

# INSPECTION REPORT

**Brent LEA**

**04 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

## Brent LEA

### Contents

#### Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for Brent LEA	2
Grades	2
About the inspection	4
Key Findings	4
What learners like about Brent LEA	12
What learners think Brent LEA could improve	12

#### Detailed inspection findings

Leadership and management	16
Equality of opportunity	18
Quality improvement	19
Health, public services and care	21
Information and communications technology	24
Retail and commercial enterprise	27
Arts, media and publishing	30
Preparation for life and work	33
Family learning	42

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Brent Adult and Community Education Service (BACES), is Brent local authority's direct provider of adult and community learning. Previously located within the directorate of education, arts and libraries, BACES relocated into the new environment and culture directorate following Brent Council's (the council) restructuring in July 2005. BACES receives funding from the West London Learning and Skills Council and provides programmes in 13 areas of learning, as well as family learning. Preparation for life and work programmes account for at least half of BACES' provision. In 2004-05, BACES received 17,722 enrolments from 8352 individual learners. BACES's senior management team consists of the head of service, two vice principals and a senior finance officer. A wider middle management team composed of five heads of curriculum, three administration managers and the senior personnel and administrative officer support the senior management team. New posts of programme managers were created in 2004-05 to provide more specialist curriculum management in each area of learning. Currently, 338 members of staff work for BACES, of whom 217 are part-time tutors.

2. BACES's provision is available in approximately 60 venues throughout the borough of Brent, including seven main learning centres in Wembley, Stonebridge, Harlesden, Carlton, Neasden and Brondesbury. The population of Brent is just over 263,000. Stonebridge, Harlesden, and Carlton, are within the top 10 per cent most deprived in the United Kingdom. Brent is now the second most ethnically diverse borough in the country with an ethnic majority population of just under 54 per cent. A large, diverse and growing number of refugee and asylum seekers represent approximately 5 per cent of the total population. In September 2005, unemployment rates for Brent were 4.3 per cent, which was significantly higher than the average for outer London at 2.8 per cent and the average for England at 2.3 per cent.

### OVERALL EFFECTIVENESS

**Grade 3**

3. **The overall effectiveness of the provision is satisfactory.** Provision is satisfactory in health, public services and care, retail and commercial enterprise, arts, media and publishing, preparation for life and work, and family learning. However, provision in information and communications technology (ICT) is inadequate. Leadership and management and equality of opportunity are satisfactory, as are the arrangements for quality improvement.

4. **The inspection team had some confidence in the reliability of the self-assessment process.** BACES's managers have successfully improved the self-assessment process in preparation for the publication of the report on the provision for 2004-05. The process is now thorough and is based on good consultation with staff and some partners. Managers adopt a critical approach and use a satisfactory range of evidence to help make judgements on the quality of the provision. The draft self-assessment report for 2004-05, which was produced shortly before the inspection, makes particularly good reference to evidence for the strengths and weaknesses it cites. These judgements relate well to the

## BRENT LEA

quality of the programmes in each area of learning. However, BACES did not analyse data on achievement and retention rates sufficiently in each area of learning. Inspectors' findings matched most of the judgements and grades in the report.

### **5. The provider has demonstrated that it has sufficient capacity to make improvements.**

BACES is particularly responsive to the need for change and when weaknesses are identified it takes appropriate action to rectify them. Managers use well-designed action plans effectively to manage developments and monitor progress towards achieving identified targets. BACES has recently altered its management structure successfully and has improved consistency in provision, accountability of staff and staff morale. Quality improvement arrangements are satisfactory. Some staff are already using the new staff handbook on quality improvement well. It provides very good guidance on implementing BACES's policies and procedures. However, managers do not monitor or evaluate some aspects of the provision sufficiently.

## **KEY CHALLENGES FOR BRENT LEA:**

- build on the good initiatives to meet the needs of local communities
- continue to develop the arrangements for the management of the curriculum
- improve the quality of teaching, accommodation and resources in all areas of learning
- improve the information and advice learners receive at the start of and during their programmes
- implement strategies to provide learners with additional literacy, numeracy and language support
- improve the promotion of equality of opportunity in every aspect of the provision
- implement planned procedures to monitor and evaluate the quality of the provision and share good practice

## **GRADES**

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

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

Health, public services and care		3
Contributory areas:	Number of learners	Contributory grade
<b>Complementary health services</b> Adult and community learning	108	3
<b>Social care</b> Adult and community learning	109	3
<b>Counselling</b> Adult and community learning	67	3
<b>Early years</b> Adult and community learning	155	3

Information and communications technology		4
Contributory areas:	Number of learners	Contributory grade
<b>Developing IT systems</b> Adult and community learning	48	4
<b>ICT for users</b> Adult and community learning	647	4

Retail and commercial enterprise		3
Contributory areas:	Number of learners	Contributory grade
<b>Hairdressing</b> Adult and community learning	75	3
<b>Beauty therapy</b> Adult and community learning	195	3

Arts, media and publishing		3
Contributory areas:	Number of learners	Contributory grade
<b>Dance</b> Adult and community learning	82	3
<b>Music</b> Adult and community learning	116	3
<b>Fine arts</b> Adult and community learning	105	3
<b>Crafts</b> Adult and community learning	420	3

Preparation for life and work		3
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> Adult and community learning	1,696	3 3
<i>Literacy and numeracy</i> Adult and community learning	669	3 3
<i>Independent living and leisure skills</i> Adult and community learning	121	3 3

Family learning		3
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i> Adult and community learning	122	3 3

## ABOUT THE INSPECTION

6. A team of six inspectors carried out two visits before the main inspection week to observe learning sessions in health, public services and social care, arts, publishing and media, preparation for life and work, and family learning. These areas of learning were also inspected during the main inspection, along with ICT. The contributory areas of preparation for life and work that were inspected and graded were literacy and numeracy, English for speakers of other languages (ESOL) and independent living and leisure skills. Inspectors also examined evidence from programmes in mathematics, construction, engineering, horticulture, sports and leisure, and modern foreign languages, education and training, and business administration which were not reported on separately, to support judgements in the leadership and management.

Number of inspectors	16
Number of inspection days	81
Number of learners interviewed	577
Number of staff interviewed	170
Number of locations/sites/learning centres visited	20
Number of partners/external agencies interviewed	15
Number of visits	3

## KEY FINDINGS

### Achievements and standards

7. **Learners skills and knowledge in their specialist subjects are developed well. They gain confidence while on BACES's programmes.** Many learners are new to adult learning



and develop useful social and personal skills required for successful participation in learning programmes. Learners on family learning programmes feel more confident when visiting schools to discuss their children's progress. Some learners make good use of the computer skills they develop on ICT courses to research subjects on the internet and contact friends and relatives through e-mail. Some learners on independent living and leisure skills programmes develop good employability skills, and many learners on entry-level programmes in ESOL improve their pronunciation well and increase their listening skills effectively. Learners achieve particularly good standards of work in hairdressing, beauty therapy, craft and music. Learners' recent successes have included selling some of their craft products and setting up their own businesses.

**8. Achievement and retention rates on some health, care and early years programmes are very good.** However, although learners who are working towards a national vocational qualification (NVQ) in early years produce good standards of written work, their progress towards achieving the qualification is slow. Retention rates are satisfactory in most areas of learning, and have improved significantly on arts programmes. **Retention and achievement rates on ICT programmes are poor.** In 2004-05, less than two-thirds of learners on courses leading to qualifications finished the course. Between 2003 and 2005, of the learners who finished the course, only just over half achieved their qualification.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	0	2	5	1	8
Information and communications technology	0	5	6	7	18
Retail and commercial enterprise	0	3	5	0	8
Arts, media and publishing	2	9	13	2	26
Preparation for life and work	3	18	35	7	63
Family learning	0	5	2	0	7
<b>Total</b>	<b>5</b>	<b>42</b>	<b>66</b>	<b>17</b>	<b>130</b>

**9. BACES provides a good range of provision in all areas of learning.** In particular, staff implement strategies well to attract new learners to programmes in ICT, preparation for life and work, and family learning. Staff also work well to create new learning opportunities for identified community groups. Recent courses set up have included those in specialist skills such as Indian bridal make-up and hairstyling, and hair weaving. BACES has successfully set up literacy and numeracy in collaboration with organisations that work with the homeless, people with mental health issues and older people. BACES also provides good opportunities in ESOL to meet the needs of learners at entry level.

**10. Teaching is particularly good in music and family learning.** Music tutors plan courses effectively and are skilled at guiding learners successfully through tasks and performances that are progressively more complex and demanding. Teaching in family learning is well planned and provides learners with a good range of interesting and relevant learning activities. Similarly, some literacy and numeracy tutors have a very good understanding of learners' needs and aims and use this information well when selecting learning activities. Some tutors are very skilled at teaching learners who speak English as an additional language to improve their literacy skills.

**11. Rooms used for some programmes are very spacious, bright, air-conditioned and provide a good learning environment.** For examples, tutors and learners on counselling and early years programmes make good use of furniture when planning and participating in learning activities such as creative work or group exercises. Similarly, some learning resources are particularly good. **BACES provides a range of paper-based and practical resources in literacy and numeracy, and some tutors use the good range of electronic resources confidently and competently to promote learning on independent living and leisure skills programmes.** However, BACES does not provide adequate resources and specialist facilities in hairdressing and beauty therapy, and ESOL. Too few learners in many areas of learning have the opportunity to use computers. Some accommodation used for ESOL, arts, and family learning programmes is too small, cluttered and drab.

12. Teaching is satisfactory in hairdressing, beauty therapy, and health and social care programmes. However, some of the tutors who teach literacy, numeracy, ESOL, crafts and fine arts do not use a sufficient variety of teaching methods and learning activities to help all learners participate to their potential. Some teaching in these subjects is dull and unimaginative. Too much teaching in ICT is inadequate. Many learning sessions are planned inadequately. Some tutors do not introduce new learning activities at appropriate stages in the sessions and they do not give learners sufficient time to practise their computing skills.

