INSPECTION REPORT

East Riding of Yorkshire Local Authority

25 November 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.
• adult information, advice and guidance services (**nextstep**)

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

East Riding of Yorkshire Local Authority

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The East Riding of Yorkshire Local Authority (the local authority) contracts with the Humberside Learning and Skills Council for the provision of adult and community learning. The adult education service (the service) has offices in the East Riding of Yorkshire Council's (the council) county hall in Beverley. The local authority provides most of the provision directly. Adult and community learning is available in 13 main centres, as well as 196 other venues throughout the East Riding. One purpose-built adult education centre has recently opened in Cottingham. In 2004-05, there were 13,175 learners enrolled in adult and community learning. At the time of inspection there were 7,745 learners.

2. Adult and community learning forms part of the council's children, family and adult services directorate. Overall responsibility lies with the head of learning and improvement services. The service is managed by a learning and skills manager, along with four other staff who form the senior management team. Six locality co-ordinators, based in the community, manage four geographical areas and four curriculum leaders are responsible for the areas of learning. There are six skills for life co-ordinators based in the community who manage provision in four geographical areas. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. There are two other full-time staff who provide support for quality assurance and management information. The service employs five tutors on significant contracts and over 400 part-time hourly paid teachers.

3. The local authority serves a wide geographical area. The East Riding covers over 2,400 square kilometres and the area comprises a diverse mix of urban and rural communities. In 2001, the population was 314,113, of which less than one-fifth is under the age of 16 and the largest age group is in the 50-54 age range. Educational achievement is above the national average. For example, the proportion of pupils gaining five or more general certificates of secondary education (GCSEs) at grade c or above is 55.6 per cent, compared with 53.7 per cent nationally. The participation rate for 16-17 year olds in education comfortably exceeds the national average. The area's unemployment rate, at 1.8 per cent in June 2005, is below the national figure of 2.3 per cent. The proportion of retired people, at 16.9 per cent, exceeds the rate for England of 13.5 per cent. Just over 1 per cent of the local population belong to minority ethnic groups, compared with nearly 10 per cent nationally. Some wards within the East Riding are much more deprived than others.

OVERALL EFFECTIVENESS   Grade 3

4. **The overall effectiveness of the provision is satisfactory.** Leadership and management are satisfactory, as are the arrangements for equality of opportunity and quality improvement. Provision is satisfactory in all of the areas inspected, except languages, literature and culture, which was judged to be inadequate.

5. **The inspection team had some confidence in the reliability of the self-assessment process.** Self-assessment is an established part of the quality improvement process, although not all of the tutors contribute to it. Feedback from learners and the results of the

observations of teaching and learning contribute to the judgements. Inspectors agreed with many of the strengths and weaknesses contained in the report, although some of the strengths are no more than normal practice. Inspectors awarded grades which were generally lower than those in the self-assessment report.

6. **The provider has demonstrated that it has sufficient capacity to make improvements.** The restructuring of the service in 2003 has provided a sound basis for improvement. There is good strategic leadership and a clear focus on plans for improvement. Data is now much more reliable. The service is aware of its weaknesses, although it did not fully appreciate their effect on the learners.

KEY CHALLENGES FOR EAST RIDING OF YORKSHIRE LOCAL AUTHORITY:

- improve initial assessment and its use in planning individual learning
- improve the monitoring and recording of learners' progress
- improve the accuracy and effectiveness of the system for observing teaching and learning
- raise the quality of teaching and learning
- further develop the sharing of good practice
- make better use of management information to improve quality
- improve the provision in languages, literature and culture

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 and communications technology		3
Contributory areas:	Number of learners	Contributory grade
ICT for users		*3*
Adult and community learning	1,385	3

Leisure, travel and tourism		3
Contributory areas:	Number of learners	Contributory grade
Sport, leisure and recreation		*3*
Adult and community learning	1,586	3

Arts, media and publishing		3
Contributory areas:	**Number of learners**	**Contributory grade**
Adult and community learning	1,984	3

Languages, literature and culture		4
Contributory areas:	**Number of learners**	**Contributory grade**
Other languages, literature and culture		*4*
Adult and community learning	1,044	4

Education and training		3
Contributory areas:	**Number of learners**	**Contributory grade**
Teaching and lecturing		*3*
Adult and community learning	96	3

Preparation for life and work		3
Contributory areas:	**Number of learners**	**Contributory grade**
Adult and community learning	1,235	3

Family learning		3
Contributory areas:	**Number of learners**	**Contributory grade**
Adult and community learning		*3*
Adult and community learning	441	3

ABOUT THE INSPECTION

7. The ALI has not inspected the adult and community learning provision of the local authority before.

8. The service provides courses in 13 areas of learning, although in a few of these the numbers enrolled are quite low. The areas of learning inspected were information and communications technology (ICT), sport, leisure and recreation, arts, media and publishing, languages, literature and culture, education and training, preparation for life and work, and family learning.

9. There is a small amount of provision subcontracted to a general further education college and a specialist college. This was not included in the inspection.

Number of inspectors	18
Number of inspection days	89
Number of learners interviewed	647
Number of staff interviewed	148
Number of locations/sites/learning centres visited	121
Number of partners/external agencies interviewed	13

KEY FINDINGS

Achievements and standards

10. **The overall standard of learners' work is good.** Most of the learners who complete their courses successfully achieve their learning goals. They learn new skills and gain confidence in using them. For example, in ICT, learners quickly acquire and make practical use of skills such as designing a web page or e-mailing friends overseas. In sport and recreation and in languages, learners use their new skills to good effect in their wider life. In arts and media, many learners gain sufficient confidence to exhibit their work or to share their skills with others. In preparation for life and work, a large number of learners develop their literacy and numeracy skills well and feel a greater sense of self-esteem. In family learning, the achievements of parents have a beneficial effect on children's learning.

11. **Retention rates are high in ICT, sport, leisure and recreation, and arts and media.** In other areas they are mostly satisfactory, although in accredited language courses the retention rate is low. Achievement rates on accredited programmes are generally satisfactory, although in some areas the data was not sufficiently clear for inspectors to be able to confirm some of the strengths in the self-assessment report. Overall, the learners' attendance during the inspection was satisfactory.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information and communications technology	1	9	11	1	22
Leisure, travel and tourism	1	7	18	2	28
Arts, media and publishing	5	14	15	1	35
Languages, literature and culture	0	6	9	4	19
Education and training	0	4	2	0	6
Preparation for life and work	0	4	14	3	21
Family learning	1	4	6	0	11
Total	**8**	**48**	**75**	**11**	**142**

12. **The better lessons are well planned, and tutors make good use of resources to support learning.** Tutors use a range of teaching and learning methods, which enable learners of different abilities to succeed. For example, ICT learners are effectively challenged to carry out work that reflects industrial standards. In art and media, good demonstrations involve all learners. In ESOL, tutors use the interactive whiteboard well to

engage the learners' interest. In family learning, imaginative and stimulating activities motivate parents and children alike.

13. **In many of the poorer lessons, there is insufficient planning of individual learning and a narrow range of teaching and learning strategies.** Insufficient initial assessment in several areas of learning has a direct effect on the quality of learning plans. For example, in ICT, there are group learning goals but no individual goals. Although there was some outstanding teaching in arts and media, most lessons were characterised by insufficient variety to interest and engage all of the learners. Many lessons were not structured and learners were left to work on their own for long periods. In languages, tutors do not routinely correct mistakes and there is too little use of the target language. Although initial assessment is thorough in preparation for life and work, it has an insufficient effect upon subsequent lesson planning.

14. **There is a wide range of programmes in locally accessible and generally well-resourced venues across a large area.** The service uses its extensive network of partners well to make provision in numerous locations in schools, libraries, community halls and other sites, as well as in its own recently-built accommodation in Cottingham. In ICT, the venues are well resourced. There is a wide range of non-accredited courses available in arts and media. The extensive range of courses in preparation for life and work are geared towards the skills for life agenda. In family learning, the development of a wide range of first steps learning opportunities has been sensitive to the needs of hard-to-reach learners.

15. Much of the teaching is no more than satisfactory. Of the 142 lessons observed, 39 per cent were good or better. Eight per cent of the lessons were unsatisfactory. In terms of the proportion of teaching which is judged to be good or better, this is lower than is found nationally for adult and community learning, as outlined in the ALI's Chief Inspector's annual report.

