

# INSPECTION REPORT

## **Westminster LEA**

**11 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
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

### Pre-inspection analysis

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

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

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

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

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

## Overall effectiveness

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

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

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

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

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

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

## Grading

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

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

# INSPECTION REPORT

## Westminster LEA

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Westminster Adult Education Service (WAES) is part of the directorate of lifelong learning within the children and community services department of Westminster City Council. The department was created in June 2005 by a merger of the education and social and community services departments. WAES itself provides adult learning opportunities within the borough of Westminster and has no subcontracting arrangements. Funding is largely drawn from the London Central Learning and Skills Council (LSC), with additional funding for specific projects from sources such as the Single Regeneration Budget (SRB) and the European Social Fund (ESF).

2. WAES is managed by the head of service who reports to the director of lifelong learning. **The head of service is supported by directors of curriculum and quality, finance and information, student support, and the head of human resources. The curriculum is organised under two faculties, each of which is managed by a head of faculty. There are nine area or development managers, each responsible for different elements of the curriculum, course team leaders, lecturers and 300 part-time tutors. A board of governors advises the head of service on quality, staffing and strategic planning issues.**

3. Learning facilities are provided at three main centres and in a variety of community venues and workplace premises. Courses are offered in 13 areas of learning and in family learning and community development. Some courses have small numbers of learners. In 2004-05, there were approximately 27,000 enrolments by 14,000 learners.

### OVERALL EFFECTIVENESS

**Grade 2**

4. **The overall effectiveness of the provision is good.** Leadership and management and the arrangements for equality of opportunity are good. Quality improvement is satisfactory. The provision is outstanding in dance, music, fine arts, crafts, design and media and communication. It is good in complementary health services, counselling and early years. Preparation for life and work, including English for speakers of other languages (ESOL) is good, but the literacy and numeracy provision is inadequate. Information and communications technology (ICT) provision is satisfactory, as is sport, leisure and recreation. Courses in other languages, literature and culture are also satisfactory.

5. **The inspection team had a high degree of confidence in the reliability of the self-assessment process.** Managers and fractional staff are fully involved in the self-assessment process and part-time staff make contributions to the process through course reviews. The views of learners, partners and employers are collected and analysed and these are used in making judgements in the self-assessment report. The most recent report is critical, evaluative and accurate. Many of the weaknesses identified by WAES in this report had been resolved by the time of inspection. WAES identified most of the strengths and weaknesses found by inspectors.

6. **The provider has demonstrated that it is in a good position to make improvements.**

WAES fully understands its weaknesses. Changes to management structures and the high priority given to quality improvement have brought about significant improvements in the quality of teaching and learning, achievements and the retention of learners. The self-assessment report and detailed development plans provide a firm foundation for further improvements.

## KEY CHALLENGES FOR WESTMINSTER LEA:

- further develop the culture of quality improvement and the thoroughness with which quality assurance procedures are applied
- continue to develop and establish the government's strategy on training and support in literacy, numeracy and the use of language, within areas of learning and throughout the provision
- ensure greater consistency in curriculum management
- improve staff training and qualifications in literacy and numeracy teaching
- provide staff training and development to improve the use of data
- further develop the ability of tutors to use themes of equality and diversity in their teaching
- implement the accommodation strategy

## GRADES

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

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

Health, public services and care			2
Contributory areas:	Number of learners	Contributory grade	
<b>Complementary health services</b> Adult and community learning	327	2	
<b>Counselling</b> Adult and community learning	269	2	
<b>Early years</b> Adult and community learning	249	2	

Information and communications technology			3
Contributory areas:	Number of learners	Contributory grade	
<b>ICT for users</b> Adult and community learning	626	3	

Leisure, travel and tourism		3
Contributory areas:	Number of learners	Contributory grade
<b>Sport, leisure and recreation</b> Adult and community learning	391	3 3

Arts, media and publishing		1
Contributory areas:	Number of learners	Contributory grade
<b>Dance</b> Adult and community learning	185	1
<b>Music</b> Adult and community learning	201	1
<b>Fine arts</b> Adult and community learning	266	1
<b>Crafts</b> Adult and community learning	222	1
<b>Design</b> Adult and community learning	277	1
<b>Media and communication</b> Adult and community learning	241	1

Languages, literature and culture		3
Contributory areas:	Number of learners	Contributory grade
<b>Other languages, literature and culture</b> Adult and community learning	740	3 3

Preparation for life and work		2
Contributory areas:	Number of learners	Contributory grade
<b>ESOL</b> Adult and community learning	2,607	2 2
<b>Literacy and numeracy</b> Adult and community learning	446	4 4

## ABOUT THE INSPECTION

7. WAES was inspected over a five-day period during November 2005. Fourteen contributory areas of learning were inspected.

Number of inspectors	18
Number of inspection days	90
Number of learners interviewed	738
Number of staff interviewed	153
Number of employers interviewed	5
Number of locations/sites/learning centres visited	79
Number of partners/external agencies interviewed	17
Number of visits	2

## KEY FINDINGS

### Achievements and standards

8. In all of the areas inspected most learners successfully achieve their individual learning goals and develop their skills. In many cases they develop the confidence to apply their newly acquired skills in family, work-related and wider social contexts, and to pursue further opportunities for study.

9. **In complementary health services, counselling and early years, achievement rates are very good for the advanced diploma in counselling and all level 1 courses.** In 2004-05, 99 per cent of learners achieved the diploma. On level 1 health-related studies, 93 per cent of learners achieved the qualification, compared with 88 per cent in 2003-04.

10. **Standards of work are good on counselling, child-related and health-related studies. However, retention and achievement rates for child-related studies at levels 2 and 3 are unsatisfactory.**

11. ICT learners develop practical skills in word processing, and in the use of the internet, and e-mails. Learners new to computing gain confidence in the use of information technology (IT). Retention and achievement rates are satisfactory on accredited and non-accredited courses.

12. **Learners develop good technical skills in sport, leisure and recreation.** The standard of learners' work is good. Health and fitness learners improve their performances in such areas as mobility, co-ordination and flexibility. **Learners improve their stamina and overall fitness, and identify many health and social benefits.** Retention rates are satisfactory but **attendance rates are poor on many courses.** Arrangements to check on learners' absences are not monitored systematically.

13. **In dance, music, fine arts, crafts, design, and media and communications attainment**



**levels are very good.** Learners demonstrate confidence in applying their new skills, knowledge and techniques. Standards of work in arts, fashion, 3D design and dance are particularly good. Finished work in glass, ceramics and jewellery is creative and experimental. Learners on dance courses demonstrate good techniques and fluid style.

14. **Success rates are good throughout most of the provision** and have improved consistently over the past three years. **Attendance rates on accredited courses are good** and the motivation of learners is very good. **Attendance for some lessons on some non-accredited courses is unsatisfactory.**

15. **In other languages, literature and culture, modern foreign language learners develop good listening and speaking skills** and become confident in verbal communication by extensive use of the target language. Retention rates are good at 89 per cent.

16. **Retention and achievement rates are very good on ESOL programmes.** In 2004-05, the retention rate was 92 per cent and achievement was 93 per cent. Achievement rates have improved by 13 per cent since 2002. Attendance is good and learners are very well motivated.

17. ESOL learners achieve a good standard of work, with good levels of attainment in many lessons. Learners make good progress and use their new skills to communicate more effectively with employers and customers at work, and in helping their children.

18. Learners on literacy and numeracy courses make satisfactory progress in developing their personal and learning skills. They develop good speaking and listening skills and gain confidence in using their skills. The standard of work is generally satisfactory, and it is good on family literacy, language and numeracy (FLLN) courses. FLLN learners produce well-designed reading games and books to use with their children at home.

19. Retention rates are good and attendance is satisfactory on literacy and numeracy courses. Success rates for the very small number of learners who take externally accredited examinations are unsatisfactory, at 62 per cent.

## The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	1	8	3	0	12
Information and communications technology	1	4	13	2	20
Leisure, travel and tourism	0	4	5	1	10
Arts, media and publishing	2	26	7	1	36
Languages, literature and culture	2	6	9	1	18
Preparation for life and work	3	22	19	9	53
<b>Total</b>	<b>9</b>	<b>70</b>	<b>56</b>	<b>14</b>	<b>149</b>

20. Over 50 per cent of the observed sessions were graded good or better, with 38 per cent satisfactory and 9 per cent inadequate. **Teaching and learning are good in complementary health services, counselling and early years, dance, music, fine arts, crafts design, and media and communications, ESOL, and FLLN courses.**

21. In the better lessons, tutors use a variety of appropriate teaching methods to make the

subject lively and interesting. Learning outcomes are clear and are shared with learners. Good use is made of group work, discussions and peer demonstrations. Tutors set challenging tasks and encourage learners to reflect on their experiences. The pace of lessons is appropriate and the reinforcement, questioning and assessment activities are used well.

22. **Some of the teaching on literacy and numeracy programmes is poor.** Tutors' range of teaching and learning techniques is inadequate. The planned activities do not enable learners to achieve their learning goals and do not always take account of the needs and interests of learners. In the weaker lessons tutors use too many photocopied worksheets.

23. Overall, in lessons where teaching and learning are no better than satisfactory, **the planning of learning for learners' individual needs is poor.** For example, in the weaker lessons in ICT, learners spend too much time copy-typing material that is not relevant to their needs. Some ESOL and modern foreign languages lessons do not make sufficient use of additional activities for the more able learners.

24. Resources for teaching and learning are satisfactory in most curriculum areas, **but they are particularly good in ICT.** Learning centres are equipped to a high standard. Learners have access to good, well-equipped specialist accommodation and a wide range of special learning aids is available.

