INSPECTION REPORT

West Sussex LEA

27 January 2006

ADULT LEARNING
INSPECTORATE

Adult Learning Inspectorate

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

• work-based learning for all people aged over 16
• provision in further education colleges for people aged 19 and over
• **learndirect** provision
• Adult and Community Learning
• training funded by Jobcentre Plus
• education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.
• adult information, advice and guidance services (**nextstep**)

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

Pre-inspection analysis

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

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

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

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

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

Overall effectiveness

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

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

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

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

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

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

Grading

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

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

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. West Sussex Adult Education service (WSAE) is part of school improvement support of the local education authority (LEA) of West Sussex. WSAE was restructured in 2002 as a county service that was operationally aligned to the three Sussex Learning and Skills Council (LSC) planning areas for West Sussex and the eight geographical network areas of the West Sussex Learning Partnership. Each planning area includes a college of general and further education which receives funding for adult and community learning from Sussex LSC. WSAE co-ordinates the planning of adult and community learning provision across West Sussex and leads a pan-Sussex forum.

2. The head of service is supported by a senior management team which includes three senior adult education managers who hold responsibility for provision in a designated planning area. Each of these managers also holds responsibility for one of the service-wide functions of curriculum, quality improvement, or learner and learning support. The senior management team also includes the development and monitoring manager, the projects and development manager and the business manager, except family learning which is managed on a countrywide basis. Provision in each of the eight network areas is managed by an adult education manager. WSAE has appointed some curriculum leaders who operate in an advisory capacity. Many of these appointments are recent and part time. WSAE employs over 850 part-time tutors, who are line-managed by the network area managers.

3. WSAE is funded by Sussex LSC for adult and community learning provision. WSAE also provides courses for co-financed projects for non-traditional learners in conjunction with West Sussex Learning Partnership. WSAE offers courses in all areas of learning. In 2004-05, WSAE recruited 17,862 learners to non-accredited courses and 8,101 learners to accredited courses. The number of accredited courses offered this year has decreased. The six areas of learning graded in the inspection had 10,348 learners enrolled at the time of inspection, out of a total of 11,526 learners. Fifteen adult education centres are based in designated community schools or colleges throughout the county. There is also one dedicated adult education centre. WSAE also uses a variety of other centres including schools, village halls, libraries, community centres and other venues.

4. West Sussex is an affluent area with pockets of rural deprivation. There are also pockets of deprivation along the country's coastal strip and in Crawley. The proportion of the population which comes from minority ethnic groups is under 2 per cent in most of the county, but rises to 40 per cent in some boroughs in Crawley. WSAE's provision is responsive to the needs of local communities. English for speakers of other languages (ESOL), family learning, and literacy and numeracy provision is centred on the areas with greatest need.

OVERALL EFFECTIVENESS   Grade 3

5. **The overall effectiveness of the provision is satisfactory.** WSAE's leadership and

management and its approach to equality of opportunity are satisfactory. The organisation's quality improvement is inadequate. The provision in family learning is good. Provision is satisfactory in leisure, travel and tourism, in arts, media and publishing, in languages, literature and culture and in preparation for life and work. The provision in information and communications technology (ICT) is inadequate.

6. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process is good. The self-assessment report is detailed and thorough. This is the fourth self-assessment report produced by WSAE and the process has improved significantly over the years. Good use is made of information from a number of sources. The process is inclusive and effectively includes contributions from staff and learners. The self-assessment report is not sufficiently critical in leadership and management and in some curriculum areas. Although the report includes many of the weaknesses found by inspectors, it identifies as strengths some areas which were found by inspectors to be no more than normal practice. The inspectors gave the same grade as that given in the self-assessment report in three curriculum areas, but gave lower grades in the other three areas of learning.

7. **The provider has demonstrated that it has sufficient capacity to make improvements.** The self-assessment report provides a good overview of the main weaknesses of the provision. WSAE is resolving some of these issues through the appointment of curriculum co-ordinators working in an advisory role. In areas where such appointments are well-established, such as family learning and foreign languages, WSAE has demonstrated a good capacity to improve the quality of curriculum provision. Monitoring of compliance with quality assurance arrangements is poor, and the organisation's capacity to improve is hampered. The proportion of teaching and learning observed is low, and feedback from observations is not sufficiently detailed to provide effective support in improving the quality of teaching and learning.

KEY CHALLENGES FOR WEST SUSSEX LEA:

- improve the quality of teaching and learning
- implement effective quality assurance procedures
- introduce effective mechanisms for curriculum management
- ensure that tutors are appropriately qualified for the programmes that they teach
- ensure that learners' individual needs are met
- improve curriculum planning, especially the range of provision and progression routes
- improve the promotion of equality of opportunity for learners

GRADES

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

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality improvement	4

Information and communications technology		4
Contributory areas:	**Number of learners**	**Contributory grade**
ICT for users		*4*
Adult and community learning	1,024	4

Leisure, travel and tourism		3
Contributory areas:	**Number of learners**	**Contributory grade**
Sport, leisure and recreation		*3*
Adult and community learning	2,857	3

Arts, media and publishing		3
Contributory areas:	**Number of learners**	**Contributory grade**
Dance		
Adult and community learning	721	3
Dramatic arts		
Adult and community learning	10	3
Music		
Adult and community learning	225	3
Fine arts		
Adult and community learning	1,326	3
Crafts		
Adult and community learning	525	3
Design		
Adult and community learning	28	3
Media and communication		
Adult and community learning	55	3

Languages, literature and culture		3
Contributory areas:	**Number of learners**	**Contributory grade**
Language, literature and culture of the British Isles		
Adult and community learning	102	3
Other languages, literature and culture		
Adult and community learning	2,090	3

Preparation for life and work		3
Contributory areas:	Number of learners	Contributory grade
ESOL		*3*
Adult and community learning	523	3
Literacy and numeracy		*3*
Adult and community learning	780	3
Independent living and leisure skills		*2*
Adult and community learning	267	2

Family learning		2
Contributory areas:	Number of learners	Contributory grade
Adult and community learning		*2*
Adult and community learning	338	2

ABOUT THE INSPECTION

8. The inspection took place between 16 and 27 January 2006. The inspectors inspected and graded leadership and management, including equality of opportunity and quality improvement. They also inspected and graded ICT, leisure, travel and tourism, arts, media and publishing, languages, literature and culture, preparation for life and work, and family learning. Within preparation for life and work, contributory grades were given for literacy and numeracy, ESOL and independent living and leisure skills. The other areas of learning offered by WSAE were not graded as too few courses were running during the inspection period.

Number of inspectors	18
Number of inspection days	145
Number of learners interviewed	1128
Number of staff interviewed	255
Number of locations/sites/learning centres visited	152
Number of partners/external agencies interviewed	10

KEY FINDINGS

Achievements and standards

9. **Development of learners' skills is generally good.** In leisure, travel and tourism, learners' health and wellbeing benefit through their attendance on courses and their skills improve. In art, craft and performing arts, learners produce work of a high standard. In foreign languages, learners are confident in their use of the target language. Learners on ESOL courses develop improved fluency in speaking English and gain confidence in

communicating in a range of contexts, for example with government officials, doctors, and their children's teachers. Learners who take literacy or numeracy courses increase their confidence in using their new skills in the workplace or for everyday activities. In independent living and leisure skills courses, most learners improve their communication skills and their numeracy as well as their interpersonal skills and behaviour. In family learning, learners attain good personal and social skills. They manage children's behaviour more effectively and are more confident in talking to teachers.

10. **Learners' attainment is celebrated well in arts, media and publishing.** Learners from a variety of courses have their paintings and other artworks exhibited in a range of venues.

11. Rates of retention and achievement are satisfactory overall. **Retention rates are good in ICT**, and are generally satisfactory in other areas of learning. Achievement rates are good in family literacy, language and numeracy (FLLN), with 83 per cent of learners gaining a level 1 or 2 qualification in literacy or numeracy in 2003-04 and 2004-05. Achievement rates on most accredited courses are satisfactory.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information and communications technology	4	8	7	7	26
Leisure, travel and tourism	2	13	20	2	37
Arts, media and publishing	9	18	25	3	55
Languages, literature and culture	4	10	15	3	32
Preparation for life and work	1	20	25	4	50
Family learning	1	9	6	0	16
Total	**21**	**78**	**98**	**19**	**216**

12. **Much teaching is good in family learning and independent living and leisure skills classes.** FLLN tutors plan well for differentiation and reflect on the needs of each learner at the end of sessions. In the best family learning classes, learners' interaction is encouraged by a range of relevant activities. In the best classes in independent living and leisure skills, tutors set different tasks for different learners. They vary the learning activities, maintain a good pace and plan their lessons well, but divert from their plan if appropriate. Teaching is generally satisfactory in most other areas of learning, with some examples of outstanding teaching and learning in most areas. **In ICT, although some outstanding classes were observed, too much teaching and learning is inadequate.** In these, and in other inadequate classes, tutors do not plan effectively or present information in a helpful order. They do not meet learners' individual needs, check learners' understanding or review their progress effectively.

13. **A number of art, media and publishing courses provide good enrichment opportunities.** For example, in photography, learners discuss and view the work of visiting photographers. They also plan visits to a digital printing company and a local camera club. In a history of art class, visits to specific exhibitions are integrated with the course.

14. **Volunteers provide good support in literacy and numeracy classes. In ESOL, good support is given both by volunteers and by language assistants.** This support is particularly valued by the learners, especially as it enables them to progress more quickly.

15. Resources and accommodation are generally satisfactory. The appropriateness of venues varies. Some accommodation is good but there are examples of dirty and cramped accommodation being used for some courses in leisure, travel and tourism and arts, media and publishing. **Good specialist facilities are provided, for example in music and dance, and independent living and leisure skills.** Some good use is being made of information learning technology (ILT) facilities. In many cases, however, they are not used effectively enough, for example in literacy and numeracy classes.

16. **WSAE uses a good range of community venues to meet local needs.** The range of venues is often linked to particular partnerships. For example, about a quarter of ICT courses take place in libraries. In family learning, provision is often based in local schools with identified targeted groups. The venues used are generally accessible to learners with restricted mobility.

17. **Learners receive good pre-entry advice and guidance for foreign language courses.** A clearly set-out leaflet shows what languages are offered, at which levels, and in which location. Descriptors of language course levels are used consistently across the county. WSAE has devised a simple and effective self-assessment questionnaire to help potential learners establish their language level. Advice and guidance is generally satisfactory for other areas of learning.