13. Assessment practices are satisfactory on most programmes leading to a national qualification, although assessments on counselling programmes are not monitored adequately. Most tutors give learners constructive feedback on their progress during learning sessions. However, tutors do not record learners' achievements sufficiently on programmes in arts, ESOL and independent living and leisure skills programmes. BACES has recognised this weakness and it is too soon to judge the effect of new guidance to tutors on recording learners' achievements. Some assessments are not managed effectively on literacy and numeracy programmes. The purpose of some of the assessments are not clarified sufficiently or explained to learners adequately. Some learners are required to spend too much time on doing assessments, especially on short courses.

**14. Learners do not receive sufficient information when they join a programme.** For example, some learners are guided to ICT programmes that are unsuitable or they do not receive sufficient information about what the course will involve when they join a beauty therapy programme. Although BACES has good arrangements with other providers to agree progression routes for its learners, some learners on ESOL and family learning programmes do not receive sufficient information early enough to help them plan in advance. Some learners do not receive sufficient additional literacy, numeracy or language support. In particular, many tutors have insufficient awareness of the additional learning needs of some learners. Some tutors do not explain the technical language they use well enough, and many tutors provide learners with lengthy handouts written in language that is far too complex for the level of course.

## **Leadership and management**

**15. Professional development is good for full- and part-time staff.** Take-up by managers and established staff of the extensive opportunities for in-house and external training is good. These include training in counselling skills, health and safety, managing behaviour and using ICT in the classroom. The knowledge and skills many members of staff obtain through training and development are transferred well to their work. However, training

events are poorly attended by some part-time tutors and attendance at these events is not monitored adequately.

**16. BACES works very well with local statutory, voluntary and community partners to help widen participation** in its programmes, and fulfil its mission and strategic objectives. BACES has successfully set up programmes in neighbourhoods which previously did not have adult learning opportunities and has developed successful arrangements with a large local provider of further education to help avoid duplication of programmes and create progression routes for BACES's learners.

**17. Curriculum management and planning have been developed particularly well** and are now at least satisfactory in most areas of learning. The recent restructuring of BACES's provision, from a geographic model based on centres to a curriculum model based on areas of learning, has been managed particularly well. Although the developments were planned for full implementation in 2005-06, some programmes have already improved considerably. However, curriculum management is inadequate in ICT.

**18. BACES has successful and inclusive strategies for recruiting learners and meeting their individual needs.** The recruitment of 74 per cent of learners from multi-minority ethnic groups compares well with the local population of 55 per cent. BACES's staff are particularly successful at providing courses for learners from the most disadvantaged backgrounds, including homeless groups, refugees and asylum seekers.

**19. BACES has made significant improvements to its programmes.** It uses findings from internal and external reviews of its provision particularly well to improve the quality of teaching and learning. Managers develop appropriately detailed action plans and use them well to bring about changes and monitor progress in improving weak areas. The annual self-assessment process is well established and involves most staff on established contracts, many part-time tutors and members of the consultative forum for BACES. Staff adopt a critical approach and use a good range of relevant evidence to identify strengths and weaknesses.

**20. The range of systems for collecting and analysing learners' views is good.** Sophisticated collection of feedback includes well-designed questionnaires and well-used suggestion boxes in all main learning centres. Managers analyse the information effectively and use it well to evaluate and improve the programmes.

**21. Accommodation and resources are inadequate in some areas of learning.** Some centres have recently been refurbished or are undergoing refurbishment. However, some courses take place in accommodation that is not conducive to learning. ESOL and family learning take place in cramped classrooms and learners have insufficient access to computing facilities. Many of BACES's main centres do not provide sufficient facilities for part-time tutors to work and prepare lessons or private space for interviews with learners.

**22. The implementation of strategies for family learning and literacy, numeracy and language support have been slow.** A strategy for family learning is currently in development. However, target-setting is weak and operational managers have not received sufficient direction and leadership to help them develop this provision. Some arrangements for additional support are unsatisfactory. Learning support staff are only available on three of BACES's main sites, so many learners have to travel to different sites for support. Initial

assessments are not routinely carried out on courses that require learners to use literacy or numeracy to achieve their qualification.

**23. The promotion of equality of opportunity is not managed adequately.** Managers do not monitor adequately the take up of training in equality of opportunity by staff. Similarly, managers do not monitor learning resources adequately to check that they promote equality of opportunity. The rich diversity of cultures is not used sufficiently in teaching and learning. Most of the marketing material is not readily available in different formats or in languages other than English.

**24. Managers have recently increased and refined the use of data to help them manage the provision.** Revised systems for collecting data is satisfactory. However, the use of data to evaluate programmes is still inadequate. Managers do not use data on achievement and retention rates, and attendance sufficiently to identify trends in performance on individual courses or types of courses in each area of learning. Target-setting is weak.

**25. Managers do not monitor some aspects of the provision adequately.** Although the systems for observing the quality of teaching are comprehensive, managers do not routinely check that actions are carried out or that the process has led to improvements. Some tutors still do not use a sufficient variety of teaching methods to meet the learning needs of all learners, even though managers have identified this as a weakness during observed learning sessions. Managers do not monitor the quality of information recorded in individual learning plans sufficiently.

## Leadership and management

### Strengths

- good professional development for staff
- good development of provision through partnerships
- good development of curriculum management and planning
- successful strategies to meet the needs of community groups
- good use of learners' views
- good action to deal with identified weaknesses

### Weaknesses

- inadequate resources and accommodation in some areas of learning
- weak arrangements for providing learners with advice and information about their programmes
- slow implementation of strategies for family learning and literacy, numeracy and language support
- insufficient management of the promotion of equality of opportunity
- insufficient collection and use of data
- inadequate monitoring of the quality of some aspects of the provision

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

### *Strengths*

- very good achievement and retention rates in first aid and level 1 childcare programmes
- some good teaching accommodation
- well-planned progression routes

### *Weaknesses*

- slow progress towards the NVQ in early years
- insufficient additional support for some learners
- poor monitoring of counselling programmes

## **Information and communications technology**

### *Strengths*

- good development of personal skills and confidence
- successful strategies for attracting new learners

### *Weaknesses*

- poor retention and achievement rates on courses leading to qualifications
- too much poor teaching
- poor initial support and advice
- poor curriculum management

## **Retail and commercial enterprise**

### *Strengths*

- good standards of learners' practical work
- good range of courses to meet local needs

### *Weaknesses*

- poor specialist resources and facilities
- insufficient specialist curriculum management

## **Arts, media and publishing**

### *Strengths*

- good development of learners' skills in music and craft
- particularly good teaching in music
- good operational management

*Weaknesses*

- too much dull teaching
- some inappropriate accommodation
- insufficient initial assessment and recording of progress

**Preparation for life and work**

***ESOL***

***Grade 3***

*Strengths*

- good development of learners' speaking and listening skills
- good organisation of provision to meet the needs of learners at entry level
- good quality improvement initiatives

*Weaknesses*

- insufficient variety of teaching and learning activities to meet the needs of some learners
- unsatisfactory resources and accommodation
- insufficient monitoring of individual progress

***Literacy and numeracy***

***Grade 3***

*Strengths*

- very effective teaching on some courses
- good range of provision to meet the needs of identified community groups
- good resources for teaching and learning

*Weaknesses*

- insufficient use of appropriate range of teaching methods
- inappropriate use of assessments
- insufficient action to improve teaching

***Independent living and leisure skills***

***Grade 3***

*Strengths*

- good development of learners' confidence and employability skills
- good use of electronic resources to promote learning on some courses
- very good range of programmes

*Weaknesses*

- poor co-ordination of individual learners' programmes
- insufficient recording of learners' progress
- insufficient sharing of good practice

## **Family learning**

### ***Adult and community learning***

**Grade 3**

#### *Strengths*

- good development of learners' confidence and parenting skills
- well-planned and responsive teaching
- good range of programmes

#### *Weaknesses*

- insufficient resources to support some teaching and learning
- insufficient emphasis on progression
- weak strategy to develop some aspects of the provision

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

- the friendly atmosphere
- the supportive and helpful tutors and administrative staff
- improving existing skills and learning new ones
- learning skills that lead to paid employment
- meeting people and making friends
- the confidence that their new knowledge and skills give them
- the crèche facilities that are available at some centres
- courses that are near to home and on bus routes
- opportunities to progress to higher levels

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

- access to computers
- the quality and availability of resources and handouts
- tidiness and space available in classrooms
- parking arrangements and refreshment facilities at some sites
- the security and lighting around some centres
- the number of sessions and length of some courses that they feel are too short
- the information they receive before they start a course
- the support available to meet their additional needs



## 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.
---------------------------	--

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 3

#### Strengths

- good professional development for staff
- good development of provision through partnerships
- good development of curriculum management and planning
- successful strategies to meet the needs of community groups
- good use of learners' views
- good action to deal with identified weaknesses

#### Weaknesses

- inadequate resources and accommodation in some areas of learning
- weak arrangements for providing learners with advice and information about their programmes
- slow implementation of strategies for family learning and literacy, numeracy and language support
- insufficient management of the promotion of equality of opportunity
- insufficient collection and use of data
- inadequate monitoring of the quality of some aspects of the provision

26. Professional development is good for full- and part-time staff. New staff receive a comprehensive induction and are supported well through their probationary period of employment. The induction is backed up by very good reference material, including an exemplary handbook and very useful guidelines for supporting people with disabilities. Managers implement effectively the policy that all tutors are required to achieve a teaching qualification within two years of appointment, and BACES provides a well-managed teacher training programme. Professional development for managers is also good and includes a comprehensive bespoke training course that leads to a national qualification. Take up by managers and established staff of the extensive opportunities for in-house and external training is good. These include training in counselling skills, health and safety, managing behaviour and using ICT in the classroom. The knowledge and skills obtained by members of staff through their training and development are transferred well to their work. Communications are satisfactory. Staff receive appropriate information on local and national developments at team meetings, through newsletters and the intranet. However, training events are poorly attended by some part-time tutors and attendance at these events is not monitored adequately.

