

# INSPECTION REPORT

## **Brighton and Hove LEA**

**21 October 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

## Brighton and Hove LEA

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Brighton and Hove City Council (the council) is the local education authority (LEA) for the Brighton and Hove area. Adult and community learning is part of the adult skills and learning service (the service) which lies within the children, families and schools directorate of the council. The council provides a small programme of directly funded adult and community learning provision in two areas of learning. Family learning and the community development programme are important components of the council's strategy to widen participation. Staff on these programmes work alongside other providers within the local learning partnership, which includes 103 member organisations representing all sectors of learning. The community development programme is in its second year of operation and is strongly linked to the neighbourhood renewal strategy within the local authority. The service is funded by Sussex Learning and Skills Council (LSC) and also receives funding for specific projects from a range of other sources.

2. The service is managed by the head of adult skills and learning who reports to the new assistant director for learning. The head of adult skills and learning manages a team with a wide range of strategic and operational functions which aim to link learning, skills and employment opportunities across the city. The team includes two full-time managers for family learning and community development as well as managers for the learning partnership and staff who provide information and advice for adult and community learning and other adult and community learning provider support. In addition, the Equal programme, a skills and learning initiative funded by the European Social Fund falls within the remit of the service.

3. Learning facilities are provided at 12 centres and in a variety of community venues.

4. The council is a unitary local government authority in the southeast of England. The area is densely populated with a total of 247,817 inhabitants, according to the 2001 census. It is a diverse area that contains affluent areas alongside those that are very deprived. The presence of two universities makes for a highly educated workforce, with 28.7 per cent of the total population educated to level 4 or above and 8 per cent of adults aged between 16 and 74 being full-time students. Just over 35 per cent of residents have no qualifications or are qualified to below level 2, however. Unemployment, at 3 per cent in September 2005, remains at more than twice the regional rate of 1.4 per cent and average earnings are relatively low. In East Brighton there is severe social and economic disadvantage and the wards of East Brighton and Moulsecoomb and Bevandean are among the top 10 per cent most deprived in England. The proportion of the population from minority ethnic groups is 5.7 per cent according to the 2001 census, compared with the national average of 9.1 per cent.

### OVERALL EFFECTIVENESS

**Grade 2**

5. **The overall effectiveness of the provision is good.** Leadership and management are good, as are the council's arrangements for equality of opportunity. Quality improvement

## BRIGHTON AND HOVE LEA

is satisfactory. Provision is good in community development and family learning.

**6. The inspection team had some confidence in the reliability of the self-assessment process.** Staff are highly committed, motivated and understand the need to develop consistent and self-critical quality assurance practice to improve the learning experience across the service.

**7. The provider has demonstrated that it has sufficient capacity to make improvements.** The development plan indicates an increasing focus on the improvement agenda based on constructive evaluation.

## KEY CHALLENGES FOR BRIGHTON AND HOVE LEA:

- sustain innovative and good provision
- further develop systems for rigorous quality improvement
- develop a formal lesson observation system
- further develop the use of data to improve the quality of provision and curriculum development
- improve the monitoring and recording of learners' progression
- develop better opportunities to share practice across the curriculum
- further develop the use of the council's equal opportunities framework to guide practice in adult and community learning
- improve performance management for fractional and part-time staff
- develop a more inclusive and critical self-assessment process

## GRADES

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

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

Family learning			2
Contributory areas:	Number of learners	Contributory grade	
<b>Adult and community learning</b>			<b>2</b>
Adult and community learning	103		2

Community development		2
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i>		2
Adult and community learning	144	2

## ABOUT THE INSPECTION

8. Brighton and Hove City Council's adult and community learning has not been inspected before.

Number of inspectors	4
Number of inspection days	20
Number of learners interviewed	109
Number of staff interviewed	58
Number of locations/sites/learning centres visited	24
Number of partners/external agencies interviewed	13

## KEY FINDINGS

### Achievements and standards

9. **Learners' attainment is good.** They achieve a wide range of personal and learning skills. They increase their confidence and self-esteem, recognise their own needs and develop new interests in learning.

10. **In community development activities, learners successfully negotiate and develop their own curriculum.** They debate individual and community needs and develop a better understanding of the role of learning in the regeneration of their local communities.

11. In family learning, learners achieve a better understanding of their children's needs and gain insights into how learning can be fun and part of family life.

12. Community development projects have worked with Sudanese and Bengali communities to collect and record the memories of these communities. These have been published and are archived in the city's museum.

13. In 2003-04, 50 per cent of learners who participated in community development activities progressed into further education and training. Some learners have used the skills they have gained during courses to develop further community activities. Learners' achievement of community interpreting qualifications provides valuable skills within the community.