18. The range of courses offered by WSAE is generally satisfactory. **However, the range of leisure, travel and tourism courses provided is insufficient**, with a predominance of yoga courses. Progression routes are not always available for learners in this area of learning, and WSAE does not offer any accredited provision. **In arts, media and publishing, the level of course is not always clear and progression routes are confusing.**

19. Support for learners is generally satisfactory. Learners are asked to disclose any learning difficulties and/or disabilities. Appropriate support and adaptations are made available to learners who disclose difficulties, for example, in ICT, arts, media and publishing, and foreign language courses. The buddy system, which operates through collaboration with a local charity, provides valuable support for learners with learning difficulties on mainstream courses, such as art courses. Support arrangements for learners with identified literacy, numeracy and language support needs are satisfactory.

20. **The planning and recording of learning is not sufficiently rigorous on some courses.** In some arts, media and publishing sessions, there is no evidence of course or lesson planning. In ICT, many tutors do not have sufficiently detailed course or session plans and pay poor attention to course objectives and detailed learning outcomes. In ESOL and literacy and numeracy courses, many tutors do not take learners' identified individual needs into account when planning their courses and learning sessions.

21. **Inadequate attention is paid to learners' individual needs on many foreign languages, ESOL and literacy and numeracy courses.** In these cases, teaching and learning are not sufficiently differentiated for learners with varying ability levels. For example, in mixed-level foreign language classes, lessons are not appropriately paced for the less advanced learners who sometimes struggle with the basics, while advanced learners are not sufficiently challenged. Too many tutors of literacy and numeracy courses use a narrow range of teaching and learning styles with their mixed-level groups. Some

whole-group teaching is not appropriate to the needs or ability levels of all learners. However **in leisure, travel and tourism, good individual attention is paid to learners in most lessons** with good use of differentiation to respond to learners' needs and abilities.

22. **The assessment and recording of progress on non-accredited courses is generally inadequate.** For example, in ICT and foreign languages, tutors do not routinely maintain progress records. In arts, media and publishing, the reviewing and monitoring of progress is inconsistent, and in some cases none takes place. Learners are not always aware of the progress they are making and how they may further develop their skills and knowledge. In leisure, travel and tourism, the monitoring and recording of progress is satisfactory, ranging from some good practice linked with participation in a government Standards Unit pilot, to some courses where learners' individual progress is not recorded.

23. **In family learning, many learners' goals are insufficiently specific and measurable.** Tutors do not sufficiently support learners to develop the skill of writing specific goals that are achievable within a realistic timeframe. In wider family learning, insufficient emphasis is placed on the learning outcomes of adults.

24. **The monitoring of learners' progression from family learning is poor.** WSAE does not systematically collect information on what learners go on to do after completing their courses. There is no evidence of statistical analysis of progression, although some use is made of case studies to illustrate the effect of family learning.

25. **In ESOL and literacy and numeracy, tutors are not sufficiently well qualified.** Few tutors have specific qualifications in teaching ESOL or literacy and numeracy to adults. Some tutors do not have any teaching qualifications. In general, teaching staff are appropriately qualified.

26. **In independent living and leisure skills provision, not enough courses are offered in practical or creative skills.** In most of the county, learners have few opportunities to take up such courses. Some of the best teaching is on these courses. They offer good opportunities for learning in literacy, numeracy, interpersonal skills and ICT as well as in creative skills and dexterity.

Leadership and management

27. **Senior managers provide clear strategic direction.** WSAE has a comprehensive three-year development plan which is closely tied in with the priorities set by the local LSC and the skills for life initiative, which is the government's strategy on training in literacy, numeracy and the use of language. A comprehensive county-wide curriculum planning process is carried out every year.

28. **WSAE has good partnerships to promote participation in learning.** In 2004-05, WSAE worked with 42 partner agencies to promote skills for life programmes throughout the county. WSAE plays an active role in the West Sussex Learning Partnership to identify opportunities for initiatives to engage learners, particularly those from groups not traditionally involved in learning.

29. **WSAE has a good, inclusive self-assessment process,** and has carried out good initiatives to engage staff throughout WSAE in the process. Good use is made of

information from a range of sources. The current self-assessment report is clear, well-written and sufficiently judgmental. However, it is not sufficiently critical in leadership and management, and in some curriculum areas.

30. WSAE has a well-established policy for continuous professional development. It sets appropriate targets for new and existing staff to achieve a relevant teaching qualification. The management of resources is satisfactory. Teaching accommodation and the availability of specialist equipment are generally satisfactory.

31. Management arrangements for meeting learners' literacy, numeracy and language skills support needs are satisfactory. Tutors refer learners to WSAE's learning support team where appropriate. However, not all tutors are aware of the learning support available to learners. Initial assessment does not always effectively identify learners with literacy, numeracy and language skills support needs.

32. The promotion of equality of opportunity to staff is satisfactory. Some good materials are included in the equality and diversity section of the tutors' survival kit and leaflets are available to tutors on specific learning difficulties and disabilities. The promotion of equality of opportunity to learners is limited. WSAE has an equality and diversity statement which is included in course brochures and displayed in many learning centres. However, issues relating to equality of opportunity are not covered adequately at induction. Information about financial and other support arrangements for learners is poorly presented. Leaflets written for learners, such as the disability statement, are insufficiently clear and positive. Information about how to make a complaint is not clear.

33. Internal verification arrangements are satisfactory. Assessors and verifiers either hold current qualifications or are working to the current standards.

34. **Much curriculum management is weak.** Inspectors judged curriculum management to be weak in ICT, leisure, travel and tourism, and arts, media and publishing. **However, curriculum management in family learning is good.** The proportion of good or better teaching in most curriculum areas is too low. Much teaching in ICT is poor. Management strategies to raise the standard of teaching and learning have been ineffective. The service has been slow in implementing a strategy to record learners' progress and achievement in non-accredited learning. The role of curriculum co-ordinator has not contributed significantly to curriculum development. Some co-ordinators were appointed recently and it is too early to judge the effect of their appointment on improving the quality of provision.

35. **The implementation of many aspects of quality assurance is poor.** There is insufficient monitoring of compliance. Some schemes of work and lesson plans are poorly completed or, in a few cases, do not exist. WSAE does not monitor the implementation of procedures to record learners' progress on non-accredited courses. End-of-course reviews are not always completed. The number of observations of teaching and learning is low and has been declining. Observations are not sufficiently focused on learning. Feedback forms often do not contain sufficient detail to help tutors improve teaching and learning.

Leadership and management

Strengths

- clear strategic direction
- good partnerships to promote participation in learning
- good self-assessment process

Weaknesses

- much weak curriculum management
- insufficient monitoring of quality assurance processes

Information and communications technology

ICT for users   *Grade 4*

Strengths

- good retention rates
- good range of community venues to meet local needs

Weaknesses

- much inadequate teaching
- weak curriculum management

Leisure, travel and tourism

Sport, leisure and recreation   *Grade 3*

Strengths

- good development of learners' skills and wellbeing
- good attention to learners' needs in most lessons

Weaknesses

- insufficient provision
- weak curriculum management

Arts, media and publishing

Strengths

- good development of learners' skills
- good celebration of attainment
- good enrichment activities

Weaknesses

- insufficient rigour in planning and recording learning
- unclear progression routes
- weak curriculum management

Languages, literature and culture

Strengths

- confident use of the spoken language by foreign language learners
- good use of the target language for teaching and learning
- good pre-entry information and advice
- good staff development and support for foreign language tutors

Weaknesses

- insufficient attention to learners' individual needs in many lessons
- inadequate assessment and recording of learners' progress in non-accredited provision
- inadequate implementation of quality assurance procedures

Preparation for life and work

ESOL   *Grade 3*

Strengths

- good development of learners' speaking skills
- good support for learners from volunteers and language assistants
- good range of venues and course times

Weaknesses

- insufficient attention to learners' individual needs
- insufficiently well-qualified tutors
- weak promotion of equality of opportunity to learners

Literacy and numeracy   *Grade 3*

Strengths

- good development of learners' confidence and self-esteem
- good support for learners from volunteers
- good range of venues and course times

Weaknesses

- insufficient attention to learners' individual needs
- insufficiently well-qualified tutors

- weak promotion of equality of opportunity to learners

Independent living and leisure skills *Grade 2*

Strengths

- much good teaching and learning
- much support for learners
- good learning environments

Weaknesses

- insufficient practical or creative courses

Family learning

Adult and community learning *Grade 2*

Strengths

- good attainment of personal and social skills
- much good teaching
- very effective partnerships to engage targeted groups
- good curriculum management

Weaknesses

- insufficiently specific and measurable learning goals
- poor monitoring of progression

WHAT LEARNERS LIKE ABOUT WEST SUSSEX LEA:

- the very enthusiastic, encouraging and knowledgeable tutors
- 'the learning - it's addictive'
- the friendly and very sociable learning environment
- 'this is the time for me in the week, away from the stresses of work and home'
- the very accessible local venues

WHAT LEARNERS THINK WEST SUSSEX LEA COULD IMPROVE:

- the cost - 'it's too expensive for some learners, and the fees keep going up'
- the rooms - they are sometimes dirty and cold
- the accessibility of new buildings for wheelchair users
- the amount of paperwork
- the parking and refreshments at some venues

Language of the Adult and Community Learning Sector

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

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

Other terms used in Adult and Community Learning

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

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

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 3

Strengths

- clear strategic direction
- good partnerships to promote participation in learning
- good self-assessment process

Weaknesses

- much weak curriculum management
- insufficient monitoring of quality assurance processes

36. Senior managers provide clear strategic direction. WSAE has a comprehensive three-year development plan which is closely tied in with the priorities set by the local LSC and the skills for life initiative. A comprehensive county-wide curriculum planning process is carried out every year. Senior managers meet with network managers to identify key curriculum priorities for WSAE. These are based on the development plan, community needs and area-wide self-assessment reports of WSAE's strengths and weaknesses. Network managers produce a curriculum planning spreadsheet to identify the range and level of programmes to be offered in their network area. These plans are carefully considered by senior managers and by the county management group before they are finally agreed.