27. BACES works very well with local statutory, voluntary and community partners to help widen participation in its programmes and fulfil its mission and strategic objectives. For example, BACES has set up new provision successfully in a neighbourhood where there was previously none, in partnership with a large high school which has a high proportion of learners from Asian and African-Caribbean communities. This provision has expanded well over the past four years and is marketed effectively. Senior managers have worked

particularly closely with a large local further education college to develop a very effective and innovative arrangement to help avoid duplication of programmes and competition for the same group of learners. Agreements include the creation of good progression routes, particularly in visual and performing arts and childcare. Other successful provision organised with the council's other departments, such as the education department and social services, have included courses for the travelling community and projects for people with learning difficulties and/or disabilities. However, written agreements with some of these organisations are inadequate. Responsibilities for safe working practices and monitoring the quality of the programmes are unclear.

28. Curriculum management and planning have been developed particularly well and are now at least satisfactory in most areas of learning. The recent restructuring of BACES's provision from a geographic model based on centres to a curriculum model based on areas of learning has been managed particularly well. Senior managers have negotiated and defined newly created jobs effectively and have provided good training and support for appointed staff, such as programme managers, to prepare them for their new roles. Lines of management are now clear in most curriculum areas and most tutors receive good support from managers who are also a specialist in their area of learning. Although the developments were planned for full implementation in 2005-06, some programmes have already improved considerably. For example, many learners have an improved choice of programmes, teaching has improved in some areas of learning and some learners, especially those attending programmes in craft and literacy and numeracy, use an increased range of specialist resources. However, curriculum management is inadequate in ICT.

29. Accommodation and resources are inadequate in some areas of learning. This is identified in the self-assessment report. Some centres have recently been refurbished or are undergoing refurbishment. However, some courses take place in accommodation that is not conducive to learning. Some ESOL and family learning take place in cramped classrooms and learners have insufficient access to computing facilities. BACES does not have adequate service level agreements for the maintenance of owned or leased premises. Some buildings appear neglected, untidy and uninviting. Some leased accommodation does not have good exterior lighting, and learners and staff report that they feel insecure using these buildings in the evenings. Many of BACES's main centres do not provide sufficient facilities for part-time tutors to work and prepare lessons or private space for interviews with learners.

30. Many learners do not receive sufficient information and advice on their programmes. Pre-course guidance is particularly ineffective in ICT, literacy and numeracy, childcare, hairdressing and beauty therapy. Some learners are guided to programmes that are inappropriate to meet their needs. Many learners do not receive sufficient and timely information on possible progression routes. Learners often receive advice too late in their programmes to help the tutors plan their learning to include preparation for their next step. Tutors do not have sufficient information and understanding of their role in promoting progression.

31. The implementation of strategies for family learning and literacy, numeracy and language support have been slow. A strategy for family learning throughout the borough is currently in development. However, target-setting is weak and operational managers have not received sufficient direction and leadership to help them develop this provision. Funding is not prioritised to provide appropriate resources or to achieve best value for

money. Managers have developed a satisfactory strategy for literacy, numeracy and language, that includes development of provision for additional support in all areas of learning. However, implementation is slow. Some arrangements for additional support are unsatisfactory. Learning support staff are only available on three of BACES's main sites, so many learners have to travel to different sites for support. Initial assessments are not routinely carried out on courses that require learners to use literacy or numeracy to achieve their qualification. Many tutors have insufficient awareness of the needs of some of the many learners who speak English as an additional language. Some tutors do not explain the technical language they use well enough and many tutors provide learners with lengthy handouts written in language that is far too complex for the level of course.

### **Equality of opportunity**

### **Contributory grade 3**

32. BACES has successful and inclusive strategies for recruiting learners and meeting their individual needs. Managers focus well on meeting BACES's priorities for developing and providing courses up to and including level 1. The recruitment of 74 per cent learners from multi-minority ethnic groups compares well with the local population of 55 per cent. BACES's staff are particularly successful at providing courses for learners from the most disadvantaged backgrounds, including homeless groups, refugees and asylum seekers. A wide range of courses are run at venues in the community and they recruit many learners who state that they did not have the confidence to attend what they consider to be more imposing educational institutions. Well over half of BACES's provision is in literacy, numeracy and ESOL, and managers organise this provision well to help learners develop these basic skills before progressing to other courses. BACES is particularly effective at providing relevant and successful learning programmes for specific groups of the community. Recent courses include self-defence for survivors of domestic violence and a work-related ESOL course for survivors of concentration camps.

33. BACES make some good arrangements to help learners attend and achieve their programmes. For example, some older learners who attend ICT courses make good use of the adaptive technology such as hearing loops, and large keyboards for arthritic hands. The current fee structure is clear and provides good support to help learners with specific circumstances to participate at reduced cost. At least 70 per cent of learners currently receive free tuition or pay reduced fees. The crèche facilities at five of BACES's main learning centres are well publicised and used. However, some aspects of this support are not managed or monitored effectively. Opening times of some crèches do not coincide with course times and some learners have to miss parts of each learning session. Some learners who are on waiting lists for crèche places do not receive sufficient information on when a place may be available.

34. Equality and diversity policies and procedures are satisfactory. BACES uses council's policies and procedures for staff and has adapted them appropriately for learners. The equalities committee has overall responsibility for equality and diversity and monitors the implementation of these policies adequately. Procedures for recruiting staff are fair and managed well. The multicultural, multi-lingual staff are excellent role models for learners, who state members of staff often inspire them to achieve their learning goals and obtain employment. Twenty-five per cent of management staff were formerly learners on BACES's courses and eight former learners currently work in the crèches. BACES has made satisfactory progress towards meeting the requirements of the Disability Discrimination Act 1995, the Special Educational Needs and Disability Act 2001 and the Race Relations (Amendment) Act 2000. Audits of premises have been carried out and funding obtained to

make some improvements. These include the installation of hearing loops, the building of access ramps and new toilets, and a lift at one of the centres. However, access is inadequate for people with restricted mobility at two learning centres. The complaints procedure is systematic and is given to learners in the handbook. Complaints are dealt with promptly and effectively, but are not analysed to identify trends and plan for improvements.

35. The promotion of equality of opportunity is not managed adequately. Staff celebrate learners' achievements well at an annual awards ceremony. However, managers do not have adequate procedures for planning and monitoring training in equality of opportunity. Recent training for staff has covered relevant topics such as the needs of refugees and asylum seekers, equality and diversity, and working with learners with additional support needs. However, managers keep inadequate records of which members of staff still need to attend this training. Similarly, managers do not monitor learning resources adequately to check that they promote equality of opportunity. The rich diversity of cultures is not used sufficiently in teaching and learning. Too few tutors include the promotion of equality and diversity in lesson planning or use sufficient variety of teaching and learning methods to meet the needs of all learners. The marketing of BACES's courses is weak. Some leaflets and promotional materials are dull and difficult to read and do not provide sufficient detail on what learners can expect if they join the programmes. Most marketing material is not readily available in different formats or in languages other than English.

### Quality improvement

### Contributory grade 3

36. BACES has made significant improvements to its programmes. It uses findings from internal and external reviews of its provision particularly well to improve the quality of teaching and learning. Managers develop appropriately detailed action plans and use them well to bring about changes and monitor progress in improving weak areas. In particular, managers now provide more effective curriculum management in most areas of learning and they have developed very detailed and clear guidance for tutors on procedures for identifying group and individual learning goals and recording learners' achievements. The annual self-assessment process is well established and involves most staff on established contracts, many part-time tutors and members of the consultative forum for BACES. Staff adopt a critical approach and use a good range of relevant evidence to identify strengths and weaknesses. Action to rectify many of the identified weaknesses is very effective. The draft self-assessment report for 2004-05 identifies improvements to BACES since the previous report. These include improved retention and achievement rates in many areas of learning, improved recording of learners' progress in literacy and numeracy, and good electronic resources for tutors and learners on independent living and leisure skills courses. Managers have focused particularly well on improving the ESOL provision, which is BACES's largest area of learning. Successful initiatives include the introduction of individual coaching for tutors to help improve the quality of teaching, and good implementation of new procedures to improve learners' attendance and punctuality.

37. The range of systems for collecting and analysing learners' views is good. Sophisticated collection of feedback includes well-designed questionnaires and well-used suggestion boxes in all main learning centres. Managers analyse the information effectively and use it well to evaluate and improve the programmes. Recent improvements have included increased practical resources, especially on art and craft programmes and some changes to the times of programmes. BACES has also improved opportunities for learners to work towards a national qualification in arts and ICT, and is currently developing arrangements to do the same in family learning and preparation for life and work courses.



Managers often use public noticeboards to report back to learners on the action they have taken in response to their comments. Managers also evaluate these processes well through discussions with staff and learners to ensure that they are giving learners good opportunities to give their views about the service BACES provides.

38. Quality improvement and assurance is the responsibility of one of the two vice principals. BACES has satisfactory policies and procedures for all key aspects of the programmes. Managers have recently revised the curriculum quality handbook and issued it to all staff. It provides good guidance and contains very well-written descriptions of the policies and exemplary explanations of each of the procedures in the quality assurance framework. Most staff appreciate the detailed guidance and are beginning to implement the procedures. However, it is too soon to evaluate the effect of this initiative on improving the quality of learning programmes.

39. Managers have recently increased and refined the use of data to help them manage the provision. Revised systems for collecting data are satisfactory and managers are continuing to increase the information they collect, such as data on learners' destinations after completing a course. However, the self-assessment report identified that the use of data to evaluate programmes is still inadequate. Managers do not use data on achievements and retention rates and attendance sufficiently to identify trends in performance on individual courses or types of courses in each area of learning. Target-setting is weak. Most managers and tutors do not have sufficiently detailed information to help them identify improved performance.

