

# REINSPECTION REPORT

## **Greenwich LEA Reinspection**

**27 April 2006**



ADULT LEARNING  
INSPECTORATE

## Adult Learning Inspectorate

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

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- 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.

## 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. Greenwich adult and community learning provision is managed by the Children's Services department of Greenwich Council (the council). The service is managed by the head of policy and performance. He is supported by a small team and reports to the director of Children's Services and to elected councillors. The service offers an advertised programme of courses from entry level to level 2 to meet the needs of the community and specific partners. Most of the provision is in visual and performing arts and media, with the rest spread between information and communications technology, hospitality, sport, leisure and travel, English, languages and communications, hairdressing and beauty therapy, foundation programmes, family learning, and community development.

2. Programmes and courses are available during the day, in the evenings and weekends throughout the year. The adult and community learning programme is organised in close partnership with the Greenwich Lifelong Learning Partnership (GLLP). The council, the London East Learning and Skills Council, Greenwich Community College (the college), the University of Greenwich and neighbourhood renewal play a strategic role in the partnership through consultation, joint planning and the delivery of programmes. The council's adult and community learning provision covers the whole of the borough of Greenwich, which has a significant proportion of minority ethnic resident.

### GRADES

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

Grades awarded at previous inspection

<b>Leadership and management</b>		<b>3</b>
Contributory grades:		
Equality of opportunity		3
Quality improvement		4

<b>Information &amp; communications technology</b>			<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<i>Using IT</i> Adult and community learning	120	3	

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<b>Hospitality, sport, leisure &amp; travel</b>		<b>4</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Leisure, sport and recreation</i></b> Adult and community learning	510	4
<b>Hairdressing &amp; beauty therapy</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Beauty therapy</i></b> Adult and community learning	92	3
<b>Visual &amp; performing arts &amp; media</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Arts</i></b> Adult and community learning	535	3
<b><i>Crafts</i></b> Adult and community learning	918	3
<b><i>Dance</i></b> Adult and community learning	43	3
<b><i>Music</i></b> Adult and community learning	57	3
<b>English, languages &amp; communications</b>		<b>2</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Languages</i></b> Adult and community learning	191	2
<b>Foundation programmes</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Literacy</i></b> Adult and community learning	251	3
<b>Family learning</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Adult and community learning</i></b> Adult and community learning	120	3

<b>Community development</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Adult and community learning</i></b> Adult and community learning	267	3

Grades awarded at reinspection

<b>Hospitality, sport, leisure &amp; travel</b>		<b>2</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Hospitality and catering</i></b> Adult and community learning	102	2
<b><i>Leisure, sport and recreation</i></b> Adult and community learning	388	2

## ABOUT THE REINSPECTION

3. This is the reinspection of the hospitality, sport, leisure and travel area of learning that was found to be inadequate at the previous inspection. Many changes have been made since the previous inspection including the identification and allocation of new staff positions within the authority and the college. The reinspection of hospitality, sport, leisure and travel was undertaken over 10 days consisting of two monitoring visits and a final four-day visit by two inspectors. The quality of the provision in hospitality, sport, leisure and travel is now good. The overall effectiveness of the provision remains satisfactory.

Number of inspectors	2
Number of inspection days	10
Number of learners interviewed	18
Number of staff interviewed	12
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	7

## AREAS OF LEARNING

### Hospitality, sport, leisure & travel

### Grade 2

Contributory areas:	Number of learners	Contributory grade
<b><i>Hospitality and catering</i></b> Adult and community learning	102	2
<b><i>Leisure, sport and recreation</i></b> Adult and community learning	388	2

4. The council currently provides 26 hospitality, sport, leisure and travel courses. At present, there are 388 learners enrolled on sport and leisure classes and 102 enrolled on cookery classes. All of the provision is subcontracted to the college. All of the courses are non-accredited and include yoga, tai chi, aikido, bridge, keep fit, cookery and cake decoration. Most classes are for mixed-ability learners and are targeted at specific groups including the elderly and Asian and Chinese women. New programmes have been included this year specifically to attempt to attract more men onto the programme. These include cricket skills and golf. Courses take place at a wide range of venues and are offered during the day and evening on weekdays and at weekends. Most learners are women. The area is managed by a newly appointed curriculum leader and departmental heads.