37. WSAE has effective partnerships with local agencies and support services to promote participation in learning. In 2004-05, WSAE worked with 42 partner agencies to promote skills for life programmes throughout the county. WSAE plays an active role in the West Sussex Learning Partnership to identify opportunities for new programmes and initiatives to engage learners, particularly from groups not traditionally involved in learning. These initiatives include 'Turning the Tide,' a programme to meet the literacy and numeracy skills needs of adults living on the southern coastal strip of the county. A partnership project funded by the European Social Fund was successful in promoting participation in learning for learners living in rural areas around Chichester, Bognor Regis, Worthing and Crawley, who are not traditionally involved in learning. Learners studied accredited level 1 and 2 programmes in literacy, numeracy and ICT. There are some particularly innovative partnership projects such as 'Filmmaking Skills for the Homeless,' which helped a small group of learners to develop their literacy and numeracy skills through the medium of film making. Of the six learners on the programme, three went on to employment and one to higher education. A short 'Manage Your Mobile' course was successful in attracting older learners from a wide range of backgrounds to help them use their mobile phone to communicate with their children and grandchildren. The course was used as a medium for teaching basic literacy and numeracy, and parenting skills. Partnerships are particularly effective in meeting the needs of adults with learning difficulties and/or disabilities.

38. Internal communications are satisfactory. Senior managers meet regularly to consider all aspects of the provision. Network managers and senior managers also hold regular meetings. Meetings for tutors in the eight network areas are held regularly but are not well

attended. Meetings are carefully recorded and actions clearly identify responsibilities and timescales. Staff at all levels say that they are supported well by WSAE. All staff receive a regular electronic briefing to inform them of developments in WSAE and opportunities for professional updating. An in-service training event is held once a year for part-time tutors, although attendance is not compulsory.

39. WSAE has a well-established policy for continuous professional development. Language tutors receive particularly good staff development and support. WSAE produces a comprehensive staff development brochure every year which outlines opportunities for professional and personal development. WSAE has appropriate targets for new and existing staff to achieve a relevant teaching qualification.

40. Management of resources is satisfactory. Tutors are generally appropriately qualified and experienced. Most have a relevant teaching qualification. However, too few tutors in literacy, numeracy and ESOL have specialist qualifications at level 3 and 4, and 30 per cent do not have a teaching qualification. WSAE runs an in-house teaching course for tutors who do not have a teaching qualification. In 2004-05, 85 tutors successfully completed an appropriate teaching course. In 2005-06, 53 staff are studying towards an appropriate teaching qualification. Teaching accommodation and specialist equipment are generally satisfactory. Some classroom accommodation in leisure, travel and tourism is poor. Arrangements for appraisal are satisfactory. A new performance management review procedure is being established. Staff receive a review every year during which appropriate performance targets are set. WSAE plans to extend this procedure to part-time staff.

41. Management arrangements for meeting learners' literacy, numeracy and language skills support needs are satisfactory. Learners complete a 'best fit' form at an early stage of their course to identify their learning needs, aspirations and expectations. This activity does not adequately identify learners' literacy, numeracy or language support needs. Tutors refer learners to WSAE's learning support team where appropriate. However, not all tutors are aware of the learning support available to learners.

42. Much curriculum management is weak. Inspectors judged curriculum management to be weak in ICT, leisure, travel and tourism, and arts, media and publishing. The proportion of good or better teaching in most curriculum areas is too low. Much teaching in ICT is poor. Management strategies to raise the standard of teaching and learning have been ineffective. WSAE has been slow in implementing a strategy to record learners' progress and achievement in non-accredited learning. The role of curriculum co-ordinator has not contributed significantly to curriculum development. Some co-ordinators were appointed only recently and it is too early to judge the effect of their appointment.

Equality of opportunity

Contributory grade 3

43. WSAE has a suitable range of policies and procedures to promote equality of opportunity for staff. These include West Sussex County Council's policies and procedures on equal opportunities, bullying and harassment, complaints and grievance. The county council's procedures for recruitment, induction and performance management are implemented for permanent staff. WSAE has its own procedures for hourly paid tutors. However, the induction of hourly paid tutors does not cover equality of opportunity issues in detail. A useful range of information is available to tutors to help them to promote equality of opportunity, such as the equality and diversity section of the tutors' survival kit and leaflets on effective support for learners with specific learning difficulties and/or

disabilities. A programme of staff training on equality of opportunity issues is offered, but attendance is poor. WSAE has produced an equal opportunities and diversity policy in response to the requirements of the Race Relations (Amendment) Act 2000.

44. WSAE encourages learners to disclose learning difficulties and/or disabilities so that appropriate support arrangements can be made. In 2004-05, over 600 learners disclosed a learning difficulty and/or disability. Learners with identified additional support needs are provided with appropriate equipment and resources. WSAE does not provide support workers for learners on mainstream courses. However, WSAE has links with a local charity which pairs referred learners with trained volunteer buddies, who accompany learners to classes. WSAE carries out risk assessments of the accessibility and suitability of accommodation. Not all learning venues are fully accessible to learners with restricted mobility. However, WSAE makes appropriate arrangements if a problem with access is identified. WSAE does not monitor the effectiveness of its arrangements to support learners with additional learning needs.

45. The promotion of equality of opportunity for learners is limited. However, learners say that they are well supported by staff. WSAE has an equality and diversity statement which is included in course brochures and displayed in many learning centres. The brochures also include information about financial support, support with additional learning needs and how to make a complaint. However, this information is poorly presented. Most of the information is in small print and not learner-friendly. Leaflets written for learners, such as the disability statement, are insufficiently clear and positive. Information about how to make a complaint is not clear. WSAE does not ensure that issues related to equality of opportunity are covered adequately at induction.

46. WSAE has formed some effective partnerships to increase participation by under-represented groups. These partnerships have mainly been developed through the family learning and skills for life co-ordinators working with other organisations, particularly voluntary organisations. Some provision in other curriculum areas has been targeted at under-represented or vulnerable groups, such as the elderly and learners with mental health conditions. WSAE produces appropriate data on enrolments by age, disability, ethnicity and gender. Each network area is set targets to recruit under-represented groups. However, there is no clear recording of action plans to ensure that these targets are met.

Quality improvement   **Contributory grade 4**

47. The self-assessment process is good. It is inclusive and has been improved over recent years. Staff receive detailed feedback about their contributions. Over 250 tutors have received training in self-assessment. Good use is made of information from a range of sources. Managers are particularly clear about the self-assessment process, but a few consider the timescale for production of the report to be too tight. Regular meetings are held at network and county level, and curriculum specialist staff are effectively included. The current report is the fourth one produced and shows improvement on the previous one. It is clear, well written and sufficiently judgemental. However, it is not sufficiently critical in leadership and management and in some curriculum areas.

48. Feedback from learners is collected in a range of ways. Learners complete mid- and end-of-course questionnaires. Feedback is collated and individual issues are generally dealt with effectively. However, in a few cases, feedback from learners has not been acted upon. Some network areas have held meetings with groups of learners. Learners are advised of

outcomes, in several cases by letter. However, insufficient summary analysis is carried out of learners' views across networks and within each curriculum area to identify trends.

49. Good practice is shared in a number of ways, including roadshows and a staff newsletter. Some curriculum areas, such as arts and ICT, have held meetings to discuss and share good practice between tutors, although some of these have been poorly attended. However, in some curriculum areas the sharing of good practice across the county is not sufficiently rigorous. Standard documents are placed on the county-wide intranet and WSAE is currently developing a virtual learning environment. WSAE has produced a tutors' survival pack, containing a range of standard documents and guidance on how to complete them. This was produced in 2002 and contains some out-of-date versions of documents. However, it is being updated.

50. Internal verification is satisfactory. Sampling plans are clear and the sampling strategy is satisfactory. Assessors and verifiers either hold current qualifications or are working to the current standards.

51. WSAE has an overall policy for quality improvement that aims to integrate quality assurance activities with all aspects of the provision. This policy is clear and includes the recognition and recording of progress and achievement in the quality cycle.

52. The implementation of many aspects of quality assurance is poor. There is insufficient monitoring of compliance. Audits of documents have not identified the weaknesses in their completion found by inspectors. Some schemes of work and lesson plans are poorly completed or, in a few cases, do not exist. The number of observations of teaching and learning is too low and has been declining. The overall grade profile given by WSAE is higher than that given at inspection. WSAE also carries out supportive observations, but these are not always recorded and do not always result in developmental feedback. The form used for observation feedback has been improved. However, observations and guidance are not sufficiently focused on learning and several observation feedback forms contain insufficient detail to help tutors develop. The review of courses for accuracy, currency and relevancy of content is not sufficiently rigorous. The principal way of reviewing courses is by the tutor's end-of-course review. Only about 50 per cent of these reviews are returned to WSAE. Review forms are analysed by network managers. In some cases, insufficient use is made of curriculum specialists. In some curriculum areas, the overall review of course content is not sufficiently rigorous and WSAE does not have an effective overview of course content. It has identified many of these weak points through the self-assessment process and plans for improvement are in place. However, they have not been in place for a sufficient time to have an effect.

AREAS OF LEARNING

Information and communications technology   Grade 4

Contributory areas:	Number of learners	Contributory grade
ICT for users		*4*
Adult and community learning	1,024	4

53. There are 1,024 learners enrolled on ICT courses. During the inspection 127 courses were running, 36 per cent of which were accredited. Participation in accredited courses has decreased by 30 per cent since 2004-05. Most courses provided are at level 1, with a smaller number offered at level 2. Accredited courses range from entry level to level 3, although most are at level 1. Learning opportunities are provided through 55 community-based venues including schools, village halls, libraries and community centres. Seventy-one part-time tutors teach ICT courses. Fifty-four per cent of courses are provided during the day and 25 per cent during evenings. Some weekend and twilight courses are also provided. Sixty-eight per cent of learners are women, and 98 per cent of learners are white. Fifty-four per cent of learners are over the age of 60, the remainder being aged between 18 and 59.

ICT for users   *Grade 4*

Strengths

- good retention rates
- good range of community venues to meet local needs

Weaknesses

- much inadequate teaching
- weak curriculum management

Achievement and standards

54. Retention rates are high on accredited and non-accredited courses. However, retention and achievement rates on the distance learning courses are unsatisfactory. This is identified in the self-assessment report. Retention rates for 2005-06 are between 92 and 95 per cent, showing an improving trend from previous years. In 2004-05, attainment on accredited and non-accredited courses was satisfactory. The attendance rate at lessons observed during inspection was 89 per cent.