40. Managers do not monitor some aspects of the provision adequately. Although the systems for observing the quality of teaching are comprehensive, managers do not routinely check agreed action is carried out or that the process has led to improvements. Some tutors still do not use a sufficient variety of teaching methods to meet the learning needs of all learners, even though managers have identified this as a weakness during observed learning sessions. Managers do not monitor the quality of information recorded in individual learning plans sufficiently. The monitoring and recording of learners' progress is particularly weak on ESOL, arts and independent living, and leisure skills programmes. Internal verification is satisfactory in most areas of learning where it is required, but the process has not identified that some counselling tutors do not link assignments and learning activities closely enough to the assessment criteria. Although communications are satisfactory, some arrangements for sharing good practice within area of learning teams and throughout BACES are weak. Some tutors do not receive sufficient opportunities to learn from their colleagues to help them improve practices such as planning learning sessions, initial assessments and providing advice on progression routes.



## AREAS OF LEARNING

### Health, public services and care

### Grade 3

Contributory areas:	Number of learners	Contributory grade
<b>Complementary health services</b> Adult and community learning	108	3
<b>Social care</b> Adult and community learning	109	3
<b>Counselling</b> Adult and community learning	67	3
<b>Early years</b> Adult and community learning	155	3

41. Most learners in health, early years, counselling and first aid work towards national qualifications at levels 1, 2 and level 3. Training in early years includes courses that lead to an NVQ at level 2 for teaching assistants and staff working in primary and nursery schools in Brent. Courses in counselling and first aid range from initial introductory courses to more substantial courses that last between 10 and 30 weeks. Courses take place in BACES's dedicated learning centres, as well as at community venues during weekdays, evenings and on Saturdays. A full-time head of curriculum and two programme managers work with 12 part-time tutors to provide these programmes. Approximately 87 per cent of learners are women and 47 per cent describe themselves as being from black and minority ethnic groups.

#### Strengths

- very good achievement and retention rates in first aid and level 1 childcare programmes
- some good teaching accommodation
- well-planned progression routes

#### Weaknesses

- slow progress towards the NVQ in early years
- insufficient additional support for some learners
- poor monitoring of counselling programmes

### Achievement and standards

42. Achievement and retention rates on first aid programmes are very good. In 2004-05, approximately 95 per cent of learners completed the six- to 10-week programmes and all of these learners achieved the qualification. Learners on the specialist programmes in first aid in sports and paediatrics who are required to achieve this qualification for their employment are particularly successful. Retention rates in childcare programmes at level 1 are satisfactory. However, a very good proportion of learners who complete the 15-week programme achieve the qualification. Many of the learners on these programmes speak English as an additional language. They develop a good understanding of preparatory skills in childcare that are relevant to their paid or voluntary work in childcare settings.

43. Learners on all programmes make good progress in increasing their specialist knowledge and relevant practical skills. In particular, learners on the NVQ early years programmes develop a very good understanding of background knowledge in their subject and produce good standards of written work in their assessment portfolios. They structure their written answers well and provide comprehensive statements about workplace practice that meet requirements of their qualification well. Achievement on counselling programmes is satisfactory. Learners display effective analytical and counselling skills in learning sessions. In first aid lessons, learners display satisfactory practical skills through role play.

44. BACES has identified that learners' progress towards the NVQ in childcare is slow. Although learners develop skills and knowledge to a good standard, arrangements for assessments at work are poor. Too few learners achieve the qualification in the agreed time and some learners leave the programme without achieving a nationally recognised qualification. In 2004-05, retention rates were poor at 55 per cent.

### **The quality of provision**

45. The curriculum is well planned, with a good range of courses and particularly well-planned progression routes in childcare and counselling. BACES has used research well to identify the professional development needs of local employees and provide a good range of specialist programmes, such as first aid for people working in sports. BACES provides many programmes specifically to help employers and employees have the required qualifications and expertise, particularly in childcare. BACES has developed particularly good links with other providers, such as the partners in the local authority and the local further education college to provide coherent progression routes for learners who want to gain skills and qualifications in health and social care from levels 1 to 3.

46. BACES provides some particularly good classroom accommodation for learners on the early years and counselling programme. Learning sessions take place in very spacious rooms which are bright and air-conditioned and provide a good learning environment. Tutors and learners make good use of the furniture when planning and participating in learning activities such as creative work or group exercises. Learning resources are satisfactory. Tutors use an appropriate range of paper-based and practical learning materials to help learners understand specialist concepts and put them into practice at work.

47. Teaching and learning are satisfactory on health, counselling and early years programmes. Tutors have suitable qualifications and relevant occupational experience. Childcare tutors are experienced practitioners with a wide knowledge of different childcare settings. The counselling tutors are very experienced practitioners who also work currently as counsellors. Learners make satisfactory progress in meeting the learning objectives of the lessons. Tutors successfully use a wide variety of interesting teaching and learning strategies to engage the learners. Learners are interested in the activities and enjoy the sessions. However, some of the activities are not appropriate to meet the individual needs of some learners, and tutors do not always take sufficient time to consolidate learners' understanding of topics effectively.

48. Some arrangements for assessments are inadequate. In 2004-05, BACES did not provide enough assessors to carry out assessments of learners' performance at work.

Learners received insufficient feedback on the quality of their work and, although they had completed the taught aspect of their programme, they were making slow progress towards the qualification. Assessment practices are now satisfactory. BACES has recently trained and employed additional assessors to carry out assessments, but it is too soon to evaluate the effect of this initiative on helping learners achieve their qualifications in the timescales initially agreed.

49. Arrangements for additional learning support are poor for some learners. This aspect of the programmes is not managed well enough. Not all learning centres used for health, social care and early years programmes provide additional support facilities. Some learners cannot gain access to computing facilities to complete their work, as the room is often locked. Some individual learning plans do not contain sufficient information on learners' additional support needs. Some tutors do not use information that is available to help ensure that learners receive the support they need to help them complete their programmes successfully. Some learners do not receive sufficient advice and guidance before starting their programmes and only find out whether the programme is suitable for them once they have started. Similarly, some learners do not receive sufficient information about the qualifications they are working towards, such as its value when applying for jobs.

### **Leadership and management**

50. Communications are satisfactory. Managers use team meetings well to provide tutors with relevant information about recent developments in BACES and the curriculum area. Staff promote equality of opportunity appropriately on health, social care and early years programmes. Learners have a good understanding of how to promote equality in care and early years settings. However, the handouts and some learning resources do not adequately reflect the diversity of the learners and multicultural settings in which they work.

51. Some aspects of the counselling programmes are insufficiently monitored. The self-assessment report did not identify this weakness. The new management team for this area of learning has not implemented the strategy to standardise schemes of work and lesson plans. Some tutors who teach the same course at different sites use different schemes of work. Learners' experience on these programmes differ considerably, as does the range of knowledge and understanding they gain in preparation for a programme at the next level. Similarly, managers do not adequately check that the programmes meet the requirements of the awarding body. Some tutors do not link assignments and learning activities closely enough to the assessment criteria. Although managers have identified some of these weaknesses during observations of training sessions, they do not adequately follow up agreed actions or check that improvements have taken place.

**Information and communications technology****Grade 4**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Developing IT systems</i></b> Adult and community learning	48	4
<b><i>ICT for users</i></b> Adult and community learning	647	4

52. Most of the learners on ICT programmes work towards qualifications at levels 1 and 2, and BACES provides a few courses at advanced levels. Most of the courses provide training in using computer applications, sending and receiving e-mails, and using the internet. A few technical courses help learners develop skills in programming and looking after their computers. A team of 19 part-time tutors and one half-time lecturer teach on the 51 courses that BACES currently provides at eight sites throughout the borough. Most learners are from black and minority ethnic groups and are women. Learning sessions take place during the morning, afternoon, twilight and evenings in the week. Four courses run on Saturday mornings. Courses vary in length from three-hour tasters to 90 hours.

*Strengths*

- good development of personal skills and confidence
- successful strategies for attracting new learners

*Weaknesses*

- poor retention and achievement rates on courses leading to qualifications
- too much poor teaching
- poor initial support and advice
- poor curriculum management

**Achievement and standards**

53. Learners develop confidence and personal skills well while attending ICT courses. For many learners, the courses are their first experience of adult learning and attending a programme in ICT provides an effective route back into education. They gain confidence in handling computers and develop useful social and personal skills. Many learners are excited by the opportunities that an introduction to the use of the internet provides. For example, one learner, who also attends a modern foreign language course, is delighted by the ability to access up-to-date materials in that language through the internet. The work produced by learners is mostly at a standard appropriate to the stage and level of the courses. However, some older learners do not develop keyboarding techniques to a standard sufficient to help them use computers efficiently.

54. Retention and achievement rates on courses leading to qualifications are poor. In 2004-05, less than two-thirds of learners on courses leading to qualifications finished the programme. Between 2003 and 2005, of the learners who finished the course, only just over half achieved their qualification.

### **The quality of provision**

55. BACES has introduced successful strategies to attract new learners to its ICT courses. New courses are set up at a good range of venues located in the community. BACES provides some particularly good accommodation, such as air-conditioned rooms equipped with multimedia projectors and interactive whiteboards. The culturally diverse borough is well represented by the learners enrolled onto ICT courses and the tutors which BACES employs. In recent years, a large number of older learners have been attracted onto courses that managers have specifically set up to help them develop skills in computing. Similarly, managers work well with agencies, such as the local branch of a teachers union, to provide short training programmes adapted effectively to meet the learning needs of their members.

56. Too much of the teaching is poor. In some good learning sessions, very attentive and patient tutors provide learners with good support and make particularly good use of multimedia projectors to demonstrate features of software packages, operating facilities and web searching. In some of the sessions, learners take responsibility for their own learning. They work industriously and support each other effectively. However, many learning sessions are planned inadequately. For example, some tutors do not introduce new learning activities at appropriate stages in the sessions. Groups of learners are often expected to work on the same activity and some learners are held back from developing their skills at a quicker pace. Some learning materials selected to demonstrate computing techniques, such as the use of a facility to check spelling, are inappropriate. Some tutors talk for too long, use too much jargon and do not give learners sufficient time to practise their skills. Too few tutors check learners' understanding adequately or give them sufficient feedback on the quality of their work. Most tutors are well qualified, but some do not have sufficient knowledge of the specialist aspect of ICT they are teaching. Assessment of learners' work used on courses leading to qualifications is satisfactory and meets the requirements of awarding bodies.