14. Accreditation is available on nine of the 12 family learning courses currently running.

Rates of retention and attendance are good on courses. Tutors are in regular contact with learners and they are aware of reasons for any absences.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Family learning	0	5	3	0	8
Community development	1	4	1	0	6
<b>Total</b>	<b>1</b>	<b>9</b>	<b>4</b>	<b>0</b>	<b>14</b>

15. Overall, 71 per cent of the teaching and learning sessions observed by inspectors were judged to be good or better and 29 per cent were satisfactory. No observed sessions were unsatisfactory.

16. **The community development programme is innovative and successfully engages many new learners**, supports regeneration within communities and stimulates interest in learning. An opinion card poll is used to involve people in identifying their learning interests and needs.

17. Community development activities are based on strong democratic principles which encourage community groups to define and plan their own learning.

18. Teaching and learning activities in community development courses are relevant, challenging and use a good range of learning resources and course materials.

19. Teaching and learning in family learning is stimulating. It includes a mix of practical activities and encourages learners to shift attitudes and develop an interest in extending their own education.

20. Family learning courses offer good support for parents who have English as an additional language. Bilingual support staff from the council's service for English as an additional language support courses and provide translated course materials.

21. **In community development activities, good support and guidance is offered by outreach workers** who establish good relationships with learners, co-ordinate free creche provision and attend learning sessions. Good use is made of volunteers, learning support assistants and interpreters who work closely with staff to enhance learning.

22. Family learning tutors successfully develop good relationships with learners who are not traditionally engaged in learning. Tutors are sensitive in recognising the difficulties faced by many learners and take time to praise and provide role models for behaviour.

23. **Family learning programmes work collaboratively and establish effective partnerships with schools.** Family learning is integrated with the life of the schools and there is a shared sense of ownership of family learning between schools and the council's service.

24. **Not enough use is made of formal assessment in family learning.** Tutors do not systematically record an initial assessment, making formal monitoring of progress and



assessment of achievement difficult. The service has no formal system to set individual targets to meet identified literacy and numeracy needs. Individual learning plans have recently been introduced but these are not yet used consistently across the service.

### **Leadership and management**

25. **Strong strategic leadership provides a clear vision for the service.** This vision is shared by staff who effectively focus on supporting social inclusion, widening participation and providing learning opportunities to support regeneration of priority neighbourhood communities.

26. **The council has formed particularly effective learning partnerships.** These support the planning and development of an integrated and comprehensive curriculum strategy for the city, which helps identify new provision and avoids course duplication. The partnerships have successfully identified new learners and provide an increasing understanding of progression routes across the city.

27. **Effective use of a range of alternative funding supports community development activities** to provide appropriate first contact activities for non-traditional learners. Activities include community regeneration and employability projects and significant numbers of new learners have been supported into learning.

28. Staff development and performance reviews are satisfactory. Key staff have an annual performance review and regular individual support meetings. Communications are effective within teams. Staff are well supported in their roles and receive appropriate training. Tutors on fractional and annual contracts do not have an opportunity to review their performance, however, or discuss their personal training or development needs.

29. The management and deployment of resources is satisfactory. School and community accommodation is effectively used for courses and staff are suitably qualified and experienced. The management of devolved budgets is closely monitored.

30. **The council has launched good initiatives to widen participation, engage new learners and celebrate diversity.** Equality of opportunity is central to the council's provision of adult and community learning.

31. A range of successful community development initiatives and the family learning programme offer an increasing number of new learners the opportunity to learn new skills and support individual, family and community aspirations. Project work with the Sudanese and Bangladeshi communities has provided participants with opportunities to feel valued, express and share their culture and celebrate diversity. Strong links with neighbourhood renewal work have resulted in well-targeted interventions in priority areas for council regeneration work.

32. Good support is provided for learners from minority ethnic groups. This includes bilingual support material, the development of bilingual teaching assistant training and community interpreting courses. This work supports inclusion and promotes equality of opportunity for learners, including parents who suffer significant barriers to participation.

33. Access to provision is good. Provision, including creches, is free and carefully matched

to the times that suit the needs of learners.

34. The work of the learning partnership supports social inclusion and equity across the city. The contribution of family learning and community development to the development of a coherent lifelong learning service is particularly valuable in that it provides an important non-threatening starting point for new learners.

35. The service does not adequately use parts of the council's overall equal opportunities framework. No formal complaints procedure is in place for adult and community learning and some courses do not provide sufficient information about council policies.

