

INSPECTION REPORT

Royal Borough of Windsor and Maidenhead

17 November 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.

Pre-inspection analysis

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

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

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

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

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

Overall effectiveness

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

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

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

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

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

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

Grading

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

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

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The Royal Borough of Windsor and Maidenhead Lifelong Learning Service (RBWM) has a contract for adult and community learning from the Berkshire Learning and Skills Council. Provision is delivered by means of subcontract and direct-delivery arrangements.
2. Mainstream adult and community learning programmes are primarily offered for those interested in learning for its own sake, and are secured through subcontracting arrangements with East Berkshire College, BCA (Berkshire College of Agriculture) and Charters School. This work is generally non-accredited, and the adult and community learning programmes are increasingly supported through fee income.
3. Community learning projects are offered free of charge to learners, are designed to widen participation among targeted groups, and are delivered directly by the borough. Projects are secured through a combination of partnership work with community-based agencies and a directly managed initiative which has also attracted European Social Fund (ESF) support and is based at Ellington Primary School. Community projects are designed to build confidence in traditional non-participants, and encourage participants to progress in their learning.
4. Family Learning, including a small programme of family literacy, language and numeracy (FLLN) provides direct-delivery programmes designed to widen participation among targeted groups within areas of need in the borough. These courses are intended to provide clear pathways, information and advice on further learning, and employment opportunities to learners. Family learning is increasingly planned to co-ordinate with the borough's evolving strategy for extended learning in schools and in children's centres.
5. The area served by RBWM's adult and community learning includes Windsor, Maidenhead and Ascot, plus communities in the surrounding countryside. The borough has a population of 133,626 according to the 2001 census. Although an area of affluence, there are wards in which pockets of deprivation exist, particularly Belmont, Boyn Hill, Clewer North and South, Old Windsor and Datchet.

OVERALL EFFECTIVENESS

Grade 2

6. **The overall effectiveness of the provision is good.** Leadership and management of the service are good, as are the measures to secure equality and diversity. Quality improvement arrangements are satisfactory. The provision in preparation for life and work is good, and in family learning provision is satisfactory.

7. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment report dealt with most of the major weaknesses identified in the provision, but did not identify strengths. The process of self-assessment is carried out by mainstream providers according to their own quality processes, and a report is submitted to RBWM. Community and family learning provision is subject to self-assessment processes established by the service. Good progress has been made in

developing self-assessment in community and outreach provision, but in family learning the process is still being consolidated. In all areas, the processes of self-assessment are inclusive.

8. The provider has demonstrated that it is in a good position to make improvements.

The provider has shown effective management and planning for improvement. Some major staff development and training activities have taken place in the past three years and the service has made good progress in establishing quality processes in most areas. Managers of the service are aware of the areas where improvements are needed and many of these are already the subject of action.

KEY CHALLENGES FOR ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD:

- secure adequate curriculum management time for family learning
- develop literacy, numeracy and language provision further
- improve publicity about borough-wide provision

GRADES

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

Grades awarded at inspection

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

Preparation for life and work			2
Contributory areas:	Number of learners	Contributory grade	
<i>Community learning</i>		2	
Adult and community learning	307	2	

Family learning			3
Contributory areas:	Number of learners	Contributory grade	
<i>Adult and community learning</i>		3	
Adult and community learning	160	3	

ABOUT THE INSPECTION

9. A team of three inspectors spent five days at RBWM. Leadership and management, quality improvement and equality and diversity across all provision were reported on and graded. Directly delivered provision in community learning and family learning were also

reported on and graded. Subcontracted adult and community learning provision which is delivered by East Berkshire College and BCA (Berkshire College of Agriculture) was not inspected.