57. Initial support and guidance is poor. Many learners receive insufficient information to help them select the most appropriate course to meet their needs. Some learners are only advised that they are on an inappropriate course once they have been attending for a few weeks. Transferring learners to a more appropriate course at this stage is disruptive for all concerned. The tools some tutors use for initial assessment are inadequate. For example, an initial assessment exercise for the assessment of older learners who want to start an entry-level course features some obscure questions that experienced ICT professionals struggle to answer.

### **Leadership and management**

58. Curriculum management in ICT is inadequate. BACES has identified this weakness and has recently appointed staff to manage this area of work and implemented action for improvement. Some of the resources are inadequate. Most ICT rooms feature industry-standard hardware and software, but some of the sites do not have enough working computers for the size of the class. Many classrooms are dull with little use of wall displays. Managers do not adequately check that tutors have the specialist skills required to teach the programmes. For example, some tutors cannot use the interactive whiteboards and some do not check for safe working in ICT.

59. Staff do not promote equality and diversity in ICT enough. Despite the rich cultural diversity in the local area, tutors do not incorporate this sufficiently into their teaching. Learning materials do not include multicultural differences sufficiently and marketing materials, handouts, notices and exercises are not easy to read for learners who speak English as an additional language or learners who have low levels of literacy.

60. The self-assessment process has improved in recent years, although insufficient tutors were involved in the process last year. The self-assessment report for ICT identified many of the strengths and weaknesses identified by inspectors. However, some quality improvement arrangements are not sufficiently monitored. Managers do not use data sufficiently to plan and evaluate the programmes. Minutes of meetings do not include reference to previous meetings to check whether actions have been completed. The arrangements for monitoring the quality of teaching and learning are satisfactory, but too few of the weaknesses have been rectified.

**Retail and commercial enterprise****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Hairdressing</i></b> Adult and community learning	75	3
<b><i>Beauty therapy</i></b> Adult and community learning	195	3

61. The programme includes courses in aromatherapy, Reiki and healing techniques, meditation, shiatsu, homeopathy, Indian head massage, reflexology, beauty therapy, healthy skin, make-up and manicure, nail art, waxing, Indian bridal make-up and various hairdressing courses such as cutting, styling and weaving courses. Most courses run for 10 weeks and do not lead to a national qualification as they are designed to provide introductory training. They are held during the daytime, in the evenings and on Saturdays. They take place at six sites, including community venues such as a high school and a library. BACES ran 48 courses in 2004-05. Just over 4 per cent of learners are men and 60 per cent are aged over 25. Eight vocational tutors, all of whom have teaching qualifications, teach these courses.

*Strengths*

- good standards of learners' practical work
- good range of courses to meet local needs

*Weaknesses*

- poor specialist resources and facilities
- insufficient specialist curriculum management

**Achievement and standards**

62. Learners' practical work is at a good standard. Learners develop good technical skills and competently carry out specialist tasks such as head and shoulder massage treatments. Learners on beauty therapy courses develop a good understanding of the sequence of movements and the pressure required to complete a treatment. Most learners develop skills quickly, adopt a professional approach and carry out their work with confidence. Some learners also develop good artistic ability when, for example, completing nail art designs.

63. Retention rates are at least satisfactory and are good on some courses at over 80 per cent. In 2004-05, 69 per cent of learners who started the accredited aromatherapy course achieved the qualification. Achievement on courses which do not lead to qualifications is satisfactory. Learners receive satisfactory records of their progress towards identified objectives and individual learning goals. Most current learners are making satisfactory progress towards achieving their planned outcomes.

**The quality of provision**

64. BACES provides a good range of courses in hairdressing and beauty therapy to meet the needs of the local community. The curriculum is well planned. Courses in specialist



skills such as Indian bridal make-up and hairstyling, and hair weaving effectively fill a gap in local provision. Most of BACES's hairdressing and beauty therapy courses provide a useful introduction to these professions and give learners well-designed opportunities to increase their confidence to progress to higher-level courses. Learners appreciate the opportunity to get specialist training and guidance in skills that they have practised at home.

65. Teaching and learning are satisfactory. Some tutors manage the learning activities well and successfully encourage learners to complete challenging practical tasks, such as facial treatments and massage techniques. Learners make good use of the good practical tips and advice tutors provide, and they receive constructive feedback on the quality of their work. Most tutors plan learning sessions well and keep good records of planned learning activities. Most learners participate well in stimulating discussions on the background knowledge to the practical techniques, and tutors check their understanding effectively. Some learners make good use of the internet to research the topics they are studying. However, some learning sessions are dull. Some tutors do not use a sufficient range of learning activities to keep learners interested in the subject and help them develop their understanding and their potential.

66. Assessment practices are satisfactory. Tutors use documents for identifying learners' individual learning goals and short-term targets well. Learners receive good guidance on how to evaluate their progress effectively and receive useful feedback from their tutors. Tutors carry out frequent assessments of learners' work and record this process effectively. Learners receive appropriate written records of their progress throughout their programmes.

67. Learners receive satisfactory guidance and support. Tutors provide learners with good individual support during learning sessions, often through effective individual coaching. Learners also receive appropriate information on the availability of additional support throughout BACES from a learning support tutor who attends new courses to offer additional support to learners and to explain the referral procedures. However, some learners do not have enough opportunity to talk to tutors before enrolment for information about the requirements of the courses. For example, learners have to practise treatments on each other and some learners are uncomfortable with this.

68. Specialist resources and facilities are inadequate. Some of the accommodation which is used for hairdressing and beauty therapy courses has good lighting and is appropriate for the size of the group, but it does not have the specialist equipment required. For example, some rooms do not have running water and sterilisation of equipment on a few courses do not meet required standards. Some of the venues used for beauty and complementary therapy classes do not have enough couches. Learners either have to wait for long periods before they can practise their skills or they have to complete treatments on desks that are not fit for purpose.



## Leadership and management

69. Some aspects of the hairdressing and beauty therapy programmes are well managed and monitored. Staff are enthusiastic about their work and are keen to provide a good service. Staff have appropriate specialist qualifications and experience, and arrangements for updating their knowledge and expertise is satisfactory. Most hairdressing and beauty therapy staff take part in continual professional development, and some staff have recently attended specialist vocational training. Equality of opportunity is satisfactory. However, BACES has identified that it does not offer enough courses in this area of learning to attract men.

70. Specialist management of hairdressing and beauty therapy programmes is inadequate. The post of specialist manager is currently vacant. Although some aspects of the programmes are managed appropriately, tutors do not receive sufficient specialist advice on how to improve the provision. Some tutors do not attend staff meetings and arrangements for them to receive relevant information are poor. Most tutors use the systems to evaluate their courses appropriately, however they are insufficiently aware of what happens to the information or how it is used to contribute to BACES's self-assessment report. Most tutors do not receive a copy of the self-assessment report and are insufficiently aware of its importance. Similarly, some monitoring activities do not pick up weaknesses that are specific to this area of learning. Managers use BACES's comprehensive procedures for observing the quality of teaching. They give tutors constructive feedback on their work and identify appropriate actions for improvement. However, this process has not identified the varying standards in safe working practices in the classrooms. This aspect of the programme is reinforced well by some tutors. Other tutors do not ensure that learners follow agreed procedures. Managers have not identified the inadequate information learners receive before they start the programme. Some learners leave the programme once they have found out exactly what it involves.

**Arts, media and publishing****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Dance</b> Adult and community learning	82	3
<b>Music</b> Adult and community learning	116	3
<b>Fine arts</b> Adult and community learning	105	3
<b>Crafts</b> Adult and community learning	420	3

71. BACES currently offers 10 courses in fine arts, 38 in craft, 10 in music and seven in dance. Subjects include watercolour painting, life drawing, silk painting, bead craft, stained glass, photography and clothes making. Dance classes include salsa, ballroom and Latin dancing, and music classes offer training in guitar, keyboard and singing. Forty per cent of courses lead to national qualifications. Courses take place during the day and in the evening in BACES's main learning centres, as well as community venues such as libraries, schools and church halls. They range from one- and two-day Saturday taster sessions to courses of 10 and 30 weeks over the academic year. About 17 per cent of current learners are men, 19 per cent are over 60 years old, and 61 per cent are from black and minority ethnic groups. A full-time programme manager and two part-time programme managers are responsible for the provision. They work with 34 specialist part-time tutors and report to a head of curriculum.

*Strengths*

- good development of learners' skills in music and craft
- particularly good teaching in music
- good operational management

*Weaknesses*

- too much dull teaching
- some inappropriate accommodation
- insufficient initial assessment and recording of progress

**Achievement and standards**

72. Learners' work is of a good standard in craft and music. Learners develop good skills and increase their enjoyment of their craft or interest. Some learners develop their skills particularly well as they progress from classes for beginners to more advanced classes. Recent successes include learners who sell jewellery or have set up their own businesses in floral art and other craft specialisms. Learners also make good progress in craft, music and dance techniques, including new learners who often pick up specialist skills soon after starting a course. For example, new learners make good progress in making clothes without using conventional patterns. Choral singing groups develop a high standard of performance, as well as the ability to critically evaluate the strengths and weaknesses in

their work. Learners also improve their self-confidence as they develop their skills and many learners report significantly improved concentration. In the fine arts classes, standards of work are satisfactory, but some learners' observational skills are not developed sufficiently.

73. Retention and achievement rates are satisfactory. In particular, retention rates on courses leading to a qualification have increased from 57 per cent in 2003-04 to 68 per cent in 2004-05. Approximately 95 per cent of learners who complete the courses achieve the qualification. Retention rates on courses which do not lead to a qualification are at least satisfactory.

