learners' additional literacy, numeracy and language needs
- insufficient effect of quality assurance processes on improvements across all the provision

52. The service has well-established and effective partnerships with a wide network of external providers, including community groups, voluntary associations, schools and colleges. Partnerships have collaborated successfully to gain additional funds to develop provision. Good links exist with social services at local level, in particular to develop courses for adults with learning difficulties and/or disabilities.

53. The progress made in changes to improve the strategic direction of the service is good. Lincolnshire county council has a strong commitment to the development of an effective lifelong learning service, which includes a high level of involvement of elected members and officers and the provision of additional financial support. The service completed the first phase of a major restructure in September 2005, which significantly strengthens strategic leadership, operational and curriculum management and service-wide support for initiatives to widen learners' participation. The service's statement of purpose, closely linked to the county council's key strategic corporate objectives and values and the funding body's national and local priorities, clearly outlines the service's strategic direction and priorities for future development. It outlines firm plans to develop capacity, in particular through attracting and engaging new learners, developing 'first steps' provision, while taking into account the effect on what has been more traditional provision in Lincolnshire. The current, detailed three-year development plan also clearly outlines planned improvements and developments. These strategies have yet to be fully developed and implemented in all curriculum areas.

54. The analysis and use of management information is good. The service has well-established and very effective systems for the collection of reliable data about learners. Managers receive detailed monthly reports on key aspects of the provision, which they carefully analyse, discuss at key management meetings and take appropriate action on, to improve provision. Targets at curriculum level are regularly monitored. Targets for equality of opportunity, for example in gender and ethnicity, are currently set at service-

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level only, but are monitored in each curriculum area. Managers can easily access data in all main sites. Answers to requests for centrally produced data are timely and comprehensive. Detailed records of tutors are now held on the central database, including qualifications, observations of teaching and learning and records of attendance at staff development sessions.

55. From September 2005, the service has implemented and monitored a class size policy, to ensure minimum and maximum class sizes operate across the whole service. The systems for recognising and recording of progress and achievement in non-accredited provision are also being implemented across the whole service, with satisfactory progress in many areas. Internal communication is much improved, with well-produced and informative newsletters for tutors and administrative staff, increasing use of online staff resources and e-mail and improved tutor support. Well-advanced plans are in place to develop an online enrolment system being piloted across the council in early 2006. Resources to support learning are good at many sites. Currently insufficient use is being made of mobile learning units, which can be accessed across the county. Financial management arrangements are effective.

56. Staff development opportunities are good for staff at all levels within the service and are highly valued. The service has a clear staff development policy and plan. Managers provide a good range of in-house staff training which is well attended. Tutors' briefings for the autumn term of 2005 were held in the day, evenings and at the weekend, to maximise attendance. Tutors are paid to attend in-house training and also receive travelling expenses. The staff handbook is comprehensive. A new mentor system, to support new tutors, is being piloted from September 2005. The effect of staff development activities on the quality of teaching and learning is variable. For example, tutors in modern foreign languages have made good progress in improving the use of the target language, with good language skills development by learners at all levels. However, although language tutors have attended training in the use of ILT, they are currently making insufficient use of ILT in sessions. In ICT, attendance at staff development activities is insufficient. Appraisal for full-time and fractional staff is linked to the county council's processes and is satisfactory. The part-time tutors are currently not included in an appraisal process. They do receive feedback on teaching and learning as part of the observation process.

57. New curriculum management arrangements have been in place from September 2005, with the appointment of curriculum officers and curriculum co-ordinators responsible for service delivery across all curriculum areas. This replaces the previously geographically based structure and is a significant change in organisation for the service. Targets are in place within each curriculum area for recruitment, retention and achievement rates and they are carefully monitored. English, languages and communications has significantly improved, moving from unsatisfactory in the previous inspection to good in the reinspection. However, the changes in curriculum management have not yet resulted in significant improvements in ICT and hospitality, sport, leisure and travel.