55. Learners develop suitable skills in the use of office software applications, digital imagery, e-mail and the internet. They produce work of a standard appropriate to the stage and level of their course. Most learners contribute readily to classroom activities and are willing to work collaboratively. Learners who have little or no previous knowledge of ICT gain confidence with the new technology. Some tutors have low expectations of learners and do not encourage them to work to their full potential. Learners in some digital imagery courses make very good progress.

The quality of provision

56. A wide range of community venues meets the needs of learners across the network areas. There are successful partnerships to widen the range of locations in which courses are provided. To date in 2005-06, 25 per cent of courses are provided through partnerships with libraries. Good partnerships with schools and community colleges provide venues for courses in a wide spread of rural and urban areas. Courses are also provided in partnership with charities to support the elderly. The number of learners over the age of 60 has significantly increased.

57. Resources are satisfactory overall. Most venues are equipped with up-to-date facilities. In some venues, such as libraries, the layout is not totally appropriate and there is insufficient desk space and display equipment. Schools and community centres have a good range of visual equipment. Access for learners with restricted mobility is adequate.

58. Learners receive satisfactory guidance and support. They receive a detailed course prospectus and are provided with specific course details and an induction. Initial advice and guidance is satisfactory. Tutors and administrators provide ongoing advice and guidance. WSAE has a policy to encourage learners to disclose their additional support needs. Specialist equipment is available at the main centres and staff are aware of how to access the equipment needed by their learners. However, initial assessment relies on self-declaration and is not sufficient to identify literacy, numeracy and language needs. Learners are given much individual support during classes. Tutors have knowledge of learners' undisclosed support needs and provide informal support during lessons.

59. Much teaching and learning is inadequate, with over a quarter of observed lessons graded as inadequate. In these lessons, tutors take too little account of any initial assessment they have made of learners' abilities in planning their lessons. They do not have sufficiently detailed course or session plans and pay poor attention to course objectives and detailed learning outcomes. Tutors do not plan adequately to account for the different ability levels of learners in the group. In the inadequate sessions, tutors present information poorly and in an unhelpful order. They use too much jargon and do not adequately explain technical terms. Tutors give instructions verbally without visual reinforcement, and many learners find these difficult to remember. When helping learners with problems, tutors take control of the learners' computers too quickly and do not give them the opportunity to practise the procedure themselves. Some written resources to support teaching and learning are poor, being insufficiently illustrated, poorly photocopied and printed in an inappropriate font for learners with visual impairment or dyslexia. Tutors do not adequately use questions and answers to check learners' knowledge and understanding, nor do they sufficiently review learners' progress. However, the inspectors also observed some outstanding teaching and learning. Learners in these sessions show high levels of attainment, producing work of an appreciably higher quality than would normally be expected. Tutors plan these courses and sessions in great detail. They recap and reinforce learning frequently and give high-quality demonstrations. There is insufficient sharing of this good practice.

60. The recording of learners' progress is poor, particularly in the unsatisfactory sessions. Learning and achievement records for non-accredited courses contain broad course objectives but are not used by tutors to record learners' progress. Tutors rely too much on learners' self-assessment of their prior knowledge and skills. Too much of the feedback

given to learners is verbal and not recorded. Tutors do not routinely maintain progress records for whole groups of learners. Some tutors have devised their own effective tools for recording progress, but this good practice is not shared.

Leadership and management

61. All staff are given clear guidelines related to health and safety, and equality and diversity through their induction and on the CD-ROM for tutors. Training has been provided to some staff in equality and diversity issues. Appropriate staff development opportunities are available and recent analysis indicates that an increasing number of tutors have achieved subject specialist and teaching qualifications. However, the turnover rate of tutors is high. Managers find it difficult to find time to support new tutors effectively.

62. The self-assessment process is thorough, but the report is not sufficiently analytical. Inspectors gave lower grades for teaching and learning than those in the self-assessment report. The observations of teaching and learning are not frequent enough to ensure that all tutors are regularly observed. Few observations are carried out by curriculum specialists. The system to record observations is not used consistently. Feedback to tutors is not sufficiently evaluative to improve teaching and learning. Many records are not signed or dated by tutors or observers.

63. There is weak curriculum management and the curriculum is not sufficiently co-ordinated or monitored. The position of curriculum co-ordinator, an advisory role, remained vacant for 18 months. Although an appointment has recently been made, the role is not yet fully operational and the new member of staff is being mentored. The action plan for the area of learning is incomplete and actions are not updated or minuted. WSAE recognises the issues related to curriculum co-ordination. Managers are responsible for curriculum planning at network level with input from team leaders and tutors. Some network areas offer insufficient progression opportunities from beginners' courses. There is insufficient standardisation of course content and level across the network areas. WSAE provides guidelines on lesson planning and schemes of work. These are not consistently used and are not monitored. Tutors devise their own learning resources but these are not routinely monitored or used to share examples of good practice. Insufficient use is made of data to adequately analyse provision. No summary analysis is made of long and short courses to enable appropriate comparisons of retention and achievement rates. Data incorporating non-accredited and accredited courses is presented in datasets intended to show these courses separately. Information collected on learners' attainment on non-accredited courses is unreliable, and the inspectors were unable to make judgements related to attainment on these courses. Data related to distance learning programmes is not collated in a systematic format to enable easy analysis.

Leisure, travel and tourism   Grade 3

Contributory areas:	Number of learners	Contributory grade
Sport, leisure and recreation		*3*
Adult and community learning	2,857	3

64. At the time of inspection, WSAE offered 196 non-accredited courses in sport and leisure, but no accredited courses. Subjects include yoga, tai chi, chairobics, golf, swimming, bridge, badminton, Pilates and keep fit. Some courses are targeted at specific groups of learners. Provision is offered during the morning, afternoon and evening. There is little provision at weekends. Courses range in length from one day to 39 weeks. WSAE uses 102 different venues throughout the county to deliver courses. These include leisure centres, village halls, schools and community centres. In 2004-05 there were 6,166 learners on 565 courses. There are currently 2,857 learners enrolled. Over 80 per cent of the learners are women. Minority ethnic groups account for 1 per cent of the intake. Over 90 part-time tutors teach in this area. A designated part-time co-ordinator has responsibility of curriculum support, advice and dissemination. Network managers have responsibility for curriculum development and quality improvement.

Sport, leisure and recreation   *Grade 3*

Strengths

- good development of learners' skills and wellbeing
- good attention to learners' needs in most lessons

Weaknesses

- insufficient provision
- weak curriculum management

Achievement and standards

65. The development of learners' skills and wellbeing is good. Learners achieve a good range of skills in their techniques and demonstrations. They make significant improvements through attending courses. Learners' fitness levels are maintained or enhanced, and they develop better co-ordination of movement, balance and timing. Learners develop improved posture and good body awareness, and most also increase their levels of understanding. Standards of work for most learners are good in terms of sequences, posture and movement. Learners' health and wellbeing benefit through their attendance on courses. Learners who are referred by their doctor show clear benefits to their health and increase their confidence. Courses allow learners to become more independent and improve their lifestyle. Learners also enjoy the social benefits of classes. Learners on many courses regularly meet up as a group outside class times. Tutors also organise visits, such as a trip to a keep-fit rally in London.

66. Retention rates are satisfactory. However, a high number of learners repeat classes year on year. Attendance is satisfactory on most courses. The attendance rate during the

inspection was satisfactory, at 77 per cent. Learners are satisfied with their courses and feel that they are making progress towards achieving their goals.

The quality of provision

67. Learners receive good individual attention in most lessons. Effective use is made of initial assessment to plan sessions. For example, a number of learners in a yoga class requested specific exercises to help relieve back problems. The course was adapted appropriately to meet their needs. Differentiation takes place in most classes. For example, bands with differing levels of resistance are used for conditioning exercises. Tutors also make good use of various adaptations to meet learners' needs and make appropriate use of the option to lower the intensity of exercises.

68. A range of equipment is available to support learners. Most tutors and learners bring their own equipment. In one case, a tutor has designed a detailed yoga course handbook which is also used by the learners for their homework. Accommodation is generally satisfactory or better. However, there are a few cases of poor accommodation which is cold, dirty and cramped. Risk assessment has been carried out for all venues but insufficient subject-specific risk assessment takes place. Some rooms are inappropriate for the group size and furniture is stacked close to learners.

69. The monitoring and recording of progress is satisfactory in most courses. Currently, nine tutors are participating in a Standards Unit pilot on recognising and recording progress and achievement. Tutors in tai chi and keep-fit classes have made use of a bull's-eye target to particularly good effect to recognise and record progress. Learners are enthusiastic about this method. Other tutors have developed their own systems for recording each learner's progress. In some cases, however, learners' individual progress is not recorded.

70. Guidance and support are satisfactory. Learners have an adequate understanding of course information and can seek further guidance about course content. An appropriate induction is used at the start of courses and initial assessment, including a health screening, is carried out at the first lesson. Most tutors use this to identify potential risks and plan the course. The arrangements for assessing and supporting learners' literacy, numeracy and language skills are satisfactory. Tutors are sensitive and supportive, for example in dealing with bereavement. They give positive encouragement and feedback to learners to enable them to fulfil their potential.

71. There is insufficient curriculum provision. Too few courses offer learners the opportunity to progress. Some courses do not build on prior attainment, with many learners attending the same course year after year. The curriculum range is narrow in many network areas, with yoga courses being the predominant subject available. Access to courses is limited, and few classes are held at weekends. Little provision is specifically aimed at attracting under-represented groups. Very few taster sessions are offered. Currently no accredited provision is available. Learners lose some of the skills and health-related benefits during the long holiday breaks.

Leadership and management

72. The self-assessment process is satisfactory. Most stakeholders have been involved in the process. The self-assessment report identifies similar strengths and weaknesses to those identified by inspectors. The promotion of equality of opportunity is satisfactory. Some

initiatives have been taken to widen participation through the development of partnerships with charities, with examples including courses for elderly learners and learners with mental health conditions.