### **The quality of provision**

74. Teaching is particularly good in music and singing. Tutors plan courses effectively and schemes of work clearly show how learners are guided through carefully selected tasks and performances that are progressively more complex and demanding. Tutors skilfully combine the development of practical skills with effective group work to explore theory and specialist techniques. Learners participate enthusiastically in well-planned learning activities. Tutors set appropriately high standards of performance and provide learners with particularly constructive feedback on the quality of their work.

75. Teaching in the fine arts, art, craft and dance is satisfactory. Some tutors plan stimulating learning activities that begin with short, clear and interesting demonstrations before learners are successfully encouraged to start their own projects. These projects often involve using a good range of materials or unusual contexts. For example, in one observed fabric painting class, learners used autumn leaves as source material and discussed the best way to paint the colours and textures onto cloth by referring to their own samples. Some tutors prepare good learning materials such as well-labelled diagrams with clear definitions that provide learners with a useful source of reference. Learners are keen to learn and support each other's learning well.

76. The range of courses is satisfactory. BACES provides some interesting courses in unusual subjects such as bead craft, stained glass and table decorations and BACES has purchased some relevant specialist equipment, such as a kiln for firing glass and video editing suite. Some of these courses provide learners with skills to make objects that are readily marketable and some learners are keen to join small companies or start their own business. The curriculum is well planned. Courses in many subjects include introductory courses and clear progression routes to programmes leading to qualifications at level 1 and 2. Learners from the life drawing class have progressed onto courses at the local further education college.

77. Too much teaching is dull and uninspiring. Although most learners achieve the agreed objectives of the sessions and develop new technical skills, some learners do not have sufficient opportunities to practise and extend their skills. In some sessions demonstrations take too long and learners have to wait to experiment with the materials. Similarly, some learners in dance classes with large numbers of learners also have to wait too long before they can perform dance steps and receive individual feedback from the tutor. Some learning materials are inadequately planned and are not sufficiently interesting. In some art sessions, tutors do not use a sufficient range of source materials to help learners extend their observations skills and develop their creativity. Some oral explanations and written handouts are too long and complex and contain too much jargon. Some tutors do not

explain technical art and craft language clearly enough and they do not provide learners with sufficient clear visual or written references to learn new vocabulary.

78. Some accommodation is inappropriate. The main learning centres have good resources with a ceramic studio, art studio and sewing rooms with industrial and domestic sewing machines. However in the smaller learning centres, some rooms are cramped with insufficient space for the tutor to move around to support learners or to arrange group discussions. Arrangements for classes in some centres are not managed well and learning is often disrupted. For example, at one venue too little time is allowed between sessions. Some sessions are curtailed with a rush at the end, or a slow start to allow tutors and learners to re-arrange furniture and prepare learning materials. Where rooms are shared with other organisations, some housekeeping is poor and some arrangements to display learners' work are inadequate. One of BACES's learning centres is currently being refurbished and the building is extremely dusty. Tables and floors are not cleaned daily and the build up of dust in classrooms is excessive.

79. Learners receive satisfactory information at the start of their programmes. However, tutors do not adequately check whether learners require additional literacy, numeracy or language support to help them complete their programmes successfully. Tutors do not assess and record learners' progress enough on courses which do not lead to qualifications. Although most learners receive good feedback on the quality of their work, some tutors do not use the recently revised systems to record learners' progress adequately. Tutors and learners do not have sufficient records to refer to when planning new projects, and some learners do not have a permanent record of their achievements.

### **Leadership and management**

80. Some quality improvement arrangements are good. The newly appointed programme managers monitor the quality of the programmes well and provide good specialist support. They use the comprehensive systems for monitoring the quality of teaching well and identify appropriate action for improvement. Team meetings are well managed and are a useful forum for identifying weak aspects of the provision and for sharing good practice. Retention rates have improved significantly since 2002-03. Managers and tutors evaluate programmes in this area of learning well and use their findings effectively to make judgements for the self-assessment report. The draft 2004-05 self-assessment report matches most of the strengths and weaknesses identified at inspection. Staff have also identified appropriate areas for improvement but actions to deal with them are sometimes slow. Tutors are well qualified in their specialist fields and many have professional experience which they share with learners. They commend the new handbook for staff and feel well supported. However, too few tutors from this area of learning attend training events and meetings specifically arranged for part-time tutors.

81. Equality and diversity are promoted particularly well in music. The choice of performance materials not only develops performance skills but also celebrates the cultural diversity of the group. For example, courses frequently include the performance of traditional Spanish songs and African chants and music. Some fine arts and craft courses are set up specifically in community venues and many courses successfully attract learners who are new to adult learning. However, some of the tutors who teach these subjects do not celebrate the wide cultural experience of learners sufficiently or incorporate this rich diversity in their teaching.

**Preparation for life and work****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>ESOL</i></b> Adult and community learning	1,696	<b>3</b> 3
<b><i>Literacy and numeracy</i></b> Adult and community learning	669	<b>3</b> 3
<b><i>Independent living and leisure skills</i></b> Adult and community learning	121	<b>3</b> 3

82. Most learners on courses in literacy and numeracy work towards qualifications from entry level to level 2, including the national tests at levels 1 and 2. Some learners also use the courses as a preparation for work towards a general certificate of secondary education in English or mathematics. Learners attend courses at three main centres in Harlesden, Wembley and South Kilburn, and at 11 community venues where BACES has set up courses in partnership with schools, libraries, charitable organisations and employers. Most learners attend more than one of the 93 courses BACES currently offers, especially when they are working on literacy as well as numeracy skills. Seventy-four per cent of learners are women and 60 per cent are in the 25 - 50 age group. Ninety-two per cent of learners are from minority ethnic groups, of whom 44 per cent are black African or African-Caribbean. All courses run for two hours a week for 12 or 13 weeks. An open learning centre for literacy and numeracy is based in Harlesden and offers a drop-in facility for learners to use learning resources and receive support from specialist tutors. A head of curriculum manages this area of work and is responsible for 36 part-time tutors.

83. BACES currently offers 171 ESOL courses at seven of its main learning centres and at 11 community venues, such as schools, community halls and a centre for people with mental health issues. Seventy-four per cent of learners are women, and 50 per cent are aged between 26 and 40 years. BACES offers ESOL part-time courses in the day and evenings. Most learners study between two and six hours a week and attend a combination of reading, writing, and speaking and listening courses which BACES offers at all levels from entry level to level 2. Most learners study at entry level and enrol for all three terms of the academic year. BACES is currently making arrangements for more learners to work towards national qualifications. Following a recent restructuring, a full-time curriculum head and four programme managers manage the provision and work with 63 tutors.

84. The programme for independent living and leisure skills for learners with learning difficulties and/or disabilities consists of part-time day courses at entry level. These take place at three of BACES's main sites during the morning, afternoon and two twilight sessions. Currently, 54 per cent of learners are men and 72 per cent are from black and minority ethnic groups. Courses take place for up to 12 hours a week over 30 or 36 weeks of the year. They include teaching in literacy and numeracy and a selection of subjects such as computing, craft skills, drama, art and digital photography. Learners on work-related courses, set up in partnership with the council's social services department, have work experience or part-time employment in a café and on gardening projects. The café, which is staffed by staff from social services, provides meals for staff and learners at BACES's three main sites in Stonebridge, Wembley and Carlton. Learners on the gardening

project carry out contracted work in approximately 100 venues. A head of curriculum and a programme manager are responsible for this area of learning and the 14 part-time staff who teach on the courses.

## **ESOL**

## **Grade 3**

### *Strengths*

- good development of learners' speaking and listening skills
- good organisation of provision to meet the needs of learners at entry level
- good quality improvement initiatives

### *Weaknesses*

- insufficient variety of teaching and learning activities to meet the needs of some learners
- unsatisfactory resources and accommodation
- insufficient monitoring of individual progress

## **Achievement and standards**

85. Learners develop their listening and speaking skills well. In particular, learners who are studying at entry level quickly improve their pronunciation skills and make good progress at increasing their understanding of vocabulary and of words they can readily use in conversation. Many learners gain confidence in communicating with people in English in their daily lives. The standard of learners' work is satisfactory. In 2003-04, pass rates for nationally recognised English-speaking qualifications were good, at 95 per cent, but only 25 per cent of learners worked towards a qualification. Attendance rates are good at approximately 78 per cent. This is a significant improvement on recent years. Learners have good understanding of the importance of attending regularly and being on time for their classes.

## **The quality of provision**

86. BACES organises the ESOL provision well and offers a particularly good range of learning opportunities at entry level. Staff work well with external agencies to set up new courses that successfully attract learners who are new to adult learning. Recent successful initiatives include joint projects with the library service to set up reading groups, a 'summer reading challenge' and a course in ESOL set up specifically with the childcare teaching staff and managers to help learners develop the language skills they need to study on a course in childcare at level 1. The recent reorganisation of the ESOL provision has been effective. Courses now focus on helping learners develop specific language skills, such as reading, writing, and speaking and listening. Staff use thorough and well-designed initial assessments to help ensure that learners are on the course that is most appropriate to meet their individual needs. The range of courses at level 1 and 2 are satisfactory.

87. Teaching in ESOL is satisfactory. Some tutors plan learning activities particularly well and use interesting and stimulating learning activities. For example, taped dialogues set in useful everyday contexts and recorded in a good variety of accents provide learners with authentic examples of the use of language. Learners make good use of these models to practise their listening and speaking skills, extend their vocabulary and increase their fluency and accuracy. Some tutors set learners appropriately high standards. They check



learners' work carefully and give learners constructive feedback on the quality of their work. Some tutors provide the whole group with useful summaries of tips, advice and explanations given to individual learners.

88. Some learning sessions are inadequately planned. Some tutors use an insufficient variety of learning activities and teaching methods to meet the needs of all the learners in their sessions. Some learning activities do not motivate learners sufficiently or help them learn the specific skills they need to improve. Some tutors rely too much on worksheets in learning sessions to develop learners' reading and writing skills. They do not check adequately that the worksheets are at an appropriate level for each learner. Some learners who complete their work quickly receive additional worksheets to complete, whereas some learners in the same class struggle to complete set tasks. Tutors do not use these activities well enough to assess learners' progress and help them develop the strategies they need to improve their skills. Similarly, some tutors do not use the information on the individual and group learning plans to plan interesting activities that are relevant to learners' interests and long-term goals.