58. Curriculum planning is currently insufficient to develop the service effectively in

many curriculum areas. The range and extent of provision was considerably reduced at the time of the reinspection and learner numbers are significantly lower when compared with those for November 2004. There are currently few courses in ICT. The provision in some geographical areas is restricted. In some instances, learners do not know why some classes are cancelled.

59. The arrangements for identifying learners' additional literacy, numeracy and language support needs are currently insufficient. The service has allocated a budget for this support, but does not yet have a clear strategy or effective arrangements in place for identifying needs and providing this support.

### **Equality of opportunity**

### **Contributory grade 3**

60. The service has good initiatives to widen participation in adult and community learning, which benefits from active involvement in a wide range of external partnerships. Successful collaboration with partners and the use of targeted funding through the European Social Fund and Single Regeneration Budget enables the service to develop projects targeted at learners not traditionally involved in the provision. A dedicated telephone helpline service provides learners with access to information and advice about literacy, numeracy and language skills provision across Lincolnshire, under skills for life, the government's strategy on training in literacy, numeracy and the use of language. A learning centre and crèche were established at the county council site at Horncastle College, with good progression opportunities for learners, particularly in skills for life. The service is closely involved in partnership work developing provision in specific areas of identified need in Lincolnshire. For example, it is strongly involved with a community project to develop provision in an area of need in Lincoln. Family learning has extensive partnerships to support programme development and work with a wide range of different learners. A recently produced widening participation strategy outlines the service's key principles and plans to prioritise further widening of participation across all the service's curriculum areas, but this has still to be fully implemented.

61. The service has a clear statement of purpose with regard to equality of opportunity, which is closely aligned to the county council's equality and diversity policies and codes of practice. The county council and its services are working towards assessment against the local government equality and diversity standard. The service is represented on the council's equality and diversity steering group. Equal opportunities policies and procedures are satisfactory. A disability statement and data protection statement, specific to the service, provide useful information for tutors and managers and are reviewed each year. A race equality scheme is in place and monitored by managers at key management team meetings. The service has satisfactory procedures to deal with complaints, bullying and harassment. Enrolment policies and procedures appear fair and equitable and marketing materials are satisfactory. The concessionary fees policy provides 50 per cent off course fees, for example for older learners.

62. The tutors' handbook is comprehensive and provides a useful resource for staff on equality and diversity issues. Tutors receive travel expenses and half the hourly rate for attending in-house staff development training. Training for tutors on equality of

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opportunity has particularly focused on inclusive approaches and strategies in teaching and learning, but not all staff have attended this training.

63. Access to centres for people with restricted mobility is satisfactory. Improvements are being made at some centres, including new pathways and the installation of lifts and electronic doors. However, some centres have poor lighting and slippery paths. Access to a wide range of additional aids, including hearing induction loops, adapted computer mice, large keyboards, foot rests, back supports and anti-glare filters, is available in key centres across the service. Many learners use a range of supportive additional resources, although in some instances, learners are waiting for requested support to be provided.

64. The understanding and promotion of equality of opportunity remain poor in visual and performing arts, with low take-up of staff development activities. Eighty per cent of learners are women and most learners are aged over 60. The craft and dance courses are very traditional and mainly attract women learners. Service research into participation rates by gender in April 2005 identifies key issues and recommends strategies to improve participation by men. The service sets generic targets for participation of learners by gender and also ethnicity, which are regularly monitored by senior and curriculum managers. These targets are not yet set at curriculum level. Action-planning to improve participation rates of under-represented groups is insufficient.

### **Quality assurance**

### **Contributory grade 4**

65. The overall quality assurance framework is comprehensive. However, the implementation of quality assurance processes has not yet had sufficient effect in improving the quality of provision in all areas of learning. A well-structured process is in place for the observation of teaching and learning. A substantial number of tutor observations now take place. Joint observations by two observers are also conducted to promote consistency. Tutors with unsatisfactory grades receive a further observation. Although a moderation process is in place to check judgements and grades, some observation of teaching and learning feedback does not give sufficient priority to the experience of the learners or their skills development. Other feedback is overgenerous. Most tutors believe that the observations help them identify improvements in teaching and learning. All tutors have useful staff development opportunities to help improve their teaching. In ICT and hospitality, sport and leisure, the teaching and learning observation process has yet to affect sufficiently the quality of teaching and learning.