36. The skills for life forum provides good opportunities for adult and community learning staff to identify progression opportunities for council learners. The skills for life action plan is developed within family learning, although there are variations in the identification and provision to meet additional literacy, numeracy and language support needs, as well as in the arrangements for initial assessment.

37. The views of learners across all adult and community learning provision in the Brighton and Hove area are collected. The service effectively uses these views to guide strategic planning and to influence curriculum development.

38. **Systems for quality improvement are incomplete.** They reflect a relatively new service which so far has concentrated on facilitating learning rather than managing a significant programme of provision. The systems do not yet sufficiently inform managers and staff of actions and modifications required to improve the learners' experience further.

39. Data is used to measure participation. However, it is not routinely used, alongside other qualitative data, to guide quality improvements.

40. The progress of learners on short and non-accredited courses is not sufficiently monitored. Individual learning plans have been introduced recently in family learning and the recognising and recording progress and achievement structure is being developed for all courses.

41. No formal lesson observation system is in place. In family learning, observations, including peer observations, take place regularly but these are not recorded.

42. The self-assessment process is insufficiently evaluative and does not provide enough opportunities to include the views of all staff. Self-assessment practice is not sufficiently integrated with the routine activities of the service. The grades that the service gave itself for aspects of leadership and management are ambitious and do not match the evidence provided in the self-assessment report. However, the overall grades given by the inspection team largely match the self-assessment grades. The development plan offers a clear direction for improvement and indicates an increasing focus on the improvement agenda. The service has sufficient capacity to develop a culture of constructive evaluation and make improvements.

## **Leadership and management**

### **Strengths**

- clear strategic vision shared by all staff
- particularly effective learning partnership arrangements
- good use of a range of funding to expand provision
- good initiatives widen participation, engage new learners and celebrate diversity

### **Weaknesses**

- incomplete quality improvement arrangements

## **Family learning**

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

***Grade 2***

#### *Strengths*

- good attainment of personal and learning skills
- highly effective collaboration between family learning tutors and school staff
- good programme leadership

#### *Weaknesses*

- insufficient use of formal assessment
- ineffective use of management information systems to guide improvements

## **Community development**

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

***Grade 2***

#### *Strengths*

- good involvement of individuals and community groups to develop new learning and promote progression
- innovative and successful programme to engage learners and promote lifelong learning and regeneration
- good support and guidance for learners from outreach workers

#### *Weaknesses*

- insufficient quality improvement to increase service capacity

## **WHAT LEARNERS LIKE ABOUT BRIGHTON AND HOVE LEA:**

- 'learning in the school alongside my child'
- 'understanding what my child is learning and being able to help her at home'
- 'having activities that I can now do with my children at home'
- feeling valued by a teacher
- the provider's better understanding of the importance of making learning fun
- having a sense of ownership of provision in the community
- the empathetic and responsive partnerships
- the flexible days, times, locations, staff and support
- the inspiring tutors
- the courses that help with managing self and others

## **WHAT LEARNERS THINK BRIGHTON AND HOVE LEA COULD IMPROVE:**

- the number of courses
- the provision of certificates of attendance
- the timing of courses - 'some could run at the weekend so my partner can come'
- the provision of adult-sized chairs to sit on

## Language of the Adult and Community Learning Sector

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

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

## Other terms used in Adult and Community Learning

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

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

### LEADERSHIP AND MANAGEMENT

Grade 2

#### Strengths

- clear strategic vision shared by all staff
- particularly effective learning partnership arrangements
- good use of a range of funding to expand provision
- good initiatives widen participation, engage new learners and celebrate diversity

#### Weaknesses

- incomplete quality improvement arrangements

43. The council has a clear and well-communicated strategy for the delivery and provision of adult and community learning across Brighton and Hove. The director and senior managers have a clear vision for the role of the service and provide strong strategic leadership. All staff and many of the partner organisations share and understand this vision and actively participate in its delivery. There is a strong commitment to the development of an effective adult and community provision and there is a high level of support from elected members. The strategic and business plans are comprehensive and identifies realistic objectives, in line with local and national targets and the learning and economic development needs of the local communities. The plans also recognise and acknowledge the role that the council has in engaging those learners least likely to access more formal educational provision, and the need to provide more appropriate first contact activities for these learners.

