INSPECTION REPORT

Wandsworth LEA

03 February 2006

ADULT LEARNING

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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DESCRIPTION OF THE PROVIDER

1. The lifelong learning and adult and community learning service, provided by the London Borough of Wandsworth, is part of the quality and evaluation division of Wandsworth borough council's (the council) education department. Wandsworth Local Education Authority (LEA) subcontracts delivery of around 60 per cent of its provision to South Thames College (STC), subcontracts a further 17 per cent to a number of community-based organisations, and around 10 per cent of the total each to Putney School of Art and Design and to Southfields Community College, an extended school housing a city learning centre. The service directly delivers the remaining 3 per cent of the learning provision.

2. Wandsworth LEA has, over the past four years, piloted a number of small-scale learning programmes in partnership with other council directorates and external agencies. Activities with external agencies include accredited learning in information and communications technology (ICT) and basic skills through Wandsworth MENCAP, MIND and SHARECommunity. Other council departments are also involved in the provision, including the economic development office, leisure and amenities, the policy unit, Sure Start, the local strategic partnership, the early years and childcare partnership, the 14-19 development group and excellence in cities.

3. Family learning is now delivered by primary, secondary and special schools, community organisations, partnership organisations within the council and by main providers. During 2003-04, a wide range of non-accredited courses was offered by community and voluntary sector providers including Wandsworth MENCAP, Wandsworth MIND, SHARECommunity, the Age Activity Centre, the Somali Society and the Urdu Women's Group. Other significant providers from within the council, such as the Education Action Zone team and Wandsworth Play and Community Services, provided learning within local settings including nurseries and schools. Shaftesbury Park Primary School ran both adult and community learning and family learning.

4. Wandsworth Library Service is a significant partner in widening participation and was funded through the widening participation budget to deliver eight hour-long courses in the use of the internet and e-mail at four branch libraries. Learning and Skills Council (LSC) and European Social Fund (ESF) support was used to provide threshold learning activities with older learners in north Battersea. The London Development Agency (LDA) funded a joint project with the Royal Borough of Kensington and Chelsea to deliver basic skills provision in three libraries. These courses mostly take place during the day, with classes running from one and a half to three hours in duration. The programmes vary in length from a day to a term and are located at a range of community locations across the Borough.

5. London Central LSC provides the core funding for adult and community learning within the borough. In addition, ESF was obtained for the development of threshold learning activities for older and hard-to-reach learners in libraries in north Battersea, and the LDA provided funding to support the basic skills project in libraries.

6. The service's team consists of an adult and community learning manager, a family

learning co-ordinator, an adult and community learning quality officer, an assistant research officer and a management information officer. The head of lifelong learning and 14-19 developments is the overall manager of the service.

OVERALL EFFECTIVENESS   Grade 3

7. **The overall effectiveness of the provision is satisfactory.** Leadership and management and equality of opportunity are good. Quality improvement is satisfactory. ICT, arts, media and publishing, and family learning are good. Languages, literature and culture, and preparation for life and work are satisfactory, while provision in leisure, travel and tourism is inadequate.

8. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process is inclusive and has been successfully developed to cover all aspects of provision and all subcontractors. The self-assessment report is suitably self-critical and comprehensive in its consideration of strengths and weaknesses in most areas. Most of the weaknesses found in areas of learning and leadership and management were identified by the self-assessment process. The self-assessment process is regarded as helpful and engaging by staff and managers across the organisation. However, the self-assessment process did not adequately identify the weaknesses in leisure, travel and tourism.

9. **The provider has demonstrated that it is in a good position to make improvements.** Senior management has responded well to identified weaknesses in the provision, and an effective self-assessment has been very successfully developed across the provision and among subcontractors. Quality improvement measures are used effectively to implement improvements, and plans are already in place to tackle some of the identified weaknesses in the inadequate provision.

KEY CHALLENGES FOR WANDSWORTH LEA:

- develop more effective curriculum management measures across all areas
- deal effectively with inadequate provision
- maintain the very good initiatives to widen participation across the borough
- further develop measures for sharing good practice across providers
- ensure that individual learning plans are used effectively on all courses

GRADES

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

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

Information and communications technology		2
Contributory areas:	**Number of learners**	**Contributory grade**
ICT for users		*2*
Adult and community learning	358	2

Leisure, travel and tourism		4
Contributory areas:	**Number of learners**	**Contributory grade**
Sport, leisure and recreation		*4*
Adult and community learning	973	4

Arts, media and publishing		2
Contributory areas:	**Number of learners**	**Contributory grade**
Dramatic arts		*2*
Adult and community learning	294	2
Fine arts and crafts		**2**
Adult and community learning	1,784	2

Languages, literature and culture		3
Contributory areas:	**Number of learners**	**Contributory grade**
Other languages, literature and culture		*3*
Adult and community learning	1,187	3

Preparation for life and work		3
Contributory areas:	**Number of learners**	**Contributory grade**
ESOL		*3*
Adult and community learning	174	3
Independent living and leisure skills		*4*
Adult and community learning	135	4

Family learning		2
Contributory areas:	**Number of learners**	**Contributory grade**
Adult and community learning		*2*
Adult and community learning	124	2

ABOUT THE INSPECTION

10. Provision in ICT, leisure, travel and tourism, arts, media and publishing, languages,

literature and culture, preparation for life and work, and family learning, were reported on and graded. Provision in health, public services and care, agriculture, horticulture and animal care, engineering and manufacturing technologies, retail and commercial enterprise, social sciences, education and training, and business administration and law, was not included in the inspection because of low learner numbers. Inspectors visited Wandsworth LEA over five consecutive days to carry out the inspection.

Number of inspectors	13
Number of inspection days	65
Number of learners interviewed	452
Number of staff interviewed	136
Number of subcontractors interviewed	9
Number of locations/sites/learning centres visited	50
Number of partners/external agencies interviewed	15
Number of visits	1

KEY FINDINGS

Achievements and standards

11. **Learners quickly develop ICT skills and confidence.** Many learners with little previous access to computers are able to use word processors and search for information on the internet. Older learners develop the confidence and expertise to create e-mail accounts and send and receive e-mails.

12. **In ICT, achievement on word processing and internet courses leading to qualifications is good.** All learners studying open college network (OCN) courses at level 1 in word processing completed and achieved the qualification in 2003-04 and 2004-05. In 2004-05, all learners completed and passed similar awards in using the internet and computer graphics.

13. **In sports and leisure courses, learners gain particularly good health and social benefits from attending classes.** Learners identify the health benefits gained from attending classes. These benefits include increased flexibility, better posture, balance and co-ordination, more energy, and relief of ailments such as back pain. Many learners make new friends through attending the courses.

14. **In music, dance, singing and drama classes, learners acquire a good standard of technical and performance skills.** Learners develop good background knowledge to improve their performance techniques. In many of the classes, learners develop improved self-confidence.

15. **The celebration of learners' achievements is very good in dramatic arts.** Learners carry out a significant number of performances. Learners attending singing classes participate in local music festivals, talent shows and performances at residential homes and lunch clubs.

16. **Retention and achievement are good on most arts and crafts courses.** In 2004-05 the average retention rate was 91 per cent, and this has been maintained in the current year. The average attendance recorded during the inspection was good at 81 per cent. In the best learning sessions, the level of skills acquisition and standards of work are high.

17. **Retention and achievement is good on family learning programmes.** Retention is 89 per cent overall and 86 per cent for all courses lasting for over six hours. OCN accreditation was introduced in 2005. Attainment of personal goals is good, with 86 per cent of all learners reporting achievement of their own goals. Learners acquire new skills in art and craft, music and sport. In an introduction to climbing course, adults and children gain confidence to scale the climbing wall.

18. Retention is low on some languages, literature and culture courses. In 2004-05, retention was 77 per cent overall, which was the lowest area of learning retention in the provision. Retention on some programmes was particularly low. Much of the lowest retention was in level 1 programmes. For example, in Russian, retention was only 38 per cent.

19. **The attainment of more able learners is poor on some English for speakers of other languages (ESOL) courses.** Teaching does not meet individual learners' needs and the pace of lessons is too slow. Many learners spend considerable amounts of time doing nothing while other group members complete tasks.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information and communications technology	2	6	3	1	12
Leisure, travel and tourism	2	7	5	6	20
Arts, media and publishing	6	15	6	3	30
Languages, literature and culture	1	6	9	0	16
Preparation for life and work	0	5	9	6	20
Family learning	1	4	3	0	8
Total	12	43	35	16	106

20. **Much of the teaching in ICT is good and at the City Learning Centre some is outstanding.** Good use is often made of multimedia projectors to demonstrate features of software packages and to explain techniques in careful steps. Very supportive and patient tutors work well to encourage learners to develop their skills. Questioning is used effectively to check understanding and challenge learners to think about their work.

21. **Individual learning plans are not used effectively in some ICT courses.** The learning plans used refer to course goals rather than learners' individual aims and are often not used by tutors to aid lesson planning. This is a particular weakness in relation to planning sessions to meet the needs of learners with difficulties or disabilities.

22. **Initial assessment is weak in ICT.** Many learners do not receive any initial assessment and some learners are on inappropriate courses. For example, some learners without appropriate skills find the work too difficult, while some older learners on a very basic ICT

course have more advanced skills and find the work too easy.

23. **There is good use of partnerships to widen participation in leisure, travel and tourism.** Approximately 70 per cent of learners are new this year. At one of the subcontractors, 94 per cent of learners are new. Ten courses have successfully targeted women and older learners. An older active persons initiative has successfully raised participation levels of older learners aged 50+ to approximately 42 per cent. The service has successfully recruited minority ethnic learners at a level above that found in the local population.

24. **Teaching in leisure travel and tourism is inadequate.** In the best lessons there is very good differentiation of activities based on identified differences in abilities and individual needs. Tutors in these classes plan and deliver well-structured and progressive lessons. However, there is a high proportion of inadequate and uninspiring teaching across the provision. Thirty per cent of learning sessions observed were judged to be inadequate with insufficient lesson planning and preparation. Some learning sessions often start late or finish early and some have unnecessary comfort breaks. Learners are not sufficiently challenged and make very slow progress. Tutors do not sufficiently identify or reinforce key learning objectives.

25. **Insufficient attention is given to ensuring the health, safety and wellbeing of learners in leisure travel and tourism.** Although tutors are caring and supportive, in 35 per cent of learning sessions observed by inspectors issues relating to the poor implementation of safe practices were identified. Pre-exercise screening questionnaires are not used effectively by tutors to help with planning. Unsafe practices include insufficient warm-up activities, floors not being cleaned before the start of classes, and learners having to move furniture before starting lessons. Some centres do not have adequate changing facilities for mixed gender classes. Risk assessment procedures are not fully implemented at all venues.

26. **There is much good teaching on performing arts courses.** Most tutors work well to teach a range of challenging tasks. In the better classes, tutors are able to differentiate the tasks they set their learners. In mixed-ability classes, this is particularly effective in enabling all learners to participate fully. In music classes, tutors establish the basic playing skills to be learnt and developed before moving on to songs of varying complexity. In dance classes, tutors are able to extend the repertoire of the more advanced learners without excluding the less experienced.

27. **Accommodation for performing arts courses is good.** Dance classes take place in a specially equipped dance studio, complete with a sprung floor and mirrored walls. Drama classes takes place in a designated and well-designed theatre space. Singing for the over 60s takes place in a well-furnished, comfortable room with a piano. The subcontractor Sound Minds has received funding from Wandsworth LEA to improve access and the accommodation at its studios in Battersea. Tutors make good use of audiovisual resources, particularly in the scriptwriting class, to enhance and vary the learning experience.