Number of inspectors	3
Number of inspection days	15
Number of learners interviewed	121
Number of staff interviewed	29
Number of locations/sites/learning centres visited	13
Number of partners/external agencies interviewed	25
Number of visits	1

Leadership and management

Strengths

- good support for tutors
- effective action to identify and provide training for targeted communities
- particularly good partnership working
- good support for community providers

Weaknesses

- ineffective contracting process for mainstream providers
- insufficient formal monitoring of progression and achievement
- insufficient promotion of borough-wide learning opportunities

Preparation for life and work

Community learning

Strengths

- good development of skills
- good teaching and learning
- particularly effective support for learners
- well-managed widening participation and outreach provision

Weaknesses

- poor attendance on community project courses

Family learning

Adult and community learning

Strengths

- good development of parenting and personal skills
- good teaching and learning in wider family learning
- good support for learners

Weaknesses

- insufficient opportunities to develop literacy, numeracy or language skills
- insufficient curriculum management
- insufficiently established quality improvement systems

WHAT LEARNERS LIKE ABOUT ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD:

- the creche facilities
- the friendly and helpful tutors
- the development of skills and enhanced employability
- the very good advice and guidance provided
- the good information and communication technology (ICT) facilities

WHAT LEARNERS THINK ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD COULD IMPROVE:

- the range and variety of courses
- the information about courses available in the wider area

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- good support for tutors
- effective action to identify and provide training for targeted communities
- particularly good partnership working
- good support for community providers

Weaknesses

- ineffective contracting process for mainstream providers
- insufficient formal monitoring of progression and achievement
- insufficient promotion of borough-wide learning opportunities

10. The borough provides good and sometimes excellent support for directly employed tutors, and for tutors employed by partner organisations. There has been very extensive training in the use of quality processes and documents, and there have been a range of sessions for tutors across the borough to develop and share good practice. Tutors place great value on the support and training received from the service. Managers know tutors well and have a good knowledge of their needs. A very good tutor handbook has been produced. It outlines in detail the central elements of the tutors' role, the quality and equality standards of the service, and a range of other useful elements, including good guidance on recognising and recording progress and achievement and other learner-centred processes. Expertise and staff development have been shared with other providers and with mainstream subcontractors. The two colleges which the service deals with have sent their own tutors to training and support sessions offered by the service, in addition to their adult and community learning tutors. The quality of provision has increased and tutors are confident and knowledgeable about the direction for the service.

11. The borough maintains a very broad range of effective partnerships to secure and develop community and mainstream learning. With the two college partners the service has worked to maximise the effect of tutor training, and has good arrangements to raise the quality of provision. The colleges value the contact they have with the service, and see their engagement with adult and community learning as an important element of their provision. There are many community organisations which have benefited from sharing good practice, staff training, capacity building and assistance with communications, by partnership working fostered by the borough. Managers and community officers have an excellent knowledge of the particular needs and aims of the communities with which the service works. These groups have a very high regard for the service and consider the work of the adult and community learning team as essential to their growth and sustainability. A number of multi-agency and cross-borough partnership groups have been developed and supported by the borough. The borough manages the local learning partnership, which is effective in developing opportunities across the area.

12. The service has provided good support to help providers develop bids for funding

and support. Managers have guided provider representatives through complex bid-preparation processes, and have assisted a range of community organisations in matching their learners' needs. Providers have received good support to recognise the strengths of their own organisations and the development of quality systems.

13. The current contracting process for mainstream providers is inefficient. Contracts are prepared by council departments outside of the lifelong learning service, and are often delivered to providers some months after provision has been agreed and courses have started.

14. While progression and achievement are monitored locally within each provider or community setting, there is insufficient formal monitoring across the full range of service activities. Managers review borough-wide achievement rates, but not as part of routine monitoring activity. Data on progression across and between community projects is available, but it is not easily accessed, and is not routinely used to review trends in the borough.

15. There is currently insufficient promotion of borough-wide learning opportunities. There are prospectuses or guides to provision within each area or project, which offer clear information to learners, but there is no single guide to learning opportunities across the whole borough. The provider is aware of this weakness and is currently working to develop a web-based prospectus to services.