16. Overall, support for learners is satisfactory, but it is particularly effective in education and training and in preparation for life and work. Learners on the teaching assistants' course receive excellent support from their tutors, although the quality of the guidance they receive from their workplace mentors varies. In preparation for life and work, the learners benefit from good individual support in lessons, as well as effective arrangements for child-minding and transport.

17. **In some areas, such as ICT and sport and recreation, the recording and monitoring of learners' progress are insufficient.** Learners are often unaware of the extent of their progress in relation to their goals. In education and training, there is insufficient recording of learners' action plans.

Leadership and management

18. **The strategic leadership and direction of the service is good.** The purpose of the service and its role in the regeneration agenda of the council are highly valued and well supported by senior managers. The setting of measurable targets to measure performance is good, and the strategic planning of the curriculum at area of learning level is much improved. The strategy for the development of e-learning is particularly thorough.

19. **The service has many productive partnerships.** It works very effectively with many

external partners. This is of benefit both to the partners and to the many learners the service reaches by its involvement.

20. **The service has taken effective actions to widen the participation of learners who are under-represented in adult and community learning.** It works closely with the youth, probation and social services, and there are well-established programmes for adults with learning difficulties and/or disabilities.

21. **The monitoring of subcontractors is good.** Formal service level agreements are in place, which contain detailed expectations of the level of service and the performance milestones used to monitor progress.

22. Communications across the service are satisfactory. Teams at all levels meet regularly. Minutes of meeting are well recorded and placed on the intranet which is available at all main centres.

23. The development of staff is satisfactory and the service places appropriate importance upon it. Staff access a satisfactory range of training and development opportunities, including teaching qualifications.

24. The collection, handling, and management of performance data are satisfactory. A recently appointed dedicated team has made significant improvements in a short time. Data is now more reliable and locality co-ordinators and curriculum leaders are using it.

25. Accommodation, specialist equipment, and the adequacy and suitability of staff across the service are satisfactory. Most areas are adequately staffed, and tutors either possess, or are working towards, recognised teaching qualifications. The new, purpose-built accommodation in Cottingham is good and provides a stimulating learning environment for learners and staff. Budgets for materials are sufficient and overall financial management of the service is satisfactory, with close monitoring centrally of income and expenditure.

26. The promotion of equality of opportunity is satisfactory. The council has comprehensive plans and policies for equality and diversity and these focus on customers as well as staff.

27. The collection and use of learners' feedback are satisfactory. Changes in the provision have been made as a result of learners' feedback.

28. The self-assessment process is an established part of the quality assurance and improvement process. The self-assessment report is clearly laid out and deals with the key questions of the Common Inspection Framework by each area of learning. Generally, the inspectors agreed with the strengths and weaknesses contained in the report, although in some areas it was judged that some strengths were no more than normal practice. The grades awarded by inspectors in the areas of learning did not match those in the report.

29. **The provision for, and management of, initial assessment is unsatisfactory.** In some areas, for example in skills for life, initial assessment is thorough and effective. However, in most areas of learning, initial assessment is insufficiently well delivered. It does not adequately identify learning support needs, and it is not used to plan individual programmes of learning.

30. **There is insufficient use of data to monitor and plan for equality of opportunity.** At present, it is not possible to use the data to identify specific issues, other than low participation rates. The service is not setting meaningful improvement targets within areas of learning or for particular areas within the East Riding.

31. **The programme to observe teaching and learning is not sufficiently thorough.** The application of the process in different areas of learning is inconsistent. Observations sometimes concentrate specifically on teaching, and there is insufficient consideration of learning.

Leadership and management

Strengths

- good strategic leadership and direction
- very good productive partnerships
- good monitoring of subcontracted provision

Weaknesses

- unsatisfactory management of initial assessment
- insufficient use of data to monitor and plan for equality of opportunity
- insufficiently thorough observation of teaching and learning

Information and communications technology

ICT for users   Grade 3

Strengths

- good retention
- high standard of learners' work
- good range of well-resourced venues

Weaknesses

- insufficient initial assessment
- poor planning of individual learning
- insufficient guidance about follow-on courses

Leisure, travel and tourism

Sport, leisure and recreation   Grade 3

Strengths

- good retention rates
- good application of learning to benefit the learners' wider life

Weaknesses

- insufficient monitoring and recording of learners' progress and achievements

Arts, media and publishing

Strengths

- good development of skills
- wide range of non-accredited courses
- good curriculum management

Weaknesses

- inappropriate teaching strategies in many sessions

Languages, literature and culture

Other languages, literature and culture   *Grade 4*

Strengths

- good personal development for many learners
- strong partnerships to widen the participation of under-represented learners in language learning

Weaknesses

- inadequate implementation of strategies for personalised learning
- ineffective use of the lesson observation scheme

Education and training

Teaching and lecturing   *Grade 3*

Strengths

- excellent support from tutors
- highly effective induction for teaching assistants on the NVQ at level 2
- good staff development

Weaknesses

- inadequate initial assessment
- insufficient planning and recording of learning goals
- insufficient support for mentors

Preparation for life and work

Strengths

- good achievement of individual goals
- extensive provision to meet local needs
- good support for learners

Weaknesses

- narrow range of teaching strategies
- insufficient use of information to plan learning
- insufficient sharing of good practice

Family learning

Adult and community learning   *Grade 3*

Strengths

- good standard of work by learners
- increased confidence of parents in supporting children's learning
- wide range of first steps learning opportunities

Weaknesses

- insufficient initial assessment and individual target-setting
- insufficient opportunities for accreditation on FLLN
- insufficient use of management information to improve programmes

Language of the Adult and Community Learning Sector

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

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

Other terms used in Adult and Community Learning

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

Active citizenship	The process whereby people recognise the power they have to improve the quality of life for others and make conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 3

Strengths

- good strategic leadership and direction
- very good productive partnerships
- good monitoring of subcontracted provision

Weaknesses

- unsatisfactory management of initial assessment
- insufficient use of data to monitor and plan for equality of opportunity
- insufficiently thorough observation of teaching and learning

32. The strategic leadership and direction of the service is good. The purpose of the service and its role in the regeneration agenda of the council are highly valued and well supported by senior managers. The service sits within the directorate of children, family and adult services. The director understands the nature of the provision well, particularly in relation to the workforce development needs of the area. The learning and skills manager is well supported by the director and the head of learning and improvement. Priorities in the three-year development plan reflect corporate and government objectives, and plans for the service have been shared with most staff and external partners. There is a clear focus on plans improving the service it provides to the community. The setting of measurable targets to measure performance is good, and the strategic planning of the curriculum at area of learning level is much improved. The strategy for the development of e-learning is particularly thorough.

33. There are many productive partnerships. The service works very effectively with many external partners. This benefits both the partners and the many learners the service reaches through its involvement. The service has good partnership arrangements with a number of other council departments. It works with the library service, providing skills for life training for staff, and the provision of ICT learning in libraries. Through good links with the leisure service, training to increase the number of qualified lifeguards in the local area has been provided. This has brought increased professionalism and quality to training in the leisure service, and both parties have worked to remove duplication of provision. The service is involved in the extended schools project, developing family learning, and broadening the flexibility of this provision. It also has very effective partnerships with local further education colleges and universities, local area partnerships, and the Humberside Probation Service.

34. In 2003, the service was restructured significantly. A learning and skills manager supervises the service, supported by three education officers with specific responsibilities for curriculum and quality, operations, and skills for life. These posts provide satisfactory management of key operations, for example quality assurance, and the management of health and safety. Curriculum leaders are now in place, and new posts have been created by the re-structure, with responsibility for developing the curriculum in response to need. Locality co-ordinators and skills for life co-ordinators manage subareas, providing day-to-day

management and carrying out a needs analysis based on their local knowledge. They also work with curriculum leaders to provide a responsive curriculum. However, in some areas, curriculum leaders and locality co-ordinators are stretched, and at times find it difficult to fully discharge their duties effectively. The service has its own administration teams working at the centres, and a discrete team to manage performance data. These support services are unusual in that other departments within the council receive these services corporately. Their direct link to the service adds value to the level of service they provide.