28. **There is insufficient formal monitoring and recording of learners' progress in performing arts courses.** The use of individual learning plans has not been successfully implemented across the provision. In most cases, tutors and learners do not understand what the individual learning plan is for. In the better classes, they are used to record both group and individual targets. Overall, however, outcomes are usually prescribed by the

tutor for the whole class rather than discussed with individual learners. Most tutors provide good individual feedback to learners but most of this is not recorded.

29. **There is good or better teaching in most arts classes.** Sixty-six per cent of the learning sessions observed by inspectors were judged to be good or better. Tutors are often particularly skilled and experienced practising artists. Most are well qualified and some hold specialist post-graduate qualifications. In the best learning sessions, tutors communicate particularly effectively with learners. Good use is made of appropriate language and explanations are clear. Preparation is often thorough, and well-produced written and visual reference material is used effectively to support learning.

30. **Resources which support learning are good in most arts classes.** Learners use good specialist accommodation and equipment on a number of sites throughout the borough. Most studios and workshops are of a good size, well equipped and with good light. At Putney School of Art and Design there is a traditional drawing studio, a well equipped pottery, and a print-making studio. At Roehampton, the studio used for textiles and embroidery is well maintained. At Balham, learners have access to an appropriately equipped design technology workshop. However, some rooms are not of an adequate size or are poorly adapted for their current purpose.

31. **The range of arts and crafts courses is good,** and some unusual specialist courses, including beading, and wood and stone carving, have been successfully established. A small number of family learning classes have been introduced in areas such as portrait painting and paper mosaic. A specialist pottery class has been introduced for those with learning disabilities. Some advanced classes are provided for practising artists and designers to help them develop and extend their skills. However, there is no systematic independent research to help improve the range of provision currently available.

32. **There is insufficient monitoring and recording of learner progress in arts and crafts classes.** Although verbal feedback is good in most learning sessions, there is insufficient written feedback to record progress and aid improvement. Individual learning plans are used inconsistently across the provision. Some staff use the plans effectively to record progress and encourage learner progression. However, in most cases, group-based learning objectives are used and few, if any, individual learning targets are set. While most learners complete an initial self-assessment of these objectives, few carry out a mid-course review.

33. **Tutors of modern foreign languages make good use of the languages being taught.** All tutors speak the taught language very fluently for all or most of the time during learning sessions. Learners develop very good listening skills. In 42 per cent of modern foreign languages sessions, all at levels 2 or 3, learners also receive good or better speaking practice. Tutors successfully plan to ensure learners receive very authentic speaking practice.

34. **Languages tutors make good or very good use of teaching and learning resources.** Languages tutors regularly use audio tapes, overhead projector slides, cue cards and flash cards. The tutor in a level 3 German session about Mozart made outstanding use of an interactive whiteboard to enable learners to hear music, see portraits and read texts to improve their understanding of the composer and develop their ability to talk about him fluently in German.

35. **Individual learning plans are ineffective in modern foreign languages classes.**
Learners do not understand the benefits of an individual learning plan. The format used is
insufficiently focused on the development of listening, speaking, reading and writing skills.
Many plans are not kept up to date. Too few tutors add their own comments or sign off
the individual learning plans to indicate that learning objectives are broadly met.

36. **There is a wide range of good learning resources and equipment in ESOL
classrooms.** Most classes take place in good well-furnished accommodation. A wide
variety of equipment is available and used appropriately in many learning sessions to
enhance learning and add variety to teaching. For example, one tutor made very good use
of an interactive whiteboard to develop learners' vocabulary and grammar.

37. **There is thorough initial assessment of learners' skills by the main subcontractor in
ESOL.** Speaking, listening, reading and writing skills are assessed by tutors using
appropriate nationally standardised tests. Further assessment of learners' writing skills also
takes place. Relevant and useful additional information about learners is also collected
including educational levels and qualifications, number of years spent at school and the
number of different languages spoken. Results are clearly recorded on individual learning
plans.

38. **In ESOL provision, there are well-planned progression opportunities available
through the main subcontractor.** The entry provision available in the community fits well
into an extensive, well-planned ESOL programme at higher levels. Classes are available
across the borough in a variety of locations including main college sites. As learners
progress, there is greater inclusion of information learning technology (ILT). Some classes
are planned to be vocational and have ESOL support as an integral part of the course.

39. **There is insufficient emphasis on speaking and listening in most ESOL learning
sessions.** Not enough repetition of the target language takes place during direct teaching
and when learning is being assessed. Some tutors do not correct grammatical errors. In
weaker learning sessions, much of the teaching and checking of errors is dominated by the
tutor and does not sufficiently involve the learners.

40. **Teaching and learning on independent living and leisure skills courses is
unsatisfactory.** Of those learning sessions that inspectors observed, 50 per cent were
judged to be inadequate. Classroom management is poor and many tutors do not plan
learning sessions in sufficient detail. Instructions for tasks are unclear and the language
used is too complicated for the group of learners. There is not enough review of
information and poor use is made of questions to check learners' understanding. Some
worksheets are poorly reproduced. Good classes are carefully planned to meet individual
learners' needs.

41. **Most independent living and leisure skills classes have insufficient learning support.**
Carers accompany a few learners, but learning support assistants are not used in this
provision. In course evaluations, and in some observations of teaching and learning, tutors
have identified learners who need more individual support. Learners in the same sessions
have a wide range of abilities and tutors are unable to give sufficient time or individual
coaching to ensure they complete set tasks.

42. **Target-setting and recording of learners' progress are weak in independent living and leisure provision.** Most individual learning plans are not sufficiently detailed and do not contain measurable targets. Tutors do not sufficiently record learners' progress and achievement. Learning outcomes relate to the completion of tasks rather than the development of skills. Learners do not have a permanent record of their progress towards individual learning goals.

43. **Teaching and learning is good on family learning courses.** Of those sessions observed, 62 per cent were judged to be good or better. Sessions are well planned to provide a variety of activities, teaching methods and, in some cases, differentiation. In the best classes, learners are fully engaged in their own learning and clearly understanding what the new skills or knowledge is being developed.

44. **An innovative range of wider family learning programmes attracts new learners.** In 2004-05, 88 per cent of learners were new to family learning. The wider family learning curriculum is based on the five outcomes of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing. Programmes include healthy eating, football, literacy, swimming, tennis, climbing, art and craft, pottery, steel pan, street dancing, gospel singing, Asian music, song writing, digital photography, poetry, philosophy, sign language, experimental painting and cookery.

45. **There is insufficient formalised recording of progression across family learning programmes.** Anecdotal evidence and case studies suggest that learners do progress and information is held by individual members of staff. However, there is no systematic recording of learners' destinations. Family learning is seen as a starting point from which many learners will progress, but providers are currently unable to collate information or gain a clear picture of progression routes across the provision.

Leadership and management

46. **The ICT curriculum is well managed.** The work in the libraries is co-ordinated effectively with common schemes of work used and resources shared. At the City Learning Centre, teaching and learning is closely monitored. Tutors are observed twice a year and action plans for improvement are produced. At this centre, all schemes of work are checked and signed off by managers. Tutors make effective contributions to the self-assessment process, and the self-assessment report for ICT identified many of the strengths and weaknesses identified by inspectors.

47. **Resources for learning at the City Learning Centre are very good.** Very well-equipped, air-conditioned ICT rooms feature multimedia projectors and interactive whiteboards. Tutors have access to software that enables them to take control of learners' computers remotely and transfer images on to the learners' screens to enhance demonstrations. Desks used in some rooms allow the monitor and keyboard to be folded away in order to create a large workspace. The City Learning Centre provides an innovative facility for learners.

48. **There is some ineffective curriculum leadership and management in leisure, travel and tourism provision.** Several managers from different subcontractors are involved in managing the provision, not all of whom are subject specialists, and it is unclear where responsibilities lie for driving improvements. Communications between subcontracted

providers at curriculum level is poor. There is not enough sharing of information between providers and some duplication of provision. Some tutors have little contact with their line managers and requests for additional necessary resources are not always acknowledged or met.

49. **In leisure, travel and tourism, quality improvement arrangements are insufficiently developed.** Not all tutors have seen the self-assessment report. The development plan for the area does not place sufficient focus on how strengths are to be maintained and does not adequately identify all of the areas for improvement.

50. **Excellent initiatives are in place for effective widening participation in dramatic arts.** Wandsworth LEA has a strong commitment to improving the participation of non-traditional learners. Through work with Urban Voice and Sound Minds the service has reached traditionally under-represented groups. Wandsworth LEA also offers courses targeted at elderly learners and in some cases provides transport for the learners so they can attend. There are also links through family learning provision to introduce families to music and singing.

51. **In arts and crafts, there is insufficient management of quality improvement and curriculum planning.** Arrangements to monitor teaching and learning have been introduced, but are not sufficiently implemented to provide the borough with an informed view of teaching and learning performance. Observations of teaching and learning are not comprehensive or systematic. Feedback to tutors is insufficiently detailed.

52. **Some quality improvement measures are ineffective in languages provision.** Wandsworth LEA does not make use of its own good management information system to monitor and evaluate the success of this area of learning. The self-assessment report does not identify retention as an issue requiring enquiry or action. Managers at all levels make insufficient use of readily available data to evaluate the quality of provision.

53. Quality improvement systems are not sufficiently developed in ESOL provision. The standard and type of information recorded on learning plans is not consistent. Not all plans record detailed individual learning targets. Schemes of work are not available for all programmes. There is insufficient support for new or less experienced tutors.

54. **The college sites used by learners provide good accommodation for independent living and leisure courses.** Rooms are well maintained, light and airy. They are easily accessible and of a good size. ICT equipment and software are of a good standard and the layout and design of specialist computer rooms supports independent learning. Learners also benefit from the access they have to college facilities such as canteens and learning resource centres.

55. **Management of programmes in independent living and leisure skills is unsatisfactory.** Programmes are not monitored sufficiently to ensure that quality standards are being met. Some classes are too large, some outreach accommodation is unsatisfactory, and lesson and individual learning plans are not monitored to ensure quality or consistency across the provision. The observation of teaching and learning is not thorough.

56. **Family learning provision is well managed.** A family learning co-ordinator leads the

curriculum development and organisation of the service. Communication and support of partner providers is excellent. A family learning strategy has been revised after consultation with partners. A rigorous process is used to apply and approve funding.

57. **Quality improvement is good in family learning.** All providers use the same family learning procedures. Observation of teaching and learning is conducted by two large providers for the programmes delivered and by the co-ordinator and quality assurance officer for all other tutors. An audit of all premises has been conducted. Data on learner evaluations is analysed effectively and reported to providers.

58. **Delivery agreements governing the delivery of family learning are insufficiently formalised.** Although the application form for family learning project proposals sets out clear criteria and responsibilities, once funding is approved there is no explicit recording of expectations of different partners with respective roles and responsibilities. There is currently no agreement or contractual statement of responsibilities, especially where the service subcontracts to a college which then delivers in a school.

59. **The service maintains very good partnership working with a range of providers, educational institutions, other borough departments, charitable organisations and community groups.** Central to the successful partnership working is the service's very effective use of the lifelong learning development group. This has wide-ranging membership and involves most providers of adult and community learning across the borough.

60. **Management information systems are very good.** Data is routinely collected and analysed to investigate trends in enrolments, monitor performance of provision within the borough, benchmark the service against other London and national providers, and assess the effectiveness of resource expenditure. The service's data team attend all meetings of the lifelong learning development group and provide useful reports on individual provider performance. The management information systems are used to provide meaningful performance reports for organisations whose resources and data-handling abilities are not adequate.

61. **There has been effective strategic planning for service development over a four-year period.** During that time, the service has increased its enrolments by 40 per cent, has broadened its engagement with small community-based providers, and maintained good and strengthened working relationships with its main subcontractors. Senior managers are very successful in gaining funding from multiple sources to initiate developments in provision across the borough. There has been very effective work to establish a secure curriculum offer that meets the requirements of the service's main funding body.