25. In dance, music, fine arts, crafts, design, and media and communications, learners have the use of well-maintained, industry-standard specialist equipment and facilities at the main learning centres. **There are extensive activities to enhance learning opportunities.** Learners exhibit their work, perform in events and visit exhibitions and fashion shows to extend their experience.

26. **Accommodation is inappropriate for fitness classes at the main learning centre.** There are no changing facilities, the heating is poor, and access is not adequate for people with restricted mobility. In modern foreign languages, a small amount of the accommodation and resources are inappropriate, with rooms that are too small and restricted access to resources.

27. **The guidance and support of learners are good.** Written information is clear, informative and easily available. Learners make good use of the information, advice and guidance facilities on the main learning site. Creche facilities are available for many courses.

28. Additional support is available in all curriculum areas. **This support for learners is particularly good in ICT, sport, leisure and recreation and ESOL.** It includes good use of learning support assistants who work with tutors to ensure that learners participate fully in the lesson. Specialist support available includes interpreters and signers.

29. **Learners on ESOL programmes make good use of the wide range of support available** which includes creche facilities, welfare, and education and careers advice. Specialist advice is available for learners who have acquired qualifications and experience in other countries and wish to use these skills in Britain.

30. Support for learners is satisfactory in dance, music, fine arts, crafts, design, and media

and communications. Identified needs are met quickly and the support provided helps learners progress.

31. **Initial assessment is used well** in complementary health services, counselling, early years, ICT, sport, leisure and recreation, dance, music, fine arts, crafts, design, and media and communications. Subject-specific diagnostic initial assessments of learners' previous skills and knowledge are used effectively to place learners on appropriate courses, to plan learning and to produce individual learning plans. Tutors also use this information to determine any needs for additional support.

32. **On some child-related courses the recording of learners' progress in achieving additional support targets is inadequate.** Tutors do not understand sufficiently how to monitor learners' progress on sport and fitness courses and many learners do not know how much progress they have made. Some individual learning plans do not have sufficiently clear targets for learners in dance, music, fine arts, crafts, design, and media and communications.

33. WAES meets the needs and interests of a wide range of learners effectively. Learners have access to a wide range of accredited and non-accredited courses in most curriculum areas. **The range of choice for learners is particularly good in ICT, dance, music, fine arts, crafts, design, and media and communications.**

34. **The curriculum in dance, music, fine arts, crafts, design, and media and communications is extensive** and offers courses from level 1 to level 4. Learners have opportunities to study on a number of short, unit-based courses which, when combined, form a full qualification.

35. Courses are responsive to community groups' and employers' needs. Partnership work has enabled the development of child-minding training and entry-level childcare with English language support provided for minority ethnic groups and level 1 and 2 national vocational qualifications (NVQs). Daytime languages courses have been developed for older learners and learners in the workplace.

36. **Curriculum development in ESOL is particularly effective in widening participation** and meeting the needs of learners. WAES is very responsive to its partners in local industries and those in the community, and provides a good range of programmes in the main learning centres and in locally accessible venues. Outreach work, in partnership with community organisations, has significantly increased the number of learners attending ESOL classes.

37. **There are insufficient progression opportunities to level 3 courses for learners in complementary health studies.** WAES does not offer a full qualification at level 2 and progression routes are not fully established to level 3.

## Leadership and management

38. **WAES has strong strategic leadership and a well-focused development strategy.** The senior management team and the board of governors give clear strategic direction, which all staff fully understand and are fully committed to. WAES has clearly expressed aims which are supported by key themes and priorities set out in the strategic development plan.

39. **The provider focuses effectively on national and local priorities.** WAES's strategic planning identifies an effective programme to build its capacity, promote social inclusion and resolve local skills shortages. Targets for the recruitment of new learners are identified clearly. **The provider has made a particularly good response to employers' needs,** to the economic regeneration of deprived parts of the borough, and to the needs of the diverse minority ethnic communities.

40. **WAES works very effectively with partners.** The provider has established a wide range of effective partnerships with voluntary, community and public sector bodies, to help make efficient use of shared resources, and to provide improved education and employment opportunities. An increasing number of partnerships with employers provide good employment, work placements and progression opportunities for learners.

41. WAES has made good progress in developing its management arrangements. A new management structure has been implemented successfully. Staff and managers fully understand the new structure which provides an effective framework for the provision. Senior managers work well together and communications between teams are effective. Part-time staff receive regular newsletters to update them about the curriculum, staff development and training opportunities. Staff are not fully trained in the effective use of e-mails.

42. WAES makes good use of management information for setting targets and monitoring its overall performance. Targets are agreed with area managers and course team leaders, and are reviewed monthly at management meetings. Data is not used sufficiently at course level to contribute to course reviews.

43. WAES manages its resources satisfactorily. Arrangements to support learners who have literacy, numeracy and language needs are generally satisfactory. The provider has a strategy for the provision of literacy, numeracy and language support and is making progress in incorporating appropriate support within the curriculum. Learning support assistants provide good support in many curriculum areas to enable learners to participate fully.

44. Curriculum management is satisfactory in most areas of learning and is particularly good in complementary health services, counselling, early years, modern foreign languages, and dance, music, fine arts, crafts, design and media and communications. Curriculum management is inadequate in literacy and numeracy.

45. Staff development and training are satisfactory. All staff, including part-time tutors, have an annual appraisal at which they identify their training needs and agree targets that are reviewed every six months. Staff development is mostly well planned and focuses on improving the quality of teaching and learning.

46. Most of the staff are appropriately qualified and have extensive experience of working with adults. Some of the staff providing literacy and numeracy teaching do not have sufficient relevant experience or qualifications.

47. Many of the community venues used by WAES have been refurbished to a very good standard. However, accommodation at the two main sites varies in quality. **Some rooms are too small, and the accommodation used for fitness classes at one learning centre is**

**not suitable.**

48. **Support for learners is very good.** Learners receive very good information, advice and guidance when they apply for courses, also during and at the end of their courses. A good range of course information is available in various formats. WAES provides welfare advice and counselling services to a wide range of learners, including refugees and asylum seekers and adults recovering from mental illness.

49. Learning centres provide good support for learners. They are equipped with specialised learning aids and staff are trained to meet learners' additional needs. Learners have access to extensive creche facilities, interpreters, communicators and transport. Support for learners in community venues is not so well developed.

50. **WAES has very effective strategies to widen participation.** It has very effective working partnerships with an extensive range of community groups, voluntary organisations, referral agencies and schools. Community development workers work closely with these groups to develop the local provision in order to promote it to under-represented groups.

51. Management information is used effectively to monitor how well WAES widens participation. This information is also used to monitor the retention and achievements of those learners who are provided with additional support.

52. Detailed audits of accommodation have been carried out. **Not all of the accommodation is readily accessible to people with restricted mobility.**

53. An action plan has been drawn up in response to the Race Relations (Amendment) Act 2000. The action plan identifies priorities and areas for improvement, but it is not always clear who is responsible for actions, or what timescales are involved.

54. Staff have received appropriate training about aspects of equality of opportunity, including training to promote equality and diversity in teaching. Tutors work effectively to promote equality and diversity. Learners from different backgrounds, ethnic groups, ages and ability levels work well together in lessons. However, there is not enough promotion of cultural diversity in some lessons, and learning materials and activities do not fully reflect learners' cultural backgrounds.

55. A wide range of measures is used to improve the quality of the provision. Managers and most of the staff fully understand the need for continuous improvement. Quality improvement is planned well against WAES's key objectives and is driven by the clear vision and values of the provider. The work of the curriculum monitoring and review group is effective.

56. The quality assurance framework covers all aspects of the learners' experiences. **However, WAES does not have a systematic approach to evaluating the quality of some key learning processes**, such as induction and initial assessment, which makes best use of feedback and evaluation by staff and learners.

57. A well-designed tutor handbook incorporates quality improvement policies and procedures that cover all aspects of the learners' experiences. The quality and completion

of course paperwork is improving, but some tutors do not fully understand WAES's quality assurance practices.

**58. In ICT, quality assurance arrangements are not effective in assuring the quality of some aspects of the provision.** The quality and content of teaching materials is not consistent, and some schemes of work and lesson plans do not provide sufficient detail of the intended learning outcomes.

59. Procedures for the observation of teaching and learning are well established. The observation scheme is particularly effective in dance, music, fine arts, crafts, design, and media and communications, modern foreign languages and complementary health services, counselling and early years. General improvements have been made in course and lesson planning. **However, in some areas of learning the scheme is not used effectively to improve teaching and learning.** Reports are not evaluative enough and focus on what the tutor does rather than what the learner has learnt or achieved. Feedback is not detailed enough to help tutors improve their teaching.

60. **The self-assessment process is very effective** in identifying WAES's strengths and areas for improvement. All stakeholders are involved. Most staff are sufficiently involved and understand the importance of course reviews in determining areas for improvement. The self-assessment report is particularly critical and evaluative and inspectors agreed with most of the strengths and weaknesses that it identified.

