

# Merton Adult Education

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319691

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Visual arts
- Modern foreign languages
- Preparation for life and work

Provision in other areas was sampled to inform judgements on the overall effectiveness of the provider.

## Description of the provider

1. Merton Adult Education (MAE) is part of the London Borough of Merton and a direct provider of adult and community learning. The service is managed by the head of community education who reports directly to the Director of Community and Housing. MAE employs 172 staff, including 12 curriculum managers, two senior tutors and 133 tutors.
2. The provision comprises accredited and non-accredited programmes, across 11 areas of learning. Courses range from one-day workshops and tasters to programmes of two years duration. The classes are held on six days and four evenings a week. Most courses take place at MAE's four main centres, with the majority held at the principal centre in Wimbledon Chase. A range of other community venues across the borough are also used. MAE receives 80% of its funding from the London South Learning and Skills Council, with other income generated from fees and fully-funded training.
3. A total of 4072 learners have enrolled on programmes since the start of the 2007/08 academic year comprising: 279 learners in health, public services and social care; 19 in science and mathematics; 183 in agriculture, horticulture and animal care; 245 in information and communication technology; 104 in retail and commercial enterprise; 111 in leisure, travel and tourism; 925 in arts, media and publishing; 630 in languages, literature and culture programmes; 26 in education and training; 915 in preparation for life and work, and 635 in family learning. MAE also provides Neighbourhood Learning in Deprived Communities (NLDC) taster programmes that are focused on employability and is involved in a local initiative development fund (LIDF) project focused on outreach activities and course encouraging participation from disadvantaged wards. At the time of inspection there were few learners on NLDC, science and mathematics, education and training and family learning programmes.
4. Merton is an outer London borough in the south of London, with a mix of affluent areas and areas of high deprivation and social exclusion. Unemployment rates in the borough are 3.3% compared with 5.3% nationally. According to the 2001 census, 25% of the borough's population are from minority ethnic groups, compared with 9.1% nationally.

## Summary of grades awarded

<b>Effectiveness of provision</b>	<b>Satisfactory: Grade 3</b>
<b>Capacity to improve</b>	<b>Satisfactory: Grade 3</b>
<b>Achievement and standards</b>	<b>Satisfactory: Grade 3</b>
<b>Quality of provision</b>	<b>Satisfactory: Grade 3</b>
<b>Leadership and management</b>	<b>Satisfactory: Grade 3</b>
<b>Equality of opportunity</b>	<b>Contributory grade: Satisfactory: Grade 3</b>

## Sector subject areas

<b>Visual arts</b>	<b>Good: Grade 2</b>
<b>Modern foreign languages</b>	<b>Satisfactory: Grade 3</b>
<b>Preparation for life and work</b>	<b>Satisfactory: Grade 3</b>

## Overall judgement

### Effectiveness of provision

#### Satisfactory: Grade 3

5. The overall effectiveness of MAE is satisfactory. Achievement and standards are satisfactory overall. Learners generally make effective progress and develop their skills well. Attendance is good. Retention rates for non-accredited programmes are high and are satisfactory for accredited programmes.
6. The overall quality of provision is satisfactory. Teaching, learning and assessment are satisfactory. Individual learning plans are used effectively however, there is insufficient use of target-setting. The standard of most resources is good. The range of programmes is satisfactory. MAE provides a good range of enrichment activities. Guidance and support for learners are satisfactory. Tutors provide good personal and individual support. Provision of information, advice and guidance is effective. Arrangements for additional learning support are recent and not yet fully established.
7. Overall leadership and management are satisfactory. There is good strategic leadership and strategies are well integrated with the borough's aims and objectives. Development of partnerships is good. Communication with staff is good and they are well supported. Curriculum management is satisfactory. However, action planning for improvement of teaching and learning is insufficiently focused. The management of information is insufficient to support decision making effectively.
8. Equality of opportunity is satisfactory. MAE celebrates equality and diversity particularly effectively. The promotion of equality of opportunity to learners is satisfactory. There is a strong focus on social inclusion. MAE works effectively with a range of partners to provide learning opportunities within the local communities. However, MAE does not sufficiently monitor learners' progress and success for different groups.

#### Capacity to improve

#### Satisfactory: Grade 3

9. MAE demonstrates satisfactory capacity to improve. It has made satisfactory progress in maintaining and effecting some improvements since the previous inspection. Overall, achievements in non-accredited programmes have improved. Accredited success rates have slightly declined although in some curriculum areas these are good. Quality assurance arrangements have been appropriately integrated and are satisfactory. The observation of the teaching and learning process is accurate and the proportion of inadequate learning sessions has been much reduced, although good or better teaching has not significantly improved. Grades awarded at the previous inspection for preparation for life and work programmes, leadership and management, and equality of opportunity that were judged as good are now satisfactory.
10. The self-assessment process is satisfactory. The process is inclusive and grades mostly reflected the findings of the inspection team. Detailed individual self-assessments are produced at programme level and used to inform the overall self-assessment. Headline data supports judgements about subject sectors, although analysis of detailed data is generally not effective or timely. The self-assessment report is insufficiently self-critical

and analytical and overestimated the grades for leadership and management, equality of opportunity, quality of provision and capacity to improve. Development plans do not consistently set clear and measurable targets for improvement.