Equality of opportunity

Contributory grade 2

16. There has been effective action to identify and provide for targeted communities within the borough. A thorough exercise was commissioned by the borough-managed learning partnership, in conjunction with the Berkshire information, advice and guidance partnership. This identified the scale and levels of deprivation, the learning and language needs of communities across the borough, and explored the provision that existed for those communities. A well-targeted range of community development and capacity-building projects took place within communities. In the past three years a broad range of locally based learning projects has been developed in conjunction with community, voluntary and other interested bodies, to provide learning opportunities for identified areas of significant need. These projects have had considerable effect on communities, and a number have become self-sustaining.

17. The borough's policies, procedures and equality standards statements are satisfactory. Where relevant, policies and procedures have been translated and multi-language copies of documents are available. At council premises and project venues there are good visual displays reflecting the achievements of under-represented groups in the borough. The proportion of residents from minority ethnic groups engaged in learning exceeds that of the local population.

18. The borough has an equality and diversity officer and there are executive-level staff who have direct responsibility for equality and diversity. A good range of training has been made available across a three-year period, with two rounds of compulsory training for all borough staff, in addition to a good range of targeted training for smaller groups of staff. There has been a focus on raising awareness and developing understanding of diversity among staff, which has been effective. A number of training events in equality and diversity have been provided for elected members.

19. All buildings where adult and community learning takes place are accessible for those with restricted mobility and for wheelchair users. There is a good range of adaptive technology available at most centres where learning takes place. Learning sessions have been moved or times of sessions rearranged to meet particular needs of individuals or groups.

20. Staff and partners of the service place equality and diversity at the centre of their considerations of community needs. The particular needs of individuals and small groups of learners are given good attention. There is very effective long-term outreach and liaison work from the service to support identified communities. The borough has developed a very broad and effective range of partnerships to maximise learning opportunities for communities and individuals in need of support.

21. The service and the borough engages in very good celebrations of learners' achievements. Senior officers of the council, including the chief executive, frequently attend prize-giving and awards ceremonies at community projects. Good coverage is given to learners' achievements in council displays and publicity materials, and in some very thorough end-of-project reports.

22. At the time of inspection, there was insufficient focus on the development of literacy, numeracy and language skills, especially through family learning projects. A comprehensive family learning strategy has not yet been developed, although some work is currently taking place.

Quality improvement

Contributory grade 3

23. Quality improvement at RBWM is satisfactory overall. Policies and procedures to ensure quality improvement in teaching and learning are detailed and clear. Good progress has been made in the production and distribution of a new quality improvement handbook which guides project sponsors and tutors through the key quality arrangements. Tutors and providers are positive about the new handbook. Good levels of training have been given to tutors from small community projects, but the service has also trained staff from the main college providers, and for some college staff who teach only on mainstream courses. Documents that tutors are required to complete are fit for purpose, and recognise the varying contexts in which learning takes place across the borough.

24. Consultancy support has been used appropriately to give project sponsors and tutors guidance about course and project review activities. The self-assessment documents from projects and main providers are brought together into a single service document. However, in the latest version of the self-assessment report, there were no grades for distinct aspects of provision, and no clear strengths and weaknesses. Some strengths were insufficiently supported by evidence.

25. The service has developed a wide-ranging process for the observation of teaching and learning. There have been observations across a good range of community-based projects, and in family learning. Observers have received good training and there is a robust moderation process in place. For mainstream provision, the service relies on the main college providers' observation systems. Inspectors' grades generally matched those given by the service observers. However, the process is too heavily focused on the activities of the tutor, with insufficient focus on learners and learning activities.

26. There are adequate monitoring and audit activities to ensure that main providers' systems meet the service's requirements. A good level of co-operation has been developed around quality improvement, with a number of joint training activities.

27. Staff development and appraisal are satisfactory. There are annual appraisals for staff and a half-yearly progress review between managers and staff. Clear action points and development plans are produced and monitored. Staff have received a good range of training and development in the past three years.