73. Curriculum management is weak. Curriculum co-ordination varies across different networks. Tutors are given inappropriate management responsibilities such as deciding class sizes. Too little support is given to tutors, some of whom do not know their curriculum or network manager contact. Most tutors are not qualified teachers and some are not up to date within their own subject area. Meetings and training events for tutors are poorly attended. A curriculum co-ordinator has been appointed and has started to support staff and improve the quality of provision. However, it is too early to identify the effect of this development. Quality assurance arrangements are not adequately monitored. Many tutors do not complete lesson plans or monitor the progress of their learners. Data is not used systematically to identify trends or to set targets. Some learners' feedback has not been appropriately dealt with. The process for observing teaching and learning is inadequate. Written feedback on observations does not include the critical evaluation needed for continuous improvement to take place. Some observations have been inappropriately carried out by staff who are not subject specialists. Good practice is not sufficiently identified and shared.

Arts, media and publishing   **Grade 3**

Contributory areas:	Number of learners	Contributory grade
Dance		
Adult and community learning	721	3
Dramatic arts		
Adult and community learning	10	3
Music		
Adult and community learning	225	3
Fine arts		
Adult and community learning	1,326	3
Crafts		
Adult and community learning	525	3
Design		
Adult and community learning	28	3
Media and communication		
Adult and community learning	55	3

74. WSAE offers a variety of arts, media and publishing courses across the county. At the time of the inspection, there were 2,890 enrolments on 227 courses in fine arts, crafts, music and performing arts. Learners are offered courses in oil and watercolour painting, miniatures and silhouettes, life drawing and art appreciation. Crafts subjects include upholstery, woodcarving and embroidery, and the different forms of dance comprise tap, ballroom, Egyptian and Latin American. There is a small number of music courses including guitar playing and choral singing. Ninety-six per cent of courses are non-accredited. Learners in some subjects, such as jewellery making, are able to progress to accredited level 2 provision at a local further education college. Courses range from one day to 80 weeks in duration and are offered at 75 venues throughout the county, including community centres, schools, and church and village halls. Courses run during the daytime and evening, with a significant number of weekend courses. Two per cent of learners are from minority ethnic groups and 23 per cent are men. The curriculum is managed by the network managers with increasing help from the newly appointed curriculum co-ordinators. At the time of inspection, 111 tutors were teaching courses in this area.

Strengths

- good development of learners' skills
- good celebration of attainment
- good enrichment activities

Weaknesses

- insufficient rigour in planning and recording learning
- unclear progression routes
- weak curriculum management

Achievement and standards

75. Learners develop good skills. In art and craft sessions, learners are becoming aware of the good practices needed to produce work of quality. In the more successful art classes, tutors encourage the use of sketchbooks for research, practical samples and experimentation resulting in a high-standard range of works. In woodcarving, learners make a range of artefacts including cane heads, relief pieces and freestanding sculptural works. In a mixed-ability embroidery class, learners experiment with a variety of threads, techniques and colour, in response to exploring Turkish stitch, design and motifs. In music, good vocal and musicianship skills are developed through the rehearsal repertoire of major choral works. Learners are encouraged to develop their technical language and share their learning experiences.

76. Achievement is celebrated well. Paintings and mixed-media artworks produced by the learners are exhibited in various venues such as Easteds Barns in Southwater and in local churches. In Midhurst, 32 learners were given a square of a mystery picture to complete and the finished work is currently on display in a local cathedral. Learners in a painting class in Felpham exhibited their work for sale in a local church in aid of a cancer charity. A charity for the elderly in Haywards Heath hosted an exhibition of artwork of older learners. Learners from Burgess Hill took part in a four-day painting course in the twin town of Schmallenberg in Germany, which resulted in an exhibition. The retention rate at 89 per cent in 2004-05 is satisfactory for this area of learning. Attendance during the inspection was 83 per cent.

The quality of provision

77. There are good enrichment opportunities on a number of courses. In photography, learners have the opportunity to view and discuss the work of visiting photographers. This assists learners to develop their own ideas for personal projects. Learners also plan visits to a digital printer's premises and the local camera club. This helps them to understand alternative photographic techniques as well as the latest technology and how this may influence their work. Members of a community choir extend their learning experiences by regular participation in semi-professional performances of major choral works. In a history of art class, visits to specific exhibitions are integral to the course, enabling the learners to view the painting or sculpture which is being studied.

78. Teaching and learning are satisfactory. Tutors provide good specialist advice and guidance to each learner, particularly on the development of technical skills. In the better lessons, learning is supported by high-quality visual resources. For example in an interior design course, the tutor prepares informative handouts, and a computer presentation enables learners to prepare perspective drawing for furniture including elevations and plans. Some good research methods are used to help develop visual awareness. For example in one class, the use of the internet and exploration of a range of fabrics from across the world contributed to the development of individual projects. In the best classes, a wide range of teaching strategies are used. Tutors encourage learners to share experience and reflect on their learning and achievement. Well-paced demonstrations are used to introduce new skills and techniques. In one art class, learners are encouraged to be experimental in approaches to life-drawing, including working with a range of media and using visual diaries and sketchbooks to support their studies. A feature of the weaker lessons is a lack of pace and challenge for individual learners. Learning is more prescriptive

and tutor-led, and does not focus on individual development and interpretation. For example, in some art sessions many learners work at their own speed using a limited range of media with too much emphasis on using secondary source material. There is little variety in the size and scale of the works produced, and poor use of research material to support experimental processes.

79. Advice and guidance is satisfactory, and is available at network centres throughout the day and during evenings and weekends when courses are running. The range of courses offered is satisfactory, although there is a predominance of traditional subjects such as watercolour painting in arts and crafts provision. Arrangements to provide support for literacy, numeracy and language needs are satisfactory. Tutors are aware they can request additional learning support for learners who are identified as having literacy, numeracy or language support needs. Learners with disabilities are supported well in classes by tutors and peers. There is good access to most venues for learners with restricted mobility. Large print handouts are available. Learners with learning difficulties are offered the opportunity to attend any course through a buddy scheme offered by a local charity.

80. Resources are satisfactory overall. Some good specialist resources are available in music and dance. In one community college, new accommodation allows learners to work in an integrated musical environment including practice and music technology facilities. There are some good venues for learning. A range of village and church halls across the county, with good access, have been selected to provide appropriate venues. For example, Easteds Barn in Southwater provides a large, well-lit space with a good range of resources that enables learners to work experimentally on a large scale in a variety of media. However, there are a few cases of poor accommodation which is cold, dirty and cramped. Risk assessment has been carried out for all venues but insufficient subject-specific risk assessment takes place.

81. The planning and recording of learning is not sufficiently rigorous. In some sessions, there is no evidence of course or lesson planning. In others there is insufficient focus on differentiation in the planning of learning. Many lesson plans contain a list of activities without specifying learners' expected levels of achievement. Initial assessment is not always used to guide course planning. In many courses, learning outcomes do not focus on the needs and experience of each individual learner. The reviewing and monitoring of learners' progress is inconsistent across the provision, and in some cases does not take place. Learners are not always aware of the progress they are making and how they may further develop their skills and knowledge.

82. Routes for progression are unclear. The levels of courses are sometimes inaccurate or not clearly stated in the prospectus. This hinders learners' choice and makes progression pathways confusing. Continuation courses offered on some provision do not specify how learning is extended.

Leadership and management

83. Strategic planning of the curriculum ensures a broad and balanced range of provision across the county. Network managers use their local knowledge to meet community needs and to support the celebration of learners' achievements. Equality of opportunity is promoted and managers use their local knowledge to achieve their given targets. The self-assessment report is largely accurate in recording weaknesses. However, it overstates the strengths of the provision.

84. Curriculum management is weak across most of the provision. The method for measuring attainment on non-accredited courses is inappropriate. Completion of the course, rather than achievement of clearly defined outcomes, is used as the measure of success. Course documents are not checked regularly in some network areas. Course and lesson planning in these areas is inadequate. In many cases, the quality of learners' experience is directly affected. Currently in some networks, documents are only checked through lesson observations which follow a three-year rolling programme. The frequency of observation of teaching and learning is inadequate. In November 2005, WSAE observed 19 per cent of the 111 tutors in this area. Of the observed tutors, 30 per cent do not have resulting action plans for improvement. Where teaching and learning is graded as inadequate, appropriate action is not taken immediately. Information collected from this process is not used to plan staff development activities. Good practice is not systematically shared. However, the newly appointed curriculum co-ordinators are taking positive steps to improve this aspect of management.

Languages, literature and culture

Grade 3

Contributory areas:	Number of learners	Contributory grade
Language, literature and culture of the British Isles		
Adult and community learning	102	3
Other languages, literature and culture		
Adult and community learning	2,090	3

85. At the time of the inspection, WSAE offered 199 courses in 10 modern foreign languages. Ninety per cent of these courses are non-accredited, and most are at entry level. Italian and Spanish are offered at four levels, and French at six levels. Other languages offered are German, Greek, Russian, Mandarin, Japanese, Portuguese and Arabic. Modern foreign languages make up 92 per cent of the provision in the area of learning. There is a small amount of provision in general certificate of secondary education (GCSE) and AS/A2 level English, creative writing and English as a foreign language. Courses in British Sign Language and lip reading are also offered, with 84 and 46 learners respectively currently on programme. At the time of the inspection there were 2,192 learners enrolled in the area of learning. Provision is delivered across the county in 43 venues, with about two-thirds of the courses running in the evening. Ninety-four tutors were teaching modern foreign languages and a further 15 were teaching other subjects. The area of learning is managed by network managers. A part-time county languages co-ordinator and seven part-time team leaders provide advice and support.

Strengths

- confident use of the spoken language by foreign language learners
- good use of the target language for teaching and learning
- good pre-entry information and advice
- good staff development and support for foreign language tutors

Weaknesses

- insufficient attention to learners' individual needs in many lessons
- inadequate assessment and recording of learners' progress in non-accredited provision
- inadequate implementation of quality assurance procedures

Achievement and standards

86. Foreign language learners are confident in their use of the target language. They are comfortable about making mistakes and learning from them. Many ask questions in the foreign language to clarify their understanding and some are sufficiently confident to tell jokes in the language. At entry level, most learners are competent in their use of the language for rehearsed situations. The more advanced learners are able to manipulate the language to communicate effectively in new situations. Many foreign language learners use the language with an appropriate level of accuracy, although some are still struggling with the basics and are reliant on written prompts to assist their communication. Pronunciation is good in some classes, but in others learners are not corrected or do not repeat the corrected version.