35. Communication across the service is satisfactory. Teams at all levels meet regularly. Minutes of meeting are well recorded and placed on the intranet, which is available at all main centres. The service has recently introduced a newsletter. Communications with subcontractors and external partners are regular. Focus groups for learners and tutors are in the process of being established across the service to further improve communication.

36. The development of staff is satisfactory and the service places appropriate importance upon it. Staff development reviews are effective in identifying training and development needs. Remote part-time staff can participate in this process by post, and records show that staff access a satisfactory range of training and staff development opportunities, including teaching qualifications and other development programmes, such as recording learners' achievement.

37. The collection, handling, and management of performance data are satisfactory. A recently appointed dedicated team has made significant improvements in a short time. Previously, inaccurate data-inputting generated significant errors in management information. Data was unreliable and unhelpful in informing teams about performance. Data is now more reliable and is being used by locality co-ordinators and curriculum leaders, who have access to regular reports generated by the data team. However, data in remote areas of the district is not always sufficiently up to date, and in family learning, for example, there is insufficient use of management information for monitoring achievement on accredited programmes.

38. Accommodation, specialist equipment, and the adequacy and suitability of staff across the service are satisfactory. Most areas are adequately staffed, and tutors either possess, or are working towards, recognised teaching qualifications. The new purpose-built accommodation in Cottingham is good and provides a stimulating learning environment for learners and staff. Many venues are used for adult and community learning. The quality of accommodation varies but, since the re-structure, the service's health and safety management and risk assessment of venues and activities have improved. Budgets for materials are sufficient and overall financial management of the service is satisfactory, with close monitoring centrally of income and expenditure. The service currently has satisfactory reserves to support increases in expenditure and capital projects. The service provides satisfactory value for money.

39. The provision for, and management of, initial assessment are unsatisfactory. In some areas, for example in skills for life, initial assessment is thorough and effective. However, in most areas of learning, initial assessment is insufficiently well delivered. It does not adequately identify learning support needs, and it is not used to plan individual programmes of learning. The service recognises this weakness, which features a number of times in its quality improvement plan for 2005-06. Overall, the provision of literacy and numeracy support is satisfactory.

Equality of opportunity   **Contributory grade 3**

40. The service has taken effective actions to widen the participation of learners from under-represented groups. By entering into a series of very effective partnerships, the service engages groups of learners who are under-represented in adult and community learning. For example, the service is very actively involved in promoting the skills for life agenda within the local learning partnership. It works closely with the youth, probation and social services and there are well-established programmes for adults with learning disabilities and adults recovering from mental health difficulties. Family learning is provided in a local prison. The service also has productive links within the council that involve co-operation with extended schools to promote family learning, and assisting in workforce development by training teaching assistants and lifeguards. Good working arrangements with libraries and schools enable the service to operate in numerous venues across the East Riding. The service provides courses in locations that increase enrolments from some traditionally hard-to-reach learners. Learners value highly the local access to courses. Most of the main sites are accessible to wheelchair users. If necessary, courses are timetabled in ground-floor rooms. The service provides a satisfactory range of additional learning support for learners with specific learning needs.

41. The promotion of equality of opportunity is satisfactory. The council has comprehensive plans and policies for equality and diversity that focus on customers as well as staff. The service manager has recently gained a level 4 qualification in managing equality and diversity. A recently produced strategy paper contains clear statements relating to future actions. The service's staff development plan contains a commitment to equality and diversity training. It has implemented this for senior staff, but the take up of training by part-time tutors has been poor. The service has plans to introduce an e-learning package.

42. The use of data to monitor and plan for equality of opportunity is insufficient. There have been improvements in the availability of data. The service is aware of participation rates by age, gender, disability or ethnicity for each area of learning. However, the information system is not sufficiently developed to enable managers to usefully analyse retention and achievement data in terms of such groups, or in particular localities. The service identified the use of data as a weakness in its most recent self-assessment report and it recognises the need for further development in this area. At present, it is not possible to use the data to identify specific issues, other than low participation rates. The service does not set meaningful improvement targets within areas of learning or for particular areas within the East Riding.

Quality improvement   **Contributory grade 3**

43. The service documents a wide range of procedures for quality improvement, and these are appropriate to the nature and size of the provision. A recently appointed quality assurance co-ordinator has updated and amended the procedures to reflect the current structure of the service. Manuals are available in centres. The council's internal audit teams carry out compliance checks of procedures.

44.   The monitoring of subcontractors is good. The service uses a local general further education college, and a specialist college, for the provision of some non-accredited adult and community learning provision. Formal service level agreements are in place, which contain detailed expectations of the level of service and the performance milestones that

the service will use to monitor progress. The service and subcontractors hold regular meetings throughout the contract year and they each carry out observations of teaching and learning. They share their findings. The service also obtains copies of up-to-date self-assessment reports from the subcontractors.

45. The collection and use of learners' feedback are satisfactory. The service seeks learners' views at three points during the year through a standard questionnaire. The quality assurance co-ordinator co-ordinates analysis of feedback. Learners' satisfaction is high, with over 90 per cent of learners who responded stating that the course had met their expectations. The service has made changes in the provision as a result of learners' feedback. For example, it arranged English for speakers of other languages (ESOL) provision in Driffield following requests from learners who previously had to travel over 10 miles.

46. The self-assessment process is an established part of the service's quality assurance and improvement process. Curriculum teams compile draft reports and take into account the views of learners and subcontractors in self-assessment reports. However, not all tutors are involved in the process, although the creation of tutor focus groups is in the process of rectifying this issue. The report is clearly laid out and deals with the key questions of the Common Inspection Framework by each area of learning. Generally, the inspectors agreed with the strengths and weaknesses contained in the report, although in some areas it was judged that some strengths were no more than normal practice. The grades awarded by inspectors in the areas of learning did not match those of the service.

47. The service has used its self-assessment process satisfactorily to develop the quality improvement plan, which identifies the weaknesses and actions to rectify them. The organisation is making satisfactory progress to deal with many of the weaknesses identified, for example in the further development of documents to support lesson planning, and the improvements in the management of data.

48. The programme to observe teaching and learning is not sufficiently thorough. Guidance on the procedure and the documents to support it are thorough and follow a satisfactory code of practice. However, the application of the process in different areas of learning is inconsistent. For example, in arts, media and publishing, the observation of teaching and learning is good, and is beginning to support improvement. However, in English and languages there have been too few observations carried out during the past academic year, and inspectors did not agree with the grades awarded. Examples of the awarding of high grades were also noted in sport and recreation. Observations sometimes concentrate specifically on teaching, and there is insufficient consideration of learning. The overall grade profile of the service's observation of teaching and learning programmes suggested that 85 per cent of its lessons are good or better. This is 25 per cent above the national profile of adult and community learning inspections carried out during 2003-04. The profile of teaching grades awarded by inspectors does not match that of the service. Of 142 observations carried out by inspectors, only 39 per cent were judged to be good or better. However, the percentage of unsatisfactory teaching, at 8 per cent, was around the national average.

AREAS OF LEARNING

Information and communications technology   **Grade 3**

Contributory areas:	Number of learners	Contributory grade
ICT for users		*3*
Adult and community learning	1,385	3

49. The service offers a range of courses in ICT. At the time of inspection, 134 courses were running in 32 different venues across the county, attracting 1,385 learners. The service has laptop computers which are taken to community venues such as village halls. In 2004-05, 2,595 learners were enrolled on ICT courses. Some two-thirds of learners are women. The provision includes courses in the use of office applications software, such as word processing and databases, computerised accounts, digital imaging, web design, the use of e-mail and a small number of more technical courses. Courses are available from entry level, for those with no experience, up to level 3. All but two of the courses are accredited. A curriculum leader manages the ICT curriculum area, supported by one lead tutor. The curriculum leader liaises with the locality co-ordinators to provide courses across the East Riding. Courses are taught by 55 part-time tutors.

ICT for users   *Grade 3*

Strengths

- good retention
- high standard of learners' work
- good range of well-resourced venues

Weaknesses

- insufficient initial assessment
- poor planning of individual learning
- insufficient guidance about follow-on courses

Achievement and standards

50. The retention rates on ICT courses are good. During the inspection, the courses observed had retention rates in excess of 90 per cent. During 2004-05, retention rates were 82 per cent. Levels of attendance are high, at over 90 per cent. There is a well-established and effective system by which tutors follow up learners' absences. Learners appreciate the feeling of being valued that this gives. Most sessions that the inspectors observed were in the final phase of the course. Achievement levels on these courses are high. This represents an upward trend, year on year.