44. In recent years the council has re-established the local learning partnership as an effective forum, particularly through its subgroups, such as the adult learning consortium and the skills for life consortium, for the discussion and planning of adult learning provision. The service has particularly good working arrangements with a wide range of local adult learning providers. These include local colleges, both local universities, private providers and community and voluntary groups. These arrangements are particularly effective in planning and developing an integrated and comprehensive curriculum strategy for the city, which helps identify new provision and avoids course duplication. Through these partnerships many new groups of learners have been identified and engaged in learning. For example, a group of elderly learners living in a semi-sheltered community setting were contacted by the community outreach team and expressed a desire to have some basic computer training. Contact was made with City College through the partnership arrangements and a taster course delivered in a local community venue. This has subsequently been further developed into longer courses for these residents and other learners in the neighbourhood.

45. The council makes particularly effective use of alternative funding and community projects to expand and enhance the learning provision. Community regeneration, raising skills and employability projects are developed and supported through effective planning and close work with a range of funding providers. These effectively target priority groups,



and through the family learning and the community development activities, significant numbers of new learners and groups have been supported. For example, where community venues are run down or are unsuitable for teaching and learning activities, community regeneration funding is used to improve accommodation, access for learners with disabilities, crèche and children's play facilities and teaching and learning equipment. These enhanced facilities are frequently used by other providers of adult education in the Brighton and Hove area as part of their outreach activities in partnership with the council.

46. The overall leadership and management of the two areas of learning is good and successfully supports council priorities. Although quality improvement procedures are incomplete these have not had a significant effect on provision, which is relatively new and still developing. Staff meet regularly and formal and informal communications are particularly effective. Tutor teams meet each month to review and plan their programmes, and use these meetings well to exchange information and share ideas. Working relationships are good and staff are able to raise any concerns either formally or informally with managers and senior managers. However, there is insufficient sharing of information between the two areas of direct council provision.

47. Staff development and performance review is generally satisfactory. Key staff have an annual performance review and regular individual support meetings. Managers meet with staff to set and monitor objectives linked to key performance targets and priorities for adult learning. These targets generally relate to enrolments and engagement of learners. Staff have clearly written job descriptions, but some of these are new due to changes within the council and across directorates. Staff are well supported in their roles and receive appropriate training to enable them to understand and fulfil their responsibilities. However, the review process is weak for those tutors on fractional and annual contracts. Many do not have an opportunity to review their performance or discuss their personal training or development needs.

48. The management and deployment of resources is satisfactory. Effective use is made of school and community accommodation for teaching sessions. There is a sufficient number of suitably qualified and appropriately experienced staff to deliver the programmes. Management of the devolved budgets is closely monitored and reviewed monthly by the head of adult skills and learning and financial officers.

### **Equality of opportunity**

### **Contributory grade 2**

49. Equality of opportunity is central to the council's provision of adult and community learning. Provision is clearly targeted to widen participation by under-represented groups including people who experience significant barriers to participation.

50. A range of successful community development initiatives and the family learning programme offer an increasing number of new learners the opportunity to gain confidence, learn new skills and experience the benefits of learning to support individual, family and community aspirations. Community development projects are based on strong democratic principles which encourage community groups to define and plan their own learning needs. Projects include work with the Sudanese and Bengali communities to collect and record the memories of these communities. These now form part of the archives in the city's museum. The Sudanese community has had this work published and learners from the Bengali community are currently developing a book for publication in 2006. Project work has been carried out by volunteers from the communities who have developed skills

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to archive, document and shape the publications arising from this work. For many participants these projects provide opportunities to feel valued, express and share their culture and celebrate diversity. Strong links with neighbourhood renewal have resulted in well-targeted interventions in priority areas for council regeneration work. Short courses are developed in close consultation with community groups in these areas and provide good learning opportunities which meet the needs and interests of individuals and communities.

51. Strong links with the council's service for English as an additional language ensure good support for learners from minority ethnic groups. A 'being bilingual' booklet has been developed for family learning classes and distributed to bilingual families and school staff to support inclusion and better understanding of the needs of bilingual families. Community development staff and the service for English as an additional language have also worked closely on developing bilingual assistant training which has provided much-needed level 2 and level 3 qualifications. The family learning service promotes equality of opportunity by working closely with parents and their children to develop an understanding of school practices and expectations.

52. Access to provision is good. Courses are run in community locations and schools within targeted areas and provision is carefully matched to the times that suit the needs of learners. Provision is free and includes free crèche provision when needs arise. Energetic, enthusiastic and highly committed outreach workers and an effective family learning team provide strong support and guidance for learners. They also develop productive links with key partners across Brighton and Hove.