66. Tutors can access key information and documents on a web-based portal, which includes a work area where each user can save their work. It is designed to encourage communication and the sharing of good practice, but is not yet sufficiently established to prove its effectiveness. Further useful information is given to tutors in a detailed handbook. Regular quality monitoring visits check the standard of the completion of key service documents. Clear recommendations for improvements are identified where appropriate.

67. Tutors complete useful venue audit forms which identify the suitability of the proposed facilities. However, insufficient attention is paid to the different activities



learners may engage in during their course. Most tutors do informally assess hazards and risks on an ongoing basis and ensure the safety of their learners, but this is not always fully recorded.

68. Following the previous inspection, views from a much larger sample of learners have been collected in 2004-05. Staff at the centres check completed forms to enable them to identify possible actions for immediate improvements, before sending them for central, formal analysis. Results indicate a high level of satisfaction on the part of learners. Most actions relate to improvements in venues and resources. The process is not fully successful in identifying improvements to other aspects of teaching and learning.

69. Complaints procedures follow those established within the county council. They are recorded well and any action taken is clearly communicated to the complainant.

70. Following the previous inspection, the service has reduced its subcontracted provision considerably. Only one school now provides adult and community learning provision as a subcontractor. Procedures for monitoring the quality of these subcontracted courses are consistent with those used for courses provided directly by the service. Contractual arrangements are adequate.

71. A revised draft self-assessment report, produced in November 2005, reflects the revised management structure. The views of most tutors and other staff help to develop the self-assessment report. Some areas of the provision have less involvement in this process. This latest self-assessment report is sufficiently critical overall, although the grading does not always match the grades given by inspectors. Inspectors also found additional strengths and weaknesses during the reinspection.

## AREAS OF LEARNING

### Information & communications technology

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Adult and community learning	168	4

#### **Using IT**

##### *Strengths*

- high retention rates
- high achievement rates on vocational courses

##### *Weaknesses*

- much poor teaching and learning
- limited number and range of courses
- inadequate curriculum management and development
- ineffective quality assurance processes

### Achievement and standards

72. Retention rates are high, at 82 per cent in 2004-05 for accredited courses and 93 per cent for non-accredited courses, although there is a declining trend over the past two years. Learners express high levels of satisfaction with their courses and tutors, and many report that they gain increased confidence in using ICT. However, the development of learners' ICT skills on non-accredited courses is slow.

73. Achievement rates on vocational courses are consistently good and remain high at 85 per cent in 2004-05. Accredited courses form only a small percentage of the provision. Attendance is good. In the sessions observed, the attendance rate was 85 per cent.

### Quality of education and training

74. Much teaching and learning is poor. Fifty per cent of sessions observed during the reinspection were inadequate. There is too much input from tutors and insufficient time for learners to practise their skills. Insufficient attention is given to learners' varying rates of progress and each individual's learning needs, particularly in practical tasks. Activities on beginners' courses are often too complex. In the better sessions, some assessment of prior learning takes place and aims and objectives for the learners are set and shared.

Schemes of work and session plans are widely used and are in a consistent format.

75. The documents and processes introduced in September 2005, to recognise and record progress and achievement in non-accredited learning, capture information about learners' previous experience of ICT. Learners' personal records are completed at the start of a course, but are insufficiently used to set targets, to develop programmes for each learner or to monitor learners' progress. Tutors do not always adequately maintain learners' records. No formal initial assessment of learners' additional literacy and numeracy skills takes place and insufficient literacy and numeracy support is provided.

76. Learners receive satisfactory pre-course information and advice. The number and range of courses in ICT is currently very limited. Learners numbers dropped considerably in the past year, from 486 in November 2004 to 168 in November 2005. From September 2005, only 16 courses across the whole county were run, which represents a significant reduction in course offer from November 2004. No clear strategy is in place for course development to meet the service's key strategic objectives to increase capacity and widen participation. Only one accredited course is offered in computing. Non-accredited courses include ICT for beginners, digital photography and digital imagery, but few opportunities exist for progression onto other courses or to higher levels.