51. The standard of learners' work is high. Learners on a two-week introductory e-mail course confidently sent e-mails to friends overseas. Within a two-hour session, learners were introduced to spreadsheets and were able to enter and copy formulae. Another learner on a 15-week beginners' web design course created a website for a business within

seven weeks of starting. Learners report great gains in skill and confidence, often achieving much more than they originally expected. They enjoy learning and are able to use their newly acquired skills in a variety of ways, for example in the community, in business, as well as in the home. Many learners have taken previous courses and are building on these in their present learning. Learners appreciate the wide range of skills that they learn and the positive effect that these have upon their lives.

The quality of provision

52. ICT courses are taught in a wide range of well-resourced venues. These include a purpose-built adult education centre, adult education centres within school premises, schools, a town-centre computer shop, libraries and village halls. Some of the provision is specifically intended for school sixth-form students. There is also a good geographical spread of venues which covers most parts of the East Riding. The ICT resources in these locations are good. For example, most computers have flat-screen monitors. There is a significant number of interactive whiteboards and, at most venues, data projectors are readily available. Accommodation is uniformly bright, warm and welcoming. However, at a small number of venues, chairs and tables are not always appropriate for adults. Technical support varies and network restrictions at some venues can frustrate the learning process.

53. Teaching and learning are satisfactory. In the best sessions, resources are of a high standard and the service matches them carefully to the learners' requirements. It uses information and learning technology (ILT) effectively to support learning, and learners are effectively challenged with work that is linked to previous sessions and which reflects industrial standards. In the poorer sessions, tutors do not use ILT even when it is available, and they dominate question and answer sessions, giving the learners few opportunities to demonstrate their newly acquired knowledge and skills.

54. Tutors are appropriately qualified and experienced. Many have relevant industrial skills and experience which benefit the learners. Almost all hold teaching qualifications, and all new staff are required to gain teaching qualifications.

55. The service has an appropriate range of accredited programmes. Most courses are at entry level. Some learners are simply seeking to acquire skills and do not wish to receive formal assessments. The area of learning has a target of 20 per cent of courses being non-accredited, but during the inspection the figure was less than 2 per cent.

56. The service publicises learning opportunities well. It sends information to every residence in the area. Opportunities for potential learners to obtain advice and guidance are also well publicised and learners speak highly of the friendly and knowledgeable response received when making enquiries. The provision of this information on the council's website is not yet complete.

57. There is insufficient initial assessment. On some courses, the initial assessment of literacy and numeracy is effective, but in most cases it is either ineffective or it does not take place. There is some evidence that tutors assess these skills informally, and where identified they are met. However, recording of these findings is poor. Similarly, the assessment of the learners' prior ICT skills is ineffective on many courses. Where the service carries out assessment, it rarely uses the results to develop individual learning plans, or to set challenging targets.

58. The planning of individual learning is poor. Learning records contain only group goals and do not include learners' individual learning goals. Most tutors use these documents only to record achievement of these group targets retrospectively. Many tutors use their own systems to monitor learners' progress, but they do not share the information with individuals. Learners are unable to monitor their own progress towards achieving individual units and qualifications.

59. Learners receive insufficient guidance about follow-on courses. They are not made aware of the full range of progression opportunities that other providers offer. They receive only the prospectus outlining the service's provision. Some learners prefer to remain with the same tutor instead of progressing to the most appropriate course. Some tutors pre-enrol learners onto their next course.

Leadership and management

60. The service has an overall curriculum strategy for the future direction of ICT, but not all teaching staff are aware of it. The curriculum leader plans the provision and advises the locality co-ordinators on the appropriateness of courses. The co-ordinator's role is to work closely within the community to determine the range and demand for provision. This analysis is largely restricted to learners' enquiries and does not include any detailed needs analysis of those not currently in learning.

61. Communications within ICT are satisfactory. There are two meetings each year to which all tutors are invited. All tutors receive frequent communication by e-mail from the curriculum leader.

62. Timely data for courses that run at the main centres is available for the curriculum leader to monitor retention. However, the service records data from the more remote venues at the end of the course. It does not carry out in-course monitoring of retention rates on these courses.

63. The service sends all tutors an annual appraisal document. However, the response rate is low. A wide range of staff development opportunities is available, although strategies are not yet fully effective in linking individual needs and business strategies into this process. In their first year, new staff receive mentoring support.

64. Quality improvement is largely based on the observation of sessions and the feedback received from learners. Observation is effective in identifying the main action points for tutors to improve their performance, but the forms used do not allow effective recording of evaluative statements. Comments tend to focus on teaching rather than the effect upon learning. The service gains feedback from learners through an end-of-course questionnaire, complaints, and tutors' conversations with learners who have left before the end of the course. However, the analysis on this information is not always effective. The curriculum leader regularly samples learners' marked work to ensure a consistent approach on accredited programmes. Learners' surveys show high rates of satisfaction, although these surveys take place only at the end of courses. Learners who leave before the end of the course are not included. They are contacted but the results are not included in the survey results.

65. The ICT curriculum area works effectively with a number of partners, including the

newly formed extended schools, to provide ICT classes that parents and their children are able to attend. There is some evidence to show that this initiative has increased the participation of learners in their thirties.

66. The service checks all venues for compliance with the relevant disability legislation. A range of support systems, such as tracker balls, large keyboards, voice recognition software and large screens are available to help those with a disability. The age profile of learners on programmes matches the general population profile, although there is evidence that strategies are having an effect on efforts to recruit under-represented groups.

67. Many of the issues that the inspectors identified were included in the ICT self-assessment report. However, action plans to bring about improvements are insufficiently detailed to allow effective evaluation. The inspectors' grade profile for lesson observations is similar to observations that the service carried out, but is noticeably lower than those carried out during the previous year.

Leisure, travel and tourism   **Grade 3**

Contributory areas:	Number of learners	Contributory grade
Sport, leisure and recreation		*3*
Adult and community learning	1,586	3

68. At the time of the inspection, there were 1,586 learners enrolled in sport and recreation classes, of whom 1,332 were women and 3 per cent were from minority ethnic groups. Three per cent had identified themselves as having a physical or learning difficulty. In 2004-05 there were 1,737 learners. The service provides 74 sport and leisure courses, including yoga, tai chi, fitness, autumn walks, wine appreciation and swimming. Some courses are provided for particular age groups, gender and levels of fitness. Most courses take place between Monday and Friday during the day and evening, with the addition of one twilight class and one Saturday class. Most courses run for 10 or 20 weeks. Lessons last from one to two hours and are held in a range of venues, including schools, church halls, village halls, youth centres and sports centres. Many of the classes include learners with a range of ability levels. At the time of inspection, there was just one course leading to an accredited qualification. A curriculum leader manages the area of learning, supported by a lead tutor, and there are 40 part-time tutors.

Sport, leisure and recreation   *Grade 3*

Strengths

- good retention rates
- good application of learning to benefit the learners' wider life

Weaknesses

- insufficient monitoring and recording of learners' progress and achievements

Achievement and standards

69. Retention is good. The retention rate during 2004-05 was 89 per cent. In the sessions observed, attendance was 70 per cent.

70. The application of learning to benefit the wider life of learners is good. Learners use well the skills and techniques acquired in sessions in their everyday activities. Learners report improvements in their health and well-being by incorporating these skills into everyday life. One older learner practises tai chi each morning as a result of coming to the session, and another has a better quality of life following a serious operation as a result of using techniques learnt in sessions. Others have used newly learnt skills to relieve symptoms of arthritis, to aid relaxation and deal with sleep and stress problems, to change their posture at work and to relieve back pain.

71. Learners develop benefits to health and general well-being by attending sessions. The knowledge and skills gained by learners enables them to perform effectively. In tai chi, learners demonstrate effective performance of complex moves in a sequence. Non-swimmers gain increasing levels of confidence in water and learners in bowls gain

satisfactory knowledge and skills to participate in the sport confidently outside of the sessions. In beginners' Pilates, learners demonstrate an adequate understanding of the principles of body alignment and breathing.