62. **There is insufficient curriculum management in some areas of provision.** In leisure, travel and tourism, and independent living and leisure skills, the curriculum is not given adequate direction by managers, and subcontracted provision is not monitored well. There are insufficient curriculum specialists involved in the management, quality assurance and improvement of some areas, particularly in sports and leisure provision. In some areas, insufficient needs analysis is carried out by subcontractors.

63. **There are many very successful projects and strategies to involve under-represented groups in learning.** Open consultation with partners develops the lifelong learning strategy

to share good practice and plan effectively. Good acquisition of and effective use of funding from a range of sources has enabled the local authority to develop innovative work to attract particular groups. The proportion of learners from minority ethnic groups has risen from 22 per cent in 2002 to 47 per cent currently.

64. **There is insufficient support and accommodation at subcontractor premises for some groups with particular needs.** Some learning sessions take place in inappropriate rooms, or with unsuitable furniture, equipment or access arrangements. In some cases this represents a health and safety risk.

65. **Wandsworth LEA has arranged many good activities to encourage the development of quality assurance systems in subcontractors.** It has developed a set of standard documents and procedures in collaboration with its partners. Staff from the service have spent a lot of time giving close and effective support to partners new to educational provision. The service prepares and distributes a well presented tutor handbook and a provider handbook that clearly defines roles and responsibilities.

66. **Quality assurance arrangements are insufficiently developed in some areas.** The new procedures developed by the service are awaiting review after their first year, and the provider has already identified that many changes are necessary. Some of the paperwork is not appropriate for small providers. Some timescales and expectations are too tightly specified. In some vocational areas there is thorough monitoring and targets are clearly set for learners. However, in many other areas, observation of teaching is not effective.

Leadership and management

Strengths

- very good partnership working
- very good management information systems
- effective strategic planning for service development
- extensive range of courses and initiatives to develop employability skills
- very successful projects to involve under-represented groups in learning
- good activities to support development of quality improvement systems in new subcontractors

Weaknesses

- insufficient curriculum management in some areas
- insufficient support and accommodation at subcontractor premises for some learner groups
- insufficiently developed quality assurance arrangements

Information and communications technology

ICT for users **Grade 2**

Strengths

- good development of ICT skills and confidence
- good achievement on OCN courses
- much good teaching
- very good resources used for learning at the City Learning Centre
- successful strategies for attracting new learners
- well-managed curriculum

Weaknesses

- weak initial assessment
- ineffective use of individual learning plans

Leisure, travel and tourism

Sport, leisure and recreation **Grade 4**

Strengths

- good health and social benefits for many learners
- good partnership arrangements to widen participation

Weaknesses

- much inadequate teaching
- insufficient attention to the health and safety of learners
- some ineffective curriculum leadership and management
- insufficiently developed quality improvement arrangements

Arts, media and publishing

Dramatic arts **Grade 2**

Strengths

- good acquisition of technical and performance skills
- very good celebration of learners' achievement
- much good teaching
- good accommodation for performing arts classes
- excellent initiatives for effectively widening participation

Weaknesses

- insufficient formal monitoring and recording of learners' progress

Fine arts and crafts   Grade 2

Strengths

- good retention and achievement
- good or better teaching in most cases
- good resources to support learning
- good range of courses and supporting activities

Weaknesses

- insufficient monitoring and recording of learners' progress
- insufficient management of quality improvement and curriculum planning

Languages, literature and culture

Other languages, literature and culture   *Grade 3*

Strengths

- good use of foreign languages by tutors
- good use of resources
- good range of programmes

Weaknesses

- some low retention
- ineffective individual learning plans
- some ineffective quality improvement measures

Preparation for life and work

ESOL   *Grade 3*

Strengths

- wide range of good learning resources and equipment
- thorough initial assessment by main subcontractor
- well-planned progression routes

Weaknesses

- poor attainment of skills for more advanced learners
- insufficient emphasis on speaking and listening in lessons
- insufficiently developed quality improvement systems

Independent living and leisure skills   *Grade 4*

Strengths

- good accommodation on main sites

Weaknesses

- much inadequate teaching
- weak target-setting and recording of learners' progress
- insufficient learning support
- unsatisfactory curriculum management

Family learning

Adult and community learning   *Grade 2*

Strengths

- good retention and achievement
- good teaching and learning
- innovative range of wider family learning programmes
- well-managed programmes
- effective quality assurance

Weaknesses

- insufficient formalised recording of progress
- insufficiently formalised delivery agreements

WHAT LEARNERS LIKE ABOUT WANDSWORTH LEA:

- friendly and helpful tutors and staff
- the local classes and centres
- developing personal confidence
- the flexibility of short courses
- the opportunity to learn with children

WHAT LEARNERS THINK WANDSWORTH LEA COULD IMPROVE:

- the overcrowded classes
- the lack of exercise classes during holidays
- the repetition of paperwork at enrolment each term
- the lack of ventilation in some rooms

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 2

Strengths

- very good partnership working

- very good management information systems

- effective strategic planning for service development

- extensive range of courses and initiatives to develop employability skills

- very successful projects to involve under-represented groups in learning

- good activities to support development of quality improvement systems in new subcontractors

Weaknesses

- insufficient curriculum management in some areas

- insufficient support and accommodation at subcontractor premises for some learner groups

- insufficiently developed quality assurance arrangements

67. Wandsworth LEA maintains very good partnership working with a range of providers, educational institutions, other borough departments, charitable organisations and community groups. It makes very effective use of the lifelong learning development group. This body has wide-ranging membership and involves most providers of adult and community learning across the borough. Meetings are frequent and well recorded and all members are encouraged to play an active part in setting the agenda. In addition to developing very successful partnership links with organisations around the borough, the service has frequently acted as a broker and arbitrator in dealings between community groups, providers and other interested groups. Managers of the provision ensure that partners across the borough are kept up to date about the provider's strategy and methodology.

68. The adult and community learning service has very good management information systems. Data is routinely collected and analysed to investigate trends in enrolments, to monitor the performance of the learning provision within the borough, to benchmark the service against other London and national providers, and to assess the effectiveness of resource expenditure. The data team attend all meetings of the lifelong learning development group and provide the group with clear and useful reports on individual provider performance. The management information systems are used to provide relevant performance reports for organisations whose resources and data-handling abilities are not adequate. Larger providers submit data electronically, but many small providers submit data on paper, which is analysed and interpreted to produce regular performance reports.

69. There has been effective strategic planning for service development across a four-year period. During that time the provider has increased its enrolments by 40 per cent, broadened its work with small community-based providers, and maintained and strengthened its good working relationships with its main subcontractors. Senior managers

are very successful in gaining funding from multiple sources to initiate developments in provision across the borough. There has been very effective work to establish a curriculum that meets the requirements of its main funding body. For example, by developing links with the regional open college, and supporting many small community providers through a major accreditation exercise, the provider has secured programme funding to provide learners with qualifications to enhance their employability. Strategic planning is carried out in an open and consultative way, so that partner organisations are able to fully contribute to developing initiatives.

70. The service's staff development and appraisal processes are satisfactory. Staff are given good support for their professional and personal development by senior managers. They also benefit from development opportunities within the council. Appraisals are carried out annually, and staff also receive monthly individual developmental meetings with their line manager.

71. There is insufficient curriculum management in some areas of provision. In leisure, travel and tourism, and independent living and leisure skills, the curriculum is not given adequate direction by managers, and subcontracted provision is not monitored well. There are insufficient curriculum specialists involved in the management and quality assurance and improvement of some areas, particularly sports and leisure provision. In some areas insufficient needs analysis is carried out by subcontractors, with much of the current curriculum offer based on tutor preferences rather than feedback from learners.

Equality of opportunity

Contributory grade 2

72. The local authority has very clear and comprehensive policies on equality and diversity. All the targets of the three-year development plan clearly promote inclusion and widening participation in learning and are reinforced through the operational plans.

73. An extensive range of courses and initiatives are widening participation in training to help develop the employability skills of Wandsworth residents. There has been a very substantial expansion in range and coverage of provision. Numbers in learning have increased steadily in the past three years and there are now over 12,500 learners on a wide range of courses, representing an increase of approximately 30 per cent. Seventy-six per cent of learners overall are new to the provision. The local authority has been very effective in developing new provision while retaining most existing courses. A very broad range of subjects and levels are available across the borough at a good range of locations, especially in areas of previously low participation. The local authority was very active in developing the OCN credit framework to accredit learners' practical skills and give them employment-enhancing qualifications. It shows effective leadership in continuing to chair the provider network meetings to share good practice and promote further developments in engaging and developing the skills of hard-to-reach groups. Its online testing centre has improved learners' access to assessments of their skills. Courses are well matched to regional and local strategic priorities and equip learners to benefit from mainstream higher level courses. Particularly well-targeted projects include the BOOST and REACH projects in Battersea to equip job seekers with employability skills, improve their literacy and numeracy and provide them with advice and guidance through a contract with Prospects. Employment opportunities are further enhanced by a partnership with a large employer involved in the regeneration of the area.

74. There are many very successful projects to involve under-represented groups in

learning. Open consultation with partners helps to develop the lifelong learning strategy to share good practice and plan effectively. Good acquisition, and effective use, of funding from a range of sources, has enabled the service to develop innovative work to attract particular groups. This is well supported with good collaborative work to build the capacity of new providers. For example, the provider assists with staff development and encourages and supports networking between voluntary groups and larger providers. Its flexible management information system is well used to analyse the need for, and monitor the impact of, the projects. One example of an innovative project is a film made by a group of people with learning disabilities to publicise the facilities available at a local specialist learning centre.

75. Strategies to involve under-represented groups in learning are very successful. The number of men in learning is 3,083, twice as many as in neighbouring boroughs. The proportion of learners from minority ethnic groups has risen since 2002 from 26 per cent to 47 per cent. The proportion of learners with a disability has increased by 60 per cent. Projects in disadvantaged areas of the borough have shown measurable achievement and there is good evidence of a wider effect on children's learning, from work in partnership with schools and community venues. One such project was Wandsworth Goes Gospel organised by the adult and community learning team in 2005, in which 400 people of all ages sang specially composed music in the Queen Elizabeth Hall. Preparations are well advanced for a repeat in 2006. Evaluations of the project showed a range of good outcomes.

76. Learners have an appropriate understanding of equality of opportunity and in many learning sessions, good use is made of learners' cultural diversity to enrich the learning experience. The local authority works well with its partners to promote inclusive learning by providing a range of attractive and appropriate images of learners enjoying their learning. A directory of learning opportunities is published annually and distributed to all Wandsworth residents. There are a number of well-produced information leaflets and newsletters that promote family learning and other aspects of provision aimed at widening participation and engagement of under-represented groups. All publicity materials provide positive representations of under-represented groups. However, partners who provide the courses do not always have access to full information about other venues.

77. There is insufficient support and accommodation at subcontractor premises for some groups with particular needs. The provider pays double the contract rate to provide suitable support for classes involving learners with particular needs. However, there was insufficient evidence of this in learning sessions observed by inspectors. Some learning sessions take place in inappropriate rooms, or with unsuitable furniture, equipment or access arrangements. In some cases this represents a health and safety risk. Some staff teaching people with disabilities do not have appropriate skills or adequate training. Access for learners with mobility difficulties is particularly difficult at one subcontractor. However, the local authority is largely aware of the problems and plans are in place to deal with them.

Quality improvement   Contributory grade 3

78. There are good activities to encourage the development of subcontractors' quality assurance systems. The provider has developed a set of standard documents and procedures in collaboration with its partners. Staff from the service have spent much time and given close and effective support to partners new to educational provision. The service prepares and distributes a well-presented tutor handbook and provider handbook

that clearly defines roles and responsibilities. The team sets clear and demanding criteria for community provision and thoroughly monitors compliance. Community providers and new providers in libraries and schools make good use of the flexible support and advice that the team offers through its regular audit and review processes. A good range of networking and discussion groups meets regularly to share good practice in lifelong learning and to develop and share quality improvement strategies. These meetings are run well and the minutes are widely circulated to ensure that all major partners are kept informed of quality requirements and developments. The local authority provides mentoring and training for provider staff through consultancy and training events.

