

# INSPECTION REPORT

## **Telford & Wrekin Council**

**08 December 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
- **learn**direct 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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## **Telford & Wrekin Council**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Telford & Wrekin Council (the council) is a unitary authority serving a population of 163,000. Its adult and community learning provision is managed through the lifelong learning & libraries business unit, which is located with the community services directorate. The provider's mission is to develop provision that widens participation in learning, meets the needs of local communities and contributes to neighbourhood renewal and regeneration. The provision is delivered within the context of the council's economic, social and regeneration priorities and the local authority is the lead agency on the Lifelong Learning Partnership that aims to encourage a coherent, planned approach for learning across all adult and community learning providers.
2. Each year, the provider offers learning opportunities for 800 learners in family learning and for 1,200 learners in community learning. Family learning and outreach community learning in information and communications technology (ICT) are delivered directly by the adult education service. Most of the community learning provision is subcontracted to three other providers, Telford College of Arts and Technology (TCAT), New College, Telford, and the Workers' Education Association (WEA), with TCAT holding the largest contract.
3. The adult and community learning provision is managed by the lifelong learning manager. He is supported by a part-time community learning team manager, and a part-time family literacy and numeracy/quality assurance programme leader, a family learning co-ordinator, an ICT programme leader, an outreach team and 46 part-time tutors.
4. Telford & Wrekin ranks as the seventh most deprived local authority area in the West Midlands. Ten wards are listed in the most deprived wards nationally and three of these are within the 10 per cent most deprived wards nationally. In November 2006 the unemployment rate for Telford & Wrekin was 2.2 per cent, just below the national average of 2.5 per cent. Much work is low skilled and low paid. According to the 2001 census, the overall minority ethnic population in Telford & Wrekin of 5.2 per cent is lower than the national average of 9.1 per cent, but within certain wards more than 20 per cent of the local population is from a minority ethnic background. The educational attainment of the Telford & Wrekin population is low. Only 21.5 per cent of the working population have a qualification at level 3 or higher, compared with the average for England of 28.2 per cent. Just over 30 per cent of the general population in Telford & Wrekin have no formal qualifications at all, compared with just below 30 per cent for England as a whole.
5. The learning provision is funded by Herefordshire, Worcester and Shropshire Learning and Skills Council (LSC).

### OVERALL EFFECTIVENESS

**Grade 2**

6. **The overall effectiveness of the provision is good.** Leadership and management and the provider's arrangements for equality of opportunity are outstanding. Quality

improvement arrangements and the provision in family learning are good.

**7. Overall achievement and standards are good.** Attendance and retention are good on most courses. Most of the ICT courses are firststeps provision lasting for five weeks, and most learners complete their course. In family learning, attendance on long courses of 30 weeks is good at around 90 per cent. Retention is good. Most learners are nervous about engaging in learning and face many barriers to participation, but they strive to complete their courses.

**8. The standard of work is good in family learning** and at least satisfactory in ICT. Learners enjoy their lessons. They develop good listening and speaking skills in family literacy lessons. In family numeracy, learners show a particularly good grasp of the concept of number. ICT learners develop satisfactory skills in using popular software to create documents or spreadsheets. Learners are proud of their progress, which they are able to demonstrate and reflect on through the process of recognising and recording progress and achievement in non-accredited learning. There are many examples of learners who have progressed from entry-level ICT or family learning courses to foundation degrees and beyond. They are able to use their new skills at home or in their local community, for example by taking up positions of responsibility such as school governor or treasurer of a community committee, or joining the boards of community centre management groups.

**9. The overall quality of provision is good.** Seventy-five per cent of the lessons observed in family learning and ICT were judged good or better, and the rest satisfactory. Enthusiastic tutors in family learning plan their lessons meticulously to meet the individual needs of learners. They produce very good handouts and other resources to support learning. School head teachers are very positive about the effect that family learning courses have on parents' attitude to their schools, and on the success of their children at key stage 1.