## Leadership and management

### Strengths

- good strategic development of WAES
- wide range of very effective partnerships
- particularly good support arrangements for learners
- very effective strategies to widen participation
- strong focus on quality improvement to meet national and local priorities
- very effective self-assessment practices

### Weaknesses

- poor accommodation in some venues
- insufficient effect on the quality of learning by observation scheme
- insufficient scheduling of quality assurance activities to promote improvements

## **Health, public services and care**

### *Strengths*

- very good retention and achievement rates for diploma in counselling
- very good achievement rates for level 1 courses
- good standards of teaching and learning
- very successful partnerships with community organisations

### *Weaknesses*

- declining retention and achievement rates for child-related studies at level 2 and 3
- inadequate recording of individual learners' progress on some child-related courses
- incomplete progression opportunities for complementary health studies

## **Information and communications technology**

### ***ICT for users***

***Grade 3***

### *Strengths*

- good range of courses in community venues
- good ICT resources
- good additional support for learners

### *Weaknesses*

- ineffective quality assurance arrangements

## **Leisure, travel and tourism**

### ***Sport, leisure and recreation***

***Grade 3***

### *Strengths*

- good development of learners' skills
- good health benefits for learners
- particularly effective use of specific learning activities to meet individual needs
- good additional support arrangements for learners
- very effective partnerships to widen participation

### *Weaknesses*

- very poor attendance
- poor accommodation at the main learning centre
- insufficient awareness by tutors of how to monitor learners' progress
- inadequate quality monitoring of programmes

## **Arts, media and publishing**

### *Strengths*

- particularly good standards of learners' work in arts, fashion, 3D design and dance
- good overall achievement
- particularly good achievement rates in 3D design
- good standards of teaching and learning
- very well-planned and extensive curriculum
- particularly effective curriculum management
- very effective quality improvement

### *Weaknesses*

- low attendance rates on some non-accredited courses

## **Languages, literature and culture**

### ***Other languages, literature and culture***

***Grade 3***

### *Strengths*

- good attainment of listening and speaking skills
- good use of the target language by tutors
- very effective quality assurance

### *Weaknesses*

- insufficient planning to meet the language needs of individual learners
- insufficient variety in classroom activities

## **Preparation for life and work**

### ***ESOL***

***Grade 2***

### *Strengths*

- particularly good retention and achievement rates
- good development of learners' verbal skills
- wide range of responsive provision
- particularly wide range of effective support for learners

### *Weaknesses*

- insufficiently challenging teaching in some lessons
- insufficient focus on teaching and learning in quality monitoring



***Literacy and numeracy***

***Grade 4***

*Strengths*

- very good teaching and learning in FLLN classes

*Weaknesses*

- low achievement rates in literacy and numeracy
- poor standards of teaching in literacy and numeracy classes
- ineffective management and quality assurance of literacy and numeracy provision

## **WHAT LEARNERS LIKE ABOUT WESTMINSTER LEA:**

- the supportive tutors - 'the way tutors work with us and the interest they show in us'
- the opportunities to learn in local centres and at convenient times
- 'I had no idea I could learn so much so quickly'
- 'learning new skills that are good for my future and for my children'
- learning in a group - 'the way we all work together'
- the opportunity to get out of the house and meet people
- the crèche facilities
- the learning centre drop-in facility

## **WHAT LEARNERS THINK WESTMINSTER LEA COULD IMPROVE:**

- the administration - there is too much paperwork
- the opportunities to attend longer courses
- the accommodation and facilities in some venues
- the opportunities to attend fitness classes throughout the calendar year

## Language of the Adult and Community Learning Sector

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

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

## Other terms used in Adult and Community Learning

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

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

### LEADERSHIP AND MANAGEMENT

Grade 2

#### Strengths

- good strategic development of WAES
- wide range of very effective partnerships
- particularly good support arrangements for learners
- very effective strategies to widen participation
- strong focus on quality improvement to meet national and local priorities
- very effective self-assessment practices

#### Weaknesses

- poor accommodation in some venues
- insufficient effect on the quality of learning by observation scheme
- insufficient scheduling of quality assurance activities to promote improvements

61. Strategic development is good. The board of governors, the head of service and senior managers of WAES have clear objectives for the organisation, and provide strong strategic leadership. These objectives are shared and understood by all staff. There is a strong commitment to the development of a very effective adult and community learning service that meets local and national needs. The board of governors has a strong representation of elected and permanent members of the city council who are very actively involved. Individual board members champion key strategic objectives and review the progress of these objectives regularly and frequently. Senior managers and governors are well aware of the issues facing adult and community education. The strategic objectives take these matters into consideration and provide a framework within which WAES can respond and adapt. Strategic planning also takes full account of key risks for WAES. The mission statement is clearly expressed and supported by key themes and priorities as set out in WAES's strategic development plan. The plan is comprehensive and identifies appropriate objectives to reflect the development needs of Westminster residents and the national educational agenda. Area managers and curriculum leaders contribute to the plan and fully understand its relevance to their own areas of learning.

62. WAES has established a wide range of very effective partnerships with voluntary, community and public sector bodies to help make efficient use of shared resources, and to provide improved educational and employment opportunities. WAES has become a trusted partner of many of these organisations. Partnerships with employers include small- to medium-sized local employers and large international companies, which all provide good employment, work-placement and progression opportunities and meet local skills shortages. WAES's graphic design workshop provides learners with a real working environment to develop vocational and employability skills. The provider makes a significant contribution to the city council's targets and initiatives in the areas of civic renewal and neighbourhood regeneration, social inclusion, and improving school performance through family learning. Many of these partnerships introduce activities to

involve hard-to-reach or disadvantaged learners and provide progressive learning opportunities and sustainable employment.

63. WAES has made good progress in developing its management function. The management structure was substantially revised in September 2003 and further modified during 2004, including several new posts and appointments. The new structure has substantially increased the number of established teaching posts. Curriculum managers carry out more teaching, and the intention is to establish more consistent teaching practice throughout the provision. The changes to the structure were managed effectively. Staff and managers fully understand the new structure which provides an effective operating framework. All managers have clearly defined roles and responsibilities. Senior managers work well together and communications between teams are mostly satisfactory. However, some aspects of communications are weak. For example, staff have not been trained in the appropriate use of e-mails and important messages are often missed or ignored.

64. WAES makes good use of management information for target-setting and monitoring its overall performance. The reliability of data has improved considerably over the past 12 months. A new management information manager has been appointed with appropriate supporting staff. Much of the routine data analysis is subcontracted, but the provider has recently purchased a proprietary information system and is in the process of training staff in the effective use of data and information. Targets are agreed with area managers and course team leaders as part of the performance management process. These targets reflect the provider's strategic priorities. The targets are monitored each month at management and review meetings. Staff's confidence in the data has improved. Data is not used sufficiently at course level in course reviews and in decision-making.

65. Arrangements to support learners who have literacy, numeracy and language needs are generally satisfactory. The provider's overall strategy for literacy, numeracy and language support recognises the importance of helping learners with such needs. Some good progress is being made in incorporating appropriate support into the curriculum. Learning support assistants are very useful in some areas in helping tutors to support learners who have poor literacy, numeracy and IT skills. Inspectors observed several examples where such support has been incorporated into lesson plans. Signing facilities have been provided in exercise classes for two learners with hearing impairments. In dance, music, fine arts, crafts, design and media and communications, 5 per cent of the learners have been identified as being in need of some form of support and suitable arrangements have been made to ensure that this is provided.

66. Staff development and training are satisfactory. All staff, including those on short-term and part-time contracts, have an annual appraisal where they are set individual targets. These targets are linked to the strategic objectives of WAES and the city council. Targets and any training needs are monitored and evaluated at review meetings, which take place every six months. Most staff are appropriately qualified and have extensive experience of working in the adult and community sector. However, many staff teaching literacy and numeracy do not have sufficient relevant experience or appropriate qualifications. Most of the staff development is well planned and focuses on meeting strategic objectives and improving the quality of teaching and learning. All staff attend a fixed number of training days each year, for which part-time tutors receive payment.

67. Financial management is satisfactory. WAES has recovered from having a financial

deficit in 2002-03 to operating with a small surplus. Favourable reports are given by the local LSC. As part of the wider city council, WAES uses its central accounting functions and some operational problems have arisen because of differences between academic and accounting years. These problems have been resolved in the operational plan and amendments are currently being implemented.

68. Some of the accommodation is poor. WAES uses a range of buildings throughout the borough. Many of the community venues it uses are new, or have been adapted recently as part of community regeneration initiatives. Two main sites are adapted Victorian school buildings, and are well decorated and well maintained. However, some of the rooms used for language teaching are too small for the number of learners. In sport, the accommodation is not appropriate for many of the lessons and there are no changing or shower facilities for learners. Other areas used by learners are also restricted and can be overcrowded, especially at peak periods during the day. One site is not fully accessible to learners with restricted mobility. Social facilities are also restricted in some venues.

### **Equality of opportunity**

### **Contributory grade 2**

69. Support arrangements for learners are particularly good. WAES has given a high profile to learner support in restructuring the provision, and has established a senior management post with responsibility for learner support services. The governing body recognises the importance of learner support in widening participation, and one governor monitors the effectiveness of the support arrangements. WAES has implemented an extensive range of measures to support learners. Childcare facilities are available on main sites and in some community venues. The full-time childcare at the Amberley centre enables learners to attend courses, to complete work placements, and to study independently in the learning centre. Learners attending evening classes can access childminding facilities. Arrangements for information, advice and guidance are good. Qualified guidance workers provide educational and careers guidance to learners on the main sites and have recently begun to provide a similar service in community venues. Guidance staff support learners in their programmes and in progressing to further learning opportunities and employment. WAES provides welfare advice and counselling services to learners who have a wide range of experience and backgrounds, including refugees and asylum seekers and adults recovering from mental illness. Learners using the provision have often experienced homelessness, domestic violence, drug misuse and other emotional difficulties.

70. Learning resource centres on two of the main sites provide good support for learners to extend their learning experiences. ESOL tutors and learning centre staff have worked together to provide extension activities for learners. The centres have specialised equipment and staff are trained to meet the additional needs of learners. A revised procedure for disclosure of additional learning needs was introduced in September 2005. The number of learners who disclose a learning need has increased significantly in the current year. Learners receive a wide range of appropriate support, including signers and specific learning aids. Support for learners in the community facilities is less well developed.