79. Most subcontractors have clear service level agreements which are monitored appropriately. However, for some family learning contractors these are too general and do not specify enough detail about the requirements of each programme. Others have the criteria set out clearly in the application they make for funding, but there is no explicit contract once they are accepted other than a brief letter of confirmation. Large subcontractors have a termly review that monitors targets effectively and sets appropriately clear and realistic goals for all key performance indicators.

80. Self-assessment is inclusive and collaborative. The provider helps small or inexperienced providers to build their capacity to self-evaluate and to recognise their strengths and areas for improvement. Larger partners more used to self-assessment share their evaluation with the service team and develop a consensus about the improvement plans. Good data sharing and flexible analysis of a range of criteria helps them to do this. Where weaknesses are identified, the adult and community learning team works productively with partners to develop solutions. For example, at one large subcontractor, they brokered a relationship with an additional college to provide subject-based advice to develop approaches to planning individual learning. This has provided the subcontractor's staff with a system to establish appropriate monitoring and recording of learning for the creative arts. Although inspectors agreed with much of the self-assessment report, it failed to identify some significant weaknesses in two vocational areas and in others did not always diagnose the critical areas for improvement. It did not identify those areas that are most successful where good practice can be found. In some cases, the provision was over graded and the development plans were not sufficiently detailed.

81. Quality assurance arrangements are insufficiently developed in some areas. The new procedures developed by the service are awaiting review after their first year, and the provider has already identified that many changes are necessary. Some of the paperwork is adequate or appropriate for small providers. Some timescales and expectations are too tightly specified. Although most classes now have formal schemes of work, including lesson plans and individual learning plans, there is a wide variation in the standard of this paperwork between classes and subcontractors. In some vocational areas there is thorough monitoring and targets are clearly set for learners. These are regularly audited by senior staff who observe teachers regularly and give good feedback, followed up with action plans for improvement. However, in too many other areas, observation of teaching is not effective and audit is infrequent and inconsistent. Similarly, records of progress for learners vary even within departments and fundamental procedures such as reliable audits of health and safety are not always in place. Approaches to more systematic recording of progress in unaccredited classes have been piloted in one subcontractor, but results are inconclusive. Although demographic and enrolment information is used very creatively to widen participation and reports are shared effectively, data on progression between

courses offered by some contractors is not always readily available and cannot be reliably or systematically analysed by the service.

AREAS OF LEARNING

Information and communications technology   Grade 2

Contributory areas:	Number of learners	Contributory grade
ICT for users		*2*
Adult and community learning	358	2

82. Most ICT courses are offered at an introductory level and develop skills in word processing, using the internet and e-mail. In addition there are some level 1 and level 2 courses and courses that offer training in specific software packages for desktop publishing, graphics and web design. Many courses are targeted at older learners and learners with learning difficulties and disabilities.

83. To date, 358 learners have enrolled on 42 courses during 2005-06, and of these, 45 per cent are over 60 years of age. Seventy-three per cent of the learners are women and 45 per cent are from black and minority ethnic groups. Courses are taught in a variety of venues throughout the area, including colleges, nine libraries, a City Learning Centre, centres for the elderly, and centres for learners with learning difficulties and disabilities. There is also a mobile ICT facility run from the City Learning Centre.

ICT for users   *Grade 2*

Strengths

- good development of ICT skills and confidence
- good achievement on OCN courses
- much good teaching
- very good resources used for learning at the City Learning Centre
- successful strategies for attracting new learners
- well-managed curriculum

Weaknesses

- weak initial assessment
- ineffective use of individual learning plans

Achievement and standards

84. Learners quickly develop ICT skills and confidence. Many who have had little previous access to computers are able to use word processors and search for information on the internet. Older learners develop the confidence and expertise to create e-mail accounts and then send and receive e-mails. Very impressive results are achieved by enthusiastic learners who manipulate images from digital photographs. They are able to explore a variety of effects using rendering and filtering techniques within the software.

85. The achievement on word processing and internet accredited courses is good. All

learners studying OCN courses at level 1 in word processing completed and achieved the qualification in 2003-04 and 2004-05. In 2004-05 all learners completed and passed similar awards in using the internet and computer graphics. In contrast, achievement of the examination-based computer course is poor. Only five of the 13 learners in 2004-05 succeeded and some of the learners observed had passed fewer modules than would be expected at this stage in the year. This course represents only around 3 per cent of current provision.

The quality of provision

86. Much of the teaching is good, and at the City Learning Centre some is outstanding. Very supportive and patient tutors encourage learners to develop skills well. Good use is often made of multimedia projectors to demonstrate features of software packages and to explain techniques. Questioning is used effectively to check understanding and challenge learners to think about what they are doing. In the better sessions, learners are challenged to explore the software for themselves and see what results they can achieve. Learners often work industriously and support each other well.

87. Strategies for attracting new learners are successful. There is a good range of venues in the community that provide convenient access for courses. These include MIND and MENCAP centres for learners with difficulties or disabilities. For the more mature learners, training takes place in nine libraries and at some centres for the elderly. Course are designed and marketed for target groups and have been effective in attracting the over 60s. In 2004-05, 84 per cent of those enrolled on courses were new learners. However, some older learners who have completed a basic course would like a more advanced course which is also targeted at their age group.

88. Individual learning plans are not used effectively in some sessions. For many courses, the learning plans refer to course goals rather than individual aims and are often not used by tutors for lesson planning. This is a particular weakness in relation to planning sessions to meet the needs of learners with difficulties or disabilities. The service identified this weakness in the self-assessment report.

89. Initial assessment is weak. Many learners do not receive any initial assessment and some learners are on inappropriate courses. For example, some of the learners on the examination-based course are struggling to keep up, while some of the older learners who are taking a very basic course have more advanced skills and find the pace slow. A learner who has weak literacy skills struggled with the spelling of a topic to enter into a search engine. Her needs had not been identified at the start of the course.

90. Initial advice and guidance is satisfactory. The course literature adequately describes the range of courses available. Good leaflets are used in the libraries to outline the progression routes available once an introductory course has been completed.

Leadership and management

91. The ICT curriculum is well managed. The work in the libraries is effectively co-ordinated with common schemes of work and the resources are shared. At the City Learning Centre, teaching and learning is closely monitored. Teachers are observed twice a year and action plans for improvement are produced. At this centre, all schemes of work are checked and signed off by managers. Tutors make effective contributions to the

self-assessment process through their course evaluations, and learners' views are analysed and used for planning. The self-assessment report for ICT identified many of the strengths and weaknesses identified by inspectors.

92. The resources at the City Learning Centre are very good. Very well-equipped, air-conditioned ICT rooms feature multimedia projectors and interactive whiteboards. Tutors have access to software that enables them to take control of learners' computers remotely and transfer images onto the learners' screens to enhance demonstrations. Large desks are used in some rooms that allow the computer monitor and keyboard to be folded away to create a large workspace. This is an innovative facility, but because the monitors are at the far end of the desks, some learners have to lean forward to see clearly. Most other accommodation is satisfactory, but some of the older learners have to cope with inadequate and cramped accommodation at the Age Activity Centre. Here, there are too many learners for the size of the room, it is too warm and is only accessible by steep steps. Appropriate adaptive technology is available for learners with difficulties or disabilities. This includes keyboards with large keys, tracker balls and specialist software to magnify text and provide audio support. Most staff have appropriate qualifications and expertise, but some are not trained adequately to teach learners with profound difficulties.

93. The cultural diversity in the borough is well represented by the range of learners attracted to courses. In some lessons the learning materials are particularly sensitive to the needs and interests of the learners.

Leisure, travel and tourism   Grade 4

Contributory areas:	Number of learners	Contributory grade
Sport, leisure and recreation		*4*
Adult and community learning	973	4

94. Wandsworth LEA subcontracts all of its provision in this area to a general further education college and an extended school. They deliver 85 per cent and 15 per cent of the provision respectively. Fifty-one sports and leisure courses are offered to 973 learners from 1,381enrolments. This area of learning constitutes approximately 15 per cent of total provision. There is no accredited provision. Eight different types of non-accredited courses are offered. These include yoga, Pilates, tai chi, bridge, badminton, golf, climbing, aqua aerobics and keep fit. Most classes are for mixed-ability learners and several offer progression to intermediate level. Advanced level courses are offered in bridge and badminton. Some exercise and fitness courses target women and learners aged over 50. Courses are offered mainly during the day and evenings on weekdays with some weekend provision. Courses range in length from one day to 28 weeks and most follow school term dates. Activities are offered at 14 venues throughout the borough. These include colleges, residential homes, community centres and schools. Eighty-one per cent of learners are women. In 2004-05 there were 1,514 learners. Just over 5 per cent of learners were identified as having a physical disability or learning difficulty and 40 per cent were from black or minority ethnic groups. There are 26 tutors who generally work for between one and 20 hours a week. Some tutors work at more than one centre.

Sport, leisure and recreation   *Grade 4*

Strengths

- good health and social benefits for many learners
- good partnership arrangements to widen participation

Weaknesses

- much inadequate teaching
- insufficient attention to the health and safety of learners
- some ineffective curriculum leadership and management
- insufficiently developed quality improvement arrangements

Achievement and standards

95. Learners gain particularly good health and social benefits from attending classes. In all observed classes, learners were able to identify the personal health benefits from attending classes. These include increased flexibility, better posture, balance and co-ordination, more energy, relief of ailments, better relaxation and relief from stress. These benefits improve learners' capacity to carry out domestic tasks and many have increased personal confidence and self-esteem. Many have made new friends which have added new dimensions to their social lives. Others value the opportunity to get out of the home and overcome feelings of loneliness and depression. For many of the older learners

achievement is perceived as maintaining health and fitness for independent living and preventing the natural deterioration of fitness associated with the ageing process. Reducing the risk of injuries that may be sustained from falling is seen as particularly important. Some older learners are challenged mentally to reminisce using music and movement to recall personal experiences.

96. Retention rates are satisfactory. In 2004-05, the average retention was 84 per cent. Overall attendance rates are satisfactory but were poor during the week of inspection at an average of 79 per cent. The standard of learners' performance relative to the amount of time spent on courses is satisfactory.

The quality of provision

97. There is good use of partnerships to widen participation. Approximately 70 per cent of learners are new this year. At one of the subcontractors, 94 per cent of learners are new. Ten courses have successfully targeted women and older learners. The 'older active persons initiative' has successfully raised participation levels of learners aged over 50 to approximately 42 per cent. The service has successfully recruited learners from black and minority ethnic groups at a level above that in the local population. Successful partnerships have been developed with two colleges who engage community outreach workers to identify local needs. These include meetings with local residents associations, Wandsworth health care trusts, and Wandsworth council leisure and amenities service department.

98. Resources to support learning overall are satisfactory. Most tutors are vocationally qualified in their subject areas and most are experienced. The facilities and equipment range from very good purpose-built sports facilities, to tutors working in residential homes with few resources. Initial assessment is not used effectively to identify learners' fitness and mobility levels. Information that is collected is ineffectively used to plan lessons.

99. Pre-course information and advice is satisfactory. Learners find out about programmes from college prospectuses, local newspaper advertisements, London-wide course directories, the internet, by contacting advice and guidance staff at the college centres and through word of mouth. Learners can try taster sessions to enable them to decide whether they would like to enrol on courses. There are very few individual course leaflets for learners.