**10.** The council uses a wide range of community venues for its courses, including schools, community centres, churches, parish council centres and voluntary organisation premises. Many of these centres are particularly accessible and valued by the learners. However, some of them do not provide appropriate accommodation, particularly for family learning. Most ICT courses are based on learners using popular office software. These courses are successful in developing learners' confidence and basic computer handling skills, but most learners are more interested in learning how to use the internet. Not all centres have sufficient capacity and access to the internet to support this interest. However, the council produced a detailed timetable to complete the installation of internet access to all its main centres by December 2006. Tutors who use laptop computers in community venues also have access to a CD-ROM of exercises designed to simulate e-mail and internet access. In a small number of centres, access to printing facilities is inadequate for ICT learners.

**11. The range of programmes offered by Telford & Wrekin is good.** Family learning is particularly flexible and responsive. Weekend courses in English for speakers of other languages (ESOL) successfully meet the needs of shift workers. Most ICT courses are five weeks long and are designed to lead to other courses offered by partner organisations, such as the local colleges or voluntary providers. The council plans effectively with the subcontracting colleges to ensure that community provision meets the needs and interests of local people and supports their progression.

**12. Support for learners is very good.** Community outreach workers and several centre staff hold appropriate advice and guidance qualifications. Learners are encouraged and supported throughout their courses to consider progression opportunities. Tutors understand well the needs of different learners and are able to make appropriate adaptations, ranging from using adaptive technology to creating handouts with graphics rather than text, or configuring computers to use larger print. Financial support for childcare is good, and most venues have some form of childcare provision. Many learners progress to working as volunteers, supporting new learners or helping to manage facilities in the community centres, or in a wide variety of roles in their communities.

**13. The inspection team had a high degree of confidence in the reliability of the self-assessment process.** Self-assessment is an inclusive process that is contributed to well by a wide range of evidence including data, the outcomes of observation of teaching and learning process, and the views of stakeholders. A thorough course review process enables tutors to contribute their judgements about the provision. The report is critical, concise and identifies many of the strengths and weaknesses identified by inspectors. A clear annual cycle of activity very effectively links quality and planning processes.

**14. The provider has demonstrated that it is in a good position to make improvements.** There have been many improvements to the weaknesses identified at the previous inspection. Review of progress is incorporated into the self-assessment report within a useful overview. Much good progress has been identified since the previous self-assessment report. Subcontractors are monitored effectively and set improvement targets where needed. They respond well to these. Progress against the improvement plan is regularly monitored. It makes clear links with all identified weaknesses in the self-assessment. Good progress on some of the action points identified in the 2006-07 quality improvement plan is already evident.

## KEY CHALLENGES FOR TELFORD & WREKIN COUNCIL:

- continue to work in a holistic way in the provision of learning for the community
- maintain the very effective work with partners
- work with schools to improve the quality of some family learning accommodation
- fully establish the cycle of observation of teaching and learning

## GRADES

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

Grades awarded at inspection

Leadership and management		1
Contributory grades:		
Equality of opportunity		1
Quality improvement		2

Family learning		2
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i> Adult and community learning	166	<b>2</b> 2

## ABOUT THE INSPECTION

15. The inspection team comprised three inspectors who inspected the provision over two visits. The family learning inspector made a one-day visit to observe Saturday provision that was not available in the main inspection week. One area of direct delivery provision, family learning, was inspected and graded. This is the most significant area of direct delivery provision. Community learning provision in ICT was sampled but not graded. Both college subcontractors were inspected by Ofsted in 2006. TCAT was judged an outstanding provider in all respects. New College's grades were mostly satisfactory and some were good.