### **Leadership and management**

77. Curriculum management and development is inadequate. The quality of provision in ICT remains unsatisfactory, with insufficient change and development over the past year to raise standards in this area. Many of the significant weaknesses identified in the previous inspection remain. Curriculum planning is inadequate. The draft ICT curriculum planning document is poor, has no clear strategy to develop the provision in the short-, medium- and long-term, and makes little reference to widening participation. Observations of teaching and learning are not rigorous enough and comments frequently do not match the grade given. The action plans do not sufficiently identify improvements in teaching and learning.

78. Communication between tutors is limited. Since September 2005, one network meeting for tutors has been held, which was poorly attended. The sharing of good practice is insufficient. Most of the ICT tutors are suitably qualified and any unqualified tutors are supported to obtain a teaching qualification. New tutors are offered the opportunity to have a mentor. ICT tutors' attendance at staff training is limited and tutors make insufficient use of the staff internet portal to share information and resources.

79. Resources are satisfactory overall. The better centres are well equipped with interactive whiteboards, modern computers and air-conditioning. Specialist equipment is available for learners with disabilities. One centre is poorly equipped to deliver a digital photography course, with no scanner, inappropriate furniture and poor lighting. Thirteen mobile learning units, each with six networked computers, are available for community use by the service, but are currently insufficiently used.

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80. The November 2005 self-assessment report also grades ICT as unsatisfactory and identifies most of the strengths and weaknesses identified in the reinspection.

## Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b> - Adult and community learning	1177	4

### ***Leisure, sport and recreation***

#### *Strengths*

- good development of skills and fitness contributing to a healthy lifestyle

#### *Weaknesses*

- much inadequate teaching and learning
- ineffective health and safety practices
- insufficient curriculum planning and development

## Achievement and standards

81. Good development of skills by learners contributes to their developing a healthy lifestyle. This was also identified as a strength at the previous inspection. Learners in yoga classes, many of whom are in their 60s and 70s, demonstrate high levels of fitness. Strength, muscular stamina and a good range of joint movements were observed in classes. Poses improved during classes and learners were developing their flexibility and balance. The performance of step sequences in keep fit classes was well co-ordinated and in time to music. Many learners explained that their participation in classes has alleviated ailments and injuries and improved their general health and well-being. In cookery classes, learners demonstrate good cutting, mixing and measuring skills. They develop confidence in tackling complex recipes. Many learners describe how they now cook at home and support their partners. In one case, a class had cooked for an event to raise money for charity. The retention rate is good, at 94 per cent in 2004-05. Attendance is satisfactory, and in the sessions observed was 69 per cent.

## Quality of education and training

82. Teaching and learning remain inadequate. Twenty-nine per cent of the classes observed during the reinspection were graded as inadequate. When planning lessons, tutors make insufficient use of the information collected on the learners' health screening forms. Planning to meet the needs of each learner is insufficient. Learning outcomes in many classes do not contain meaningful, challenging and measurable targets for all learners in groups. In a yoga class, members of the group had to wait while more difficult poses were performed by some learners, because no alternative exercise was offered. In a keep fit class, learners sat out for periods of the lesson because the tutor

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had not planned alternative activities to meet their particular needs. In sport classes, learners spend too much of the lesson practising the same skill over and over. The correction of poor techniques is inadequate in many classes.

83. The range of provision is satisfactory. The service offers provision in yoga, tai chi, keep fit, golf, circuit training and cookery, across the county, at a range of different venues. Courses take place during the daytime, in the evenings and at weekends. There is dedicated provision for particular groups such as men and the actively retired. Progression opportunities exist in a number of courses including tai chi, keep fit and yoga. Almost 20 per cent of provision at the time of the reinspection was targeted at the over 50s and more than half of the learners are aged over 55. Seventeen per cent of learners are men.