The quality of provision

72. Nearly two-thirds of the sessions observed were satisfactory. The better sessions are well structured and planned. Individual learners receive adequate guidance to correct their performance. The service makes some use of handouts, visual displays and added information to extend learning. It makes good use of a range of teaching methods. In the poorer sessions, the monitoring of learning is insufficient. Lesson planning is poor in some sessions.

73. The broad range of courses meets the learners' needs and aspirations adequately. Sessions occur at times to suit most learners. There is a satisfactory balance between day, evening and weekend classes. Some courses are aimed at specific groups of learners, for example men and older adults. The service has useful partnerships with community groups, libraries, drug action groups, health visitors, and police and leisure services, to help it identify local needs. Workshops and taster days, such as a 'keep fit, stay healthy' events are run in order to promote wider participation. Learners attend sessions appropriate for their needs and express satisfaction with the courses offered.

74. Learners receive satisfactory pre-course information and guidance. Information regarding new courses is not always provided early enough. Tutors provide sufficient guidance during sessions to promote the welfare of learners. There are crèche facilities at two centres.

75. The monitoring and recording of learners' progress and achievements are insufficient. Initial assessment is inadequate. Often, the service does not identify the learners' starting point and learners do not always complete health questionnaires at the start of the course. Tutors do not use individual learning plans effectively. They set group learning goals, but in many cases these are not sufficiently specific. Often, the service does not monitor and record the learners' progress against goals and, where it does, the progress made is insufficiently detailed. Where it identifies individual learning goals it does not always incorporate them into the learning plan and does not measure their progress against them. Learning plans rarely relate to individuals. Tutors set few individual targets and learners' achievements are often not recognised at the end of each session or term.

Leadership and management

76. A number of strategies have been put into place to improve the quality of the provision. The curriculum leader observes tutors every two years and provides them with written and verbal feedback. However, some observations are graded higher than the written comments or component grades suggest would be appropriate. For example, satisfactory teaching is graded as good or better, and weaknesses in the session are not always identified. The service supports tutors adequately. The locality co-ordinator visits them every half-term to discuss sessions and deal with any problems. The service holds tutor training events regularly and pays tutors to attend them. A tutor handbook provides guidance and standard documents for induction, individual learning plans, session plans and schemes of work. The service holds training sessions on the use of these documents and provides individual guidance for those tutors unable to attend. A tutor focus group has

been established, which has been active in further developing and adapting the documents to make them easier to use. The documents are not fully established into the service nor used effectively. There is a poor understanding by tutors and learners of the appropriate use of documents within sessions.

77. There is adequate communication between the localities to co-ordinate curriculum development and provide a coherent service. The locality co-ordinators meet at least termly to discuss curriculum development. However, the service carries out insufficient formal evaluation of the provision. Tutors do not evaluate sessions or courses. The service gains the views of tutors through individual visits to centres. A learners' satisfaction survey adequately seeks learners' views.

78. The service sets targets for the area of learning to contribute to meeting its targets, such as improving male participation. However, it does not use data to monitor types of learners enrolled and the success in meeting these targets. The service is putting ICT systems into place to enable it to access meaningful data locally and centrally.

79. Accommodation and resources are satisfactory. All sessions observed were in halls and rooms that were appropriate for the activity taking place. They are clean, of an appropriate temperature, have good access and sufficient room for the number of learners. Equipment provided by the service is of a satisfactory standard and sufficient for all learners. Tutors are well qualified in their occupational area and maintain their occupational competence. A large number hold a teaching qualification.

80. The self-assessment report adequately identifies many of the weaknesses identified during inspection. However, some aspects of the provision described as strengths in the report are no more than normal expected practice. The service has started actions to deal with self-assessed weaknesses.

Arts, media and publishing   Grade 3

Contributory areas:	Number of learners	Contributory grade
Adult and community learning	1,984	3

81. The service currently offers 291 courses in art, craft, dance and music. In 2004-05, it offered 266 non-accredited courses, including sculpture, pottery, embroidery, upholstery, interior design, drawing, painting, garden design and photography. Music courses included singing and guitar, and dance classes included salsa, line dancing and sequence dancing. In accredited learning, 25 courses were offered in 15 subject areas, including watercolours, mixed media, bobbin lace and photography. Levels offered range from foundation to advanced. Courses mostly run for 10 weeks, but there are also short tasters and some long courses that last for 30 weeks.

82. This area of learning represents around a quarter of all learners. In 2004-05, there were 3,144 learners. At the time of inspection there were 149 courses running, with 1,984 learners enrolled. Eighty per cent of the learners are women. Courses take place during the day, in the evenings and at weekends, in a range of venues across the East Riding, and cover a large geographical area. The venues include village and church halls, schools and adult education centres. There is a curriculum leader for creative studies and 70 part-time tutors.

Strengths

- good development of skills
- wide range of non-accredited courses
- good curriculum management

Weaknesses

- inappropriate teaching strategies in many sessions

Achievement and standards

83. There is good development of skills in most classes across a variety of subjects, including art, craft and dance, where learners develop a range of skills and improve their confidence and self-esteem. In a painting class, learners exhibited their work in the town gallery. In another class, a learner shared the skills acquired in lace-making in a Saturday workshop for local children. The learners respond well to set projects, and in a singing group learners work as a team to produce a themed public performance. In an accredited photography class, two high-achieving learners have developed their self-confidence and enthusiasm for the subject to the extent that they have volunteered to deliver the programme to new learners until an appropriate replacement tutor is found. Retention rates in 2004-05 were good, at 88 per cent. During the inspection, the attendance rate was good.

The quality of provision

84. There is a wide range of non-accredited courses offered during the daytime and evening over a large and predominantly rural geographical area. Venues are usually located in the heart of the community and offer easily accessible classes that cater to the learners' needs. Classes are offered in church halls, local schools, libraries and community centres, in addition to a purpose-built centre. In some classes, tutors organise enrichment activities, including visits to galleries and craft shows, and they encourage membership of specialist guilds. In one craft area, the tutor is working with learners to establish an online photography gallery of their work. Another photography course has attracted a large number of young female learners who are often under-represented in this type of course.

85. Nearly all of the teaching is satisfactory or better, but the proportion which inspectors judged to be at least good is lower than is normally the case in this area of learning. Tutors are enthusiastic and knowledgeable about their subject. In the best lessons, there are good demonstrations that involve all learners. For example, in lace making, a tutor brought in examples of antique lace to illustrate historical and cultural links with techniques and methods. In a calligraphy class, the tutor brought in examples of decorative lettering from varied cultures to illustrate how these have been used in historical design work. This was compared with examples of contemporary design in modern promotions. Tutors give good verbal feedback to the learners. However, in some sessions, there is insufficient recording of assessment. Tutors and learners make poor use of individual learning plans to record progress, and tutors have a poor understanding of how to identify learning outcomes. Some assessment does not focus sufficiently on learning and tutors do not provide written feedback on how to improve. In classes, tutors who are sensitive to learners' needs provide them with good individual support.

86. In many sessions, tutors use inappropriate teaching strategies. This has a negative effect upon the quality of learning. Tutors do not ensure sufficient variety in their teaching methods to interest and engage all of the learners. Initial assessment records learners' prior experience, but it does not contribute to individual learning outcomes and nor does it identify their preferred learning styles. Many of the lessons observed had no structure and did not have a clear beginning or end. Tutors did not use some teaching resources effectively, such as whiteboards or overhead projectors, in order to reinforce learning. Many practical sessions consisted mainly of the tutor moving from learner to learner rather than taking opportunities for the group to learn and share good practice. Some learners were left for long periods while the tutor was engaged with others. Many tutors are unaware of strategies for teaching which respond to the needs of different learners within the same group. They set more advanced learners insufficiently challenging learning targets. Too few opportunities exist for learners to progress to accredited courses, if they wish to do so. In most courses, learners continue to attend the same level of course for an extended period of time.

Leadership and management

87. Curriculum management is good. The curriculum manager is accessible, supportive and responsive to the views of tutors. Ten tutors are involved in a focus group, which meets regularly. It contributes to curriculum development and quality improvement through the sharing of good practice. The manager has recently introduced two sets of innovative guidelines to help tutors to improve. One of these assists tutors to identify levels

of learners' attainment, and the other, a good practice guide, clearly sets out exemplary practice in teaching. However, it is too early for these initiatives to have had a sufficient effect in the classroom.