53. The council has a comprehensive range of policies and procedures which provide a framework for the adult skills and learning service. The development of the inclusive council policy identifies a wide approach which extends the equalities agenda to social inclusion and community cohesion. The work of the learning partnership is beginning to contribute to this approach. The mapping of provision across the area provides a useful starting point for developing a coherent and equitable lifelong learning service delivered by a wide range of providers. This work has started to build an understanding of learning opportunities and how they relate to each other across the area, and it highlights the specific contribution of the council's adult and community learning provision. The adult and community learning service is also starting to develop its own specific knowledge base for its work. A recent report, compiled by the community development team, provides a useful audit of the skills and qualifications of minority ethnic groups and refugees in Brighton and Hove.

54. Although council ambitions and policies provide an overall equal opportunities framework, this does not comprehensively support some aspects of adult and community learning provision. There is no formal reporting on equality and diversity within team meetings and there is no formal complaints procedure. Community development courses do not provide enough information about council policies. The absence of a formal teaching observation system limits opportunities to comment on equality issues within courses and to provide direct support for tutors in developing good practice.

55. Careful attention is given to the needs of individual learners and support for all learners is good. The skills for life action plan is developed within family learning, although there are variations in the identification of and provision for additional support needs in literacy,

numeracy and language and in the arrangements for initial assessment. The inclusion of council staff on the skills for life forum provides opportunities to identify progression opportunities for council learners.

56. Equal opportunities participation data is available for each area of learning. It is used as evidence towards participation targets but is not sufficiently analysed to evaluate the performance of different groups of learners.

### **Quality improvement**

### **Contributory grade 3**

57. The council collects the views of learners across all adult and community learning provision in the Brighton and Hove area, and makes effective use of this information to support strategic planning. A significant number of learners are surveyed from all providers in the area and questionnaires are structured to collect quantitative and qualitative information. The survey is used to assess the quality of teaching, advice and guidance and overall learner satisfaction, and to identify areas for improvement. The analysed results provide clear information for the service as a whole. The information is appropriately shared with providers as part of the adult learning consortium's curriculum planning activities.

58. The quality improvement practices within the council's adult skills and learning service are incomplete. They reflect a relatively new service which so far has concentrated on facilitating learning across the council rather than managing its own provision. Data is collected to measure participation in family learning and in community outreach, and a management information system is used to comply with the local LSC's data requirements. The use of data beyond this purpose is limited. In family learning an additional spreadsheet is used to record extra information, for example on attendance and achievement of qualifications for the accredited provision. However, no similar system is used for the community development provision. Many quality decisions are based on quantitative data. For example, if recruitment and retention rates are high then the service concludes that the provision must be of good quality. Insufficient use is made of other sources of data to support the council's judgements about quality.

59. The council's structure for recognising and recording progress and achievement is being developed. Currently there is insufficient monitoring of learner progress on some courses. For learners on the longer accredited provision adequate data is recorded, but most learners are on non-accredited short courses, workshops or taster courses. No information beyond attendance is recorded for these courses. It is not possible to judge rates of progression from non-accredited to accredited provision or the numbers of learners who are new learners, compared with those who are repetitive returnees to the workshops.

60. There is no formal lesson observation system and no record of the outcomes of the observations that do take place. In family learning, each course is observed by the programme manager alongside some peer observation and tutors have been observed by an external consultant to support the self-assessment process.

61. The area of learning teams meet regularly and information about the programmes is shared. However, modifications to programmes are usually restricted to issues such as timing and location rather than quality of delivery. There is insufficient sharing of information and practice between family learning and community development teams. For example, the family learning self-assessment report identifies the development of a

recognising and recording progress and achievement structure for all courses. This is not identified in the community development self-assessment report.

62. The self-assessment process is insufficiently evaluative and does not provide enough opportunities to include the views of all staff. Similarly the views of learners and partner organisations are not incorporated. Self-assessment practices are not sufficiently routine activities across the service. Family learning has only recently produced its second annual self-assessment, whereas community outreach has recently produced its first self-assessment report in its second year of operation. A self-assessment report for the leadership and management aspects of the provision was produced immediately before this current inspection. The reports are descriptive and the evidence base does not reflect the ambitious grades awarded. However, the overall grades awarded by the inspection team largely match the self-assessment grades and the report identifies many of the weaknesses identified by the inspection team.

63. The development plan includes a clear direction for improvement, supported by targets and timescales for development. This provides a good indication of an increasing focus on the improvement agenda and the development of a culture of constructive evaluation.