87. Learners report satisfaction in achieving their personal learning goals, such as conversing with native speakers and using the language to carry out transactions. They enjoy the variety of activities and the informality of classes, which they find conducive to learning. They complete homework tasks. In advanced classes, learners reach good standards on individual cultural projects. They give presentations on topics they have researched, such as on the French Huguenots.

88. The overall retention rate for 2004-05 is satisfactory at 79 per cent. In the same year, it was poor in accredited English courses, averaging 35 per cent for GCSE and AS/A2 levels. The achievement rate in accredited courses in 2004-05 is satisfactory at 71 per cent. Attendance averaged 78 per cent during inspection and the tutor was notified of most absences.

The quality of provision

89. Tutors and learners make good use of the target language in most language lessons. Foreign language tutors have good subject knowledge, which includes current events and the culture of the relevant countries. This is used to good effect in developing learners' skills in using the target language. Tutors give clear instructions and explanations in the target language and check carefully for learners' understanding. In most lessons, learners are seated companionably around tables or in a semi-circle which aids interactive participation. In the better lessons, the learners are set challenging tasks.

90. Pre-entry information and advice is good. Clear course information sheets can be given or sent to enquirers, or accessed on WSAE's website. The consistent use of descriptors of language-course levels is established across the county, and guidance on the modern foreign language courses has been provided for administrative staff in the centres. WSAE has devised a simple and effective self-assessment questionnaire to help prospective learners establish their language level. It has produced a clearly set-out summary leaflet showing what languages are offered, at which levels, and in which locations, along with other leaflets which are widely distributed. Individual language-specific advice is available from the languages team leaders, the county co-ordinator for languages, and tutors. Language fairs, offering brief tasters in a broad range of foreign languages, have been organised in Crawley, Littlehampton and Worthing.

91. The use of resources for teaching and learning is satisfactory. Handouts and other learning materials are generally well prepared and much appreciated by the learners. Tutors make effective use of audiovisual equipment. Some good use is made of ILT by tutors and learners. Learners are referred to relevant websites and tutors are increasingly making use of the interactive whiteboards where they are available. E-mail is used for communication between tutors and learners, for example for sending course materials and homework when learners are absent from lessons.

92. Support for learners with self-identified or tutor-identified additional learning support needs is satisfactory. Tutors are familiar with the process of referring learners with literacy, numeracy and language support needs. Learners with learning disabilities are responded to sensitively and helpfully, particularly in cases of sensory impairment. Workshops in basic grammar for language learners have recruited successfully.

93. The range of provision is satisfactory overall. WSAE has satisfactory links with other

providers, including further education colleges, to support its programme planning. However, a high percentage of the courses offered are cancelled due to low enrolment, with the decision sometimes being taken prematurely before there is a true picture of demand. The proportion of accredited foreign language courses has been considerably reduced this year. Some learners who enrolled on non-accredited courses this year wished to continue on accredited courses.

94. Insufficient attention is given in many lessons to meeting the individual needs of learners. Although the planning of courses and lessons is generally satisfactory, insufficient attention is paid to differentiation. This particularly affects learners in mixed-ability classes. In such cases, lessons are not appropriately paced for the less advanced learners, who sometimes struggle with the basics. Advanced learners are not always sufficiently challenged. Few tutors have identified their learners' preferred learning styles and do not cater for this when planning their lessons. Some of the weaker lessons have little variety of activity or insufficient opportunities for foreign language learners to practise speaking.

95. The assessment and recording of learners' progress on non-accredited provision is inadequate. Initial assessment does not always adequately identify learners' skills on joining the course. The generic 'best fit' form used for initial assessment is insufficiently precise as a diagnostic tool for language needs. Some tutors have devised their own appropriate assessment tools, but many have not. Written work is not always fully corrected and feedback to learners is often verbal. In the better classes, learners are given sufficient individual feedback to enable them to see how they are progressing. However, there is insufficient recording of learners' progress on non-accredited courses.

Leadership and management

96. Staff development for modern foreign languages tutors is good. Well-attended, termly tutors' workshops successfully deal with areas for improvement, such as use of the target language for teaching and learning. Tutors receive good local support. Network tutors' meetings are held. Team leaders and tutors communicate effectively to provide help and share good practice. New tutors have developmental lesson observations and the option of a mentor. Peer observation is encouraged. WSAE's county languages co-ordinator produces an informative languages bulletin. Network and curriculum staff co-operate effectively in the selection of new tutors. Tutors are generally appropriately qualified and most have some relevant teacher training, but records on staff qualifications are incomplete.

97. The self-assessment process is satisfactory. Two-thirds of the judgements made in the self-assessment report broadly match the findings of the inspectors. However, the report does not identify some key weaknesses and overstates some strengths.

98. The implementation of quality assurance procedures is inadequate. Some of WSAE's graded lesson observations are not sufficiently rigorous, and the grading is sometimes too generous. Insufficient attention is given to the assessment and recording of learning, and there is insufficient monitoring of compliance in implementing WSAE's procedures. Most tutors do not make use of the evaluation section of session plans and managers do not pick up on this. The use made of learners' and tutors' evaluations of courses is not consistent across the network areas. Tutors' participation in the evaluation of courses is optional.

Preparation for life and work **Grade 3**

Contributory areas:	Number of learners	Contributory grade
ESOL		*3*
Adult and community learning	523	3
Literacy and numeracy		*3*
Adult and community learning	780	3
Independent living and leisure skills		*2*
Adult and community learning	267	2

99. ESOL courses are offered across the county, mainly in WSAE's own centres, in community centres, and in schools. Most courses are offered in Crawley, reflecting the greater demand there. Twenty-five of the 62 courses take place in the evening. Most courses are at entry level, and comprise two-hour learning sessions for 10 weeks in termtime. Most learners attend one course each term. Four courses specifically for ESOL learners in ICT, numeracy and needlecraft have also recruited. A third of the 523 learners started this term. Two-thirds of the learners are women, and over half are between 25 and 44 years old. Most originate from the Indian subcontinent, the Middle East or Eastern Europe. Over 60 per cent are studying for the recently introduced national qualifications. A co-ordinator supports the curriculum, assists with recruitment and supports the 40 part-time tutors and the 71 volunteers and language assistants.

100. WSAE's literacy and numeracy courses take place in all network areas, at the main learning centres and in venues such as community centres, libraries, and schools. WSAE also uses the premises of partner organisations including a workplace and a national Christian charity. At the time of inspection, 499 learners were enrolled on literacy courses and 281 learners were enrolled on numeracy courses. Just over half of the 43 literacy and 26 numeracy courses take place in the evenings. Learners join course at any time of the year, having completed an initial assessment. Most learners are on 10-week courses and attend for two hours a week. Learners work towards national qualifications at entry levels, level 1 or level 2. Almost 24 per cent of literacy and numeracy learners have declared a learning or physical disability. Thirty-one per cent of literacy and numeracy learners are aged between 35 and 44, and 20 per cent between 25 and 34. Ten per cent are from minority ethnic groups. Literacy and numeracy programmes are managed by the network managers and organised operationally by eight skills for life co-ordinators. There are four lead tutors, 20 part-time literacy and 16 numeracy tutors and 89 volunteers. The county development and projects manager acts in an advisory capacity, providing strategic direction and monitoring achievements at county and network level.

101. At the time of inspection, WSAE offered 28 classes specifically for adult learners with learning difficulties and/or disabilities. Most of the courses were in literacy, numeracy, interpersonal skills and ICT. Nearly all classes comprise a weekly two-hour session and are offered in termtime only. Learning venues include schools, youth and community centres and care homes. Most of the 267 learners attend one class a week. Most have innate cognitive learning difficulties. Some are without speech, others are less profoundly disabled. Some learners are severely autistic. A few learners have acquired learning difficulties, often as a result of a stroke. About a quarter of the learners are on courses

leading to qualifications, mainly in literacy, numeracy or ICT. Most of the 19 tutors teach only one lesson a week for adult learners with learning difficulties and/or disabilities. Some teach on three or four courses, however, and some teach other adult learners on literacy, numeracy and ESOL courses.

ESOL   *Grade 3*

Strengths

- good development of learners' speaking skills
- good support for learners from volunteers and language assistants
- good range of venues and course times

Weaknesses

- insufficient attention to learners' individual needs
- insufficiently well-qualified tutors
- weak promotion of equality of opportunity to learners

Achievement and standards

102. Learners on ESOL programmes develop improved fluency in speaking English. They become confident speakers in a variety of situations, including in the classroom. They communicate better with government officials, doctors, employers and work colleagues and with their children's teachers. They are pleased to be able to help their children with their homework.

103. Qualification achievement rates are satisfactory. Learners progress through entry levels and some to level 1. Most learners understand the progression routes and are encouraged by tutors to prepare for accreditation. Achievement is celebrated well. Retention is satisfactory, and three-quarters of learners complete their courses. Attendance rates are similar to those on ESOL courses nationally, and punctuality is also mainly satisfactory. However, attendance is too low on some courses and tutors do not always challenge latecomers.

The quality of provision

104. A well-managed system enables most learners to benefit from additional support from volunteers who supplement the few language assistants. At least one volunteer supports learners in most learning sessions. Volunteers are well briefed by tutors and are given clear roles. They develop a good working relationship with learners, and are particularly useful when tutors split classes into smaller groups for part of the learning sessions. In these cases, volunteers work with the more able learners, or else give individual support to learners in completing official forms or job applications. They are highly appreciated by tutors and learners alike.

105. There is a good range of venues and course times to suit learners. Venues are accessible and provision is evenly spread between the daytime and the evening. Classes are held in a variety of community venues including community colleges, schools, libraries, learning shops, and community halls and centres. One course is held at a local hospital which particularly suits the employees there. Learners value the accessibility of attending

courses at venues close to their homes or workplaces.

106. Accommodation is satisfactory overall. Rooms are well furnished and bright. Tutors have ready access to a suitable variety of teaching and learning materials and equipment such as national skills for life materials, worksheets, CD players, audio-cassette players and video players. Computers and printers with access to the internet are also available in the main centres and tutors have access to laptop computers for use in the other venues. However, other teaching and learning aids such as flash cards and language games are not always readily available.

107. Insufficient attention is paid to individual learners' needs. Although learners' needs are appropriately assessed when they start their course, too often tutors do not take these needs into account when planning their courses and learning sessions. When reviewing learners' progress at the end of each term, tutors do not clearly specify the next key learning aims. Tutors use a narrow range of teaching and learning methods. Whole-group teaching is over-emphasised at the expense of developing individual learning strategies. Activities are too tutor-led on many courses. Some tutors use too little paired or individual learning activities. Some whole-group teaching is not appropriate to the needs or ability levels of all learners. Often the subjects covered are not on learners' individual learning plans. The pace is often too slow for some learners.