## Key strengths

- Good development of skills
- Good personal support
- Good strategic leadership
- Particularly effective celebration of equality and diversity

## Key areas for improvement

- Insufficient use of target-setting for learners
- Insufficient action planning to improve teaching and learning
- Insufficiently thorough management information system
- Insufficient monitoring of progress and success for different groups

## Main findings

### Achievement and standards

#### Satisfactory: Grade 3

11. Achievement and standards are satisfactory overall, as identified in the self-assessment. In non-accredited learning, learners make effective progress towards the achievement of their learning goals. In computing, beginners quickly gain skills and confidence. There is good development of learners' skills across the programmes. In visual arts classes, achievement and standards are good and learners produce art and craft work of a high standard.
12. In accredited learning, overall success rates have declined from 67% in 2005/06 to 62% in 2006/07. The need to devise a strategy to improve success rates is identified in the self-assessment. Most accredited programmes are long courses. Success rates for these remain satisfactory at 61% in 2006/07, however success rates for short courses reduced from 81% in 2005/06 to 63% in 2006/07.
13. Attendance is good. Overall retention rates for non-accredited programmes are high at 93% and have been successfully maintained at about this level since 2005/06, although most classes are of just 10 weeks duration. Overall retention rates on accredited programmes are satisfactory at 82%. Retention and pass rates are high on courses for learners with learning difficulties and/or disabilities.

### Quality of provision

#### Satisfactory: Grade 3

14. The overall quality of provision is satisfactory. Teaching and learning are satisfactory and are good in visual arts and literacy and numeracy, however in many of the preparation for life and work classes, planning is insufficiently focused to meet individual learner needs. Most tutors use an effective range of teaching methods. Learners are punctual and enthusiastic. Assessment is satisfactory and most individual learning plans are used effectively to assess and monitor progress, however the use of target-setting is often insufficient. Most of the teaching materials are of a good standard and most classrooms are well equipped, however some accommodation is cramped for the number of learners.
15. The range of programmes is generally satisfactory to meet learners' needs. There is a good range of enrichment activities. Effective arrangements for the availability of beginners and intermediate courses in the more popular subjects are in place. The need to develop more accredited modern foreign language courses has been recognised in the self-assessment. ESOL managers have liaised effectively with local employers to provide language classes in the workplace. Provision for learners with learning difficulties and/or disabilities has been developed well with partner organisations. Every Child Matters outcomes for these learners are satisfactory. Most classes are held at a range of times and venues across the borough to enable learners to access provision locally. However, in visual arts almost all the classes are held at the main centre.
16. Guidance and support for learners are satisfactory. Tutors provide good personal and individual support. MAE has a clear strategy for information, advice and guidance (IAG)



which is available in two locations. IAG staff are effectively involved in supporting each curriculum area. Arrangements for additional learning support are recent. The process is effective where support needs are identified through the individual learning plan, however systems for the request of additional specialist support by class tutors are insufficiently developed.

## Leadership and management

### Satisfactory: Grade 3

#### Equality of opportunity

Contributory grade: Satisfactory: Grade 3

17. Overall leadership and management are satisfactory. MAE has good strategic leadership. Strategies for adult education are clear and integrated particularly well into the borough's aims and objectives. MAE's strategic planning cycle is detailed and supports the organisation in reviewing key aspects of its operation. Staff have a very clear understanding of the organisation's priorities. The management of resources is satisfactory, as is the strategy for literacy, numeracy and ESOL.
18. Curriculum management is satisfactory overall and some aspects are particularly effective. Managers support teaching staff well. They have consolidated most improvements made since the previous inspection and monitor performance effectively at course level. There is good communication with staff through regular meetings. Most teaching staff are well experienced and qualified. Partnerships are used well to meet community needs. The recently introduced process for the recognition and recording of performance and achievement has been well designed although it is too soon to judge its effectiveness.
19. Quality assurance arrangements are generally satisfactory. Procedures are sufficiently detailed and effective steps are taken to integrate quality assurance across the provision. However the planned quality group has not yet been formed and there is insufficient quality assurance of additional learning support. Internal verification is satisfactory. Learner feedback is used to inform action plans which link well to the self-assessment and are regularly reviewed. The self-assessment report matched inspectors' findings for areas of learning but was less accurate for other aspects of provision.
20. Action planning for improvement of teaching and learning is insufficiently focused. No analysis of the key strengths and areas for improvement in teaching and learning is carried out. There is little central training to improve teaching and learning. Opportunities to share good practice are insufficient. The performance of all teaching staff is assessed on a two-year cycle and tutors value this feedback.
21. The management of information is insufficiently thorough. Managers are unable to rely upon the current system that is neither timely nor able to support the management decision making process effectively. Programme staff generate their own data at local level, however there is not an appropriate system to collate, analyse and inform senior managers of trends over time. This has been recognised as an area for improvement and MAE is currently working towards introducing a new system.
22. MAE celebrates equality and diversity particularly effectively. It is very successfully integrating LDD learners with learning difficulties and/or disabilities into mainstream provision. Centres are particularly welcoming and staff work well with learners. Diversity