## AREAS OF LEARNING

### Family learning

### Grade 2

Contributory areas:	Number of learners	Contributory grade
<b>Adult and community learning</b>		<b>2</b>
Adult and community learning	103	2

64. The council's family learning provision has developed rapidly since 1999 both in volume and range. It consists of courses in family literacy, language and numeracy (FLLN) and in wider family learning. In 2004-05 there were 886 learners enrolled, of whom 155 were on accredited courses and 731 were on short wider family learning courses. At the time of the inspection, 103 learners were enrolled on 12 courses. Seventy-three of these learners were on the nine accredited programmes, while 30 were attending non-accredited courses. The accredited courses include FLLN courses for families with English as an additional language, early start and national certificate courses. Wider family learning is used to offer tasters, 'keeping up with the children' courses and workshops. School-based staff often teach wider family learning classes. The family learning programme manager oversees the work of eight tutors. Programmes are delivered in partnership with schools, and in children's centres that are in areas of concern to the council or where indices of social and economic deprivation show a high level of adult literacy and numeracy need.

### **Adult and community learning**

### **Grade 2**

#### *Strengths*

- good attainment of personal and learning skills
- highly effective collaboration between family learning tutors and school staff
- good programme leadership

#### *Weaknesses*

- insufficient use of formal assessment
- ineffective use of management information systems to guide improvements

### **Achievement and standards**

65. Learners' attainment is good and they achieve a wide range of personal and learning skills. They are well motivated and enthusiastic about their courses and report that they achieve a newly awakened interest in extending their own education. Programmes encourage learners who may have had a poor experience of learning in the past, to recognise their own needs, gain confidence and have an increasing involvement in their children's education. Learners achieve a better understanding of their children's needs and how to support them at school. They also improve their own learning and skills.

66. The tutors use a variety of activities to engage and support their learners. They describe the 'light-bulb' moment with an adult learner, when attitudes shift and potential is released. There are many examples of successful learning and progression. One of the

family learning support assistants is a previous learner on a family learning course. She had no formal qualifications but, after attending family learning, she gained further qualifications and now works as a learning assistant in a local primary school providing in-class support for two family learning classes. Another previous learner works as a leader of an after-school club, has recently been promoted to the post of deputy play leader and is an active member of the friends' group of her local primary school.

67. Learners talk about how their course has influenced their behaviour at home with their children. One father reported that through participation in family learning courses, he is now able to encourage his son with his writing as he now understands the importance of each story having a beginning, a middle and an end. Parents develop skills that they can use at home with their children. In a class for parents and toddlers, a fold-out 'zigzag' book was prepared with symbols and numbers up to five. Several parents said that they intended doing another book at home, as it was fun and helped the children recognise numbers. Family learning classes promote this development of transferable skills. School staff report improved relationships with parents that attend family learning classes. One mother had been unable to communicate with the teachers of her children without shouting. She is now a committed learner herself, attending two accredited family learning courses.

68. Rates of retention and attendance are good. In 2004-05 the retention rate was 84 per cent. The Open College Network (OCN) provides accreditation on nine of the 12 courses running at the time of the inspection. In 2004-05, 155 learners attended accredited programmes. Approximately one-third of the courses in 2005-06 are now either OCN-accredited or lead to national literacy and numeracy tests. At the time of the inspection, the attendance rate was very good at 88 per cent.

69. Learners' achievement is celebrated by the presentation of attendance certificates on non-accredited provision and by the presentation of qualifications on accredited courses. In one school the head teacher presents the certificates to parents, celebrating their success in front of their children and fellow learners. This raises the profile of lifelong learning and changes the way parents and children perceive themselves. It increases aspirations and brings benefits to adults and children.

### **The quality of provision**

70. Family learning tutors and school staff collaborate highly effectively. There is a shared sense of ownership of family learning between schools and the council's family learning service. Schools and children's centres work with family learning staff to target parents/carers and to meet the needs of the local community. School staff value the positive effect on the children, their achievements, and the greatly improved communication with parents/carers. In all of the primary schools visited during the inspection, family learning is integrated with the life of the school, and in two schools, staff are learners in national test classes. Schools have waiting lists for the family learning classes, and would welcome more provision if there were sufficient accommodation.

71. Much of the teaching and learning is good. The tutors are highly committed and work effectively as teams. Learners are enthusiastic and actively participate in their own learning. Relationships between tutors, adult learners and children are good. Lessons include a mix of practical activities, and parents are helped to produce their own activities that can then be taken home. One parent had prepared a story box complete with props that she can now use at home with her children. Children enjoy seeing their parents come into school

to learn together.

72. Good support is provided for parents who speak English as an additional language. The family learning programme uses bilingual support staff from the council's service for English as an additional language to support courses and provide translated course materials. Learners are helped to participate actively in their children's education and recognise incidental learning. During a supporting children's learning lesson, the group, including tutors, support staff, parents and children walked to post letters they had written. The walk included a discussion about words in the street environment which helped parents to think about how going for a walk can also be a shared learning experience for child and parent.