89. Resources and accommodation used for ESOL courses are unsatisfactory at many learning centres. A few rooms are bright, well decorated, spacious and have interesting displays of learners' work. However, some rooms are too small for the size of the groups, and are untidy and cluttered. They do not provide a learning environment that is conducive to learning. It is too difficult for tutors to rearrange the layout of some rooms in preparation for group work, discussions and role-play. The range and quality of some learning materials are inadequate. Some handouts are poorly copied and difficult to read. Some tutors do not make sufficient use of computers to assist learning and many tutors have insufficient access to appropriate computing equipment. In many learning sessions, tutors do not promote diversity well enough or use learners' wide range of experiences and cultures sufficiently as a learning resource.

90. Tutors do not monitor learners' progress sufficiently. They make good use of the intensive initial assessments to select the most appropriate classes for learners and assess their learning appropriately during sessions. However, learners do not receive enough feedback on their progress towards the individual learning goals identified when they joined the programme. Some tutors use the newly devised record of achievement appropriately, but many tutors do not keep sufficient records of learners' short-term goals or their progress and achievements. Similarly, tutors do not keep sufficient records of learners' additional support needs or the arrangements to meet these needs. Learners receive satisfactory information on other ESOL courses, but they receive insufficient advice on the full range of courses they may progress to at higher levels and in other subjects.

### **Leadership and management**

91. Some aspects of the ESOL provision have improved significantly. Managers are committed to improving the quality of programmes and have introduced some successful new systems and procedures to support teaching and learning. For example, a recently introduced coaching scheme to support the large number of part-time tutors and new tutors is managed well. More experienced tutors have received well-designed intensive training in coaching skills and in the needs of staff working for BACES. They provide other tutors with relevant individual advice and guidance to help them improve the quality of their teaching. Procedures for monitoring the quality of teaching have also improved. Most of the tutors were observed in 2004-05 and a significantly lower proportion of

observed sessions were unsatisfactory. The process is thorough and recorded well. Managers and tutors have successfully implemented new procedures for monitoring learners' attendance and a punctuality policy for learners. Attendance rates and punctuality have improved significantly since the introduction of these procedures. The self-assessment process is satisfactory, but the final report is not routinely shared with all part-time tutors. Inspectors' judgements matched many of the strengths and weaknesses identified in the draft self-assessment report for 2004-05.

92. Management of ESOL programmes and communication to the large number of teaching staff are satisfactory. Progress towards implementing the strategy that includes plans for the discrete ESOL provision is satisfactory. For example, managers are currently introducing the opportunity for all learners on ESOL programmes to work towards national qualifications in 2005-06. Managers have identified the need for more staff to have specialist ESOL qualifications and are making appropriate arrangements for some tutors to attend relevant courses. The in-house training programme and schedule of team meetings cover a good range of relevant topics. Some arrangements to share good practice are thorough. However, attendance by some tutors is poor. Some tutors do not adequately use the recently introduced systems and updated documents, such as records of progress.

### ***Literacy and numeracy***

### ***Grade 3***

#### *Strengths*

- very effective teaching on some courses
- good range of provision to meet the needs of identified community groups
- good resources for teaching and learning

#### *Weaknesses*

- insufficient use of appropriate range of teaching methods
- inappropriate use of assessments
- insufficient action to improve teaching

### **Achievement and standards**

93. Achievement rates are satisfactory. Pass rates in the national tests in literacy and numeracy have improved significantly from 38 per cent in 2002-03 to 75 per cent in 2004-05. The number of learners taking the national tests has also increased significantly since 2002. Retention rates have also improved, although they are still low at 64 per cent on courses which lead to a qualification. Learners make satisfactory progress in improving their literacy and numeracy skills. Many learners on numeracy courses overcome their fear of numbers and progress towards qualifications at a higher level. Similarly, many learners on literacy courses become more confident in carrying out tasks involving reading and writing in front of other people and are more accurate in their work. The standard of learners' work is satisfactory. However, some courses do not provide learners with sufficiently challenging tasks and some learners' progress towards achieving their individual goals is slow. Tutors have recently launched a successful campaign to urge learners to attend learning sessions on time and learners' punctuality and attendance rates have improved considerably.



## The quality of provision

94. Some of the teaching is very effective. Some tutors plan learning sessions very well and use a good range of learning activities that are particularly effective in helping learners meet their identified learning goals. These tutors have a very good understanding of learners' needs and aims and use this information well, when selecting learning activities. Learning activities are relevant and at appropriate levels of difficulty and complexity. In particular, some tutors are very skilled at teaching learners who speak English as an additional language to improve their literacy skills. They help learners build on their ability in speaking and listening in English to improve their accuracy in understanding texts and putting their ideas on paper. Learners in well-planned sessions participate well in activities and contribute to discussions confidently. They receive good feedback on the quality of their work and their progress towards meeting their individual targets. Many tutors make good use of individual learning plans when planning learning. This aspect of their work has improved significantly. They work well with learners to help them understand the purpose of the document, identify appropriate learning goals and ask them to complete the individual learning plan in their own handwriting. Learners are increasingly aware of their own learning needs and set their own targets. However, some individual learning plans do not include sufficient information on learners' long-term aims and short-term targets to help them achieve their potential.

95. BACES provides a good range of teaching and learning resources at all main learning centres. Many learners make good use of the refurbished and well-equipped open learning centre. Learners appreciate the flexible opening hours, the good range of interesting and relevant learning materials and the individual support they receive from specialist literacy and numeracy tutors. Most tutors use the recently purchased equipment, such as laptop computers and colour printers, to improve the quality of handouts. BACES also provides tutors with a good range of useful stationery and other equipment. To help reinforce learning, some rooms have interesting and colourful charts on specific aspects of literacy such as homophones and suffixes. Some numeracy tutors are skilled at using the new practical equipment and games to help learners increase their confidence in using numbers and relate the work they do during learning sessions to their daily lives. However, too few learners have the opportunity to use computers to help them develop their literacy and numeracy skills during learning sessions.

96. BACES provides a good range of courses in literacy and numeracy. More specifically, it works well with external organisations to set up courses specifically to meet the needs of community groups. For example, young people recovering from drug or alcohol addiction attend literacy and numeracy courses on the premises of an organisation which provides them with specialist care and support. BACES currently runs courses with organisations that work with the homeless, and for people with mental health issues and older people. BACES's staff also work particularly well with other departments of the council, and have successfully set up courses for classroom assistants and people working in social services.

97. Learners receive satisfactory information and guidance before they start their programmes. Staff record useful information on learners' prior qualifications and experiences. However, this information is not routinely passed on promptly to tutors and is not used enough to plan teaching. Some learners do not receive sufficient information on possible progression routes early enough in their programme to help them develop the skills they need to progress successfully to their chosen course or job.

98. The quality of teaching varies significantly. Although some teaching is very good, too much teaching is dull. Some tutors do not plan an adequate range of learning activities and teaching methods to meet the needs of all the learners in their groups. Too many learning sessions observed on inspection did not provide learners with enough opportunities to participate in learning, practise their skills and express their views on interesting or current topics. Although BACES provides a good range of learning materials, some tutors rely on worksheets too much. Most teachers do not contextualise learning activities enough in interesting topics, projects and tasks that relate to learners' daily lives, work and interests. Similarly, many tutors fail to draw on the rich and culturally diverse background of learners to encourage them to participate in learning activities and stimulate discussion.

99. Tutors do not use assessments appropriately on many courses. Some tutors use assessments without clarifying the purpose of the activity or checking how the outcomes will be shared and used. Similarly, many learners do not receive sufficient information about the purpose of each assessment they are required to complete. Some assessments used by tutors at the end of the six-week modules are not fit for purpose. Too much learning time is wasted by learners working through tests. Some learners repeatedly do the same or similar tests. The technique of finding the correct answer is developed well, but learners do not receive sufficient guidance and practise to help them transfer their learning to more meaningful contexts.

### **Leadership and management**

100. The management of literacy and numeracy programmes is satisfactory. Tutors are committed to their work and most are either appropriately experienced and qualified, or are working towards relevant specialist teaching qualifications. Most full- and part-time staff attend in-house or external staff development as required, and keep up to date with relevant local and national developments. Progress towards implementing the strategy for discrete literacy and numeracy provision is satisfactory. Some aspects of the provision have improved significantly. These include the range of resources available, learners' punctuality and attendance, and retention and achievement rates. Managers have recently modularised the curriculum to focus on reading, writing, spelling and vocabulary-building skills to respond to individual needs. This is the pilot year for this initiative and it is too soon to evaluate the effect of this modularisation on retention and achievement rates.

101. Equality of opportunity is promoted satisfactorily. Learners feel valued and respected. Many learners value contact with learners from different cultures. Cultural diversity is celebrated at social events. However, tutors do not promote cultural diversity sufficiently in teaching and learning.

102. The systems for observing teaching and learning in literacy and numeracy are comprehensive. However, managers do not use these systems sufficiently to improve some of the teaching. Tutors do not receive sufficient detail on the quality of their work. Recent observations did not identify some outstanding and some very weak teaching. Arrangements for identifying and sharing good practice are inadequate. Some learners do not benefit from the imaginative and very skilled teaching that some tutors provide. This weakness and the weaknesses in teaching and assessments were not identified in the self-assessment report. However, most of the strengths in the report matched those identified at inspection. The self-assessment process is satisfactory with some good systems to include the contribution of tutors.