108. Most of the 40 ESOL tutors do not have specialist ESOL teaching qualifications. Many do not have appropriate teaching qualifications. WSAE is aware of this and is taking appropriate action. Tutors often do not vary their activities and teaching methods enough to sufficiently stretch the more able learners. They tend to talk too much rather than facilitate learning. When teaching reading or writing skills, they rely too much on paper-based materials rather than the readily available computers. Tutors are sometimes too reticent to correct learners' pronunciation and spoken grammatical errors. However, learners participate well and are attentive. They focus well on their tasks throughout learning sessions and are eager to respond to tutors' prompting. They support each other well, despite differences in culture, age and gender.

Leadership and management

109. ESOL programmes are managed and led satisfactorily. Tutors are supported well by their co-ordinators and the network managers. Four lead tutors have been appointed to help support tutors with the initial assessment. Staff at different centres communicate with each other effectively, and tutors have appropriate opportunities to share good practice. All tutors use WSAE's documents for planning and assessing learning. However, WSAE does not effectively monitor the quality of the use of these documents, such as individual learning plans and learners' diaries, to ensure that they focus on learning outcomes. Observations of teaching and learning do not sufficiently focus on learning and the development of skills. Management data is not sufficiently collected and analysed. For example, too little monitoring of learners' destinations takes place.

110. Many staff were involved in developing the self-assessment report, which provides useful background information to the ESOL provision. However, the report overstates the quality of teaching and learning, and claims as strengths some aspects of provision which are no more than normal practice.

111. Promotion of equality of opportunity is poor. Tutors rarely mention these topics

during learners' induction. Learners are unclear about their rights and responsibilities or WSAE's equal opportunities policy. Although tutors were given a useful CD-ROM which includes good coverage of equality and diversity issues, some have not looked at it. Tutors do not promote equality and diversity in their teaching. Learners do not understand how to complain if they have a grievance. Much course information and teaching and learning materials do not promote positive images or promote equality and diversity.

Literacy and numeracy   *Grade 3*

Strengths

- good development of learners' confidence and self-esteem
- good support for learners from volunteers
- good range of venues and course times

Weaknesses

- insufficient attention to learners' individual needs
- insufficiently well-qualified tutors
- weak promotion of equality of opportunity to learners

Achievement and standards

112. Learners on literacy and numeracy programmes develop greater confidence in attempting and dealing with tasks. They participate well, are attentive and are keen to learn, both in group sessions and independently. They are very responsive to tutors' questions to check understanding. In small-group learning activities, learners co-operate and communicate well with each other. Many are able to demonstrate their newly acquired skills by supporting others in the group. Learners' confidence in using literacy and numeracy skills in the workplace or for everyday activities has increased. They have developed good skills in numeracy. Learners feel confident to apply their learning outside of the class, for example to use measures at work and help their children with mathematics homework. Most learners keep well-organised files and are proud of their work.

113. The achievement rate on literacy and numeracy programmes is satisfactory overall, with most learners who enrol achieving their qualification. Learners progress from entry levels to level 1 and 2 and some numeracy learners progress to GCSEs, with strong encouragement from tutors. Most learners are aware of progression routes between levels, but WSAE does not formally monitor progression rates. The achievement of nationally recognised qualifications is of great benefit to many learners who need this for their work. Other learners are proud to have met the challenge and to have achieved what they could not at school. The standards of learners' work is satisfactory and learners' attainment is celebrated through presentation events and parties. The retention rate has declined between 2003-04 and 2004-05, from 77 per cent to 75 per cent in literacy and from 77 per cent to 68 per cent in numeracy. WSAE recognises this trend in its self-assessment report and has begun to rectify it through closer recording of progress. Attendance rates are satisfactory, at 76 per cent for literacy sessions and 73 per cent for numeracy sessions during the inspection.

The quality of provision

114. Learners are well supported by volunteers on many courses. The ratios of tutors and volunteers to learners are good. Volunteers are usually well briefed by tutors and fully aware of learners' support needs. Tutors manage volunteers well and in some classes volunteers alternate between a number of learners. Volunteers participate fully in group sessions in numeracy classes, and it is often impossible to distinguish them from learners during activities. The support is highly appreciated by tutors and learners. Learners comment that the support helps them to progress and not get frustrated.

115. Courses are held in good locations at times to suit learners. Venues are accessible and provision is spread evenly between the daytime and evenings. Classes are held in a variety of community venues including community colleges, schools, libraries, learning shops and community halls and centres. Learners value them because they are easily accessible and familiar. Daytime numeracy provision has been increased to meet the demands of learners who need to gain a qualification for childminding or teaching assistant posts.

116. Accommodation and resources are satisfactory overall. The newly built or renovated centres are of a high quality and provide an attractive environment for adult learning. Tutors have access to a range of suitable materials and equipment such as skills for life materials, readers, calculators, game materials, overhead projectors and audiovisual aids. ICT equipment with access to the internet and interactive whiteboards are available in the main centre. Laptop computers can be booked for use in outreach venues.

117. Initial and diagnostic assessment is satisfactory in establishing the levels of learners' ability and needs. Learners' progress is assessed regularly, usually through completion of practice exam papers and homework exercises. Tutors give appropriate written or verbal feedback which allows them to guide learners who are preparing for external examinations.

118. The range of provision is satisfactory, with clear progression routes from entry levels to level 2. However, the numeracy provision now focuses strongly on 30-week courses aligned to the core curriculum with a set syllabus, and learners have few opportunities to attend short courses to develop specific everyday numeracy skills. WSAE has done little to attract more men to numeracy classes, although in the past some good projects were held in collaboration with local employers.

119. The provision of information, advice and guidance is satisfactory. All learners receive an initial interview and assessment and most are referred to the appropriate level of course. Learners receive an induction where health and safety procedures and accreditation opportunities are clearly defined. Recent pilots have started in two network areas where nextstep advisers visit classes to discuss progression opportunities with learners.

120. Insufficient attention is paid to the individual needs of learners. Too many tutors use a narrow range of teaching and learning styles with their mixed-level groups. Whole-group teaching is overemphasised at the expense of developing individual learning strategies and consolidating or extending previous learning. Activities are too tutor-led on many courses. Some tutors use too-little group, paired or individual learning activities. Some whole-group teaching is not appropriate to the needs or ability levels of all learners and often the subjects covered are not on learners' individual learning plans. The pace is often too slow

for faster learners. Further diagnosis of needs after initial assessment is usually based on the results of practice exam papers. Individual learning plans based on these results are usually insufficiently specific, listing only the core curriculum title and unit reference number followed. Learning plans do not set sufficiently challenging development targets, for instance for learning strategies or personal learning and development skills. In some classes, the targets on individual learning plans are the same for a number of learners. Much numeracy teaching and learning focuses on gaining a qualification. The structure of many courses and weekly lesson plans is too focused on meeting qualification and core curriculum requirements rather than on the individual needs of learners. For instance, schemes of work list the core curriculum subjects to be covered each term. Core curriculum units are then delivered each week, usually as a whole-group activity which is then followed by opportunities for independent work.

121. Few tutors have specific qualifications or expertise in teaching literacy and numeracy to adults, and too many do not have appropriate teaching qualifications. The development of learning strategies is not well explored or consolidated by some tutors. Little use is made in most classes of learning through carrying out activities. Learning styles are sometimes not assessed and, where they are, the results are not effectively used to guide session planning. Many classes rely too much on worksheets and textbooks and ILT is not sufficiently used even when it is available and ready. In some classes, furniture is arranged in a traditional, formal classroom style which restricts communication and learning activities between learners.

Leadership and management

122. Co-ordination and management of literacy and numeracy programmes is satisfactory. Tutors are well supported by the skills for life co-ordinators and the network managers. Four lead tutors have been appointed to help support tutors with the initial assessment. Communication between centres and tutors is effective. Managers welcome the support from the skills for life quality initiative, which they find useful. Tutors have satisfactory opportunities to share practice at tutors' meetings in each network. WSAE's documents for planning and assessing learning are used consistently by all tutors. However, WSAE does not effectively monitor the quality of the use of documents such as individual learning plans and learners' diaries, to ensure that there is a focus on learning outcomes. Observations of teaching and learning do not sufficiently focus on the development of skills. Data is not sufficiently collected and analysed to monitor the effectiveness of the provision. Learners' destinations are not sufficiently monitored.

123. Many staff were involved in the self-assessment process. The self-assessment report provides useful background information to the literacy and numeracy provision. Most of the claimed strengths are no more than normal practice for an adult and community learning provider. WSAE does not focus on the quality of teaching and learning in its self-assessment report.

124. The promotion of equality of opportunity and diversity is poor. Equality of opportunity and diversity are rarely introduced at induction, and learners are unaware of their rights and responsibilities or of WSAE's policies relating to equal opportunities. Tutors receive a CD-ROM which contains good information on equality and diversity but some tutors are not aware of it and do not promote equality and diversity in their teaching. Learners do not understand how to complain if they have a grievance or how to appeal if they are dissatisfied with an assessment decision. Course information, and teaching and

learning materials do not promote positive images or make an attempt to promote equality and diversity.

Independent living and leisure skills   **Grade 2**

Strengths

- much good teaching and learning
- much support for learners
- good learning environments

Weaknesses

- insufficient practical or creative courses

Achievement and standards

125. Learners enjoy their courses and acquire new skills. Nearly all learners improve their communication skills and their numeracy, as well as their interpersonal skills and behaviour. Many gain a greater awareness of themselves and of the world around them. They achieve a greater understanding of their emotions. Many also improve their manual dexterity. Learners who were stroke victims or who have otherwise acquired learning difficulties make good progress in ICT skills and in English. Learning in literacy, numeracy and ICT is often accredited through national qualifications, and the achievement rate for these qualifications is satisfactory. A few tutors award specially designed certificates to learners who successfully complete their courses. Learners appreciate these and other public acknowledgements of their achievements, such as displays of their craft work and photographs in folders which they can show their families.