71. WAES has developed very effective partnerships with local community groups, organisations and agencies to widen the participation of under-represented groups. As part of the strategy, community development workers implement innovative projects with a wide range of partners, to attract into learning those people who would not normally participate. These include minority ethnic groups, older learners and people recovering



from drug or substance misuse. Partnerships with the National Health Service mental health trust and MIND, the mental health charity, have attracted substantial additional funding to provide learning opportunities for people recovering from mental illness. The provider offers ESOL and ICT classes at one charity's women's day centre to homeless women and those seeking refuge. People who have illnesses or injuries are referred to classes through their general practitioner. Work placements for graphics learners are offered in the provider's graphics studio.

72. The management information system is used well to analyse the participation, retention and achievement of learners by gender, age, ethnic background and disability. The information is used to monitor how well the provider widens participation and supports the retention and achievements of learners who receive additional support. Curriculum managers in many areas have used the very detailed analysis of participation by specific minority ethnic groups in programme planning. For example, qualification courses for care assistants were established in partnership with the primary care trust and social services.

73. WAES has a range of equal opportunities policies and procedures that have recently been reviewed to include relevant legislation. These policies are specific to WAES and additional to the city council's policies and plans. WAES is working with the city council to achieve the equality standard for local government. The equal opportunities action plan is used to identify priorities and to implement improvements, but it is not always clear who is responsible for taking actions, or the timescales involved. The provider understands its responsibilities under the Disability Discrimination Act 1995. The ongoing monitoring of these responsibilities is satisfactory. Detailed audits of accommodation have been carried out, but not all of the accommodation is readily accessible to people with restricted mobility. Learners receive satisfactory information about equality and diversity. Comprehensive information is contained in the welcome leaflet, the prospectus and on the website.

74. A continuous programme of staff development on aspects of equality of opportunity includes training to promote equality and diversity in teaching. Tutors' attendance is mandatory for aspects related to legislation. The tutors work effectively to promote equality and diversity. Learners from different cultural backgrounds, minority ethnic groups, age groups and ability levels work well together in lessons. However, there is not enough promotion of cultural diversity in some lessons and learning materials and activities do not reflect learners' cultural backgrounds sufficiently.

75. Complaints from learners are analysed by age, gender, ethnic background and disability. The procedure for complaints is communicated to learners in information leaflets and the prospectus, but learners do not always understand how to register a complaint. WAES has recently introduced a revised form on which learners can make suggestions and complaints to WAES.

### **Quality improvement**

### **Contributory grade 3**

76. The quality of the provision has improved substantially since continuous quality improvement was strengthened as part of the restructuring of WAES in September 2003. Managers and most of the staff fully understand the need for continuous improvement and the priority areas for improvement. Quality improvement is planned effectively in conjunction with WAES's key strategic and operational objectives. The director of curriculum and quality, and the quality improvement manager take the lead in this area.

The governing body is fully involved in identifying areas for development and in promoting quality improvement. Retention and achievement rates have improved significantly over the past three years in most areas of learning. The curriculum has been developed to meet the government's and the local LSC's skills agendas, the needs of local residents and of employers. The recognition and recording of progress and achievement (RARPA) has been introduced to validate non-accredited courses and is moderated satisfactorily by the curriculum monitoring and review group. The additional literacy, language and numeracy support which has been piloted on vocational courses since 2003, is now well established in several curriculum areas to meet learners' needs. Service-level agreements are now established with community partners and clearly outline the expectations and responsibilities of both parties.

77. The self-assessment process is very effective in identifying WAES's strengths, and areas for improvement. All stakeholders are involved. Procedures to collect learners' feedback are well established. Courses are evaluated by learners at the end of each course. The evaluation form is well designed and records learners' views of the quality of the teaching, learning and resources. Tutors evaluate the course feedback and incorporate the findings in the termly course reviews. Feedback from employers and community partners is also collected, collated and analysed systematically. Most of the staff are sufficiently involved in the self-assessment process and understand the importance of the course reviews in determining areas for improvement. The organisation as a whole, including the governors, understands the priority areas for improvement. The self-assessment report is particularly critical and evaluative and reflects inspectors' findings in most of its judgements. Inspectors' judgements matched most of the strengths and weaknesses in the self-assessment report. The development plan provides a clear direction for improvement.

78. WAES has introduced a comprehensive range of policies and supporting guidance to ensure consistency with course paperwork. The detailed tutor handbook incorporates quality improvement policies and procedures that cover all aspects of learners' experiences. It is well designed and has an accompanying CD-ROM. However, a significant proportion of part-time staff do not fully understand WAES's quality assurance practices.

79. The observation of teaching and learning scheme is not used consistently enough to ensure continuous improvement. All tutors are observed at least once a year. New tutors receive a higher level of monitoring, as do those tutors who are given a low grade. The scheme is supported by detailed guidance to observers about what to look for during observations. Tutors now adopt a more consistent approach to course files, schemes of work and lessons plans. Staff training needs such as differentiation and the effective use of information learning technology (ILT) are identified. The scheme is particularly effective in dance, music, fine arts, crafts, design, media and communications, language, and care and counselling courses. However, in other areas the scheme is not used effectively to improve standards of teaching and learning. Tutors receive feedback after each observation, but in some instances it is not sufficiently detailed to improve their teaching. For example, in ICT some poor schemes of work and lesson plans were not identified. Reports are often descriptive rather than evaluative and focus on teaching methods and strategies, rather than learners' achievements and progress. Proposed actions for improvement do not have completion dates. Grades for teaching and learning are too generous in some areas of learning, and are not supported by the judgements in observation reports.

80. The scheduling of quality assurance activities is not effective enough to promote quality improvement. WEAS monitors the quality of the learners' experiences through area manager and course team leader monthly reports and the course review process. However, the provider has no systematic approach to evaluating the quality of some key learning processes and other aspects of the learner's experience at specific times of the year. For example, enrolment, initial assessment and induction are not monitored and evaluated regularly at the beginning of each term. Good practice is not shared effectively in ICT, sport, leisure and recreation, and literacy and numeracy. There is not enough sharing of good practice throughout the curriculum. For example, an excellent method of assessing the progress made by FLLN learners at the end of each course has not been shared among tutors working on other non-accredited courses.

## AREAS OF LEARNING

### Health, public services and care

### Grade 2

Contributory areas:	Number of learners	Contributory grade
<b>Complementary health services</b> Adult and community learning	327	2
<b>Counselling</b> Adult and community learning	269	2
<b>Early years</b> Adult and community learning	249	2

81. Currently, 845 learners are enrolled on 59 courses. The provision includes counselling, child-related studies, childcare and health-related studies. Courses are provided from entry level to level 4 and take place during the day, and evenings and weekends. Courses are taught in 14 locations including adult education centres, schools and community centres. The length of the courses varies from one day to 36 weeks. Approximately 23 per cent of courses are externally accredited. Currently, 17 per cent of learners are men, 86 per cent are under 50 years of age, and 52 per cent are from minority ethnic groups.

82. The provision is managed by a full-time area manager. The counselling and health team comprises two full-time course team leaders. Ten part-time tutors provide training in counselling and 12 part-time tutors provide training in health care and complementary health studies. The child-related studies team has one part-time course team leader and 15 part-time tutors. Course team leaders are also tutors.

#### *Strengths*

- very good retention and achievement rates for diploma in counselling
- very good achievement rates for level 1 courses
- good standards of teaching and learning
- very successful partnerships with community organisations

#### *Weaknesses*

- declining retention and achievement rates for child-related studies at level 2 and 3
- inadequate recording of individual learners' progress on some child-related courses
- incomplete progression opportunities for complementary health studies

### **Achievement and standards**

83. Retention and achievement rates on the advanced diploma in therapeutic counselling are very good. Retention and achievement rates for 2004-05 are 99 per cent in each case. In 2003-04 the retention rate was 100 per cent and the achievement rate was 98 per cent.

84. Achievement rates on all level 1 courses are very good. Over the past two years the achievement rate for level 1 child-related courses has increased from 86 per cent to 92 per cent. On level 1 counselling courses the achievement rate has risen from 73 per cent to

100 per cent. Ninety-three per cent of learners on level 1 health-related courses achieved the qualification in 2004-05, compared with 88 per cent in the previous year. Retention and achievement rates on level 2 counselling and health courses are satisfactory.

85. Retention and achievement rates on level 2 and 3 child-related courses are declining. Over the past two years the retention rate has declined on the level 2 courses from 72 per cent to 69 per cent, and achievement has declined from 88 per cent to 58 per cent. Over the same period the retention rate has declined on the level 3 course from 82 per cent to 69 per cent and the achievement rate has declined from 88 per cent to 70 per cent.

86. Learners on the one-day taster courses make gains in personal growth and development, as well as widening their understanding and knowledge. Learners on longer courses develop satisfactory vocational and personal skills. For example, complementary health learners are proficient at foot massage. Learners on early years courses develop story reading, creative work and presentation skills. They have a good understanding of how young children learn and of the importance of learning through play. Learners on counselling courses develop listening and feedback skills that they can transfer to work and domestic settings.

### **The quality of provision**

87. Standards of teaching and learning are good. Of the lessons observed, 75 per cent were judged to be good or better and none were unsatisfactory. Tutors plan the delivery of the curriculum thoroughly in all lessons. Learning targets are clear and are achieved by learners. A good range of teaching methods is used by tutors who have a good understanding of learners' preferred learning styles. All tutors provide relevant learning materials and many prepare learning materials to extend the learning experience. Tutors design tasks to interest learners and to promote learning. Tutors fully understand, and use effectively, differentiation during lessons. Learners are keen to improve their knowledge and skills and many are very well motivated to complete qualifications that will lead to employment. Some learners are converting qualifications and experience gained in other countries into qualifications that will be accepted in Britain. This is particularly true of learners on the complementary health courses and the teaching assistants' courses. Learners on vocational courses make important links between theory, practice and observations from their work placements. Learners on the diet and nutrition course use new information to improve their own health and to change their living styles. Some tutors do not make enough use of strategies to encourage all learners to participate fully.