84. Learners receive satisfactory guidance and support. Courses are sufficiently well publicised in newspapers, brochures and flyers which are displayed throughout the county. Information is also posted to residents' homes. Many learners receive information by word of mouth from existing learners. Centres are welcoming and many tutors support learners by providing equipment such as mats in exercise classes and the loan of books in hospitality. Literacy and numeracy support is insufficient.

### **Leadership and management**

85. Curriculum planning and development are insufficient. The draft curriculum plan is not detailed enough, particularly in relation to how objectives will be achieved. There are insufficient links to other local and national initiatives or agendas such as health, citizenship and volunteering. Data is insufficiently used to guide the strategy.

86. Quality monitoring is incomplete. Many systems are now in place for lesson planning, health screening and the assessment and monitoring of learners' progress. The use of these systems is variable. Not all tutors make adequate use of the system formally to monitor and assess the progress of their learners. Lesson plans in a number of lessons do not include enough detail on assessment.

87. The documents for the observation of teaching and learning are appropriate. However, tutors do not always sign reports to agree actions. Some observation report action plans are not detailed enough and do not include review dates. Some tutors have not returned their venue audit forms. Issues have been identified regarding access to telephones and first aid boxes, but responses to the issues identified have been inadequately recorded.

88. Health and safety practices are inadequate. In two venues, fire exits were blocked with furniture and shuttering. Health screening forms are not available in all classes. Staff do not always have access to first aid boxes or emergency telephones. One learner who had identified herself as having a heart problem was allowed to join a class without adequate assessment of her particular needs. Some tutors do not use adequate protective matting when teaching exercise.

89. Accommodation and resources are satisfactory. Many halls are light, spacious and warm enough for the performance of exercise. Cookery rooms have sufficient space and equipment. Staff qualifications and experience are satisfactory. Almost 50 per cent of staff have an adult teaching qualification. Other staff have appropriate occupational and vocational qualifications. Staff development opportunities are available, but attendance by the area of learning staff is low.

90. The November 2005 self-assessment report grades hospitality, sport, leisure and travel as satisfactory. The reinspection found that it remains unsatisfactory. The self-assessment report does recognise weaknesses in teaching and learning and in curriculum planning and development.

**English, languages & communications**

English, languages & communications		2
Contributory areas:	Number of learners	Contributory grade
<b>Languages</b> - Adult and community learning	977	2

**Languages***Strengths*

- good levels of fluency in the target language
- good teaching and learning
- good progression opportunities in non-accredited French, Italian and Spanish within the service
- good management of quality improvement

*Weaknesses*

- insufficient use of ILT
- insufficient curriculum planning

**Achievement and standards**

91. Most of the languages provision is non-accredited. Learners are confident and display good levels of fluency in the target language. They have an impressive vocabulary. In one observed lesson, learners were successfully discussing recent events in Germany using complex language constructions. In most beginners' classes, learners are able to seek directions, order food and buy clothes and groceries with good fluency. The standard of written work is good. Learners are pleased with their progress. The retention rate is high at 81 per cent in 2004-05. Attendance is satisfactory and during the inspection week was 75 per cent.

**Quality of education and training**

92. Teaching and learning are good. All tutors use a standard format for the schemes of work and lesson plans. In the better lessons, the plan outlines in detail the activities, resources and assessment involved. The use of the target language is good and explanations of vocabulary or grammar are given in the target language. Tutors use a good variety of activities to enable learners to practise and improve language skills and are imaginative in their use of resources. Learners in a French improvers' class had all prepared a short piece on hobbies, which they each shared with the group. They displayed an excellent level of fluency with some specialist vocabulary associated with lacemaking and horse riding. Other tutors make good use of flash cards, worksheets,



games and a good range of written and spoken exercises to stimulate and reinforce the development of language skills. In the better lessons, the pace is good. Tutors are very friendly and helpful. They know their learners well and create an excellent learning environment.