AREAS OF LEARNING

Preparation for life and work

Grade 2

Contributory areas:	Number of learners	Contributory grade
Community learning		2
Adult and community learning	307	2

28. Community learning provision is delivered and managed through RBWM's widening participation programme at the Ellington Community Learning Centre and by community project sponsors. Courses are delivered at eight venues across the borough. There are currently 307 learners on these programmes, some of whom are following more than one course. Most courses are non-accredited.

29. Courses are offered in ICT, arts and crafts, languages, childcare, business start-up, cookery, fitness and beauty therapy. A large number of courses are targeted at groups which are not traditionally represented in adult and community learning. The widening participation and outreach project at the Ellington Community Learning Centre is wholly managed by the borough and is based in a local primary school. Other community projects are located in community centres, secondary schools or day centres for older people in disadvantaged or geographically isolated areas across the borough.

Community learning

Strengths

- good development of skills
- good teaching and learning
- particularly effective support for learners
- well-managed widening participation and outreach provision

Weaknesses

- poor attendance on community project courses

Achievement and standards

30. Learners develop good vocational and personal skills and effectively apply these to family, employment and volunteering roles. Courses in sewing, beauty therapy, childcare and ICT effectively offer practical skills training. Progression routes are identified and offered, from beginner to intermediate and advanced levels in, for example, the certificate and diploma in pre-school practice. Good links to vocational work and job opportunities are offered through curriculum vitae writing and business courses. Some learners have started their own businesses after a business start-up course. Learners make good progress in their classes and produce good work, particularly in ICT and creative classes. Taster courses have led to short courses and then longer accredited programmes. Learners receive certificates of achievement for non-accredited courses. All achievements and successes are celebrated.

31. Attendance on community project courses is poor. Some lessons had as few as 36 per cent of learners attending during the inspection week. Others consistently had between 60 and 75 per cent attendance throughout their duration. Learners expressed concern at the length of some courses, particularly learners with young children who have conflicting demands on their time.

The quality of provision

32. Teaching and learning are consistently good. Just over 90 per cent of lessons observed during the inspection were good, with no unsatisfactory teaching and learning. The aims and objectives of courses are clearly identified and understood by learners. Lessons are carefully planned to meet course requirements and the needs of learners. Schemes of work and lesson plans are generally detailed with a range of activities which are well paced. Many identify and take account of the additional learning needs of the groups. They are appropriately adapted when necessary in response to needs and interests. Learners are confident, focused, and enthusiastic and make good contributions to discussions. Peer support is good and learners work well together.

33. The Ellington Centre initiative and the community projects effectively meet the needs and interests of the communities they serve. The provision is based on needs analysis and consultation with the community. Close links are maintained with schools, health professionals and other organisations working in the areas where the projects are based.

34. Learners receive good support. Crèche facilities are available at community venues and courses are arranged to fit in with school hours. Learners complete an initial self-assessment which helps tutors plan their training. Useful information, advice and guidance are provided at the widening participation and outreach provision at the Ellington Centre and learners have successfully moved into further education and training. All learners on the ESF courses have an individual session on information, advice and guidance. Very effective personal support is available, such as home visits to isolated learners or those in need of additional support. Learners gain additional social and health benefits from attending the provision, such as relief from isolation, maintaining fitness levels and positive mental health as they gain confidence in social situations. Many community projects also provide practical aids and adaptations for learners, such as a hearing loop, adaptive technology and wheelchair access.

Leadership and management

35. The widening participation and outreach provision is very well managed. The initiative has clear aims and objectives based on careful research of the community it serves. A range of quality assurance measures has been introduced to ensure consistency and continuity of provision. Data is collected through project evaluations and is used to plan new developments and improve the service. RBWM has productive partnerships with a wide range of community organisations. These groups support the delivery of training through project sponsors, for learners with few previous educational achievements, or who live in isolated communities. The community learning provision has increased participation rates in all its projects. In 2005-06, nearly 800 learners engaged in community learning projects, an increase of just over 20 per cent on the previous year. Sixty-four per cent were new to learning.