100. There is considerable variation in the quality of teaching and learning across the area, but too much inadequate teaching. In the best lessons there is very good differentiation based on identified differences in ability and needs. Tutors in these classes are skilled and there is some inspirational teaching. They plan and deliver well-structured and progressive lessons. However, there is a high proportion of inadequate and uninspiring teaching across the provision. Thirty per cent of lessons observed were inadequate. In these lessons there is insufficient lesson planning and preparation. Some lessons often start late, finish early and some have unnecessary comfort breaks. Learners are not sufficiently challenged and make very slow progress. There is insufficient differentiation and adaptation for learners, and an insufficient use of diverse resources to promote learning. Individual correction of posture and technique is insufficient. Tutors do not sufficiently identify and reinforce key learning objectives.

101. Insufficient attention is given to ensuring the health, safety and wellbeing of learners. Tutors are caring and supportive, and in most lessons, sensitive to learners' conditions and

abilities. However, in 35 per cent of lessons observed inspectors identified issues relating to the use of safe practices. All learners complete pre-exercise screening questionnaires, but these are not used effectively for planning lessons. Unsafe practices include insufficient warm-up activities, people walking in front of learners who are practising golf, older learners wearing socks and stockings on slippery surfaces, floors not being cleaned before the start of classes, learners having to move furniture before starting lessons, and yoga mats that are not periodically cleaned. Some centres do not have adequate changing facilities, particularly for mixed-gender classes. In aqua aerobics, one learner who had poor swimming ability got into difficulty in deep water, but this was not noticed by the lifeguard or dealt with appropriately by the tutor. Generic risk assessment procedures are in place and in one of the providers these have been recently updated, but they have not been fully implemented at all venues. There is little evidence of completed risk assessments in course management files. A detailed risk assessment has been completed for climbing sessions, but it is not signed or dated.

Leadership and management

102. At a strategic level, the planning for the future development of the area is clear. At operational level there is some ineffective curriculum leadership and management, and insufficient direction. Several managers from different subcontractors are involved in managing the provision, but some are not subject specialists and it is unclear where responsibilities lie for driving improvements. Communication between subcontracted providers at curriculum level is poor. There is little sharing of information between providers, and some duplication of provision. Management does not effectively identify and promote the sharing of good practice between staff, centres and providers. Some tutors have little contact with their line managers and requests for additional necessary resources are not always acknowledged or met. Several tutors have resorted to purchasing resources at their own expense.

103. Quality improvement arrangements are insufficiently developed. The self-assessment report is insufficiently critical and does not identify several of the weaknesses identified by inspectors. Not all tutors have seen the self-assessment report or are aware of its findings. The development plan for the area does not place sufficient focus on how strengths are to be maintained and does not adequately identify all of the areas for improvement. Teaching and learning observation processes and procedures are detailed with remedial action plans, but the process is targeted only at the staff graded as unsatisfactory. Not all tutors have been observed and of those who have, the grades are generally higher than those given during inspection. Individual learning plans do not identify clear pathways for progression in individual courses and next steps onto higher level or accredited courses. In most classes tutors identify and prescribe group learning objectives without sufficient consultation with learners. Useful initial assessment paperwork for this purpose is not used effectively to identify individual aims or to set personal learning goals. The completion of paperwork is viewed largely by tutors as a requirement of the service, not as a tool for identifying and meeting individual needs. Recognising and recording performance and achievement has been piloted by the service but it has not yet been implemented in this area of learning.

Arts, media and publishing   Grade 2

Contributory areas:	Number of learners	Contributory grade
Dramatic arts		**2**
Adult and community learning	294	2
Fine arts and crafts		**2**
Adult and community learning	1,784	2

104. At the time of the inspection there are 2,078 learners attending courses in arts, media and publishing. Of these, 1,784 are in fine arts and crafts, and 294 in performing arts.

105. In 2004-05, 3,237 arts and media learners were enrolled, of whom 78 per cent were women, and 63 per cent were from a minority ethnic group. Most of the learners are between 25 and 34 years of age. Only 52 learners are working towards accredited courses, all within aspects of music.

106. Most of the 124 courses are delivered either by STC with 1,183 learners at its sites in Balham, Roehampton, Wandsworth and Tooting, or by Putney School of Art and Design, with 825 learners at its main site. Other provision is delivered by Southfields Community College, and a group of small local organisations. A wide range of courses are available throughout the borough, including drawing and painting, pottery, embroidery, electronic publishing, printmaking, photography, drama, media production, singing, guitar playing, and dance. Many of the courses take place in the morning or evening on weekdays. Some centres also offer afternoon and weekend provision.

107. Courses are generally for 12 weeks, but these are often repeated during the year, and many learners re-enrol. Some learners may attend the same course throughout the year, and over several years. Most of the learning sessions are based around practical workshop or studio activity delivered to learners who have a wide variation of subject experience and understanding. Teaching includes demonstrations, group discussions, and individual support for practical activity during the class.

Dramatic arts   *Grade 2*

Strengths

- good acquisition of technical and performance skills
- very good celebration of learners' achievement
- much good teaching
- good accommodation for performing arts classes
- excellent initiatives for effectively widening participation

Weaknesses

- insufficient formal monitoring and recording of learners' progress

Achievement and standards

108. Learners are acquiring a good standard of technical and performance skills. In music, dance, and singing and drama classes the learners are developing the background knowledge to support performance techniques. In many of the classes, learners are also developing their self-confidence. For example, in Latin American and Scottish dance classes learners have developed significant techniques to overlay new and complex dance sequences to previously learnt skills. They are then able to apply these steps confidently making eye contact with their partners. In one singing class for the over 60s the learners are encouraged to perform individually to hone their skills, and most learners do so enthusiastically and with definite flair. One learner in a guitar class works as a primary school teacher and is making direct use of her new skills to play a wider repertoire to engage her primary school pupils.

109. The celebration of learners' achievements is very good. Learners have many performance opportunities and they take full advantage of them. Learners in the singing classes participate in local music festivals, talent shows and also small-scale renditions that are performed at residential homes and lunch clubs. The Scottish dance class hosts themed dinner dances to allow learners to apply their skills. This particular class also organises and leads charity functions to raise money for good causes. The learners who work with 'Sound Voices' contribute to the work of several community bands and also work on the production of a compact disc of new and covered songs which is available for purchase. Several of the learners have won awards or recognition at festivals and talent shows and this is celebrated in the local press as well in the service's newsletters.

110. Achievement and retention are satisfactory. For 2004-05, the only accredited programmes were run by Sound Minds using OCN courses, and these are targeted at learners with ongoing mental health difficulties. The achievement rate was 76 per cent. At the time of inspection, the 2005-06 courses are still in progress and no achievement data is available. Retention for 2004-05 is recorded at centre level and ranges from 54.5 per cent to 100 per cent, with most the provision retaining 79.6 per cent of learners. Attendance at the time of inspection is satisfactory at 76 per cent.

The quality of provision

111. Much good teaching is taking place on the performing arts courses. Most tutors are dynamic and charismatic. A range of challenging tasks is set across all of the classes. In the better classes, tutors are able to differentiate the tasks for learners. In mixed-ability classes this is particularly effective and allows all learners to participate fully and still explore their potential. In music classes, tutors establish the basic playing skills to be learnt and developed. They then overlay the fundamental skills with songs of varying complexity depending on the level of the learner. In dance classes, the tutors in the better classes are able to extend the repertoire of the more advanced learners without excluding or intimidating the less experienced. Tutors are very patient with their learners but do not lose sight of the educational intention of the sessions. For example, in two classes observed for the over 60s, the tutors skilfully ensured that the participants stayed on task. Tutors also ensure that there is good integration of multi-cultural references. In one singing class learners are invited to perform songs from their own cultural heritage. In one Latin American dance class, for example, the tutor ensures the learners have a well-developed understanding of the cultural background from which the dance style and steps originate.

112. The accommodation for performing arts courses is good. The dance classes take place in a specially equipped dance studio, complete with a sprung floor and mirrored walls, which is rare in adult and community education. The drama class takes place in a designated theatre space which lends much to the ambiance of the class and further encourages performance from the participants. Singing for the over 60s takes place in a well-furnished, comfortable room with an upright piano. Sound Minds are well supported by the service, and have just received funding to improve the access and accommodation at their studios in Battersea. Tutors also make good use, where possible, of audiovisual resources, particularly in the scriptwriting class, to enhance and vary the learning experience. However, one guitar class is overcrowded. Most tutors are appropriately qualified and most have a teaching qualification. All are experienced in their area of work.

113. The range of courses across the geographical area is adequate. However, a subject-specific curriculum manager does not systematically plan this. Progression routes are not always clearly identified for learners.

114. Support for learners is satisfactory. The pre-course information is accurate and generally learners are aware of the content of their courses. In the sessions observed there were no identified additional needs, although in one course for the over 60s the tutor provided direct support in a sensitive manner for one learner who was feeling the cold.

115. Promotion and marketing is satisfactory. Learners have access to pamphlets and the website which provides learners with a range of information.

116. The formal monitoring and recording of learners' progress is insufficient. Individual learning plans have not been successfully implemented across the provision. In most cases tutors and learners do not recognise the value of the document. In the better classes, they are used to record group and individual targets. Overall, however, outcomes are usually prescribed and generic. While tutors do, in most cases, provide good individual feedback to learners, there is little formal recording of this or the learners' progress. In one drama class, the tutor uses video equipment to record learners' development, but this is not done regularly.

Leadership and management

117. Excellent initiatives are in place for widening participation. The service has a strong commitment to maximising the participation of non-traditional learners. Through work with Urban Voice and Sound Minds, the service has reached traditionally under-represented groups. The Sound Minds project is a registered charity and working with Wandsworth LEA, offers accredited courses for learners with ongoing mental health issues. Although participation data is affected by some learners' intermittent hospitalisation, the positive outcomes for learners are considerable. In traditional educational terms they gain recognised qualifications, but they also make gains in personal development. Learners speak of improved confidence and emotional well being, and a determination to progress onto more courses within the project. The service also offers courses targeted at elderly learners and in some cases provides transport. There are also links through family learning provision to introduce families to music and singing. The Wandsworth Goes Gospel project joins learners from family learning and other courses in a large-scale performance that takes place at a professional venue. Through all of these initiatives, learners from black and minority ethnic groups are well represented, as are young men at the Sound Minds

project.

118. Leadership and management are satisfactory. Tutors are able to identify their line managers, although comment that they are not usually curriculum specialists. Insufficient curriculum expertise is used in the strategic planning of the performing arts provision. Communication between staff is good, with some centres providing their own newsletters for staff and learners. While curriculum meetings do take place, they are not sufficiently focused on curriculum-specific issues. There is presently no subject specialist to lead on the development of the curriculum area. A full-time member of staff at one of the provider sites is consulted, but their responsibility is predominately as course co-ordinator for STC. The local further education college does provide some accredited courses, but tutors and learners are not always aware of what is available. The Sound Minds provision is developing its accredited programmes to increase their offer. The quality improvement process is insufficient. Most of the classroom observations are carried out by non-subject specialists and much of the feedback is generic. Subject-specific issues are not identified in many cases. Recorded feedback is not always thorough enough to promote continuous improvement. There is a mentoring system to support tutors but there is not enough evidence to make a judgement on its effectiveness. Some tutors complete class-focused self-assessment reports which are intended to be used in the area of learning self-assessment report, but this is not universal. The findings of the inspection match some of those in the self-assessment report.