Number of inspectors	3
Number of inspection days	15
Number of learners interviewed	52
Number of staff interviewed	45
Number of subcontractors interviewed	3
Number of locations/sites/learning centres visited	21
Number of partners/external agencies interviewed	21
Number of visits	2

## Leadership and management

### Strengths

- particularly cohesive strategic leadership and vision
- excellent strategic and local partnerships that benefit learners
- much good use of management information for planning and monitoring
- active promotion of equality and diversity
- very effective use of volunteers to widen participation
- very effective action to improve provision

### Weaknesses

- insufficiently well-established aspects of the cycle of observation of teaching and learning



## **Family learning**

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

#### *Strengths*

- good standards of work
- much good teaching and learning
- particularly flexible and responsive programmes
- well-managed provision

#### *Weaknesses*

- some unsatisfactory accommodation

## **WHAT LEARNERS LIKE ABOUT TELFORD & WREKIN COUNCIL:**

- the new skills that they have learnt and the confidence gained - 'it keeps my brain alive'
- 'the way family learning is like a bug - once you've caught it you can't let it go'
- 'the crèche is REALLY important - we couldn't come without it'
- the chance to spend time as a family
- being able to understand what children are doing in school and being able to help them
- 'learning has changed my life 'big style'. I used to be really shy, now I'm always around school and am a parent governor'
- the progress they've made - 'I had to relearn everything after a stroke and this has opened the doors of my memory'
- the fantastic tutors who listen and really care that learners understand
- the feeling of being really involved in the centre
- 'its not like school was - maths isn't boring here'

## **WHAT LEARNERS THINK TELFORD & WREKIN COUNCIL COULD IMPROVE:**

- the number of classes taking place out of school hours, at weekends and in school holidays for people who work
- the timing of evening classes at TCAT for those who progress; people on public transport have to wait for nearly an hour for a bus to get home
- the provision of handouts for ICT classes to remind learners what to do when they get home

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 1**

#### Strengths

- particularly cohesive strategic leadership and vision
- excellent strategic and local partnerships that benefit learners
- much good use of management information for planning and monitoring
- active promotion of equality and diversity
- very effective use of volunteers to widen participation
- very effective action to improve provision

#### Weaknesses

- insufficiently well-established aspects of the cycle of observation of teaching and learning

16. The council's strategic leadership and vision is particularly cohesive. The very clear council strategy and corporate objectives support direction and coherent planning. Links between corporate and LSC objectives and those expressed in community service and adult and community learning plans are very clear. There is very strong evidence of holistic approaches in communities by the different statutory bodies. The council invests significantly in the regeneration of communities. New community buildings provide space for high-quality accommodation where many different agencies have a shared community presence. Community learning is integrated very well into wider council strategies and priorities, particularly relating to regeneration and to improving the quality of life for the increasingly diverse population. Community learning co-ordinators and outreach workers work well with health visitors and parent-toddler groups to explain how to make the most of the learning opportunities available.

17. Partnership working at strategic and local level is excellent. The council has developed a particularly open and sharing approach to community engagement with the local colleges and voluntary organisations that help to provide the courses. It works with an outreach learndirect facility, as well as a wide range of local services including the housing association, primary care trust, Citizens Advice Bureau, church groups, the town football club and community associations. Many of the partners provide facilities or premises for community learning. Others help to promote community learning to their members or service users.

18. The range of activities adopted by the partners to reach new learners in targeted groups is very good. Courses are planned well to provide coherent first steps into learning and accessible and flexible progression opportunities with frequent referrals to and from partner providers. Partners work very well to avoid duplication in courses, and share details of waiting lists to reduce the delay in setting up new courses with financially viable numbers. Advice and guidance on this good range of learning and wider community development opportunities is impartial, and closely integrated into many of the council's community-based activities.

19. The council carries out detailed collection and analysis of data very effectively to support planning and monitoring. Very good use of census data, postcode analysis and indices of deprivation helps the council identify communities for targeted provision. Local area mapping shows clear visual representation of the scale of deprivation in Telford, and identifies the particular challenges for each community. Learning centres are located in the neediest areas, and three-quarters of them are in priority wards. The council monitors changes in the population profile to guide curriculum planning. With its two subcontracting colleges it is beginning to collect data on progression from community learning first steps provision. Data from one subcontracting college is particularly helpful. It indicates very good progression to other courses at the same level for most learners and for a significant minority of learners', upward progression by one or more levels. The use of processes to recognise and record progress and achievement in non-accredited learning is well established. Processes are good and fit for purpose. They are used very effectively to set targets for learners and monitor progress in non-accredited learning. However, the council does not use the data collected to recognise achievement. No achievements in non-accredited learning were claimed in the self-assessment report.