***Independent living and leisure skills******Grade 3****Strengths*

- good development of learners' confidence and employability skills
- good use of electronic resources to promote learning on some courses
- very good range of programmes

*Weaknesses*

- poor co-ordination of individual learners' programmes
- insufficient recording of learners' progress
- insufficient sharing of good practice

**Achievement and standards**

103. Learners develop good employability and personal skills that help to contribute to their social and economic well-being. Learners on the employability programme attain good standards of skills that are particularly relevant to their work in the café and on the gardening project. Learners have a good understanding of safe working practices at their place of work and can explain and demonstrate effectively the need for safe working. Learners on other programmes also develop good practical skills and achieve good standards of work when they apply these skills carrying out real tasks. For example, learners on the digital photography course are competent at using a photoshot programme to change images and superimpose them onto different backgrounds. They have worked well with BACES's staff to use these skills to design particularly attractive marketing materials for the independent living and leisure skills programme. Similarly, learners who attend learning sessions in art, develop their expressive skills well and produce very good standards of work using a good range of techniques. Learners use many of the skills they develop in their daily lives and become more independent in daily routines, such as travelling to work or to a learning session. However, learners do not work towards national qualifications and do not have a permanent record of their achievements.

**The quality of provision**

104. Some learning programmes are enhanced significantly by effective use of a good range of electronic resources. Some tutors make adequate use of the new electronic equipment and specifically designed software to promote learning and increase the range of learning activities. For example, tutors use computer keyboards which are adapted to take symbols instead of conventional letters so that learners can work alongside other learners who use conventional keyboards more efficiently and with more confidence. Some tutors make particularly good use of electronic boards to help learners and tutors evaluate learners' performance and identify new learning goals. For example, tutors take photographs or video clips of learners at work in the café or on training in travelling skills and project them onto the boards in the classroom. Learners appreciate the opportunity to discuss the images to reinforce learning and evaluate their practice to improve future performance. Some staff use the software which is specifically designed to support independent living skills confidently and competently. This process successfully supports a multi-sensory approach to learning. It also helps reinforce learners' knowledge and understanding of concepts which are relevant to their everyday lives, as well as developing

specific skills, such as making decisions and identifying their own achievements and learning goals.

105. BACES provides a very good range of programmes for adults with learning difficulties and/or disabilities that relate well to learners' aims and interests. Currently, 31 per cent of learners attend courses that give them an opportunity to improve their employability skills. Partnerships with the council's social services departments provide learners with a realistic experience of work. Similarly, the gardening projects provide learners with a good range of interesting contexts to develop their employability and specialist gardening skills. BACES has also recently increased the number of external work placements. Learners on the generic independent living and leisure programmes choose from a good range of interesting subjects to help them develop their skills. Many courses can lead to programmes at higher levels or employment.

106. Teaching on programmes in independent living and leisure skills is satisfactory. Some tutors carefully consider how they will meet learners' individual needs when planning learning sessions. They are skilled at designing sets of learning activities at different levels around a single theme or topic to help individual learners work at an appropriate level and pace and to develop specific skills that have been identified as a priority. Some tutors use conventional practical resources very effectively to teach and reinforce skills. For example, some learners in an observed numeracy session successfully learnt how to recognise and name shapes by handling real objects in several sizes. However, some paper-based resources are poor and are difficult to read. Some of the resources used on language programmes are uninspiring. Some tutors do not plan learning sessions in sufficient detail. They prepare one set of learning activities and do not make adequate arrangements for learners in the same group who have very different learning styles, abilities and additional support needs.

107. Some learners' programmes are not co-ordinated adequately. Most learners attend courses in more than one subject, and their learning is planned separately. Some learners have a separate individual learning plan for each course. Teaching staff and managers do not use information gathered during initial assessments sufficiently to plan one coherent learning programme for each learner. Most individual learning plans are too vague with a broad range of targets. They are not focused on the development of attitudes, skills, concept or learning and do not establish suitable timescales for completing targets.

108. Tutors do not record learners' progress and achievements sufficiently. Assessment practices are not standardised. Tutors use different assessment practices and methods for recording learners' achievements. Some learners do not receive sufficient feedback on the quality of their work during learning sessions and very few learners have a permanent record of their progress towards individual learning goals.

### **Leadership and management**

109. Management of programmes in independent living and leisure skills is satisfactory. Managers have recently implemented some good initiatives to improve the quality of the provision and to help BACES achieve its strategic objective to widen participation. These include extending the range of programmes and developing the partnership established with Brent social services. Managers also make good use of the electronic resources to manage the provision, but this use of data is still in its early stages of development. Communication is good and staff meet with managers frequently to discuss their own

development needs and the development of the provision. However, some tutors are not sufficiently up to date with the national developments to provide additional support to help learners develop relevant literacy, numeracy and language skills. Some tutors do not incorporate this support in their learning sessions well enough. Similarly, staff do not routinely use many of the new documents provided in the staff handbook.

110. Managers do not provide sufficient opportunities for staff to share good practice. Although tutors are well qualified with a broad range of skills, interests and cultural backgrounds, they do not share their expertise, experience and some very good ideas for developing teaching, learning and assessment. A few quality improvement arrangements are not sufficiently monitored. Managers use observations of learning sessions well to identify weaknesses in the provision, but they do not check sufficiently that actions for improvement are carried out. Too few of the teaching staff were given feedback on the outcomes of the self-assessment process. Inspectors' judgements matched the strengths identified in the draft self-assessment report but they identified different weaknesses.

**Family learning****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Adult and community learning</i></b>		<b>3</b>
Adult and community learning	122	3

111. Since September 2005, 122 adults have enrolled on six family literacy, language and numeracy (FLLN) programmes that take place in primary schools and libraries, and seven wider family learning workshops and ‘tasters’ in local libraries. The workshops were timed to coincide with the national family learning week and black history month. Most learners are from black and minority ethnic groups and 93 per cent are women. Well over half the learners speak English as an additional language. In 2004-05, 517 adults took part in learning workshops. Most FLLN and wider family learning courses and workshops are attended jointly by children and their parents, carers or grandparents. Programmes are set up in partnership with local primary schools, libraries and other organisations such as children’s centres. They range in length from two-hour tasters to 72 hours. Learners who complete longer FLLN courses receive certificates of achievement by BACES. Family learning is managed by the head of curriculum and a family learning co-ordinator with the support of a specialist lecturer and a few part-time tutors.

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

- good development of learners’ confidence and parenting skills
- well-planned and responsive teaching
- good range of programmes

*Weaknesses*

- insufficient resources to support some teaching and learning
- insufficient emphasis on progression
- weak strategy to develop some aspects of the provision

**Achievement and standards**

112. Learners on family learning programmes make good progress towards achieving their learning goals. In particular, they develop parenting skills well and increase their confidence by taking part in learning activities and working in new situations. For example, parents gain a better understanding of what their children are learning in school and acquire useful new skills to support them. Learners feel more confident about discussing their children’s progress and teachers report increased attendance at school events by parents and carers who have been on family learning programmes. Some learners make good progress in improving their literacy and numeracy skills. However, in 2004-05, learners did not have the opportunity to work towards a national qualification. Retention rates are good. In 2004-05, 85 per cent of learners completed the FLLN programmes. BACES does not keep adequate records on learners’ progression to other courses when they leave a family learning programme.



## The quality of provision

113. Teaching is well planned and provides learners with a good range of interesting and relevant learning activities. For example during black history month, parents and children enjoyed the challenge of making African masks and instruments at local libraries. They worked together well and enjoyed the opportunity to find out about the African culture. Teaching on the FLLN programmes is good. Tutors are particularly responsive to learners' needs and individual circumstances. The information gathered from initial assessments on learners' ability, aims and interests is used well when planning the context and content of each session. Tutors also link the programme well to the school curriculum. For example, learners develop a good variety of useful and interesting approaches they can use to support their children in the development of reading and writing skills. On shorter courses, tutors support learners well in identifying their learning goals which are then written on a bookmark as a reminder. However, tutors do not assess learners' achievements sufficiently throughout the course. They do not provide learners with sufficiently detailed feedback on their progress towards achieving their individual goals.

114. BACES provides a good range of family learning provision which includes an appropriate combination of short workshops and longer, more intensive programmes. Parents and carers are given a good choice of interesting programmes to encourage them to take part in learning. The range of wider family learning workshops and short courses is particularly varied and includes arts and crafts, computing, first aid and health and fitness. Most courses, including the workshops, involve some teaching to develop the adults' skills in literacy, numeracy and speaking and listening. Managers work well with partner organisations such as schools, libraries, local communities and BACES's staff from other areas of learning, to develop and set up these programmes.

115. Resources for family learning are inadequate. In most schools, the accommodation is adequate for teaching adults, but some schools do not have adequate space to provide crèche facilities. In some libraries, the programmes take place in public areas. This is inappropriate for effective teaching and learning when the library is open for public use. Tutors and learners have insufficient access to computing equipment and rely on paper-based materials too much. Some tutors use a narrow range of learning materials that does not reflect adequately learners' multicultural lifestyles and backgrounds.

116. Family learning programmes do not focus sufficiently on helping learners progress to other learning programmes. Tutors offer learners satisfactory pre-course guidance to assess the suitability of programmes to meet their needs, but they have not had enough training to help them develop this role. Learners do not receive sufficient advice and information on possible progression routes. Information on learners' next step is not recorded in their individual learning plans. Tutors do not have the information they need to ensure that learning programmes provide the skills and knowledge learners need to help them with their future courses.

## Leadership and management

117. Operational management is satisfactory. Programmes are organised well and communications between BACES's staff and external partners are good. The promotion of equality of opportunity is satisfactory with some good practice in the development of multicultural curriculum activities in wider family learning. However, some strategies to

## BRENT LEA

develop and improve the provision are weak. Procedures for allocating resources to develop the programmes and to increase the number of skilled tutors available to work in family learning are unclear. Although managers have some good ideas for developing the provision, BACES does not have an adequate written strategy for this area of work. Managers do not collect and use enough data to monitor and evaluate each programme in sufficient depth. For example, managers do not keep records of learners' destination when they leave a programme. The self-assessment process is satisfactory and managers make good use of the views of learners and partners to identify areas for improvement. For example, managers are currently implementing plans to offer learners more opportunities to work towards national qualifications. However, they do not evaluate the programmes sufficiently to help them plan future programmes and identify specific target groups of learners and new partner organisations.