88. New tutors are observed in their first term and established tutors are seen every two years by a subject specialist. Feedback to tutors is clear. It identifies areas of good practice as well as areas for development. However, the grades awarded did not always match those of inspectors, and there is little evidence of completed action plans. All tutors complete an end-of-course review, which contributes to the self-assessment process. The self-assessment report is mostly accurate, and identifies the strengths and weaknesses found during inspection. Inspectors agreed with many of the judgements.

89. The wide range of accommodation and resources are satisfactory. Most of the training venues have good access and parking. The purpose-built adult education centre at Cottingham has particularly good facilities. Specialist resources such as sewing machines, kilns and photography equipment meet the needs of learners throughout the area of learning. Many of the tutors have built up a good range of additional resources to encourage experimentation with materials. Tutors respond satisfactorily to individual literacy, numeracy and language support needs as required.

Languages, literature and culture   Grade 4

Contributory areas:	Number of learners	Contributory grade
Other languages, literature and culture		*4*
Adult and community learning	1,044	4

90. The service provides courses in Arabic, Chinese, English, French, German, Greek, Italian, Japanese, Portuguese, Spanish, Turkish and lip-reading. All languages are available at entry level, while French, Spanish and Italian are available at levels 2 and 3, and German is available at level 3. Courses in English include general certificates of general education (GCSE) and AS level language and literature. There is also some language provision within the family learning programme. At the time of inspection, there were 1,044 learners enrolled on 84 courses at over 30 learning centres. Sixty-seven per cent of learners are women. About 50 per cent of courses are accredited. Courses take place during the day and evening. Most are of two-hours' duration and last for between eight to 30 weeks. Courses in lip reading last for 36 weeks. There are 46 tutors, of whom 71 per cent hold a teaching qualification. They are employed on a part-time basis.

Other languages, literature and culture   *Grade 4*

Strengths

- good personal development for many learners
- strong partnerships to widen the participation of under-represented learners in language learning

Weaknesses

- inadequate implementation of strategies for personalised learning
- ineffective use of the lesson observation scheme

Achievement and standards

91. There is good personal development for many learners. People are learning languages for family reasons or because they are purchasing property abroad. Many practise their chosen language on holidays. People often develop a better understanding and appreciation of the culture and society of the countries in which the languages are used, and this helps them to cope in a variety of different situations. In the best classes, learners acquire good skills that they use outside the classroom to enhance the quality of their lives.

92. In some of the non-accredited provision, learners have little social interaction outside the class. For many of these people, the class has become a valuable support mechanism as well as helping them to understand their chosen subject. In a literature for pleasure class, learners found that the analytical skills they have developed help them to appreciate literature better at home, and that this made their time alone more enjoyable and productive. In a lip-reading class, learners with hearing loss gained confidence to interpret a range of non-verbal signals to aid communication.

93. Success rates on accredited courses have risen steadily over the past three years and

are currently at 75 per cent. Achievement on accredited programmes is generally satisfactory. However, there are low retention rates in some accredited courses. English language AS level had a retention rate of 66 per cent in 2004-05, and the languages programme had a retention rate of 64 per cent.

The quality of provision

94. There is good availability and use of ILT facilities in some classrooms. Tutors use interactive whiteboards, data projectors, laptop computers and the internet to bring learning to life. However, in some classes where these facilities are available tutors do not use them sufficiently, and in some of the more remote centres there are few fixed facilities for tutors.

95. The range of provision is satisfactory. The service offers 10 languages and there are progression routes in the main European languages. There is a range of accredited and non-accredited provision running at different times of the day to suit learners. There are some interesting and innovative courses in a wide range of centres all over the East Riding of Yorkshire. The service has also experimented with the introduction of a digital learning community, benefiting a number of learners who cannot attend classes at one of the centres.

96. Pre-course advice and guidance are satisfactory. The course brochure gives a reasonable explanation of the different language levels, and new learners can try a course for two weeks before deciding if it is right for them. Learners have the contact details of the curriculum manager, and often telephone them for advice and guidance. There is more specific course information available to people when they join the class, and learners receive good individual support from tutors. The service employs an outreach worker, whose brief is to find out what prospective learners want and to feed this information back. Some courses have been offered as a result of this.

97. In too many lessons, there is little understanding of how to implement strategies for personalised learning. Locality co-ordinators have supported tutors to carry out initial assessment, but this does not always happen. When it does happen, the process is not always used to guide learning. In better classes, tutors differentiate and accommodate a wide range of learning styles by using a good variety of techniques and teaching aids. However, this is not usually planned into the programme. Learning records exist, but are not always in use. Where they are used, the learning outcomes are largely determined by the tutor, with few personal targets identified for learners. Learners have no way of measuring their progress against their own goals. In most classes, mistakes are not routinely corrected and learners do not work on individual targets to improve their language skills. In some classes, learners perpetuate mistakes in pronunciation and grammar, acquiring only vocabulary in an unstructured manner. In many language classes, there is too little use of the target language and learners do not fully develop their language skills. There is too much unsatisfactory teaching.

Leadership and management

98. All tutors in this area of learning are directly managed by the locality co-ordinators. These co-ordinators work in partnership with the curriculum leader who has a supportive and advisory role. She is closely involved in planning training and producing good quality guidance for tutors.

99. The service has strong partnership arrangements with a good range of other providers and organisations. The service works closely with a specialist language school to provide some of the less commonly taught languages, such as Turkish, Arabic and Portuguese. The language school supports the provision by offering its premises and ILT facilities, as well as paying for the tutor if a class has low numbers. This enables provision to become established, and meets the needs of the local population. The service provides a programme of staff development opportunities in partnership with the language school and the local general further education college. The service also has some very good links with schools, and this is well demonstrated by the popularity and success of its extensive family learning provision in languages. As well as the more commonly taught languages, there is provision in Japanese calligraphy for families and Dutch for families. The service currently offers 35 family learning language classes. The service also works well with a number of secondary schools in various locations to advertise its courses and to attract people into learning.

100. All tutors have had basic skills awareness training offered as part of the service's initiative to improve the quality of initial assessment, and to provide support for those learners who need it. However, initial assessment is not well established.

101. The lesson observation scheme is not effective. Observers have been trained, and the observations conform to a code of practice. The procedure for lesson observations specifies that 50 per cent of the provision should be observed annually, but last year only 13 of the 46 tutors were observed. The records from these observations suggest a greater focus on teaching than on learning, and they do not always focus on specific aspects of language skills. Eighty-five per cent of the lessons that the service observed were graded as good or better, and no class was considered unsatisfactory. Inspectors' findings suggest that the grading was too generous. There is little recording of development points from these observations, and although there are opportunities for tutors to participate in professional development sessions, there is not always a clear link between the weaknesses identified in the observations and the training received. There has been little follow up of tutors who have points for development, although there is a good deal of contact between tutors and the curriculum manager. The curriculum leader supports tutors if they approach her for advice and guidance.

102. The self-assessment report did not adequately identify weaknesses within the provision. Some key strengths were no more than normal practice. Tutors and learners were not directly involved in the self-assessment process. There is little mention of quality improvement. However, the self-assessment report was well prepared and it answers all of the key questions.

103. Tutors and learners have a broad awareness of equality and diversity. Leaflets are available in all centres and tutors are required to take account of how they present their materials to ensure that there is no stereotyping and discrimination.

Education and training   Grade 3

Contributory areas:	Number of learners	Contributory grade
Teaching and lecturing		*3*
Adult and community learning	96	3

104. There are currently 88 learners on national vocational qualification (NVQ) at level 2 teaching assistants' courses. Courses run for 30 weeks and each consists of 90 teaching hours. In addition to attendance at taught sessions, learners are assessed on their performance at work in local schools. Courses are taught in eight venues across the East Riding. Most of the courses are offered in the evening and one runs at lunchtime. All learners on the teaching assistants' courses are women.

105. The remaining learners are on the evening courses for the certificate in delivering adult learning at level 3. Classes for the level 3 diploma in adult learning are held on Saturdays. Six part-time staff teach the courses at eight venues across the county. The service uses local schools and a new, purpose-built adult education centre.