88. WAES has developed a wide range of very successful partnerships with community organisations to meet the local community's needs and to widen participation. Many courses have been developed in collaboration with local partners, or in response to a local project. Partnerships and project work are used well and include work with Westminster parent partnership to develop a course for parents who have children with special educational needs. Partnership work with Sure Start has enabled the development of child-minding training and entry-level childcare with English language support for learners who speak English as an additional language. A consortium, formed with two primary care trusts and Westminster social services, has enabled WAES to offer health and social care at level 1 and NVQ care at level 2. WAES also works with a drugs rehabilitation centre. A course in drugs awareness has been developed.

89. Accommodation is generally satisfactory, and sufficient resources are available for

lessons. Tutors have appropriate vocational qualifications and experience and use this well to support the learners. Tutors make good use of the opportunities they are given to update their professional knowledge and skills.

90. Assessment practice is satisfactory and assessment tasks are appropriate for the level of learning taking place. Assessment is regular and takes place on all courses, including short courses. Internal verification has now been fully established for non-accredited courses, and is in the process of being implemented.

91. Guidance and advice sessions are satisfactory and are offered at regular intervals to those people who wish to join a course. Written information is clear and helpful. Learners complete an initial assessment of their prior learning, interests and vocational aptitude when joining a programme. Tutors use this information to place learners on appropriate courses. Learners with additional learning needs are referred for additional learning support. Learner support during lessons is effective and they receive tutorials and reviews of their progress.

92. The recording of individual learners' progress on some child-related courses is inadequate. Individual learning plans are not being used effectively to record the additional support offered, or the targets associated with it. Progress in achieving these targets is not always recorded.

93. The range of provision in complementary health studies is not wide enough to provide adequate progression opportunities for all learners. There is a good range of introductory and level 3 courses, but WAES does not offer a full award at level 2 and progression routes to a level 3 qualification are not fully established.

### **Leadership and management**

94. Equality of opportunity is integrated effectively with much of the curriculum. Strategies to widen participation are good and learners, who have a variety of needs, are supported well. The curriculum is well organised and arrangements for continuous professional development are satisfactory. Data on recruitment, retention and achievement is used to monitor and evaluate the provision. The self-assessment report identified most of the strengths and weaknesses found by inspectors. WAES has prepared an action plan. Some identified actions are in progress and are being monitored.

**Information and communications technology****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>ICT for users</b> Adult and community learning	626	<b>3</b> 3

95. WAES offers courses in ICT for users at 19 different learning centres throughout the borough. At the time of the inspection, 626 learners were enrolled on 70 courses. During 2004-05, 1,307 learners enrolled on 333 courses. Part-time courses are provided from entry level to level 2. The higher level courses are accredited. Classes are offered during the day, evenings and at weekends. Course durations range from one day to 24 weeks. The range of courses on offer includes courses for older learners, beginners IT, word processing, spreadsheets, databases and other applications such as web page design. In 2004-05, 71 per cent of learners were women, 48 per cent were from minority ethnic groups and 23 per cent were aged 60 or over. The ICT provision is managed by a full-time curriculum area manager and two full-time course team leaders. There are two part-time lecturers and 16 part-time hourly paid tutors.

**ICT for users****Grade 3***Strengths*

- good range of courses in community venues
- good ICT resources
- good additional support for learners

*Weaknesses*

- ineffective quality assurance arrangements

**Achievement and standards**

96. Retention rates are satisfactory on accredited and non-accredited courses. During 2004-05, the retention rates were 91 per cent on those courses lasting for up to 10 weeks. Achievement rates on accredited courses are satisfactory. Attendance and punctuality are also satisfactory. The attendance rate during inspection was 79 per cent. Fifty per cent of the courses have an attendance rate of above 85 per cent.

97. Skills are developed by learners in the use of office software applications, digital imagery, e-mail and the internet. The work produced by learners is at a standard appropriate to the stage and level of their courses. Most learners contribute readily to classroom activities and work well with other learners. Learners who have little or no previous knowledge of ICT gain confidence in using the technology. Learners make good use of their new skills in the home, in the community and in the workplace.

## The quality of provision

98. A good range of courses is provided in community venues. Courses are provided at a wide range of local outreach centres including Sure Start centres, youth centres, community housing centres, and a charitable organisation's women's day centre, in addition to the two main learning centres. These venues are in areas of high social and economic deprivation. The provider has good partnership arrangements with the charities and other organisations that manage these community venues. Service-level agreements ensure that WAES provides the tutor and learning materials, and that the partner provides the accommodation, ICT equipment and marketing materials. The wide range of ICT provision is planned well to meet community needs. Specific courses are provided for men, older learners and learners with specific physical and/or mental health needs. Learners with a wide range of social and cultural backgrounds have enrolled on these courses.

99. ICT resources are good at most learning centres. Where the centre is equipped by the provider, there are modern computers with flat-screen monitors, and industry-standard software. The furniture is good with sufficient desk space for each learner. Some tables are available for collaborative work away from computers. Tutors make good use of interactive whiteboards when teaching. Both main sites have a learning resource centre, equipped to a very good standard, which learners are able to attend on a drop-in basis. Most community venues have a good standard of ICT equipment.

100. Additional support for learners is good. Tutors and other staff actively promote additional learning support services. Systematic initial assessment of learners' literacy, numeracy, ESOL and ICT skills takes place at induction and is recorded on individual learning plans. Learners with ESOL needs are referred to classes where language support is provided. Learning support assistants work effectively with tutors to support any learners who have mental health problems. WAES has a range of special learning aids. A member of the learning resource centre support staff is responsible for training tutors in the use of these aids. Tutors refer learners in need of this technology to the additional learning support team. Information is available on the provider's website and in the learning resource centres. Crèche provision is available for many courses.

101. Standards of teaching and learning are satisfactory overall. Twenty-five per cent of the learning sessions observed were judged to be good or better. In the better sessions, learning outcomes are clear and are shared with learners. Tutors use an appropriate range of learning activities to meet learners' needs. They use ILT well and support learners in completing appropriate tasks that develop and consolidate learning. In the poorer sessions, learners spend too much time copy-typing information that is not relevant to their needs. Tutors giving individual support to learners take control of the learners' computers too quickly and do not ensure that learners carry out the processes themselves to consolidate their learning.

## Leadership and management

102. Strategies to widen participation are very effective and learners from a wide variety of backgrounds are encouraged to use the provision. Tutors drawn from a wide range of ethnic backgrounds are good role models for learners. Data shows that WAES recruits a significantly greater proportion of learners from minority ethnic groups than those



represented in the local population. All learners are fully aware of their rights and responsibilities with regard to harassment and bullying. However, learning materials do not sufficiently promote cultural diversity.

103. Staff involved in the curriculum area contributed fully to the self-assessment process. Most of the strengths and weaknesses identified in the self-assessment report matched those found by inspectors.

104. The day-to-day management of the ICT provision is satisfactory. However, the area manager has been absent for some months and there is no strategic overview of the provision. Data is readily available for the number of starts and for retention and achievement rates but is not used sufficiently to plan and monitor the provision. The analysis of achievement and retention by ethnicity is in the early stages of development.

105. Quality improvement arrangements are not effective enough to assure the quality of a number of aspects of the provision. The quality and content of teaching materials is not consistent. The poorer materials do not have enough illustrations and are poorly set out. These deficiencies are especially problematic for learners with language or literacy needs, or with any visual impairments. Exercises devised by tutors do not always take into account the diversity of the learners and their needs or interests. Tutors' use of the standard planning templates is not consistently effective and some of the planning is inadequate. In some cases, schemes of work are insufficiently detailed, or have little in common with the subject being taught. The poorer learning session plans are not detailed enough and do not identify intended learning outcomes adequately. Each learner has an individual learning plan, but these are not of a consistent standard. Learners' progress against agreed learning outcomes is not recorded thoroughly enough.

106. Arrangements for ensuring the quality of the ICT equipment in community venues are inadequate. The current service-level agreements between the provider and the community partners do not define the minimum level of ICT equipment required to meet the needs of the learners. At the time of inspection the quality of the equipment provided by the partners was generally good, with only a minority of venues where the equipment was not fit for purpose.

**Leisure, travel and tourism****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Sport, leisure and recreation</i></b>		<b>3</b>
Adult and community learning	391	3

107. WAES's sport, leisure and recreation programme includes yoga, keep fit, aqua-natal, aerobics, Pilates and multi-sports. Most of the courses are non-accredited. Some courses are targeted at specific groups, such as women or older adults. There are 11 learning venues, including schools, community centres, sports centres and churches. Most courses are provided in 12-week blocks over the academic year, and are offered during mornings, afternoons and evenings. There is a small amount of provision at weekends. The number of learners enrolling on programmes has risen from 865 learners in 2003-04, to 1,043 learners in 2004-05. At the time of the inspection, 391 learners were enrolled on courses. Over 90 per cent of the learners are women, 44 per cent are from minority ethnic groups, and 13 per cent have declared a disability. There are 12 part-time teaching staff. An area manager, a course team leader and a curriculum adviser have responsibility for curriculum development and quality improvement.

***Sport, leisure and recreation*****Grade 3***Strengths*

- good development of learners' skills
- good health benefits for learners
- particularly effective use of specific learning activities to meet individual needs
- good additional support arrangements for learners
- very effective partnerships to widen participation

*Weaknesses*

- very poor attendance
- poor accommodation at the main learning centre
- insufficient awareness by tutors of how to monitor learners' progress
- inadequate quality monitoring of programmes

**Achievement and standards**

108. Learners' development of skills and knowledge is good. The standard of their work is also good. Most learners improve their techniques and skills to achieve a high level of performance. The acquisition of new skills allows learners to make progress and maintain their levels of health. Learners develop good body awareness and improve their posture. In exercise and fitness classes, they demonstrate good levels of co-ordination, movement and flexibility.