#### *Strengths*

- good work produced by learners
- good individual learner support in classes
- particularly effective actions to rectify weaknesses

#### *Weaknesses*

- ineffective links between actual courses and strategic aims

### **Achievement and standards**

5. The work and level of performance produced by learners in observed classes is good. In yoga and tai chi, learners develop a good standard of movement. Learners' work in sugar craft classes is of a very good standard. Learners fully understand the additional health, mental and social benefits gained from attending the classes. This strength was identified at the previous inspection. Learners also display good knowledge of a wide range of additional topics over and above the content of their classes. For example, in one class, learners counted their repetitions in Mandarin. In another, learners showed very good knowledge of anatomy and physiology.

### **The quality of provision**

6. The support given to individual learners during classes is good. All tutors take time to ensure that individuals receive careful guidance and support to enhance their learning and performance. Very specific guidance and support is given to learners with severe physical



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disabilities. All tutors work effectively to provide a good learning environment and respond appropriately to questions and requests for advice from learners. Additional resources and specialist equipment are provided in many classes.

7. The prospectus provides relevant information on the support and facilities available to learners. The fee remission scheme is explained and the college is Matrix accredited for information, advice and guidance.

8. Teaching is satisfactory. Of the classes observed by inspectors, 54 per cent were judged to be good and the rest were satisfactory. Individual learning plans and learner profiles clearly identify and record the whole-class and individual learner goals. Most tutors have improved their recording of achievement towards these goals. All teaching sessions have clear aims and objectives recorded on individual session plans. Many tutors use a range of resources to enhance the learning experience. For example, one tutor used music and incense to create a relaxing environment. Although many learners provide their own equipment during their classes, many tutors provide other specialist resources to improve the learning environment.

9. Tutors identify learners' individual needs and, in many cases, describe and provide more appropriate alternative learning activities. Some outreach centres do not provide good learning environments. For example, some are too small for the activities provided. Staff are currently working to implement a process to recognise and record learners' previous achievements.

10. The range of programmes is satisfactory and meets learners' needs. The adult and community learning provision is part of a co-ordinated programme with other key partners in the borough. Sports case conferences are used to manage and co-ordinate the provision and to share good practice. Staff now work more effectively to identify progression routes and employment opportunities within the provision. The whole provision is now mapped across the whole borough to ensure strategic targets are achieved. The provision targets learners in areas of high social deprivation. All courses are identified by their level to ensure that learners are better able to select a course appropriate for their needs and ability.

### **Leadership and management**

11. Particularly effective actions have been taken by the authority and the college to rectify the weaknesses. Adult and community learning is now a key agenda item on management meeting agendas. The number of meetings between the council and college staff have increased and the collaboration on observation of teaching and learning has improved. The authority is now more fully involved in checking and monitoring the quality of the provision. Joint observations and standardisation activities take place and observation outcomes are shared with key staff and managers.

12. The provision is in partnership with other providers such as Greenwich Leisure and London Leisure College. All curriculum staff are housed at one centre. An increased amount of staff training has included audit training, to enable staff to audit the course quality management system. Quality assurance of the programme has improved and is now satisfactory.

13. The provision of additional staff and management restructuring has improved the

management of the provision. An acting head of department in sport and leisure, and a new role of curriculum leader, provide a better system to maintain contact with tutors. A tutor handbook is now in place. All staff who teach more than 150 hours each year receive individual support and supervision meetings three times a year, including an annual performance appraisal in term three. Staff on fewer teaching hours receive the same process in small groups. All staff are observed at least once a year and additional support is provided where necessary to help them improve.

14. The collection and use of data has improved since the previous inspection. More detailed monitoring now takes place of attendance and retention. Attendance at classes observed was good at nearly 90 per cent. Retention rates have also improved. Tutors analyse learner course evaluations to identify necessary actions. A broader range of courses includes activities aimed at recruiting men onto the programme by offering cricket skills and golf programmes.

15. The links between individual courses and their strategic aim are ineffective. The rationale for individual courses is not yet sufficiently developed. The authority does not yet clearly identify why it provides a particular class. For example, it has not clearly explained how a specific course for Asian women is designed to meet their needs in terms of location and timing. It does not identify or record key performance targets for each class.

16. Amendments have been made to the process for health screening of participants at the start of the programmes. Consultation has assisted in the development of a new learner questionnaire and additional relevant guidance has been given to tutors. Venue and activity risk assessments have been completed in nearly all cases. Health and safety is now satisfactory.