Teaching and lecturing   *Grade 3*

Strengths

- excellent support from tutors
- highly effective induction for teaching assistants on the NVQ at level 2
- good staff development

Weaknesses

- inadequate initial assessment
- insufficient planning and recording of learning goals
- insufficient support for mentors

Achievement and standards

106. At 69 per cent, achievement rates are satisfactory for learners working towards NVQs at level 2. At 57 per cent, achievement rates are poor for learners working towards NVQs at level 3. Portfolios for the level 2 teaching assistants' programme are of a good standard overall. Some candidates fail to demonstrate sufficient personal research. The evidence base from the workplace consists mostly of witness testimony. Portfolios for the certificate in delivering learning are of a fairly good standard, but there is insufficient recording of initial assessment and individual learning plans. Learners are well aware of improvements in their self-confidence, as well as their greater level of professional skills and understanding. They report that their confidence increases in the classroom and that they develop an increased understanding of the workplace.

The quality of provision

107. The learners receive excellent support. Tutors are highly dedicated and enthusiastic. Time for tutorials is built into sessions and tutors also give their own time freely to respond to learners' questions before and after sessions. Learners also contact tutors by e-mail and telephone. They are highly appreciative of the support they receive from their tutors.

108. Highly effective induction procedures are in place for the NVQ teaching assistants' programmes. Short, four-to-six week programmes that provide a clear overview of the content and structure of the NVQ were attended by 112 prospective learners. These induction programmes run at eight venues across the county. A taster session is also offered before the start of each level 2 course. The taster and introductory courses enable learners to progress from unemployment and voluntary status onto a nationally recognised qualification route. Learners on the level 3 teaching and learning programmes do not receive the same level of support at induction. Learners' attendance is good.

109. Teaching is satisfactory. The team plan teaching and learning collaboratively. Tutors create generic schemes of work and session plans, which they adapt to their local context. Lesson plans are well structured but some learning outcomes are too general. Taught sessions are interactive and participatory. Tutors make sufficient use of small group work, drawing on the learners' workplace experience. However, they do not always manage group discussions effectively. Learners receive good support with their portfolio-building. Two-thirds of the sessions observed were good and none was less than satisfactory.

110. Initial assessment of learners is inadequate. The service uses informal assessment methods, based on personal writing, but there is no evidence about the way that this contributes to the learning programme. At the time of the inspection there was insufficient initial assessment of learners' literacy and numeracy skills. Plans are now in place to deal with this. Course publicity indicates that learners are expected to have, or be willing to achieve, a level 2 in literacy and numeracy, but there are no systems established to monitor or enforce this. The service is now offering literacy and numeracy courses at level 2 to all learners on the programme, but few of them take up these courses.

111. The planning and recording of learning goals are insufficient. Tutors provide the learners with comprehensive written and verbal feedback after workplace observations, but they do not record action plans during this process. There is insufficient use of the learners' own knowledge in identifying competences achieved and in developing action plans. Feedback from assessors and internal verifiers facilitates some action-planning on an individual unit basis.

Leadership and management

112. Staff development is good. There is wide-ranging and up-to-date staff development available. This includes recent training on child protection and an introductory session on the use of interactive whiteboards to enhance teaching. Many of the staff development programmes are also open to the learners. All tutors are appropriately qualified and hold teaching and assessors' qualifications. There is good support for part-time tutors and tutors work well as a team. Tutors meet each month and review strategic and operational issues. They create and use generic lesson plans and schemes of work, and share resources and ideas. Provision is promoted through advertising in schools and local newspapers. There

are systems to provide specialist support for learners with particular learning needs. Access to premises is adequate for people with mobility difficulties.

113. Support for mentors in the workplace is poor. A significant number of learners do not receive adequate time or support from their mentors and this affects the learners' ability to develop their job and achieve their qualification. Mentors receive written guidelines from the service regarding their role and responsibilities but there are no procedures to train, monitor or support workplace mentors.

114. Some of the service's resources are poor. For example, one classroom has no facilities for the tutor to write on, and in schools there is a shortage of appropriate furniture for adult learners.

Preparation for life and work   **Grade 3**

Contributory areas:	Number of learners	Contributory grade
Adult and community learning	1,235	3

115. The service offers part-time pre-entry, entry, and level 1 and 2 courses across the East Riding. It holds classes during the day, in the evening, and at weekends in five dedicated centres and in the community. The service offers courses in literacy and numeracy, improving literacy and numeracy through ICT, and workplace basic skills. It also offers courses to learners with mental health difficulties, for young people excluded from school and people with learning difficulties and/or disabilities. Of the 1,235 learners enrolled, 63 per cent are women and 6 per cent belong to a minority ethnic group. All learners have the opportunity to work towards external accreditation.

Strengths

- good achievement of individual goals
- extensive provision to meet local needs
- good support for learners

Weaknesses

- narrow range of teaching strategies
- insufficient use of information to plan learning
- insufficient sharing of good practice

Achievement and standards

116. There is good achievement of individual goals by learners. Initial assessment contributes to the setting of targets in learning plans and learners make good progress towards their stated goals. Many learners work towards enhancing their skills for work, their clarity in spoken English, or improving their ability to communicate or handle money. They achieve competence-based qualifications or national tests in literacy or numeracy. Learners with disabilities work towards externally accredited modules, such as 'Safety in the Home'. Many learners enjoy their courses, develop their confidence and improve their self-esteem. They are able to deal more effectively with living alone or meeting people. The promotion and celebration of learners' achievement are good. The service encourages learners to plan presentation events and in one area, regional television celebrities are invited to facilitate workshops. Most centres have extensive displays showing learners engaging in a variety of activities, receiving certificates and explaining how learning has helped them to succeed. Local newsletters regularly feature learners' success stories or articles about events such as a production of 'Grease' by learners with disabilities. Attendance and retention rates are satisfactory.

The quality of provision

117. The service has an extensive range of programmes in a wide variety of locations, and these meet the needs of the local community successfully. Venues across the area offer day, evening and weekend courses in literacy, numeracy, language and ICT. The wide range of courses include craft-based classes for those with learning difficulties and/or disabilities, such as flower craft, papier mâché and drama to involve learners and maintain their social skills. The service has a strong commitment to continuing classes in the more remote areas, even when the number of learners attending fluctuates significantly. Learners value this, particularly in outlying areas where transport links are less effective. Innovative partnerships with, for example, the employment and probation services, local schools and the teaching assistants are effective in widening the participation of learners from under-represented groups. Staff are responsive to the needs of partner organisations and the local community. For example, language classes have been developed to meet the needs of migrant workers.

118. Learners receive good support. Tutors give them good individual support in lessons and develop a good rapport with learners, while encouraging them to overcome their learning barriers. The service provides additional support for dyslexia assessments, pays childminding where a crèche is not available, and also pays transport costs where necessary. Volunteer assistants support the learners in many lessons, enabling individuals to receive individual tuition. Advice and guidance are also available to learners through Connexions. However, the service does not always use volunteer assistants effectively.

119. Much of the teaching is satisfactory. In the better sessions, teaching is appropriate for the needs of different groups of learners and they make progress. The initial assessment processes are thorough and in most cases include a detailed risk assessment of each individual. Tutors record individual learners' relevant circumstances, which may affect their learning. The better sessions also have lessons plans and schemes of work that show good detail and links with further sessions. Tutors match planned objectives well to learners' goals and learning is focused and purposeful. In ESOL lessons, tutors place a strong emphasis on correct pronunciation and inflection. In one ESOL session, the tutor used an interactive whiteboard well to engage the learners and extend their knowledge, while comparing and discussing different images. In a session for people with mental health difficulties, learners were engaged and interested by the variety of methods the tutor used to extend their vocabulary and grammatical skills. Tutors working in small locations skilfully manage the varied learning needs of the learners in their workshop and the range of levels and subjects they are required to teach.

120. The range of teaching strategies is narrow. Too much teaching is, at best, only satisfactory. Less than 20 per cent of the sessions were judged to be good, and the inspectors did not observe any outstanding teaching. In the poorer sessions, there is little evidence of long-term planning and lesson plans lack detail. Learners are required to work through paper-based written exercises, some of which are of poor quality and learners feel frustrated and demotivated. Some tutors do not understand how to teach spelling or punctuation. Instead of teaching these skills, they simply keep learners busy. Tutors do not always correct the learners' errors and this sometimes compounds their mistakes. In some sessions, there is insufficient inclusion of all learners and insufficient emphasis is put upon key learning points. Little attention is paid to the learners' individual needs to ensure that they maintain their progress and there are few challenging targets to help them to progress.