36. The community learning provision is firmly rooted in promoting equality and diversity

and social inclusion. Work is targeted at minority ethnic communities, lone parents, older learners or isolated communities. Course information is translated into community languages where appropriate and 30 per cent of the teaching staff at the Ellington Centre are of minority ethnic origin. Posters, displays and resources reflect positive images of under-represented groups, and venues are accessible to learners with restricted mobility. All projects have equal opportunities policies and procedures and make great efforts to remove barriers to learning.

37. Newly introduced corporate paperwork is beginning to be used effectively by tutors, and useful training events have been provided to help them understand RBWM's requirements. A system to monitor the completion of the quality handbook has been introduced. There are now clear criteria on which to monitor performance, and the information is used in the self-assessment process. Observations of teaching and learning are recorded and shared with tutors as part of this process. Weaknesses highlighted by observers have been acknowledged and tutors have revised their practice to improve their teaching.

38. The course file and quality manual includes the borough's requirements for recognising and recording progress and achievement. Training in the use of the procedures has been provided and many tutors are now using this method to assess and record learners' progress. The training includes writing session plans, schemes of work, and the use of individual learning plans and methods of assessing learning. However, some tutors have yet to fully implement the procedures. Although individual coaching in classes effectively helps learners to achieve their learning goals, these are not always recorded or effectively measured.

Family learning**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i>		3
Adult and community learning	160	3

39. RBWM runs a family learning programme, which includes both FLLN and wider family learning (WFL). In 2005-06, 591 adult learners were engaged in WFL programmes, an increase of 167 on 2004-05 data, and a further 96 were engaged in FLLN courses. Parenting courses are currently taking place and are managed with family learning. A family learning co-ordinator works on a half-time basis to manage the provision.

40. The borough plans taster workshops and short courses to encourage parents to participate. All work is non-accredited. Courses are held in community venues or local schools. There is a wide variety of WFL courses including internet use and safety, 'raising your children', baby massage classes and family art and drama events. Short courses are usually of nine hours' duration over a four-week period. Taster sessions and workshops are for either two or three hours. Parenting courses can extend over a 14-week period. Learners can progress to other family learning provision, other community classes or local colleges. At the time of inspection there were nine WFL courses, and one FLLN course, with approximately 160 learners, including 13 learners on a family literacy and numeracy course.

Adult and community learning*Strengths*

- good development of parenting and personal skills
- good teaching and learning in wider family learning
- good support for learners

Weaknesses

- insufficient opportunities to develop literacy, numeracy or language skills
- insufficient curriculum management
- insufficiently established quality improvement systems

Achievement and standards

41. Learners develop good parenting and personal skills. They enjoy learning and discover the importance of play in the education of young children. Learners attend sessions regularly and gain confidence and social benefits by working with other adults and children. Parents and carers increase their confidence in talking to tutors and in helping to support their children's development. Parents on parenting programmes develop techniques and the confidence to communicate with their children in non-confrontational ways. They also gain greater awareness of the difficulties young people face. On an internet and computer safety course, learners watched a video clip about the potential dangers their children may face when using chat rooms, before

discussing techniques for protecting them. Learners are well motivated and have fun working with their children. In one drama course for parents and pre-school children, parents enthusiastically acted out a bear hunt story with their children. Learners report good progress in the development of their skills as well as enjoying the social interaction.

The quality of provision

42. Teaching and learning in the provision are good. Learners are well motivated and engage with each other when practising new skills. Most sessions are well planned and have clear learning aims and objectives, which are well understood by learners. In good sessions, tutors use the processes relating to recognising and recording progress and achievement effectively to engage parents in the learning process. Tutors and learners make good use of initial assessment to plan group and individual learning goals. Learners review their progress towards their goals, and record their achievements effectively using individual learning plans. On a baby massage course, a tutor organised the session effectively to allow learners time to reflect on their relationships with their babies. The learners also considered the health benefits of the massage process in a relaxed and effective manner before practising the techniques. The tutor skilfully interspersed each stage of massage with rhymes and songs to engage parents with the babies and to relax the babies before developing a new technique. Learners found that recording their learning enabled them to focus on the skills they were acquiring. On longer courses, learners evaluate their progress mid-course and alter their learning aims if necessary. Learners receive clear handouts which are in accessible language and are well illustrated to support their skills development. However, learners are insufficiently challenged in some sessions and the focus of these sessions is primarily on the needs of the children. In other classes, learners are not given clear guidelines on how to work effectively alongside their children.