The quality of provision

126. Much teaching and learning is good. Some is outstandingly good. In the best learning sessions, tutors set appropriately stretching and challenging tasks for learners, encouraging them to achieve. They understand their learners' needs well and set different tasks for different learners. The best tutors do this effectively, even in classes with a very wide range of abilities and needs. They praise and encourage learners appropriately, without overdoing this. They vary their learning activities while maintaining a good pace. They plan their learning sessions well, but divert from their plan if the occasion demands it. In the best lessons, the tutors encourage the volunteer support workers to help the learners learn and improve. They help learners take pleasure in their learning and in their achievements during lessons. In the best practical and creative lessons, tutors help learners improve their communication, numeracy and interpersonal skills, as well as their practical or creative skills. In all lessons, tutors reinforce learners' health and safety awareness appropriately, quickly and effectively.

127. In nearly all lessons, tutors and learners are supported by volunteers or care workers. In some lessons, each learner has a support worker. In the best cases, tutors encourage the support workers to help their learners learn. These support workers often contribute greatly to effective learning, either by allowing particular learners to have individual support, or by allowing the tutor to split the class into two groups and allocate the support worker to the more able group.

128. Learning environments are good. Classes for creative and performing arts, for example in movement and dance and in African drumming, are held in purpose-built venues. These venues are new, extremely well equipped and furnished, and in much demand by local groups. The kitchens used for cookery lessons are spacious, well lit and scrupulously clean. Classrooms for desk-based learning are well-equipped with good-sized whiteboards, computers and other useful resources. Learners learn in well-lit, quiet rooms, which are suitably cheerfully decorated. In classrooms in the newly built school in Crawley, which hosts three courses, tutors have put up colourful displays to counteract the rather dismal greyness of the walls, furniture and floor. Tutors use additional resources as needed to supplement learning, often bringing in their own materials.

129. Not enough courses are offered in practical or creative skills. Such courses offer good learning opportunities in literacy, numeracy, interpersonal skills and ICT as well as in creative skills and dexterity. Some of the best teaching at WSAE is on these courses. In much of the county, learners have few opportunities to take up such courses. Managers have unsuccessfully made initial proposals to the local funding body to offer further provision. However, managers have not quantified the extent of demand for such courses, or sought backing from partners in the health and care sectors.

Leadership and management

130. The area of learning is led and managed satisfactorily. Managers support staff well. Continuing professional development is satisfactory, although there are few opportunities for tutors in this area to share ideas and experience or to learn about training courses, for example through an intranet. Management data is not used effectively. For example, reviews of provision at partnership forum meetings do not use data to illustrate the extent of provision, and some managers only have a vague idea of some fundamental information, like the number of learners, tutors and courses across the county. WSAE did not report on this provision separately in its self-assessment report.

131. Managers work effectively with local statutory and voluntary organisations, many of which are represented on a local forum for adult learners with learning difficulties and/or disabilities. Managers work closely with a local charity, which was set up some years ago to encourage local disabled learners to take up learning opportunities. Part of this work includes a well-organised and well-promoted annual 'taster' day for potential learners to try out a wide range of learning activities, including cookery, African drumming, first aid, art, singing and badminton. Over 100 people with learning disabilities attended the event last year, to try out different courses and to learn about the support arrangements. Most subsequently enrolled either on courses specifically for people with learning disabilities, or on other courses which became accessible to them through the support arrangements.

Family learning   Grade 2

Contributory areas:	Number of learners	Contributory grade
Adult and community learning		*2*
Adult and community learning	338	2

132. WSAE offers wider family learning and FLLN courses. A wide range of courses is offered in wider family learning, including art, science, language, water sports and cookery. FLLN provision includes 'Helping in School', 'Share', 'Family ESOL' and 'Family Finance' as well as courses in literacy and numeracy. Most FLLN venues are primary schools, while wider family learning is also offered in venues such as playgroups, a cathedral, charities and a planetarium. Courses run in areas with high levels of underachievement, and social and economic disadvantage. Most partners are schools, but the family learning team has also formed partnerships with 11 other organisations including Sure Start, the probation service and Burgess Hill Multicultural Group. During the inspection, 30 men and 187 women were attending wider family learning, and one man and 120 women were attending FLLN courses. Thirty-three venues were being used.

Adult and community learning   *Grade 2*

Strengths

- good attainment of personal and social skills
- much good teaching
- very effective partnerships to engage targeted groups
- good curriculum management

Weaknesses

- insufficiently specific and measurable learning goals
- poor monitoring of progression

Achievement and standards

133. Learners attain good personal and social skills. Parents and carers gain confidence in supporting their children's learning, helping them to read and develop their language through games, conversations and storytelling. Interaction between parents, carers and children is improving. Parents and carers spend more time giving children attention, listening and explaining, making and playing games and volunteering in school. They manage children's behaviour differently and more effectively. Parents and carers are more confident in talking to teachers and participating in school activities and, along with their children, are proud of their involvement with their school. Parents are improving their understanding of the language and the range of teaching and learning strategies used in literacy and numeracy development, as well as their personal confidence. A parent with learning difficulties has progressed from involvement in family learning and volunteering in the school to working in a local shop. Another parent, a young mother with few previous qualifications, is now working as a teaching assistant.

134. The achievement rate in FLLN is good, with 83 per cent of learners gaining a level 1 or 2 qualification in literacy or numeracy in 2003-04 and 2004-05. The retention rate in FLLN is satisfactory at 82 per cent in 2004-05, down from 88 per cent in 2003-04. The rate of retention is good in wider family learning at 93 per cent in 2003-04 and 2004-05.

The quality of provision

135. Much teaching is good, with inspectors grading 63 per cent of the observed sessions as good or better. FLLN tutors plan well for differentiation and reflect on the needs of each learner at the end of sessions. Well-motivated learners participate enthusiastically in FLLN and wider family learning sessions. Teaching styles are supportive. Tutors use effective strategies in the acquisition and understanding of key numeracy skills. In the best classes, learners' interaction is encouraged by a range of relevant activities. Learners produce exciting and stimulating resources to reinforce their own and their children's learning. Oral feedback to learners is good and the systems to monitor and review on-course progress in FLLN are adequate. However, there is little evidence of learners being given thorough written feedback on how they can improve.

136. Resources are satisfactory. Learners in one class, who had been using a good range of numeracy resources in the lesson, were able to take these materials home to support their own learning and also help their children. Very good materials in a ceramic painting class allowed learners to experiment with materials that they would not normally have been able to use. Learners are given files to help organise their work. Tutors make insufficient use of teaching materials that promote equality and diversity, although in one class the tutor referred to aboriginal art. Most classes have poor access to ILT. Learners in one class were researching a project but had no computer to access the internet. In some classes, learners sat on children's chairs and learnt in cramped conditions. Many classes have a crèche for young children. Learners value free childcare and free classes to enable them to attend. One twilight class had no childcare arrangements.

137. Guidance and support are satisfactory. Nextstep advice and guidance staff provide guidance and support about progression opportunities. They visit classes that run for over six weeks and provide useful written information and telephone numbers for individual appointments if required. Family learning staff visit shorter courses to provide learners with information on progression opportunities. Learners say that some pre-course information is inadequate to clarify the nature of the course and the commitment required. WSAE is aware of this and is taking steps to resolve the issue. However, the advice and guidance leaflets and pre-course information being provided to learners do not meet the multilingual needs of the local communities. All tutors are aware of the procedures to provide additional learning support for literacy, numeracy and language needs, if required. Initial assessment is carried out for FLLN courses and many lesson plans reflect the individual needs of learners.

138. Many learners' goals are insufficiently specific and measurable. Learners' goals are identified in their passports to learning and individual learning plans. Many goals are not sufficiently specific to be measurable as learning acquired by the end of the course. For example, one learner identifies a learning goal as 'to support my children's education' and another as 'how to handle children of all ages'. Other learners' goals include 'to help my child' and 'to be happy'. Tutors do not sufficiently support learners to develop the skill of writing specific goals that are achievable within a realistic timeframe as part of the learning process. Learning outcomes to meet differing needs of learners are well planned and

specific in most FLLN lessons, but there is less evidence of this in wider family learning. In some wider family learning classes, where children are taught with parents, differing learning outcomes are not explained clearly enough and insufficient emphasis is placed on the learning of the adults.

Leadership and management

139. Very effective partnerships successfully engage learners from targeted groups. WSAE has formed productive links with a range of partners. Flexible and responsive working practices with Sure Start, support learners into family learning classes. Strong links with the schools' improvement service ensure the appropriate location of provision. The 'families together' project is a good example of joint working with schools to reach out to families through supportive home visits. A worker supports the parent and child in the home on joint-literacy activities. They play games together and learn while having fun with their children. Parents gain the confidence to become more involved in school. Headteachers and teachers value the partnership arrangements. They report increased parental participation in school, greater confidence to speak to teachers, better progress by the children, and some parents gaining employment in school. A wide range of learners is represented in classes, including older mothers, grandparents and several minority ethnic learners. No men were present in classes seen at the time of inspection. However, some courses have recruited which have been specifically targeted at men, for example, kite making, sandcastle building and gardening.

140. Curriculum management is good. The staff team is motivated and committed. Strong leadership supports the development of a wide range of provision. Roles and responsibilities are clearly defined and understood by the family learning team and the wider staff group. Scheduled team meetings are regularly held and recorded. Staff are given the opportunity to attend scheduled, termly staff development activities and other continuous professional development by joining courses advertised in the West Sussex County Council's county-wide plan. Exchange of good practice takes place through termly meetings and a family learning newsletter. Staff report very good support, and communication is good. Schools also speak very highly of the management and the effective communication and support that they receive. There are good resources for staff. A well-organised resource base of up-to-date materials on all aspects of FLLN and wider family learning is available for teaching staff. Tutors are encouraged to visit the resource base, and the family learning team also take resources out to staff.

141. Quality assurance is satisfactory. Staff appraisals set individual targets for improvement. Regular visits are made to monitor provision. However, not enough observations of teaching and learning are graded. Staff have satisfactory qualifications, and most are qualified teachers. However, few have subject qualifications at the required level. The self-assessment report identifies many of the strengths but not all of the weaknesses found by inspectors.

142. The monitoring of learners' progression in family learning is poor. Information on what learners go on to do after completing their courses is not systematically collected. Case studies are sometimes used to illustrate the effect of family learning. There is no evidence of statistical analysis. The available data is not drawn together to form an overview. Not enough data analysis is carried out to measure the effect of wider family learning.