### **Equality of opportunity**

### **Contributory grade 1**

20. The council's very comprehensive equality and diversity scheme is designed to put legislation into practice. In adult and community learning the scheme is very well expressed in well-written policies and procedures with a clear focus on adults and children. The council promotes equality and diversity actively. It particularly targets recruitment of learners from Telford's most disadvantaged wards and minority groups. Detailed analysis of management information is used to monitor changing trends in the population profile and to take action in response to such changes. Clear targets are set to recruit from priority groups and action is implemented to achieve them. In-year data for 2006-07 shows an increase in recruitment of people with disabilities from just over 5 per cent in 2004-06 to nearly 13 per cent. The recruitment of people from minority ethnic groups has increased from just over 7 per cent to more than 10 per cent this year. One subcontracting college only recruited just above 1 per cent of minority ethnic learners last year. Changes to its curriculum offer attracted many more people from those communities. Recruitment this year is near the college's 6 per cent target.

21. The council takes effective action to remove barriers to learning. Good use is made of expertise from staff in other areas of the council to raise staff awareness and develop resources. Active support and encouragement for learners with disabilities enables them to access mainstream learning provision. The very effective Day Opportunities and Rehabilitation Services project championed the needs of disabled groups. A senior member of staff from adult care was seconded to work in community services on research, development work and training about working with people with disabilities. Joint training included staff from subcontracting colleges. Significantly increased numbers of people with disabilities have been able to lead more independent lives since the project began. A very wide range of council translation and interpretation services is used to ensure information is available in many different languages and formats. Interpreters are used when needed.

22. The council maintains an ethos of cradle-to-grave lifelong learning and the age range involved in learning is particularly wide. Subcontracted work with the WEA has a specific remit to work with older learners. The oldest learner is aged 102. Staff training in equality

and diversity is considered core training, and almost all staff have completed one or more training sessions related to different aspects of equality and diversity. Some imaginative partnership diversity training involved a professional theatre group in memorable and challenging interactive performances. This was attended by a high number of staff from the council and the many different agencies with which the council works. The council has made good investments in improving access to buildings and resources. All centres are accessible and the council provides a good range of adaptive technology, which some staff have been specially trained to use. Centres have well-supported community cafés that provide a welcome to all. Celebration of diversity takes place through many events such as the European day of languages and black history month.

23. The council makes very effective use of volunteers to widen participation. Local volunteers provide excellent role models to their communities. Their learning and activities positively influence other family members and neighbours. The council is committed to capacity building in its priority wards and provides particularly good training for volunteers. Five of the training topics are related to equality and diversity. Training sessions on disability were particularly well attended. Some volunteers have completed level 1 advice and guidance qualifications and another group of volunteers is about to begin training to support Eastern European learners in ESOL classes. Volunteers work in many capacities to engage and support new learners. They work well with the community learning team and provide active outreach in their communities. They help identify the types of courses that communities want, and participate in events and in recruitment drives. New, and often nervous learners are supported well in classes by volunteers who have successfully completed the same courses themselves. There is good evidence that a number of volunteers progress into management roles within their community centres, work as school governors or gain paid employment, occasionally within adult education.