73. Learners are well guided and supported. Staff successfully develop good relationships with groups of learners not traditionally engaged in learning, and provide good support for each learner's needs. There is good capacity within the family learning team to work with schools and children's centres and to provide outreach activities for learners. Tutors are sensitive in recognising the difficulties faced by many learners and take time to praise effort and model behaviour. One parent was enabled to continue to attend her family learning class, although her son had been suspended from the school. A carer was provided for the child during the adult session. Learners receive progression advice from their tutors, attend sessions from Next Steps as part of their course and are supported to attend individual interviews with their local Next Steps office.

74. Insufficient use is made of formal assessment. The starting point of learners is not systematically recorded so it is difficult formally to monitor progress and assess achievement. Learners are encouraged to state their general aspirations but there is no system to set individual targets to deal with identified literacy and numeracy needs. Staff are aware of the different levels of literacy and numeracy in their classes and many do successfully tailor resources to enable learners to access information and achieve their learning goals. Individual learning plans have recently been introduced but these are not yet used consistently across the service.

### **Leadership and management**

75. The family programme is well led and particularly effective strategies to reach and engage under-represented groups have been developed. The curriculum is responsive with a good focus on the needs of learners. Programmes are targeted at areas of concern to the council or where local indices show social and economic deprivation. Many courses are short, first-step opportunities, and offer parents and children an introduction to intergenerational learning. Targets are set for the provision at course level. The curriculum is then planned and based on negotiation with partner agencies and the number and types of courses that have been previously successful. A great deal of informal networking takes place by the family learning team, which works collaboratively with schools, children's centres and parents. The monthly team meetings facilitate curriculum planning and the sharing of good practice. Staff are involved in developing resources and adapting the curriculum to meet flexibly the needs of learners.

76. Ineffective use is made of management information systems to support improvement. Participation data is used to manage the capacity of the programme. It identifies how, over the past three years, participation has significantly increased from a total of 156 learners in 2002-03 to 675 learners in 2003-04 and 813 learners in 2004-05. Participation by minority

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ethnic groups has increased from 21 learners in 2002-03 to 105 learners in 2004-05, while the number of male learners has increased from 13 in 2002-03 to 103 in 2004-05.

However, the service carries out no analysis of achievement by ethnicity. There is duplication of data entry as two management information systems are currently used.

There is no formal system of lesson observation to support decisions about the quality of teaching and learning, although some peer observation has taken place alongside regular informal observations by the programme manager. The self-assessment report is descriptive and not rigorous enough, although it provides an accurate overview of the provision.



**Community development****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Adult and community learning</i></b>		<b>2</b>
Adult and community learning	144	2

77. Community development is directly provided by the council to support selected neighbourhood renewal wards. The council incorporated an outreach programme into the adult learning plan in 2003-04 to reach new learners who have not traditionally participated in learning. In 2003, a community learning fund was allocated to support outreach work and fund new provision as well as childcare and transport support for individuals. The funding covered the LSC's targets for adult and community learning but could be used flexibly to engage and stimulate learners not traditionally involved in learning. Community development activities operate across nine target neighbourhoods identified in the neighbourhood action plan 2003.

78. The service uses a range of community venues and develops progression routes in partnership with other learning providers. Community development activities support local people to start thinking about further education and training and to learn citizenship skills and discover how to take part in making decisions that affect their lives. Community development activities also support minority ethnic communities across the city and are beginning to support older workers and employers as part of a local 'age positive' campaign. Alongside outreach activities a number of taster sessions are organised. These include consumer education workshops, basic do-it-yourself (DIY) tasters and projects with the Sudanese and Bangladeshi communities.

79. At the time of inspection there were 144 learners and seven courses located in seven different venues. Courses are free for residents within the community. A full-time adult and community learning project officer is employed by the council together with two adult and community learning outreach workers on fixed-term appointments.

***Adult and community learning*****Grade 2***Strengths*

- good involvement of individuals and community groups to develop new learning and promote progression
- innovative and successful programme to engage learners and promote lifelong learning and regeneration
- good support and guidance for learners from outreach workers

*Weaknesses*

- insufficient quality improvement to increase service capacity

**Achievement and standards**

80. Learners attain a wide range of personal and community development skills. They are successfully involved in negotiating and developing their own curriculum. They engage in

valuable debate about their individual and community needs, the skills they require and their aspirations for further education and training. Many learners say they value their increase in self-confidence and that the process of negotiating the curriculum helps them to develop independence and self-esteem. For many learners, community development activities are their first contact with education since leaving school and activities help them feel valued as adult learners.