109. The courses provide learners with good health benefits. Learners who are recovering from operations gain increased confidence and improve their mobility levels. Courses have

enabled learners to become more independent and overall fitness levels are maintained or improved. For example, one learner suffering from high blood pressure has stopped taking medication and has recently given up smoking. Many learners have been able to reduce their visits to doctors and medical specialists. The courses are helping to meet individual needs and national agendas, such as reducing obesity levels. The social benefits of attending courses are particularly important for older learners.

110. Retention rates are satisfactory at above 70 per cent on most courses. A large number of learners are new to these types of courses, but some learners have attended the same course for many years.

111. Attendance by learners is very poor. The average attendance rate during inspection was 53 per cent. The average attendance to date in one course is 29 per cent. The trend in attendance is poor on many courses this term and also in previous terms. Arrangements to check on absences are not monitored systematically.

### **The quality of provision**

112. Particularly effective use is made of special learning aids and activities to meet learners' individual needs. In most classes there is a range of adaptations to support learners, such as alternative movements and postures. Specialist equipment is used well to allow learners to participate, such as the use of bands to correct posture in yoga. Tutors give good, clear instructions and accurate demonstrations. Learners receive encouraging verbal prompts and guidance continuously. Standards of teaching and learning are satisfactory overall. In the lessons observed, 90 per cent were judged to be satisfactory or better. In the better classes a wide range of teaching methods is used.

113. WAES's additional support arrangements for learners are good. There is a range of referral systems, and tutors use initial assessment well to plan the lessons. Tutors provide effective individual support for learners. In some classes support staff and specialist instructors are used particularly well. For example, a British Sign Language interpreter supports two hearing impaired learners when they attend a yoga class. Fourteen learners are receiving additional support. Some are enrolled on a range of courses and progress to other programmes. None of the learners has received literacy, numeracy or language support.

114. The range of programmes and activities is satisfactory. Learners have access to a variety of courses and sufficient progression opportunities. Learning sessions are provided at a range of community venues which have adequate access.

115. Accommodation at the main learning centre is poor. Access is not adequate for people with restricted mobility, and there are no changing facilities. There is not enough storage space, heating facilities are poor, and learning resources are damaged. Learners carrying out strenuous activities are unable to shower after classes. Plans have recently been proposed to remedy these problems.

116. Tutors do not understand how to monitor learners' progress. Although tutors have an adequate knowledge of individual learners' needs, their progress is not monitored systematically. Many learners do not know how much progress they have made towards their learning goals. Plans have been established to develop appropriate monitoring materials and to provide relevant staff training, but it is too soon to be able to judge the

effectiveness of these measures.

### **Leadership and management**

117. WAES has effective partnerships with organisations such as Sure Start, health and educational bodies, and local leisure services to widen participation. One project has been developed in collaboration with London Transport. Good partnership work has taken place with an organisation to provide information for learners about healthy living. Some learners have enrolled on courses after receiving this information. WAES also works with general practitioners over referrals and collaborates with other agencies about local health initiatives. This work is in line with WAES's commitment to widening participation.

118. Curriculum management is satisfactory. There is sufficient expertise to plan and develop the curriculum. Good use is made of data for planning and bringing about improvements. Communications between staff are satisfactory. The promotion of equality and diversity is satisfactory. Most stakeholders have been involved in the self-assessment process and know the outcomes. The self-assessment report identifies most of the strengths and weaknesses found by inspectors and plans have been made to implement improvements.

119. The provider's quality monitoring of programmes is inadequate. Managers routinely observe classes, but development issues are not always identified and tutors are not given effective support to improve standards of teaching and learning. There is insufficient identification and sharing of good practice. The quality monitoring of important documents is not thorough enough. The moderation of non-accredited courses has only recently been implemented.

**Arts, media and publishing****Grade 1**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Dance</b> Adult and community learning	185	1
<b>Music</b> Adult and community learning	201	1
<b>Fine arts</b> Adult and community learning	266	1
<b>Crafts</b> Adult and community learning	222	1
<b>Design</b> Adult and community learning	277	1
<b>Media and communication</b> Adult and community learning	241	1

120. There are currently 1,392 learners on 123 courses, representing a total of 1,683 enrolments. This accounts for 21 per cent of all WAES's enrolments at the time of the inspection. There were 5,270 enrolments in this area of learning during 2004-05. Courses are provided through two main learning centres and 15 community centres throughout the borough. Overall, 37 per cent of the enrolments are for accredited courses, compared with 35 per cent in 2004-05. These include courses in graphic design, photography, make-up, fashion, glass and ceramics.

121. The provision includes courses from entry level to level 4 in visual arts, 3D art and design, graphic and interior design, crafts, performing arts, make-up, fashion, journalism and lens media. Classes include ceramics, stained glass, jewellery, watercolour and Chinese brush painting, desktop publishing, soft furnishing, upholstery, music technology, singing, flamenco dancing, documentary video and photography. There are 87 daytime and 36 evening courses, as well as a small number of short summer courses, Saturday classes and one-day workshops. Most courses are provided for either five or 12 weeks. Learning sessions usually last for two to three hours, but many courses are held over a full day. Overall, 72 per cent of learners are women. Approximately 60 per cent of learners are aged under 42, 20 per cent are over 60 years of age and 19 per cent are from minority ethnic groups. Teaching is carried out by 76 part-time and associate lecturers. The curriculum is managed by three area managers and 14 course team leaders.

*Strengths*

- particularly good standards of learners' work in arts, fashion, 3D design and dance
- good overall achievement
- particularly good achievement rates in 3D design
- good standards of teaching and learning
- very well-planned and extensive curriculum
- particularly effective curriculum management
- very effective quality improvement

### *Weaknesses*

- low attendance rates on some non-accredited courses

### **Achievement and standards**

122. Standards of learners' work in arts, fashion, 3D design and dance are particularly good. Finished work in glass, ceramics and jewellery is creative and experimental. For example, learners experiment with surface finishing and decorative effects, and their portfolios contain strong design briefs and examples of extensive research to develop and design their ideas. Learners on these courses have recently won national awards. The work of beginners in drawing and painting is expressive and bold. Learners on dance courses demonstrate good techniques and a fluid sense of style. In fashion, learners' finished work is precise and shows good attention to detail. The standard of learners' work in other areas is at least satisfactory and often good. Beginners on an interior design course become confident model makers and learners on a photography course demonstrate competent and professional approaches to darkroom printing using filters.

123. Overall achievement is good and is particularly so on the three-dimensional design courses. Success rates are good throughout most of the provision and have improved consistently over the past three years. For example, on glass courses, which account for 267 learners, success rates in 2004-05 were 95 per cent. Learners demonstrate confidence in the application of new skills, knowledge and techniques.

124. Attendance rates on accredited courses are generally good. However, there are low attendance rates on a small number of non-accredited courses at the main learning centres and community venues. Although trends show improvement over a three-year period, retention rates on some music courses in 2004-05 were still low, at 65 per cent.

### **The quality of provision**

125. Standards of teaching and learning throughout the provision are good. In the best learning sessions, tutors' high expectations and skilful demonstrations motivate learners to progress. Most teaching observed during the inspection was judged to be good or better. Most lessons are well planned and the pace of learning is very good. There are very good working relationships between learners and tutors. Learners are very well motivated. Learners on accredited courses are clearly focused on progressing to further levels of learning and specific careers, and fully understand the industry standards expected of them. For example, learners on make-up courses complete regular work experience assignments that form an integral part of their training and development. Graphics learners can attend work placements in WAES's in-house design studio, working on a range of community-based and commercial projects. In most lessons, learners develop good background, cultural and contextual knowledge and understanding of their subject. For example, learners on a beginners' tango course learnt about the differences between current and historical performance styles and conventions. Beginners in an art class have been taught the minimal use of blacks and greys to create images, before moving on to the use of colour.

126. Learning is enhanced by regular visits to galleries and exhibitions. Learners frequently exhibit their work and share their learning experiences. Tutors use a wide range of teaching strategies to meet the needs of learners and learning is supported by useful, subject-specific

learner handbooks. Tutors and managers are particularly well qualified, with specialist qualifications and extensive industrial experience. Learners have the use of well-maintained, industry-standard specialist facilities and equipment in all subject areas at the main learning centres. The accommodation and facilities at community venues are satisfactory.

127. The curriculum is well planned and extensive and offers courses from level 1 to level 4. Courses attract a large number of new learners each year, from a diverse range of ages and cultural backgrounds. Many learners on accredited can study on a number of short courses which combine to form a complete qualification. There is some evidence of good progression by learners to employment and further or higher education. For example, learners on 3D design courses have progressed to become tutors or technicians. Many learners on short taster and summer courses progress to take further courses. Partnerships with community organisations provide accessible and targeted courses in community venues, from which there is an average 15 per cent progression to courses at WAES's sites. A mental health charity supports art workshops at a local printing workshop. An art workshop is provided at a hospital.

128. The assessment and monitoring of learners' progress is satisfactory. Subject-specific diagnostic initial assessments of learners' previous skills and knowledge are used effectively to plan learning and to produce individual learning plans. Most learners receive regular verbal and written feedback which helps them to identify the progress they have made and any steps they may need to take. However, some individual learning plans do not have sufficiently clear targets. Internal verification processes have been reviewed and are now implemented effectively. Assessment on accredited courses is mostly good. However, in a very few instances, the use of assessment documents and the cross-referencing of goals to criteria are weak.