Fine arts and crafts   Grade 2

Strengths

- good retention and achievement
- good or better teaching in most cases
- good resources to support learning
- good range of courses and supporting activities

Weaknesses

- insufficient monitoring and recording of learners' progress
- insufficient management of quality improvement and curriculum planning

Achievement and standards

119. Retention and achievement is good on most courses. In 2004-05 the average retention was 91 per cent for most of the provision, and this has been maintained in the current year. The average attendance recorded during the inspection was good at 81 per cent. In the best lessons, the level of skills acquisition and standards of work are high. Many learners return to the same class, in some cases over a considerable period, and this is reflected in their achievements. Many classes are aimed at all levels and the experience of new learners is enhanced where teachers encourage them to take advantage of the knowledge and experience of more experienced learners. In a lesson on beading, learners' files were particularly well presented. Good craft skills are developed in embroidery and calligraphy. In an art appreciation class, learners engaged in lively and thoughtful debate with the tutor. A learner in a pottery class demonstrated particularly good personal investigation and technique development in the creation of a large ceramic cockerel. One learner in a class on wood and stone carving demonstrated a high level of knowledge and

understanding in his accomplished carving of a replica misericord. In a pottery lesson for children and carers, two young learners increased their confidence and self-esteem by processing clay from the garden into a fired and glazed pot. In a minority of classes, little progress is made and the standard of work is low. In these cases there is little evidence of developing ideas or visual awareness. In some instances, learners who return to the same class, often for years, are gaining little other than the opportunity for social interaction with colleagues.

The quality of provision

120. There is good or better teaching in most classes. Sixty-six per cent of the lessons observed by inspectors were good or better. Tutors are often particularly skilled and experienced practising artists who communicate a passion for their subject. They are often well qualified, and some hold specialist postgraduate qualifications. In the best lessons, there is inspirational teaching by tutors who communicate particularly effectively. Good use is made of appropriate language, and explanations are clear. Preparation is often thorough, and well-produced written and visual reference material is used effectively to support learning. In an embroidery class, the tutor explained the use of different techniques with one of her own large tapestries, and was able to refer learners to the published book she had written on the subject. There are high expectations for learners, and tutors set challenging targets. In an advanced class in oil painting, the teacher created an intellectually intense atmosphere through very well-expressed historical and contemporary contextualisation. Good attention is paid to health and safety. All learners sign a health and safety agreement during induction which covers procedures and practices. Fourteen per cent of the lessons observed were unsatisfactory. Schemes of work are missing or vague, and lesson planning is superficial, with little or no relationship to the activity in the classroom. In one unsatisfactory lesson, learners lost interest during a long and confusing explanation by the tutor. In another case, the tutor's demonstration was carried out at a speed which made it impossible for most learners to follow.

121. Resources are good in many classes. Learners use good specialist accommodation and equipment on a number of sites throughout the borough. Most studios and workshops are of a good size, well equipped and with good light. At Putney School of Art and Design, there is a fine traditional drawing studio, a well equipped pottery, and a print-making studio. At Roehampton, the studio used for textiles and embroidery is well proportioned and maintained. At Balham, learners have access to an appropriately equipped design technology workshop. However, some of the rooms are overcrowded and poorly adapted for their current purpose. At Roehampton, a large group of learners received a lecture in an overcrowded and stuffy room. The lighting in a studio which was converted from other use was inappropriate for its new purpose. There is insufficient storage space in a number of centres and in one lesson at Tooting in a partially divided classroom, the learning was interrupted by a lesson in the adjoining space.

122. The range of courses and supporting activities is good. Some unusual specialist courses including beading, and wood and stone carving have been successfully established. A small number of well-regarded family learning classes have been introduced, in areas such as portrait painting and paper mosaic. A specialist pottery class has been introduced for those with learning disabilities. Some advanced classes serve the needs of practising artists and designers to help them develop and extend their skills, for example in printmaking. However, curriculum planning is based mainly on the established offer, and the opinion of tutors and existing learners. There is no systematic independent research of

learners' wants or needs. Learners participate in a variety of exhibitions and festivals. Friends of the Putney School of Art and Design organise a termly masterclass which has most recently included contribution, from a professional print studio and an expert from the Tate gallery.

123. Support for learners is satisfactory. Patient and supportive tutors know individual learners well and respond sensitively to their needs. In a painting class, a hearing impaired learner was accompanied by a signer who enabled him to participate fully in the lesson. However, support for learners with particular needs is not always available. In a lesson on electronic imaging, one learner had difficulty seeing the tool bar on the screen. The tutor did not know where to ask for support or guidance and was not aware of the services provided by the authority.

124. There is insufficient monitoring and recording of learners' progress. While verbal feedback is good in most lessons, there is insufficient written feedback to record progress and to make improvements. Individual learning plans are used inconsistently across the provision. Where staff and learners are committed to their value, individual learning plans are used effectively to record progress and to encourage learners to progress. However, in most cases, group-based learning objectives are used and few, if any, personal learning targets are set. While most learners complete an initial self-assessment, few carry out a mid-course review. The end-of-course review is not a valued tool for improvement. The use of group objectives is particularly inappropriate for the large number of learners who return to complete the same course a number of times. In these cases the objectives are often of little value. While some tutors provide useful written comments to support the learner's self-assessment, others provide little or no recorded feedback. Many learners see little value in completing individual learning plans, and some resent the time taken to complete them. In a few cases, tutors are effectively using alternative and established methods of recognising and reviewing progress and achievement through portfolios and sketch books. There are also examples of staff developing skill charts to record progress.

Leadership and management

125. Leadership and management of the curriculum area is satisfactory overall. Communication is satisfactory in a service largely delivered by part-time tutors. A regular newsletter celebrates achievements, and adequately timed staff meetings are held, although attendance at these varies. All tutors receive minutes of the meetings.

126. Resources are appropriately managed. The recruitment and deployment of staff is appropriate. Suitable arrangements are in place to cover for tutors who cannot attend through illness. In one case during the inspection week, an experienced and effective tutor was recruited at only a few hours' notice.

127. The management of equality of opportunity is satisfactory. The ethnic heritage of learners broadly matches that of the local population. The proportion of men taking arts and crafts courses is particularly low at 20 per cent for the period 2004-05. The service is seeking to resolve this imbalance. Learners consider the centres to be safe learning environments. Appropriate complaints and appeals procedures are in place, and these are adequately publicised. While access for learners with restricted mobility is satisfactory in some centres, it is poor at Putney School of Art and Design where access for wheelchair users is limited to the ground floor, and then only after entering the building through a print studio.

128. The management of quality improvement and curriculum planning is insufficient. Arrangements to monitor teaching and learning have been introduced, but they are insufficiently implemented to provide the borough with an informed view of teaching and learning performance. Observations of teaching and learning are not comprehensive or systematic. There is some over grading, and feedback to teachers is insufficiently detailed. Effective analysis of the results of observations is not yet established. There is, however, informal sharing of good practice at some centres through peer observations. No overview of staff qualifications or experience is available to the borough. While centre co-ordinators are aware of the agreement with the borough for all tutors to be suitably qualified, a number of staff observed during the inspection had no teaching qualifications, and were not engaged in achieving them. There is no clear rationale for curriculum planning or development across the borough. Liaison between centre co-ordinators takes place through regular meetings, but the centres still tend to plan independently. There is no subject specialist to plan the development of courses.

Languages, literature and culture
Grade 3

Contributory areas:	Number of learners	Contributory grade
Other languages, literature and culture		*3*
Adult and community learning	1,187	3

129. Part-time courses are offered in 10 modern foreign languages including Arabic, Japanese, Hindu and Russian. Portuguese is offered at introduction level only. In other languages, learners are able to progress to more advanced stages. In French, German, Italian, and Spanish they are able to progress to beyond level 3 to study the culture of these countries, using the language at a very sophisticated level. In addition there are courses in sign language, lip reading, interpreting, English literature, creative writing and Latin. The courses are offered at five sites, four of which are operated by STC and account for 97 per cent of the total enrolments. Southfields Community College is the other provider. Modern foreign languages account for a high proportion of the courses. At the time of the inspection there were 79 courses in modern foreign languages, six in English and five others. All are non-accredited, although the more advanced of the two interpreters' courses enables learners to prepare for a diploma in public service interpreting. Most courses are for two terms starting in September, although some modern foreign languages offer fast-track alternatives for one term. Most courses are for two hours a week and are in the evenings from Monday to Thursday. In some classes, learners are combined with learners from the further education college. In 2004 to 2005, there were 2,085 enrolments in this area, representing 1,576 learners. At the time of the inspection, there were 1,329 enrolments by 1,187 learners. Almost 60 per cent of learners are under 35 years of age, and 11 per cent are over 60.

Other languages, literature and culture
Grade 3

Strengths

- good use of foreign languages by tutors
- good use of resources
- good range of programmes

Weaknesses

- some low retention
- ineffective individual learning plans
- some ineffective quality improvement measures

Achievement and standards

130. Retention is low in some parts of the curriculum. For example, in 2004-05 retention was 77 per cent overall, which was the lowest in the provision. Retention on some programmes were particularly low in level 1 programmes. For example, in Russian, it was 38 per cent, in Mandarin Chinese it was 45 per cent and in Italian it was 56 per cent. Data also shows some low retention in level 3 French programmes at 67 per cent. Low retention is also a feature in specific groups such as Caribbean groups at 67 per cent.

However, some retention rates are good. In a level 3 French group not mentioned above, it was 100 per cent. There are further examples of 100 per cent retention, including level 2 and 3 groups in German, Japanese and Russian. Attendance in sessions observed averaged 73 per cent.

131. The attainment is good or better in 44 per cent of sessions observed. In the best modern foreign languages sessions, learners demonstrate impressive levels of fluency and accuracy. Typically, these learners understand the need to avoid English, to facilitate the development of their own fluency and to promote that of others. In English and creative writing sessions, learners are sensitive to nuances of the text studied. They are able to articulate their ideas well. Attainment was no more than satisfactory in 56 per cent of sessions observed. However, there was no unsatisfactory attainment.

The quality of provision

132. Tutors of modern foreign languages make good use of the languages taught. All tutors speak the taught language for all, or most of the time. This is a notable characteristic of the provision. All tutors are of native or near-native standard in the languages they teach. Learners receive very good practice in gaining the substance of the language and in detailed listening in all the sessions. In 42 per cent of languages sessions at levels 2 or 3, learners also receive good or better speaking practice. In these sessions, talented tutors successfully plan to ensure learners receive very authentic speaking practice. In a good Spanish session, learners interviewed one another. They maintained Spanish almost exclusively throughout, with very little need for the tutor to intervene. On the one occasion when a learner lapsed needlessly into English, the attentive tutor quietly and rapidly put her back on course. The learner successfully maintained her Spanish thereafter. The remaining 58 per cent of sessions were satisfactory. Some tutors of level 1 groups are less successful in maintaining the foreign language and ensuring that learners do so for long periods of time. Sometimes, tutors are not assertive enough to help learners understand why they should avoid English. Nevertheless, one aspect of the satisfactory sessions is that learners receive satisfactory speaking practice. Poor punctuality interrupts learners' listening and speaking practice at the start of sessions.

133. Tutors make good or very good use of teaching and learning resources. The tutor in a level 3 German session made outstanding use of an interactive whiteboard. Learners were able to hear music, see portraits and read texts which illuminated their understanding of a composer and developed their ability to talk about him fluently in German. Good or very good use of more traditional resources is more typical of the provision. Language tutors regularly use audio tapes, overhead projector slides, cue cards and flash cards, often very imaginatively. In a good French session, the tutor prepared and effectively managed a role play, then used a selection of cue cards to develop the activity in different ways, each very successfully promoting individual learning needs. In a Latin session, learners listened to an up-to-date broadcast of the news in Latin recorded from a Finnish radio station. In a literature session, a recent theatre visit provoked a lively discussion about the merits of the play and the production. Even in satisfactory sessions, most tutors use resources well, to promote sustained listening practice or effective expansion of vocabulary. However, too many rooms offer dour and uninviting learning environments. Some are badly ventilated and some equipment is old. One cassette recorder failed during an observed session. There is still insufficient use of some of the very modern facilities on both main sites.