81. Many learners progress into further education and training. In 2003-04, approximately 50 per cent of learners achieved accreditation and progressed on to further learning, with 12 per cent of learners progressing onto a full level qualification. Eight learners who took part in a short course on how to organise community events went on to organise a community fun day for residents in the area. Some learners have achieved community interpreting qualifications which enhance their employment opportunities and provide valuable skills within their communities.

### **The quality of provision**

82. The programme is innovative and successfully engages many new learners, promotes lifelong learning and supports regeneration activities. The community outreach team works closely with individuals and groups to identify specific needs or requirements. Programmes are designed to reflect the aspirations of the community, to provide a first informal step back into learning and they are developed with relevant agencies including council departments. An opinion poll card is taken to all community centres and community events by the outreach team. The polling card allows local people to state what they want to learn and where they want to learn it. If there is no provision currently available and there is enough interest, the community outreach team will pilot a learning programme to see if it is viable.

83. The DIY programme was initiated as a result of consistent requests within successive polls across the city. In particular, many women and, specifically, lone parent families, consistently stated a need for basic DIY skills. The outreach team gained funding from the neighbourhood renewal team to purchase tools and equipment to carry out the workshops. The team devised a series of 'taster' sessions and trialed these at different times of the day, days of the week and community venues across the city. This information was then used to create the longer course. Courses such as re-tiling toilet facilities and basic plumbing are run in community centres and, on occasions, the centres benefit from a make-over as part of the course.

84. Standards of teaching and learning are good and sessions are well planned. Tutors are qualified, energetic and use a variety of activities to engage and motivate learners. Activities are relevant and, although challenging, they are presented as non-threatening and accessible. Learners enthusiastically participate in their learning and work hard to achieve their goals. Tutors are flexible and effectively manage the sessions in a variety of community venues. A good range of learning resources and course materials are available.

85. Outreach workers provide good support and guidance for learners. They co-ordinate the sessions and are in attendance to meet learners and tutors and ensure that registration, student records and evaluations are completed. They also co-ordinate the free crèche provision and act as the link person during the taught sessions so that parents can fully participate and not worry about the needs of their children. They establish and maintain a good working relationship with learners, creating trust and empathy in a supportive and

positive way.

86. There is a good use of volunteers, learning support assistants and interpreters who work closely with staff to enhance learning. For example, in one session this support enabled the tutor to provide in-depth individual teaching to less confident learners while volunteers worked with those learners who were able to work more independently. Learners' records ensure that changes in learners' circumstances are communicated and changes to the curriculum are made to meet the needs of learners. All absences are followed up and outreach workers provide guidance on progression and career opportunities. This work benefits from the good partnerships which have been established with schools, health centres and family centres.

### **Leadership and management**

87. There is very good communication with external agencies. The community development team has frequent and informative communication with a variety of agencies and professionals. These include learning disability workers, community nurses and organisations such as advocacy groups, a local refugees' association, an association for deaf people, a taxi forum and a local Mosque community. The community development team also works closely with other council directorates including the museum and libraries service. Collaborative work with the nine neighbourhood action areas effectively highlights priorities and key target groups for community development.

88. A range of project work has been successfully developed, which alongside meeting community needs also meets national priorities. A recent course with local taxi drivers aims to support literacy and numeracy skills during a book-keeping course. A range of work with minority ethnic groups responds to the diversity and equality agenda. Community development projects with the Sudanese and Bengali communities have been particularly important in providing these communities with an opportunity to raise their profile through community activities, publications and exhibitions, contributing to the city's museum archives and to the diversity of the area. Work with a local mosque to encourage men into education and training has been developed, as well as a successful project with Trading Standards to support consumer education.

89. Community development activities are in their second year of operation. In 2003-04, 213 learners participated in activities and this increased to 294 in 2004-05. Thirty-one per cent learners in 2004-05 were from minority ethnic groups, which is significantly higher than the profile for the area, and 17 per cent of learners were men. This increase in numbers has been well managed but weaknesses exist in quality improvement and the capacity of the service to increase activities further is hampered.

90. Some quality improvement procedures are in place but these are incomplete and are not rigorous enough. The community development team uses a monitoring system to keep track of attendance and learners' feedback, but there is insufficient data and the decision-making process is hindered. No formal process exists for observation of learning and staff have insufficient opportunity to share good practice with family learning staff. There is insufficient analysis of the overall effect of community development projects across the city. The self-assessment report is not detailed enough and overstates the area's contribution to the council's approach to equality of opportunity.