121. The service makes insufficient use of information gathered during the assessment process to plan learning. Teaching methods are not always suited to the learners and tutors take little account of the information available on learners' preferred learning styles which is not always accurate. The service makes insufficient use of available resources, including ILT. It does not maximise opportunities for group work and some learning is too abstract. In courses for learners with learning difficulties and/or disabilities, there are no additional targets to develop learners' personal or social skills. Some literacy and numeracy tasks lack purpose.

Leadership and management

122. The management of the area has improved since the service was restructured. The profile of the skills for life agenda has been raised. The provision has been rationalised, with discrete groups now in place for ESOL and level 1 and 2 learners. There is good management support of the provision in isolated rural areas and staff are responsive to local needs. Recently built facilities are excellent and all accommodation is suitable, fit for its purpose, and accessible for learners with restricted mobility. Tutors use standardised assessment, planning and recording documents consistently across the provision. Staff now consider the management information and data as more reliable and that the service uses it to plan provision better.

123. Across all programmes there is insufficient sharing of good practice. Some tutors are unaware of additional resources that have been developed to improve teaching. Professional development courses and events are publicised and take place centrally and in local areas. Tutors are paid to attend essential training. However, tutors from some areas do not attend and report that they feel isolated. Staff are appropriately qualified and experienced. A system for observing teaching and learning is now established and aims to include all tutors over a two-year cycle, and new tutors within a short time of starting. The observation records are satisfactory in terms of the criteria used to evaluate tutors' performance. However, the grades awarded by observers differ significantly and present a more generous assessment of the quality of teaching and learning than the inspectors.

Family learning   **Grade 3**

Contributory areas:	Number of learners	Contributory grade
Adult and community learning		*3*
Adult and community learning	441	3

124. The service offers family learning literacy and numeracy (FLNN), and wider family learning. These programmes offer a range of opportunities for parents to develop their own skills and support their children's learning. Many courses include sessions where parents and children learn together. In 2004-05, 88 per cent of learners were women, 47 per cent were between 35 and 44 years of age, and 27 per cent were between 25 and 34 years of age. Two per cent of learners were from minority ethnic groups, and 1 per cent of learners declared a disability. Most learners attend weekday classes, but some attend twilight sessions, or weekend classes. At the time of inspection, the number of adult learners enrolled was 441.

125. In FLLN, enrolments have increased from 58 in 2003-04 to 256 in 2004-05. The service offers courses throughout the East Riding, mostly in school accommodation. The programme includes taster workshops, keeping up with the children (KUC), intensive literacy and numeracy, and early start. Learners have the opportunity to gain accreditation and take national tests in literacy and numeracy. Four part-time outreach workers organise the FLLN programme, liaising with school headteachers.

126. In wider family learning, enrolments have increased from 837 in 2003-04 to 1,021 in 2004-05. The service offers courses in schools and in adult education centres. Four family learning mentors organise schools-based provision. In the past year they have targeted primary schools in deprived wards. The service also offers progression courses for adults only. Learners find out about the courses through schools, community networks, by word of mouth from other parents, and from brochures.

Adult and community learning   *Grade 3*

Strengths

- good standard of work by learners
- increased confidence of parents in supporting children's learning
- wide range of first steps learning opportunities

Weaknesses

- insufficient initial assessment and individual target-setting
- insufficient opportunities for accreditation on FLLN
- insufficient use of management information to improve programmes

Achievement and standards

127. The standard of learners' work is good. In FLLN, learners' files include completed worksheets and practice test papers. In a KUC course, learners demonstrated good

understanding and use of analytical language in a discussion about different genres of writing. In a session on stages of children's writing development, learners copied Arabic writing and compared this to children's experience of understanding unfamiliar symbols. In wider family learning, the learners achieve good standards of work. In an ICT course, parents and children drew boxes, and inserted fill colours, text, and clip art to design CD covers. On KUC courses, the learners had regular homework activities to complete with their children. Learners are well motivated, and when they miss sessions due to illness, they often ask the tutor for work so they can catch up.

128. Family learning provision increases the confidence of parents in supporting their children's learning. Learners gain a greater understanding of what their children are learning at school, and how they can support them. One parent described gaining insight into her child's world, and being able to see how well he is doing. Another parent said her children now tell her more about what they've done in school. Head teachers notice the greater involvement of parents in their children's learning, and the effect of this on the children. Parents also gain the confidence to develop their own skills further by going on to attend adult education classes. In one area, eight learners from FLLN courses progressed to the teaching assistants' course.

129. At 85 per cent, the retention rate is satisfactory. Accreditation is offered as an option for learners on some FLLN courses, but the numbers entering for accreditation are low. The achievement rate for these courses is not available. Attendance is low in some courses. The average attendance during inspection was 54 per cent. Learners often inform tutors of the reason for their non-attendance.

The quality of provision

130. Family learning provides a wide range of first steps learning opportunities. The service has developed these to meet the needs and interests of parents and children. Wider family learning includes ICT, languages, fitness, art, crafts, and cookery courses, which are accessible to those who may lack confidence in learning. The curriculum offer is developed through consultation with schools, parents, and community networks. The service offers taster sessions, including healthy schools/healthy communities days in primary schools. In addition to attending five taster sessions with their children, parents can talk to family learner mentors over lunch about courses that interest them. At coffee mornings, parents who have completed courses come to talk to potential new learners about courses.

131. In the best sessions, imaginative and stimulating learning activities engage and motivate parents and children to learn. In a language class, a listening game, mime, bingo, and songs on a seaside theme, got parents and children speaking French confidently and with obvious enjoyment. In a healthy eating taster session, children touched and tasted unfamiliar foods and were asked whether a well-known footballer would choose a fizzy drink or water at half-time. All the children said water, and they discussed the reasons why.

132. Some courses have low numbers enrolled, and this can affect teaching and learning adversely by limiting the opportunities for group interaction and activities. The average size of classes observed was 5.5. Teaching and learning resources are good. For courses in schools, the service provides all the materials needed into the school, including a laminator for making games. On FLLN courses, the service provides the learners with a writing pad, pens, and a ruler. The learners appreciate these. Accommodation is satisfactory, although

in a few venues the chairs are unsuitable for adults.

133. Information, advice and guidance are satisfactory. Learners receive information about progression opportunities. At every FLLN course, an information, advice and guidance worker talks to learners about next steps opportunities within the service and with other providers. Support for learners is satisfactory. Tutors provide individual support for learners and make adaptations as needed. In a cookery class, the tutor changed recipes to meet the needs of a Muslim family. Tutors have basic skills awareness training, to enable them to identify the learners' literacy and numeracy support needs.

134. There is insufficient initial assessment and individual target-setting. Some learners with qualifications above level 2 are enrolled on FLLN courses. The service uses a learning record and other informal processes for initial assessment. These are insufficiently individualised, and in most courses all learners have the same learning targets.

135. Accreditation opportunities on FLLN courses are insufficient. Only learners on intensive literacy and numeracy course have the opportunity to take national literacy and numeracy tests.

Leadership and management

136. Courses effectively widen the participation of learners from under-represented groups and support social inclusion, particularly in areas of relative deprivation. In Goole, a mum's bedtime stories ESOL course is being developed for families from the Baltic States. Also in Goole, an externally funded project will link old people in residential homes with children, to transmit culture down the generations. The residents will teach nursery rhymes and pass on skills such as knitting and crochet. A KUC course has started in a local prison to enable learners to maintain links with their families. It aims to reduce the incidence of re-offending. Effective partnerships support widening participation, needs analysis, recruitment, and progression. Most partnerships are with primary schools, and links are developing with extended schools co-ordinators. The service is also developing partnerships with libraries, health visitors, and Sure Start.

137. Tutors are appropriately qualified and experienced. They attend family learning training events in order to meet other tutors and share good practice. This enhances their skills in working with parents and children together. A training session has been run for modern foreign language tutors. Tutors are put in touch with each other informally, and the service encourages inexperienced tutors to observe more experienced tutors.

138. The use of management information to improve programmes is insufficient. Some key data for monitoring and quality improvement is not available, or not easily accessible to managers. The management information system does not enable identification of accredited courses in family learning. This makes monitoring of achievement on accredited courses difficult. The service does not monitor participation by the target group of learners below level 2. Training and support for managers in the use and analysis of management information are inadequate.