information and learners' work are displayed well. Overall, the promotion of equality of opportunity to learners is satisfactory but it is particularly good in family learning. MAE is effective in working with a range of partners to support learning opportunities for targeted learners, for example, increasing male learner numbers. Target rates for widening participation in key areas are improving but not as quickly as planned.

23. Equality of opportunity is satisfactory. Merton council is committed to promoting equality of opportunity and social inclusion. The equal opportunities and valuing diversity policy is regularly reviewed and staff and learners are appropriately informed. MAE is DDA compliant and where necessary makes reasonable adjustment for learners with limited mobility. Generally, staff have a good understanding of equality and diversity. However, there has been insufficient training on recognising and supporting learners with additional learning needs. MAE does not monitor sufficiently learners' progress and success for different groups such as gender, age, ethnicity and disability.
24. The procedures for safeguarding learners meet current government requirements. The recent joint area review of Merton states that the borough promotes well the wider safeguarding agenda. Merton borough has clear safeguarding policies and procedures in place. Vetting of employed staff working with vulnerable adults is appropriately managed. A safeguarding adults guide for front-line staff and volunteers explains well the actions to take in cases of suspected mistreatment. Arrangements for volunteer workers managed by MAE are appropriate. The provider recognises the need to improve the communication of safeguarding to all staff.

## What learners like:

- Good and well planned teaching
- Friendly and knowledgeable tutors
- Feeling safe at college
- ‘Handouts are interesting and helpful’
- ‘I learn much more than I expected’
- ‘We are encouraged to aim higher’
- ‘Feedback on homework is good’
- ‘Resources are good’
- ‘Centre at Whatley Ave has a good ambience’

## What learners think could improve:

- ‘Some teaching rooms are too small’
- ‘Increase in course fees’
- Car parking
- ‘Evening learning sessions start too late’

## Sector subject areas

### Visual arts

#### **Good: Grade 2**

#### **Context**

25. Of the 785 learners on art and craft courses at MAE, 752 are enrolled on non-accredited programmes. All 33 learners following accredited programmes are on craft courses. In total, there are 85 craft courses and 66 art courses. Over 95% of the classes are held in specialist accommodation at MAE's main site in Wimbledon Chase. Most courses are of 10 weeks duration and take place in the daytime and evening. The craft classes include photography, stained glass, pottery, embroidery, woodcarving, upholstery and furniture restoration. Art classes include drawing, painting and sculpture. The department is managed by a salaried member of staff, supported by a team of 18 sessional staff.

#### **Strengths**

- High standards of art and craft work
- Good development of skills
- Good teaching and learning

#### **Areas for improvement**

- Low level of participation by learners from deprived area

#### **Achievement and standards**

26. Standards are good. High standards of art and craft work are produced. Learners apply their skills to create complex and well crafted work. In photography there is good quality imagery and in drawing and painting classes learners' work is rigorous and well observed. In wood carving, upholstery, pottery and stained glass learners' produce particularly well-made craft items. Learners use their skills well in a variety of employment settings. For example, upholstery learners use what they have learned in interior design, antiques, soft furnishings, retail, fabric houses and theatrical prop making.

27. Development of learners' skills is good. In art classes, perceptual skills are developed well and learners benefit from seeing new and different approaches. There is good development of experimental and creative skills. For example, in an embroidery class learners make prints with fruit and vegetables. New learners progress quickly and experienced learners continue to develop their skills to a high level.

28. Retention and achievement are satisfactory. The retention rates on most non-accredited courses are high and were 92% overall in 2006/07, although most courses are of only 10 weeks duration. On accredited courses the success rates in both stained glass and upholstery are good, but in interior décor the success rates are poor.