129. Support for learners is satisfactory. Five per cent of learners are receiving additional learning support. They receive helpful advice and guidance on course selection. Where a need is identified, support arrangements are quickly put into place and have a positive effect on learners' progress. However, some learners who speak English as an additional language do not always receive, or accept, the support available in learning sessions.

### **Leadership and management**

130. Curriculum management is particularly effective. Curriculum leaders have a clear development strategy for the area and priorities for quality improvement. Communications between staff and managers are particularly good. Staff have a good understanding of improvement strategies and priorities. Managers support staff effectively through regular contacts and a planned schedule of meetings.

131. Quality improvement arrangements are very effective. The self-assessment report is accurate and identifies weaknesses clearly. Action plans set realistic and challenging targets to improve standards of teaching and learning. Staff are fully involved in, and understand, the self-assessment process. Comprehensive course reviews are particularly effective in identifying good practice and priorities for improvements. The reviews involve managers, teaching staff and learners. The findings from internal lesson observations closely match the judgements of inspectors. Individual staff development is provided where appropriate. Performance management is effective. Staff are set challenging improvement targets following observations, self-assessment and course reviews. Progress in meeting these

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targets is monitored and evaluated regularly. Staff development is well planned to reflect national priorities.

132. The promotion of equality of opportunity within courses is satisfactory. A sufficient number of part- and full-time staff have attended development training. The cultural diversity of learners is reflected in learning sessions, but in a small number of sessions, the content is not culturally relevant enough for some learners.



**Languages, literature and culture****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Other languages, literature and culture</i></b> Adult and community learning	740	<b>3</b> 3

133. Currently, there are 740 enrolments on 51 modern languages courses which include Spanish, French, Italian, Arabic, Mandarin Chinese, German, Brazilian Portuguese and Japanese. Twenty-seven learners are on accredited courses. All courses are offered at beginner and intermediate levels, with most at upper intermediate level and French and Spanish at advanced level. Three courses lead to qualifications. In 2004-05, 1,157 people enrolled on language courses, compared with 1,306 in 2003-04. Courses take place in the evenings or over lunchtime, with six classes at one learning centre on Saturday morning. Lunchtime courses are of one hour each week, and evening and weekend sessions are mostly of two and a quarter hours duration each week for 10 weeks.

134. Courses are provided at 11 venues which include adult education centres, schools, a community centre, a hostel and two workplaces. Currently, 43 per cent of learners are aged between 25 and 36 years, 63 per cent are women and 23 per cent are from minority ethnic groups. An area manager and two part-time course team leaders are responsible for the languages programmes, and there are 20 part-time tutors.

***Other languages, literature and culture*****Grade 3***Strengths*

- good attainment of listening and speaking skills
- good use of the target language by tutors
- very effective quality assurance

*Weaknesses*

- insufficient planning to meet the language needs of individual learners
- insufficient variety in classroom activities

**Achievement and standards**

135. Learners achieve good listening and speaking skills. In most classes learners use the target language consistently to communicate. They speak confidently and are able to understand their tutor. In the better classes they also have the opportunity to listen to a range of voices presented through audio and video tapes. Many learners want to be able to use the language on holiday, or because they intend to move abroad, or have family members who speak the target language. Others wish to keep active and to learn in retirement. Although learners' attainment of verbal skills is good, there is less opportunity for them to develop their reading and writing skills.

136. Retention rates are good at 89 per cent. However, it is not possible to validate achievements because the data is not reliable enough. No language courses were

externally accredited in 2004-05. Internal verification has only recently been introduced and it is too soon to be able to judge its effectiveness. Course tutors use retention data and performance in class to judge learners' achievements. Attendance in the classes observed during inspection was 69 per cent.

### **The quality of provision**

137. Most tutors are native speakers of the language that they teach and all have teaching qualifications. In nearly all learning sessions they make good use of the language being taught when giving task instructions, explaining grammar, providing feedback, and in general conversation with the learners. In the best lessons, the target language is used very well with little use of English. Tutors adapt their language to an appropriate level for the group. For example, in one lesson where the target language presented considerable difficulties, the tutor made very good use of language, mime and pictures to help learners acquire vocabulary about the family. Most tutors support learners well. Verbal and written mistakes are corrected in a skilful manner. However, in many learning sessions there is not enough feedback about learners' pronunciation. Initial assessment is appropriate for all language courses. These assessments establish prior language knowledge and abilities within the group. Some tutors use learners' test results to plan learning programmes, but most tutors do not analyse and record learners' language achievements and needs. Individual learning plans are used to some extent and a tutorial system allows learners to be made aware of their progress.

138. Overall, accommodation is satisfactory. However, a few of the classrooms are too small to accommodate the number of learners and to allow the tutor to give individual support. In some outreach venues the furniture is only suitable for children. Access to teaching resources is inadequate in some learning centres. Some audiovisual equipment is poor and in some learning centres tutors are not allowed to use the equipment.

139. The range of courses is satisfactory and WAES has responded well to learners' needs by, for example, providing more daytime courses for older learners and language courses in the workplace. The provider has developed good arrangements to refer learners to local partners, following a decision to concentrate its provision at beginner and intermediate level. WAES has a very well-structured course evaluation form to collect learners' feedback. Data is well-analysed for the provider as a whole, but there is no detailed analysis by area of learning.

140. Details about courses are easily available through course brochures and the internet. A clearly written information leaflet contains useful details on course content, as well as advice about further study on completion of the course. In addition to material produced by WAES's marketing department, the area of learning has produced its own colourful posters and has targeted local employers to attract learners. Tutors give freely of their time to support learners in class and when learners have been absent. Individual support needs are identified at enrolment and most tutors have compiled a detailed class profile. Tutors also provide learners with details of cultural events which include the target language. Some learners have experienced difficulties in enrolling in person and over the telephone.

141. Not enough planning takes place to cater for learners' individual language needs. Not all learners are able to cope with some tasks, while others finish very quickly and are not given additional work. This is particularly the case in large classes where there is a wide range of needs. Activities are generally carefully sequenced to develop learners' language

skills. However, some tutors rely too much on paper-based activities, and do not use audiovisual material and ICT to cater for different learning styles. In the weaker lessons, tutors do not give learners sufficient time to work individually, or together, in order to develop their skills. Some activities are too long to maintain learners' interest.

### **Leadership and management**

142. Quality assurance is satisfactory. There is a schedule for the observation of teaching and learning. All tutors were observed at least once last year and new tutors are scheduled for observation within a few weeks of beginning their teaching duties. Tutors are informed of their strengths and weaknesses and receive appropriate advice on how to improve their teaching skills. The observation reports are analysed well and used in training and target-setting. Major improvements have been achieved in the use of the target language following the identification of poor practice in the classroom. Overall, the observation reports are good, but not all are evaluative enough and many focus on teaching rather than learning.

143. WAES anticipates the introduction of new developments well, such as the recording of learning on non-externally accredited courses. Communications with staff are good, featuring regular staff meetings and the distribution of common documents through CD-Rom and the intranet. The promotion of equality of opportunity on modern language programmes is satisfactory. The materials reflect the diversity of the learners. The self-assessment report generally matched the judgements of inspectors, and is used well to set targets and to monitor progress.

**Preparation for life and work****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>ESOL</b> Adult and community learning	2,607	<b>2</b> 2
<b>Literacy and numeracy</b> Adult and community learning	446	<b>4</b> 4

144. There are currently 2,607 learners enrolled on 384 ESOL courses. Of these learners, 2,075 are on ESOL courses and 532 are on English for academic and professional purposes (EAPP) courses. In 2004-5, there were 10,864 enrolments by 6,132 learners. Courses are provided from pre-entry to level 2. Learners enrol on a termly basis and can attend for between two and 13 hours each week. The provision includes English for business, English for legal professions, English for medical professions, ESOL with IT, English for the hotel business, and social issues and citizenship. Classes take place during the day and in the evening in several main learning centres within the borough, also in a number of workplaces and in many community venues, including community centres and primary and secondary schools. Currently, 30 per cent of learners are men. The ESOL provision is managed by three area managers, 19 course team leaders, 13 full-time and fractional tutors and 51 part-time tutors.

145. Currently, there are 446 learners enrolled on literacy and numeracy courses. Of these, 374 are enrolled on discrete literacy or numeracy courses, and 72 are on FLLN courses. At the time of the inspection, there were 49 literacy and numeracy classes in five learning centres and four FLLN classes in four learning centres. Classes are offered from pre-entry level to general certificate of secondary education level and additional classes are provided to improve spelling abilities. Overall, 27 per cent of learners are men, 5 per cent are under 20 years of age and 4 per cent are over 60 years of age. Most learners are aged between 25 and 35. Most of the learners in literacy classes speak English as an additional language. Classes for learners with learning difficulties and/or disabilities are delivered in partnership with social services. FLLN classes are delivered in collaboration with schools, libraries and early learning centres. Some classes take place on employers' premises. Most courses are provided as three-hour sessions in the morning, afternoon and evening for 11 weeks. At the end of each course all learners are awarded a certificate of achievement and some gain nationally recognised qualifications in literacy and numeracy.

146. The literacy and numeracy programme is managed by three area managers. Classes are taught by managers, 14 part-time tutors and two full-time lecturers. In addition there are four course team leaders, two of whom are also responsible for ESOL tutors. The FLLN programme is managed by a full-time development manager, who is supported by a full-time curriculum team leader, one fractional course team leader, and one fractional tutor on a fixed-term contract.