### **Quality improvement**

### **Contributory grade 2**

24. Since the previous inspection, when quality assurance was judged unsatisfactory, the council has taken very effective action to improve provision. A comprehensive quality improvement framework is now in place. The framework is explicitly linked to the wider adult learning context of the local community, learners, partners and funding bodies. A clear annual cycle of planning and quality activity links processes together well. Subcontracts are managed well and set clear expectations for quality. Regular review meetings cover each aspect of the subcontract. Targets that link with the council's own priorities are set and regularly monitored. Improvement targets are set and subcontractors respond effectively to these. Subcontractors provide the council with a wide range of information about the outcomes of their own quality processes and the action they have taken to improve provision. An overall annual subcontract review is in development for the first time this year. The collection of feedback from learners and other stakeholders is comprehensive. The council uses a good range of methods to collect feedback, including questionnaires, telephone surveys and learner focus groups. Outcomes are analysed in detail and the information is used to guide planning and other quality improvement processes. Course review is systematic and used effectively to improve provision and guide self-assessment. Sharing good practice is a regular feature of many staff meetings, particularly in family learning.

25. Self-assessment is an inclusive process that is supported by a wide range of evidence including data, the outcomes of observation of teaching and learning and the views of

stakeholders. The report is critical, concise and identifies many of the strengths and weaknesses identified by inspectors. A useful overview provides information about progress since the previous self-assessment report. However, although data is used well to support judgements about retention and success rates on external qualifications, data on achievement in non-accredited learning is not used to make judgements about learners' attainment in this provision. The quality improvement plan makes clear links with all identified weaknesses in the self-assessment and is regularly monitored. Good progress on some of the action points identified in the 2006-07 quality improvement plan is already evident.

26. The council has developed a thorough process of observation of teaching and learning, which is now in its third year. The process has a clear focus on learning. Observation records are detailed and judgements relate well to the grades given. Staff are given detailed verbal and written feedback and action points. The observation process links with appraisal and staff development. Staff training on questioning techniques was identified, and delivered, as a development theme arising from the observation process. The moderation process uses good standardisation methods. Some examples of good practice identified have already been shared in team meetings.

27. Aspects of the process of observing teaching and learning are insufficiently well established. Observation in the early stages of the process was not frequent enough for all tutors to be observed regularly enough. There is not enough historical data to allow comparisons to be made over time that show improvements in teaching for all tutors. Timescales for following up action points are not always specific. Aspects of follow-up, such as discussion points at moderation meetings, are not always recorded in enough detail. However, no unsatisfactory teaching was observed during the inspection. Inspectors' observation grades were slightly higher than the last available observation grades from the provider. The council recognises that the frequency of observation needs to increase. Additional observers have been trained and the schedule for observations this year indicates that adequate plans are on target.

## AREAS OF LEARNING

### Family learning

### Grade 2

Contributory areas:	Number of learners	Contributory grade
<b>Adult and community learning</b>		<b>2</b>
Adult and community learning	166	2

28. The council provide a range of family learning courses. These include wider family learning, short courses for parents and children in a wide range of practical skills areas, family literacy, language and numeracy (FLLN), SHARE, and keeping up with the children in literacy and numeracy. Courses vary in length from single taster sessions, developed to engage new learners, to 30-week courses in literacy and numeracy which are externally accredited. All courses take place during the day or twilight, with some special events and workshops held on Saturdays. In 2005-06, 960 learners participated in family learning courses. Since September 2006, 378 learners have participated. There were 166 learners at the time of the inspection. In 2005-06, courses were held in 38 schools and 33 community venues. Community venues include libraries, community centres and the Ironbridge Gorge Museum. All learners have access to free crèche facilities. Learners on SHARE courses are able to achieve external credit-based accreditation. FLLN courses lead to literacy and numeracy external accreditation at entry levels and levels 1 and 2. Family learning is co-ordinated by a wider family learning co-ordinator and an FLLN co-ordinator. Programmes are delivered by a team of 33 part-time tutors.