134. Learners can choose from a good range of programmes. Subjects, levels, times of

day and days of the week, including weekends, are all given careful thought by curriculum planners to ensure that as many needs as possible are satisfied. A particularly good feature is the level 3 provision, typically designed to maintain or extend learners' skills within authentic cultural contexts. Progression through levels 1 and 2 is also possible in a good range of languages. The creditable maintenance of Latin and the creative writing programmes is another strength of the provision. Most learners can easily progress to accredited courses at STC if they wish. However, there is no provision in Latin.

135. Individual learning plans are ineffective. Tutors do not convince enough learners of the benefits of their learning plans. The format insufficiently focuses on the development of skills, such as those for listening, speaking, reading and writing. Many plans are not kept up to date. Too few tutors add their own comments or sign off the individual learning plans to indicate that learning objectives are broadly met. Opportunities are not taken to help learners understand what progress they are making and what they need to do to improve, particularly as initial assessment is also weak. Insufficient thought has been given of the potential to use individual learning plans to help learners who are thinking of leaving the programme early.

Leadership and management

136. Some quality improvement measures are ineffective. The provider does not make use of its own good management information system to monitor and evaluate the success of this area of learning. It was unaware that it had some poor retention until figures were analysed thoroughly in January. The self-assessment report does not identify that retention needs enquiry or action. Managers at all levels make insufficient use of data to evaluate the quality of provision. There is too little qualitative monitoring of schemes of work. Individual provider's prospectuses sometimes contain inaccuracies. They make insufficient reference to teaching styles and study methods. Some tutors are confused about when to withdraw learners' names from registers.

137. The provider has a system for observations of teaching and learning. The most useful reports are written by languages specialists. STC's specialist languages teaching programme includes strategies to sustain tutors' use of the taught language in sessions.

138. Much of the current self-assessment report is accurate. Operationally, management is very efficient, for instance in arranging cover when tutors are sick. Equality of opportunity is very well promoted. For example, in languages sessions learners whose first language is not English are not disadvantaged.

Preparation for life and work   Grade 3

Contributory areas:	Number of learners	Contributory grade
ESOL		*3*
Adult and community learning	174	3
Independent living and leisure skills		*4*
Adult and community learning	135	4

139. Wandsworth LEA subcontracts with two organisations to provide ESOL classes across the borough. Classes are located in high-street learning centres, libraries and in local schools. All of the 26 courses take place during the day, with one course on Saturdays. Most courses are at entry level and are between 34 and 36 weeks' duration. Sessions last for two hours with most learners attending two sessions each week. Of the 174 learners currently attending ESOL programmes, 83 per cent are women, 61 per cent are aged between 25 to 44, and 8 per cent have a declared learning or physical disability. Learners are from a variety of minority ethnic backgrounds with first languages such as Urdu, Hindi, Punjabi, Somali, Singhalese, Kurdish and eastern European languages. Most learners join programmes in September and have an initial assessment. They work towards targets on their individual learning plan. Eighty-three per cent of current learners are supported by one of the subcontracted organisations. Ten tutors teach ESOL programmes, six of whom are full time and the remainder teach between five and 21 hours a week. The programmes are managed by full-time senior staff from each of the organisations. The manager for the largest provider is an ESOL specialist. The preparation for life and work curriculum leader from the local authority oversees all the provision.

140. Wandsworth LEA offers courses for adults with learning difficulties and disabilities through franchise arrangements with the local further education college. There are 135 learners enrolled on these programmes. All learners are on part-time courses and most attend for more than one session each week. In 2005-06, 37 classes are running during the daytime and in the early evening at the college's four main sites and in day and residential care centres. Most programmes run for 30 weeks. Learners choose from a range of course options including arts, textile crafts, music, drama, cookery, basic skills and computing. In 2004 -05, 30 per cent of the learners were men, 12 per cent were over 65 and 18 per cent were from minority ethnic groups. The college provision is managed by a full-time course team leader who is supported by a part-time course leader. There are three part-time salaried tutors and 11 hourly paid tutors. The LEA also contracts with a voluntary organisation which works with people with learning difficulties to provide accredited IT courses within a day centre environment.

141. The area of learning also includes provision in literacy and numeracy, but this was too small to be inspected.

ESOL   *Grade 3*

Strengths

- wide range of good learning resources and equipment

- thorough initial assessment by main subcontractor
- well-planned progression routes

Weaknesses

- poor attainment of skills for more advanced learners
- insufficient emphasis on speaking and listening in lessons
- insufficiently developed quality improvement systems

Achievement and standards

142. Retention and achievement are satisfactory. In 2004-05, 87 per cent of learners from the largest subcontractor remained on their programme. At the time of inspection, 95 per cent of learners are still on programme. The largest subcontractor enrols over 80 per cent of the total number of learners. All achievement is non accredited and is based on the successful completion of individual learning plans. In 2004-05, achievement was 87 per cent.

143. During inspection, the average attendance was 74 per cent. There is insufficient monitoring of learners' attendance on registers and tutors do not comply with the requirement to withdraw learners after four weeks of un-notified absence. Learners' work is of a satisfactory standard. In a few classes, learners make good progress in speaking and listening skills. Many learners use their newly acquired skills and increased confidence outside of class. For example, some learners now feel able to talk to their child's teacher. Written work is satisfactory.

144. The attainment of more able learners is poor. More able learners and those whose skills are at a higher level are insufficiently challenged. This was observed in 60 per cent of lessons. Teaching does not take account of individual needs, and the pace of lessons is too slow. Many learners spend considerable amounts of time doing nothing while other group members complete tasks. In one lesson, a learner decided to leave early as she felt she was not learning quickly enough and the work could easily be completed as homework.

The quality of provision

145. There is a wide range of good learning resources and equipment in classrooms. Most classes take place in good accommodation that is well decorated and furnished. A wide variety of equipment is available and is used appropriately in many lessons to enhance learning and add variety to teaching. For example, in one lesson, there was very good use of an interactive whiteboard to develop learners' vocabulary and grammar. Good use is made of objects to add variety, provide meaning and meet learners' preferred learning styles. Tutors provide up-to-date leaflets and magazines. Most of the tutors make appropriate use of tape recordings to practise listening. An extensive range of paper-based material is available including games, books, flashcards and handouts. However, in a few classes, handouts were used when real objects would have been better. In one class, very poor photocopying meant that some learners could not complete the reading and writing task. In one class held in a school, the furniture was so small that one pregnant woman could not sit and write without discomfort.

146. There is a thorough initial assessment of learners' skills by the main subcontractor. Speaking, listening, reading and writing skills are assessed by class tutors using appropriate

national tests. Further assessment of learners' writing skills takes place through a detailed analysis of free writing. Relevant and useful additional information about learners is also collected, including educational levels and qualifications, number of years spent at school and the number of different languages spoken. Results are recorded on the individual learning plan and in the best classes, the information is used to set appropriate targets. In 30 per cent of the classes, however, the levels of each of the four skills are not recorded and in others there are no clear and measurable targets.

147. There are well-planned progression opportunities available through the main subcontractor. The entry provision available in the community fits well into an extensive, well-planned ESOL programme at higher levels. Classes are available across the borough in a variety of locations including main college sites. As learners progress, there is greater inclusion of ILT. Some classes are planned to be vocational and have ESOL support as an integral part of the course. For example, for learners progressing from entry level 1, there is an introduction to office skills course. Introduction to floristry, working with young children and hair and beauty courses are aimed at learners who are working towards entry level 3. In 2004-05, 157 of the 348 learners on community ESOL courses returned to learning the following year, as did 21 per cent of these enrolled on a higher-level ESOL course or another course. Twenty-four per cent returned to a community ESOL class. Class tutors provide information and advice at the final review about other learning opportunities. The focus tends to be on the provider's own programmes with more limited promotion of training from other sources. However, learners also have the opportunity to speak to specialist careers or education advisers if required.

148. There is a satisfactory range of community programmes. Classes are located in areas and in venues to serve the needs of local communities. For example, parents can develop their skills in order to help their children. Many of the activities in these classes help learners to become more confident in helping their own children and in talking to their child's teacher. Many classes take place in venues near busy shopping streets or local libraries.

149. Guidance and support for learners is satisfactory. Most daytime classes in schools operate with a crèche to enable as many parents as possible to attend. Volunteers are used to support learners in a minority of classes.

150. Information and advice is provided at the end of each course by the tutor. In some classes, specialist staff are invited to talk to learners or appointments are made for them to visit their offices. In other situations, information and specialist staff are easily available to learners at all times.

151. There is insufficient emphasis on speaking and listening in most lessons. There is insufficient repetition and drilling of the target language during direct teaching and at the end of lessons when learning is being assessed. In lessons which focus on developing literacy skills, tutors do not take opportunities to develop the spoken language. Some teachers do not correct grammatical errors. In the weaker lessons, much of the teaching and checking of errors is dominated by the tutor. In other classes, responses are dominated by more confident speakers and other learners are not sufficiently involved.

Leadership and management

152. The ESOL manager of the largest subcontractor sets a clear direction which is well

understood by staff. There are frequent meetings and staff are well supported. There are opportunities for staff development. Line management of staff is clear in all providers. In one of the providers, there have been numerous recent changes, and tutors and managers are new. Revised systems have been implemented but it is not yet possible to judge their effect.

153. Equality of opportunity is satisfactory. Staff have a good understanding of the cultural and religious backgrounds of learners. For example, one learner who did not wish to go to the prayer room was allowed space to pray in the classroom. Many promotional materials and posters are available in a range of scripts. However, few of the community classes attract men, although recent developments through Jobcentre Plus aim to deal with this.

154. The quality improvement systems are insufficiently developed. The standard and type of information recorded on learning plans varies. Some plans identify detailed individual learning targets while in others, the level of skill has not been recorded. Schemes of work are available for all programmes delivered by the main subcontractor. However, these are not available for other classes. All tutors have lesson plans, although the information they contain varies. Planned work for individual learners is often not specified or is too general to meet identified needs. Some do not identify the timings of planned tasks. Observations of teaching and learning by the main subcontractor are rigorous and generally accurate and link into a support mechanism to allow weaker teachers to be supported. However, there remains insufficient support for new or less experienced teachers to continuously improve their practice across the whole of the provision. Some managers have little curriculum expertise to be able to support tutors professionally.

Independent living and leisure skills   **Grade 4**

Strengths

- good accommodation on main sites

Weaknesses

- much inadequate teaching
- weak target-setting and recording of learners' progress
- insufficient learning support
- unsatisfactory curriculum management

Achievement and standards

155. Learners enjoy their sessions and many increase their levels of confidence in a range of subject areas. In keep fit sessions they develop body awareness and techniques to improve posture and flexibility. Learners in one computer session are gaining good ICT skills. Members of one group are developing literacy and numeracy skills through planning and participating in a series of visits to places of interest. They are also developing personal and social skills such as making decisions and providing leadership. Standards of work in these classes are good, but in some classes they are unsatisfactory.

156. Learners do not work towards national qualifications, but have the opportunity to achieve a college certificate to recognise achievement of personal targets. Learners in a daycare centre, who are working towards an approved award in developing key and life

skills, use the work that they have completed on their LEA-funded courses as evidence towards achievement. Achievement is celebrated through exhibitions, newsletters and certificate presentations. However, learners do not have a permanent record of their achievements.

157. Retention rates are satisfactory at 86 per cent. Attendance is satisfactory, but some courses are disrupted by poor transport arrangements. For example, some learners arrive late each week and others are collected before the lesson finishes.

The quality of provision

158. Guidance and pastoral support for learners are satisfactory. Tutors know their learners well and have a good rapport with them. College staff, carers and external agencies keep in regular contact to help resolve individual problems.

159. Initial assessment of literacy and numeracy is satisfactory, but tutors do not always take the results into account sufficiently when planning learning activities. Most learners attend courses in more than one subject. Teaching staff and managers have begun to use information about learners to identify common learning goals and plan one coherent learning programme for each learner. This is in the early stages of development and is not well understood by all tutors.