43. The borough works well with schools and community centres to provide a range of courses to meet the needs and interests of learners, and to attract new learners. Taster workshops and short courses are used to enable learners to gain confidence in an unfamiliar learning environment.

44. Learners are well supported on WFL courses. In many cases, crèche facilities are available for pre-school children. A technician provides good technical and learning support for a range of information technology (IT) courses. Timings and the design of courses are adjusted to meet the needs of learners who have children of different ages. Materials are adapted to meet individual needs. Community outreach workers and head teachers support reluctant learners with home visits and personal invitations to new learning opportunities. Learners have good access to IT suites in schools and community centres. Tutors take advantage of interactive whiteboards to reinforce teaching points. All centres have good access for learners who have restricted mobility.

45. Learners have insufficient opportunities to develop their literacy, numeracy or language skills. Family learning programmes are developed to attract learners who have little, or poor, educational experiences. However, initial assessment in WFL courses focuses on the skill levels of the practical activities. Tutors currently have little or no training in awareness of the national skills for life strategy or the implications of this for their learners. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Good opportunities to practise a range of language and number skills arise in sessions, but tutors do not have the knowledge or confidence to embed skills

development into the learning sessions. Only one FLLN course has run to date this academic year, as the borough has difficulty recruiting learners to these programmes. There is provision for literacy, numeracy and language needs at colleges in the locality.

46. Learners do not always receive satisfactory information, advice and guidance. In some cases there is only information on further courses at the local school or community centre. Tutors have insufficient training to give advice about progression routes. Some learners attend a series of short, taster courses at local centres without being challenged to consider possible progression routes to extend their skills.

Leadership and management

47. There is insufficient curriculum management. A half-time co-ordinator, who also teaches, manages the programmes. The strategy and action plan for family learning for 2006-07 is still in draft form. Programme planning is not coherent and is reactive rather than proactive. The provision is over-reliant on workshops or short WFL courses. None of the courses are accredited. The borough clearly identifies areas of disadvantage in terms of under-achievement of primary school children and focuses the provision accordingly. However, a strategy to raise awareness with partners of the full aims of family learning and to plan a coherent programme across the borough is not yet fully developed. Targets are only related to learner numbers. Targets in 2005-06 were achieved by running workshops and taster courses. These courses effectively engage parents in learning on a short-term basis but there are few progression routes. Plans for the systematic progress of targeted learners have not yet been developed, although some work is in progress. Publicity and marketing is not planned and an overall programme for the year has not been developed. WFL tutors have insufficient understanding of the overall aims and strategy of family learning and the links with FLLN and community learning.

48. The quality improvement procedures in the area are not well established, although work is underway to embed systems and to develop the tutors' understanding. The newly designed tutor observation system focuses more on evaluating adherence to recording procedures than on assessing the quality of the learners' experience. There are few opportunities for family learning tutors to share good practice. Data is not used adequately to plan the provision or to ensure appropriate progression opportunities. Participants on WFL courses are not monitored in terms of their skills for life needs. Not enough action is taken to resolve poor recruitment to FLLN courses. A good handbook has been designed with examples of completed quality assurance paperwork, and it has been introduced this academic year. Most tutors have had training on the implementation of processes relating to recognising and recording progress and achievement, and issues on 'every child matters' are dealt with in the tutors' quality handbook. The effect of the training is already seen in some family learning sessions. However, some tutors have not yet attended the training. A distance learning programme on processes for recognising and recording progress and achievement has been introduced recently to meet the needs of sessional tutors.

49. The self-assessment report identifies some areas for development, but does not clearly identify strengths and weaknesses.