### **Adult and community learning**

#### *Strengths*

- good standards of work
- much good teaching and learning
- particularly flexible and responsive programmes
- well-managed provision

#### *Weaknesses*

- some unsatisfactory accommodation

### **Achievement and standards**

29. Learners achieve good standards. They develop self-confidence, good speaking and listening skills, and a good understanding of the school curriculum. Adults and children work effectively together to develop creative and problem-solving skills, for example in a 'sumo robot' workshop held at Enginuity at the Ironbridge Gorge Museum. Tutors and learners agree challenging targets. In family numeracy, learners master new vocabulary in the language of maths and demonstrate good concept of number. Learners record their progress well through a range of innovative approaches for recognising and recording progress and achievement in non-accredited learning. Learners show pride in their development of practical skills such as craft and cooking, and produce imaginative poetry,



stories and games to use with children.

30. There are good opportunities for progression in family learning which learners are keen to take up. In learners' feedback in 2005-06, 67 per cent of the respondents expressed a firm intention of taking up further courses in family learning.

31. Retention on family learning programmes is good at 95 per cent overall. Attendance during inspection averaged 87 per cent in observed sessions. The option of taking national qualifications was taken by 81 learners in 2005-06. Eighty-nine per cent achieved the qualification for which they were entered. There is, however, no systematic use of data for non-accredited learning to measure achievement for those who do not take the qualification.

### **The quality of provision**

32. There is much good teaching and learning. Most of the observed sessions were good or better. There was no unsatisfactory teaching. Lessons are planned well. Tutors are enthusiastic and make good use of stimulating learning materials and resources, ensuring that learners enjoy learning. Links into children's learning and the school curriculum ensure that adults are clear about the relevance of new skills and knowledge. Learners share their positive experience of learning in collaborative, creative play with their children. This has a positive effect on their children. In one school, key stage 1 SAT levels (2+) have increased significantly during the three years that family learning has been offered. Significant increases are noted in scores for maths, from 71 to 92.7 per cent, in writing, from 78 to 91.5 per cent, and in reading from 74.5 to 90.2 per cent. In joint sessions with parents and children, parents value the time they are able to spend communicating with their children. In the best sessions, tutors use a range of teaching approaches which respond sensitively to individual need. In some sessions, such as Christmas cookery, learners and children make good progress with good team support enabling them to sample new practical activities together.

33. Programmes are particularly responsive and flexible. The council offers a wide range of courses, from short taster events, to engage new learners, to longer, accredited courses, to meet the needs of the community. Flexible provision helps learners to progress within family learning, enabling them to develop confidence and consolidate their learning before moving on. Advice and guidance, including course information, are integrated well into all courses and learners make a positive contribution to planning. Head teachers value the responsiveness of the family learning team very highly. In one school, where parents were difficult to engage, several models of delivery were tried before a successful one was found. Other innovative courses, such as the 'sumo robot' workshop at Ironbridge Gorge Museum, are developed to engage hard-to-reach groups such as male carers.

34. There is some unsatisfactory accommodation which detracts from the learning in some sessions. For example, some learners use children's tables and chairs, and in some sessions the crèche is in the teaching room. In other sessions, there is disruption from other service users. Tutors do not make full use of ICT in many sessions. There is little reference to ICT in schemes of work and lesson plans.



**Leadership and management**

35. Family learning is well managed. Documents within each curriculum area are standardised and detailed. Tutors use documents effectively to promote well-structured, purposeful lessons. Lesson plans include a section for tutor evaluation, which encourages good reflective practice and supports course review. Learning plans record innovative approaches to learner evaluation, for example through the traffic light system, using red post-it notes to record fears at the beginning of the course, yellow for progress made mid-course and green for final evaluation and feelings. Initial assessment is detailed and responsive to individual need and recorded in learning plans. Communication is good. Regular team meetings bring together the FLLN and wider family learning tutors to share expertise and resources, and provide a regular venue for informal staff development. Tutors are well supported and well informed by managers and there is a strong team ethos. The wider team in family learning works well together to provide good support for learners. Family learning advocates, learning mentors in schools, teachers in schools and family learning tutors work collaboratively to provide cohesive support for learners and their children. Tutors also encourage learners effectively to support each other.