93. The provision is predominantly non-accredited. Progress towards the attainment of individual learning goals is recorded on a personal learning record. The better records do indicate clearly measurable targets, but on some the targets are too generic. Learners confirm that reviews have taken place and are helpful. Learners have homework which is either reinforcement of what has been covered in sessions or preparation for the following session. In all observed lessons, homework was marked or checked at the beginning of the session. Learners speak highly of this help and support. However, support to meet additional literacy and numeracy skills development needs is insufficient.

94. Accommodation is good at the language school and in another school where the languages are taught in the school's language centre. The size of a room in one centre and the desk and chair size at another centre are unsuitable. Only one English class is currently available. The range of provision is satisfactory in languages, with 10 languages offered across 29 venues. Seventy-three courses are currently available. Good progression opportunities are available in non-accredited French, Spanish and Italian courses from beginners' levels to intermediate and advanced and across the county. Other languages are available, mostly as one session a week. Most provision is evening-based, but 18 daytime classes are offered in Spanish, French and Italian across 11 centres. The service offered 35 fewer courses in November 2005, compared with the previous inspection in November 2004. The proportion of new learners on courses has reduced from 42.7 per cent in autumn 2004 to 20.6 per cent in autumn 2005. The percentage of male learners is good at 39 per cent, compared with the service's target of 26.75 per cent. A large proportion of learners are aged 55 or over.

95. Learners receive satisfactory information, advice and guidance. Publicity and information sheets have a common area-wide format across the service and are widely circulated. The information sheets give a brief description of the course and any resource requirements. Administrative staff provide further information and many tutors advise learners by telephone. A small minority of learners consider that they are not in an appropriate class, but stay because of their tutor's support, the venue or the timing.

96. Resources are satisfactory. Fifty-eight per cent of tutors in this area of learning have a teaching qualification. Most tutors are native speakers or have a qualification in the language they are teaching. Many tutors use tape recorders and cassette players for listening and comprehension activities. Some tutors make good use of video recordings to stimulate discussion. In a minority of classes, resources were very limited. Overall, the use of ILT is insufficient. Tutors have attended staff development on this, but this has not yet had sufficient effect on their developing teaching practice.

## Leadership and management

97. The management of quality improvement is good. The service's progress on improving areas of weakness identified at the previous inspection has been good. The teaching and learning observation process is very effective. Clear actions for improvement are identified and followed up with appropriate staff development and support. The range of training opportunities is good and well attended. The quality of teaching and learning has significantly improved. Schemes of work and lesson plans are fully completed. Following training, tutors make good use of teaching in the target language. Training in ILT has had less effect. Tutors receive good support on developments in recognising and recording progress and achievement.

98. Communication is good. The curriculum officer and curriculum co-ordinator meet frequently with tutors on a group or individual basis and also made good use of telephone, e-mail and letters to ensure tutors are kept well informed. Staff development sessions have encouraged networking. Tutors confirm that they receive good support. A mentoring system is in place for new tutors. Learners are satisfied with the provision. In the survey for 2004-05, 96 per cent expressed satisfaction with their course overall and 82 per cent stated that course content was good or very good.

99. The service is beginning to use data for improvement. Monthly data reports are available and appropriate action is taken to follow up any key issues identified. Class sizes are regularly monitored. Schemes of work have to be approved in advance. Tutors are required to review each lesson and each course. This has yet to be fully implemented. The information feeds into the self-assessment process, although consultation on self-assessment report drafts is limited.

100. Curriculum planning for future developments is insufficient. No clear strategies are in place for widening participation, which is a key service objective, or for the further development of language provision.

101. Arrangements for equality of opportunity are satisfactory. Many tutors have attended training on the legal requirements. In many lessons, tutors encourage discussion on the culture and values of the countries concerned. Access to venues is good, with many classes held on ground floors. Centres have disabled parking arrangements. Many centres also have a resource bank of additional aids available.

102. The self-assessment report graded English and modern foreign languages as unsatisfactory and inspectors gave it a grade 2. The self-assessment report did not identify the significant improvements in teaching and learning from November 2004 to November 2005 or the effect of the good management of quality improvement.