**ESOL****Grade 2***Strengths*

- particularly good retention and achievement rates

- good development of learners' verbal skills
- wide range of responsive provision
- particularly wide range of effective support for learners

### *Weaknesses*

- insufficiently challenging teaching in some lessons
- insufficient focus on teaching and learning in quality monitoring

### **Achievement and standards**

147. Achievement and retention rates for 2004-05 are particularly good, at 92 per cent and 93 per cent respectively. Achievement rates have improved by 13 per cent since 2002 and retention rates by 27 per cent. Achievement is based on external examination results, internal moderation of work in learners' portfolios, and the achievement of specific learning goals by learners. In addition to the external accreditation, all learners also work towards more specific learning outcomes.

148. Learners achieve their personal aims well, such as helping their children to read, communicating better with their employers, and helping customers at work. Learners progress well from ESOL classes in the community to classes at the main learning centres. In 2004-05, 20 per cent of ESOL learners in the community progressed into classes in the main learning centres. Attendance in the lessons observed was good, and there is an effective system for monitoring attendance and for following-up absences.

### **The quality of provision**

149. Learners' development of verbal skills is good. New learners quickly develop confidence in their speaking skills and pronunciation, and the use of sentence structure and intonation. Learners are able to communicate better in social situations, such as speaking to their children's teachers and in their places of employment.

150. There is a wide range of responsive provision. Curriculum development is particularly effective in widening participation and meeting the needs of learners. WAES is very responsive to its partners in local industries and in the community, and provides a good range of programmes in the main learning centres and in locally accessible venues. The provider works closely with a good range of partners including local schools, Sure Start, libraries, and employers to identify learners' needs and to plan and promote suitable programmes. In a Chinese community centre, learners make very good progress in IT. Workplace courses have been developed to meet the needs of employees in the hotel and bus transport industries. Good progression routes are provided through EAPP courses in law, teaching, medicine, business and interpreting. ESOL courses take place at a variety of times and include activities and materials to support citizenship. There are also classes in speaking with confidence, grammar and essay writing.

151. There is a particularly wide range of effective support for learners. Crèche provision enables parents to attend ESOL classes. Education and careers advice is provided, including specialist advice for learners who have qualifications and experience gained in other countries and who wish to enter the professions in Britain. A welfare officer provides good support on issues affecting asylum seekers and learners' personal concerns. Learners are helped to apply to the student support fund if they need financial help to buy learning

materials, or for transport to the learning centres. Learners make good use of this facility, for example, when they have housing or financial problems. Internal and external counselling support is available when needed. Drop-in learning sessions are provided in learning centres and include the use of ILT materials to support the work completed in ESOL classes. IT classes are provided for ESOL learners to enable them to acquire IT skills and to learn independently.

152. Tutors use a good range of teaching methods and activities to interest and motivate learners. In one outstanding lesson, learners developed good vocabulary relating to clothing. The tutor provided an excellent range of garments in an extensive variety of materials, such as wool, cotton, cashmere and silk, as a basis for role-play. Materials such as maps, photographs, videotapes of the weather forecast, job descriptions and other materials relevant to learners' lives, are used well by tutors.

153. Resources for teaching and learning are satisfactory. There are paper-based materials and books in the main learning centres. In the better learning sessions, learning materials are good. In one learning centre, learners can borrow graded reading books. In the main learning centres classrooms are equipped with overhead projectors and video equipment. Learners can book computers in the learning centres, but there are no computers in the ESOL classrooms. Plans exist for staff who do not have suitable qualifications to be able to improve them. Most classrooms are satisfactory, but some are not well maintained.

154. Learning levels in some lessons are not challenging enough. Tutors concentrate too much on planning group activities and do not focus sufficiently on the needs of individual learners. In these lessons there is not enough use of more demanding activities for the more able learners. Text books and other standard materials are used without being adapted to learners' interests, abilities and personal backgrounds. Some lessons are based entirely on photocopies from text books. Some grammar lessons do not include sufficient differentiated teaching practice to accommodate learners' individual knowledge of grammar. Some lessons do not use learners' previous knowledge and skills sufficiently.

### **Leadership and management**

155. Equality of opportunity is promoted effectively through successful strategies to recruit a wide range of learners, and the provision of specific support services to meet the needs of ESOL learners. The promotion of equality of opportunity in the classroom is satisfactory. Some tutors refer to, and make provision for, diversity in the classroom, but others do not. Support for visually and hearing impaired learners is provided. Publicity materials are available in a number of community languages. Some learners have a good understanding of their rights and the complaints system, but others do not. Some materials promoting cultural diversity are displayed by the provider.

156. Communications between managers and staff are satisfactory. WAES has good partnerships with a range of organisations. The internal moderation process for internal verification of accreditation is thorough. Curriculum managers in the three geographical areas meet regularly. A system for observing teaching and learning exists and the results are collated and summarised. Course reviews are satisfactory. The self-assessment report includes most, but not all, of the strengths and weaknesses identified by the inspectors. Most staff are involved in the self-assessment process through course reviews and the newsletter.

157. There is not enough focus on teaching and learning in quality monitoring. Staff do not receive sufficient feedback about the quality of schemes of work, individual learning plans and progress reviews. Action points from the observations of teaching and learning are not detailed enough to give staff adequate guidance for improvement. There are some opportunities for part-time staff to meet in teams, but many do not take advantage of them. Good practice in teaching and learning is not being shared sufficiently.

### **Literacy and numeracy**

### **Grade 4**

#### *Strengths*

- very good teaching and learning in FLLN classes

#### *Weaknesses*

- low achievement rates in literacy and numeracy
- poor standards of teaching in literacy and numeracy classes
- ineffective management and quality assurance of literacy and numeracy provision

### **Achievement and standards**

158. Development of learners' skills is satisfactory. Learners practise listening, scanning texts and writing sentences. They gain confidence, and demonstrate good listening and speaking skills. Learners are able to use dictionaries effectively. In FLLN, they gain skills and confidence in using alphabet games and letter cards with their children.

159. The standard of work produced in many lessons is satisfactory. In FLLN the standard of work is good. Learners produce well-designed reading games and books to use with their children at home. They support each other and exchange ideas on how to make their books of special interest to their children.

160. Achievement rates in literacy and numeracy examinations are low. In 2004-05, only 48 learners from a total of 421 were entered for the national tests in literacy and numeracy. Of these, only 30 learners passed. During inspection, the average attendance level was 72 per cent. The average retention rate in 2003-04 was 89 per cent and remained so for 2004-05.

### **The quality of provision**

161. Standards of teaching and learning in FLLN classes are very good. Courses and learning sessions are well planned. Tutors share the learning objectives for each learning session with the learners. Demonstration techniques are used well. Learners are able to practise their skills with their peers before working with their children in the second part of the lesson. Tutors manage the classes well. They pair learners with weak English language skills with other learners who speak their language. Tutors use the learners' own language to demonstrate how difficult it is to remember an alphabet when it is heard only once or twice. Learners are encouraged to contribute from their personal experiences by remembering nursery rhymes and identifying the rhymes and rhythms. Tutors ensure that mathematical and reading concepts are reinforced continuously. Learners are encouraged to reflect on their learning and to become more independent as learners. Learning materials, teaching resources and accommodation are satisfactory, although some rooms are not large enough for the number of learners on some courses.

162. Personal support for learners is satisfactory. They all make use of the information, advice and guidance facilities at the main learning centre. They also use the learning resource centre to support their studies. Learners needing additional support can receive this in class and in the learning resource centre. During the first session of an FLLN class, all learners are asked to assess their level of skills and competence against the course objectives. They record this on their statement of learning form. At the end of the programme they are required to state the progress they have made and to assess their level of achievement.

163. Standards of teaching and learning are poor in literacy and numeracy classes. Thirty-one per cent of the learning sessions observed during inspection were inadequate. Planned activities do not enable the stated learning objectives to be achieved. Tutors do not use an adequate range of teaching and learning techniques. They do not evaluate the relevance of the learning materials and use too many photocopied worksheets. Tutors do not make sufficient use of ILT to develop learners' literacy and numeracy skills.

164. Classroom management does not resolve poor punctuality, early departures from lessons, or the individual needs of learners. Often, no review of learning has taken place. Homework is not marked constructively. There is insufficient differentiation in classroom activities and materials. Course objectives do not take account of the needs and interests of learners. Insufficient use is made of the information provided by the initial assessment process. Learners are set inappropriate individual learning goals. There is no recording or monitoring of learners' achievements. In the better classes tutors provide learners with differentiated learning materials and teaching aids. They provide well-produced, relevant handouts.

### **Leadership and management**

165. The management of the FLLN programme is satisfactory. The small group of staff work well as a team. They meet regularly to share good practice. All staff are well qualified and experienced. Effective partnerships have been established with schools and other providers of services to young children.

166. Courses recruit a wide range of learners from the local community. Many learners have diverse backgrounds and abilities. On some courses, tutors use learners' own language and experience to help them understand the relevant teaching point. The promotion of equality of opportunity and diversity within the curriculum is satisfactory.

167. The management and quality assurance of the literacy and numeracy provision are ineffective. Although there are quality improvement plans to rectify weaknesses, inspectors identified weaknesses in internal learning session observations, teacher qualifications and staff development. The internal lesson observations are not graded accurately and the description of the standards of teaching and learning does not reflect the grade awarded. Observations are not used to identify staff training needs. There are not enough appropriately qualified staff to teach literacy and numeracy. Some staff have schools-based teaching qualifications, but are not qualified to teach adults. Many have no specialist qualifications or experience in teaching literacy and numeracy to adults. Only one member of staff has a specialist level 4 qualification. The provider has made slow progress in implementing training plans to resolve the shortage of appropriately qualified specialist staff in this area of learning. Many of the weaknesses identified in course review paperwork are



not reflected in the self-assessment report. Inspectors did not agree with many of the strengths and weaknesses identified in the report.