160. Too much teaching and learning is unsatisfactory. Of the observed lessons, 50 per cent were inadequate with poor classroom management. Many tutors do not plan learning sessions in sufficient detail. Tutors plan inappropriate activities and in some lessons activities are insufficient to fill the time productively. Instructions for tasks are unclear and the language is too complicated for the group of learners. In many classes, instructions are given orally, with no reinforcement in a different medium. There is little recapping of information and poor use of questions to check understanding. Some worksheets are poorly reproduced and difficult to read. Good classes are carefully planned with individual needs and interests in mind. They involve stimulating activities and well-designed materials that are used effectively to develop personal skills and confidence. In these classes, tutors make good use of repetition by using different tasks to explore the same teaching and learning point and to consolidate learning.

161. Most classes have insufficient learning support. Carers accompany a few learners but learning support assistants are not used in this provision. In course evaluations and in some observations of teaching and learning, tutors have identified that learners would benefit from more individual support. Some classes have 12 learners. Learners in the same sessions have a wide range of abilities and tutors are unable to give sufficient time or individual coaching to ensure they complete the tasks to the best of their ability. Progress is slow and tutors are unable to provide a sufficiently varied range of activities to meet the needs of the least able and to provide sufficient challenge for more able learners. Learners spend too much time waiting for instructions and guidance and lose interest. Many learners have severe learning difficulties and disabilities and the absence of support in these situations creates serious health and safety risks given learners' medical conditions and lack of mobility.

162. The target-setting and recording of learners' progress is weak. Most individual learning plans have broad targets that are not sufficiently specific or measurable. They do not establish suitable timescales for completing targets. Tutors do not record learners'

progress and achievement sufficiently. Learning outcomes on lesson plans relate to the completion of tasks rather than the development of skills. Learners do not have a permanent record of their progress towards individual learning goals.

Leadership and management

163. The college sites provide good accommodation for courses. Rooms are well maintained, light and airy. They are easily accessible and of a good size. ICT equipment and software are good, and the layout and design of specialist computer rooms supports independent learning. Learners also benefit from access to other college facilities including canteens and learning resource centres. This strength is identified in the most recent self-assessment report.

164. Arrangements for equality of opportunity are satisfactory. Staff are aware of learners' needs and the problems they face, and treat them with consideration and respect. They make good efforts to communicate with learners. However, there is little promotion of equal opportunities in the curriculum.

165. Management of programmes in independent living and leisure skills is unsatisfactory. Programmes are not monitored sufficiently to ensure that quality standards are being met. Some classes are too large, some outreach accommodation is unsatisfactory and lesson and individual learning plans are not being used consistently by tutors. All learners have an initial interview, but risk assessments for individuals are weak and do not include adequate control measures to minimise risk.

166. The observation of teaching and learning is not thorough enough. The grades given for lesson observations are much higher than those given by inspectors. Feedback to tutors is not sufficiently evaluative and action points are rarely specific enough to promote improvements. Performance management is not well developed for the part-time staff. Tutors have subject-specialist qualifications but few have had training in teaching learners with learning difficulties and disabilities and there is no coherent programme of continuing professional development to deal with this.

167. Self-assessment is an inclusive process. Tutors make an appropriate contribution through their course reviews. The report is not, however, accurate in its judgements. Many of the strengths are no more than normal practice and the report does not identify the weaknesses identified by inspectors.

Family learning
Grade 2

Contributory areas:	Number of learners	Contributory grade
Adult and community learning		*2*
Adult and community learning	124	2

168. Provision consists of family literacy, language and numeracy, and includes accredited and non-accredited courses. Wider family learning courses include family arts and crafts, sign language, introduction to climbing, football/literacy, ICT, digital photography, family finance, healthy eating, Diwali dance, steel pan, street dancing and gospel singing. In 2004-05, 61 family literacy, language and numeracy programmes was delivered in 37 venues and 60 wider family learning programmes were held in 35 venues. Programmes are delivered in 28 primary schools, five secondary schools and 29 voluntary community organisations. The children who are participating range from foundation stage, through key stages 1, 2 and 3.

169. Programmes are delivered by a subcontracting college, an extended school and a number of voluntary and community organisations, as well as a small number that are directly delivered. Programmes include workshops, introductory nine-hour courses, 30-hour courses and up to three intensive 72-hour programmes a year. Most courses are held during the day or at twilight, with some weekend and holiday provision. In 2004-05, 1,818 adult learners participated in programmes and 88 per cent of learners were new to family learning. Sixty-seven per cent were women, 44 per cent were from minority ethnic groups and 5 per cent disclosed a disability. Seventy-three per cent of learners were from priority areas of deprivation. Sixty-nine per cent of learners on courses of nine or more hours have qualifications lower than level 2. There were 124 learners during the inspection, which represents a very small proportion of the 4,000 annual participants. Numbers increase throughout each term, with a significant increase in provision towards the summer. A family learning co-ordinator manages the provision. Partner organisations meet in a family learning forum to maintain an overview of provision and to share good practice.

Adult and community learning
Grade 2

Strengths

- good retention and achievement
- good teaching and learning
- innovative range of wider family learning programmes
- well-managed programmes
- effective quality assurance

Weaknesses

- insufficient formalised recording of progress
- insufficiently formalised delivery agreements

Achievement and standards

170. Retention and achievement are good. Retention is 89 per cent overall and 86 per cent for all courses lasting over six hours. Accreditation through OCN was introduced in 2005. Twenty-nine learners are on accredited programmes at the time of inspection, which represents around 1 per cent of the annual provision. Of these, 61 per cent achieved a qualification. Attainment of personal goals is good with 86 per cent of all learners reporting achievement of their own goals. Learners acquire new skills in art and craft, and music and sport. In an introduction to climbing course, adults and children gain enough confidence to scale the climbing wall and to support each other. Learners who lack confidence in art discover that they can be creative. Other learners experience the enjoyment of singing in a large choir. Case studies demonstrate personal achievement, particularly in the acquisition of language and literacy skills where the adults speak English as an additional language.

171. Learners gain enough confidence to manage their children's behaviour, to support their children with homework and to apply new knowledge and skills at home. These include making games, story telling and creative activities. Schools report a positive effect on children's attainment and behaviour when parents and carers have been involved in family learning. Some adults display an improved parental attitude to the school. One headteacher and education action zone co-ordinator are following the children who have attended family learning with a parent or carer since May 2005, to identify the improvement in attainment, behaviour and participation in extra curricular activity. Certificates of attendance are presented to adult learners at school assemblies so that children perceive their parents and carers as successful learners.

The quality of provision

172. Teaching and learning are good. All sessions observed were satisfactory and 62 per cent were good or better. Sessions are well planned to provide a variety of activities, teaching methods and, in some cases, differentiation. In the best classes there is very good energy and pace. Learners are fully engaged in their own learning and are clear about the new skills or knowledge being developed. Learners support and encourage each other. In a workshop where adults and children were learning to sing in a gospel choir, the children encouraged an adult who volunteered to sing solo. Learners respond to challenges in climbing, art and pottery sessions. In a 'keeping up with the children' numeracy class, the learners enjoyed exploring number through music using number songs in different languages and rhythm, and with different instruments. Tutors check that learning is taking place through questioning and observation. Learners are involved in evaluating the session and what they have learnt. In one class this was carried out by individual review.

173. An innovative range of wider family learning programmes attract new learners. Eighty-eight per cent of learners were new to family learning in 2004-05. The wider family learning curriculum is based on the five outcomes of 'Every Child Matters'. Programmes include healthy eating, football, literacy, swimming, tennis, climbing, art and craft, pottery, steel pan, street dancing, gospel singing, Asian music, song writing, digital photography, poetry, philosophy, sign language, experimental painting and cookery. Some are linked to specialist providers such as the workshops at a contemporary art gallery where a monthly family workshop is linked to the current exhibition. 'Wandsworth goes gospel' is a project with 14 schools where children, parents and teachers learn to sing in a choir and after two terms culminates in a joint public performance. Sixty-eight per cent of learners have not

achieved a level 2 qualification and there is progression from wider family learning to family literacy, language and numeracy. Provision is targeted at areas of greatest deprivation and 85 per cent of learners are from priority areas. Family literacy, language and numeracy is specifically targeted at schools with low attainment and schools are selected in consultation with school advisers.

174. Satisfactory assessment and recording of progress takes place in some form in all sessions. In family literacy, language and numeracy, a formal initial assessment and diagnostic assessment is used. In wider family learning, initial assessment is through observation, discussion and the learners own view of what they can do. In the best sessions, individual learning plans are specific with measurable and achievable learning targets. In other sessions, learning plans are more general and for some programmes there are group learning goals. Records of progress vary. Some are detailed accounts of the individual learning in the session, but others are a record of what has been done.

175. There are satisfactory resources for family learning tutors. These include initial assessment material, disposable cameras, art and craft materials, musical instruments and sports equipment. Accommodation is appropriate and in some cases good. In some cases the classroom is linked to a crèche. Tutors are appropriately qualified in their subject specialism and have an adult teaching qualification or are working towards one.

176. Learners receive satisfactory personal support from tutors and bilingual support when required. Childcare or a crèche is available at most venues. Information, advice and guidance is built into the final session of all courses lasting over nine hours, which are provided by the local college or 'nextstep'.

177. There is insufficient formalised recording of progression. Anecdotal evidence and case studies suggest that learners do progress and information is held by individual members of staff, but there is no systematic recording of destinations. Family learning is seen as a starting point from which many learners will progress, but providers are currently unable to collate information or gain a clear picture of progression routes across the provision.

Leadership and management

178. The provision is well managed. A family learning co-ordinator leads the curriculum development and organisation of the service. Communication and support of partner providers is excellent. There is strong strategic direction for the service. A family learning strategy has been revised after consultation with partners and this drives the development of the provision. A rigorous process is used to apply and approve funding. Partners are clear about the criteria. If an application does not meet the criteria, suggestions are made on how it could be improved. Similarly, if the proposed tutor is not suitably qualified, the application is not approved, but the co-ordinator suggests a tutor with appropriate qualifications. Partners appreciate this information and level of professional support. When approval is given for an organisation to deliver a programme, 60 per cent of the funding is provided before the start of the course and the remainder is conditional on attendance. Providers make every effort to sustain the numbers of learners. A termly family learning forum is well attended and open to all providers of family learning. The forum maintains a strategic overview and an occasion to share practice. The family learning co-ordinator chairs the meetings, provides examples of useful material and information on staff development opportunities. A well-produced tutor handbook is given to all tutors to

outline quality assurance proforma and processes, and additional information. Partners have ownership of the handbook through involvement with the production or through consultation. There is agreement to a consistent approach across all providers.

179. Quality improvement is good. All providers use the same family learning procedures and proforma, even where the organisation has established systems. There was 100 per cent monitoring of tutors by the co-ordinator and practice has improved which was noted during inspection observations. Observation of teaching and learning is carried out by two large providers for the programmes delivered, and by the co-ordinator and quality officer for all other tutors. An audit of all premises has been carried out. Data on learners' evaluations is effectively analysed and reported to providers. The service's self-assessment process is inclusive and collaborative.

180. Equal opportunities is satisfactory. Cultural difference is recognised and celebrated in teaching sessions. Learners are encouraged to share songs and stories from their country of origin. Bilingual storybooks are available. Marketing material is produced in a number of minority ethnic languages. Initiatives to widen participation have increased participation by men in 2004-05 from 171 to 325.

181. Delivery agreements are insufficiently formalised. Although the application form for family learning project proposals sets out clear criteria and responsibilities, once funding is approved there is no explicit recording of expectations of different partners, or of their respective roles and responsibilities. There is currently no three-way agreement or contractual statement of responsibilities, especially where the service subcontracts to a college which then delivers training in a school.