#### **Quality of provision**

29. The quality of provision is good. Teaching and learning are good. The tutors are well qualified and professionally experienced. They produce well structured, sequential teaching and learning programmes that are sensitive to learner needs. Individual learning programmes are well negotiated. Learners benefit from good individual coaching and tutors give effective demonstrations. In the best classes, there is good use of innovative teaching and learning strategies. For example, in a photography class learners led the exploration of the use of innovative lighting techniques and unusual viewpoints to create new imagery, with the tutor acting as a partner in learning. Attendance is good. Learners are highly focused, enthusiastic and energetic. Most arrive early for their classes and stay late to extend their work.
30. Learners contribute positively in class and take control of their own learning, however in a minority of classes there is some poor management of group learning and insufficient use of questioning to check and reinforce learning. In most classes, there is good use of individual learning plans to suitably assess and monitor learner progress. However, some individual learning plans are not used effectively to identify learning goals. Accommodation is satisfactory. The specialist studios and workshops are well equipped although some spaces are cramped for the number of learners.
31. The range of courses is satisfactory and well planned. There are separate beginners and intermediate courses in the more popular subjects. There is a good range of enrichment activity, including overseas cultural visits, museum study trips, exhibitions at local public venues and extension activities. Some learner progression data is collected at departmental level, however there is no system for monitoring this information.
32. The level of participation by learners from deprived areas is low. Although there have been a range of initiatives to target under-represented groups, the success rates against targets are low and in 2006/07 participation from deprived areas was less than half of MAE's identified target. A very high proportion of the curriculum on offer is located in one centre, which is not easily accessible from the deprived areas of the borough.
33. Guidance and support are satisfactory. Pre-course guidance is effective. Tutor support in the classroom is good and the tutors guide their learners well. There are regular and thorough tutorials on accredited courses and much effective individual coaching on non-accredited programmes. Where support needs are identified through the individual learning plan, appropriate central support is available, however systems for the request of additional specialist support by class tutors are insufficiently developed.

### **Leadership and management**

34. Leadership and management are satisfactory. Effective departmental meetings are held at least three times a year and are attended by most staff. Staff are well supported and encouraged to participate in professional development. The monitoring of targets and class numbers is good. The central management information system provides some useful information, but lacks reliability and does not fully support curriculum needs.
35. There is an effective mentor scheme linked with the observation of teaching and learning process. The observation system is satisfactory and the judgements from internal observations broadly reflect those made during the inspection. However, there are insufficient opportunities to share good practice in teaching and learning.

36. The self-assessment process is satisfactory. The report identified similar strengths and areas of improvement to those found on inspection. The quality improvement plan links closely with the self-assessment report and is thorough, however, it focuses more on management and compliance issues than on teaching and learning. Learners' views are regularly collected and collated at course level and where improvements are identified, these are acted upon effectively.
37. Equality of opportunity is satisfactory and diversity is celebrated well. Tutors are very sensitive to the needs of individual learners and support them effectively. The approach to learning is inclusive. There are some good examples of learners with learning difficulties integrating well into groups and receiving appropriate support. However, in some classes, there is a lack of adequate support for these learners.

## Modern foreign languages

### Satisfactory: Grade 3

#### Context

38. MAE provides a range of language courses at levels 2, 3 and 4. Learners can study for business, pleasure or for academic purposes and at various venues and start times. Most language provision is non-accredited and the courses are generally of 25 weeks duration for two hours a week. Accredited courses run for 26 or 27 weeks and at two and a half hours a week. A range of short course provision is also made available across the borough. At the time of inspection 536 learners have enrolled since the start of the 2007/08 academic year and 472 of these learners are on non-accredited programmes. Language courses are managed by a part-time head of department who is responsible for 27 part-time language tutors.

#### Strengths

- Good listening and speaking skills
- Good curriculum leadership

#### Areas for improvement

- Insufficient practice of new vocabulary
- Insufficient target-setting for learners

#### Achievement and standards

39. Overall, achievement and standards are satisfactory. Success rates for GCSE Italian and French were outstanding in 2006/07. Success rates in foreign languages at work courses were good in 2004/05 and 2005/6, but in 2006/07 this programme was impacted by national changes to accreditation arrangements which meant that take up for accreditation was low, therefore, the success rates were low. Success rates in AS Italian and GCSE and AS Spanish are low. Learners' attendance and punctuality are good. Retention rates are generally satisfactory and are good on some courses. Most learners have a good recall of previous learning and make appropriate progress.

40. Learners develop good listening and speaking skills. For example, learners on an advanced French course conversed in the target language before the tutor arrived. On level 2 courses, learners are able to achieve the more challenging task of framing questions for other learners and their teacher. MAE has an effective policy to not use unnecessary English in classes. Learners' pronunciation is satisfactory, although intonation, especially in French, is sometimes insufficiently developed. Most learners respond well to questions in the target language and their written work is satisfactory.

#### Quality of provision

41. The quality of provision is satisfactory. Teaching and learning are satisfactory. Tutors use a sufficient range of teaching methods to motivate learners in class. Overall, the pace of learning sessions is appropriate to support learning and progress. Although in the better

learning sessions the pace is more demanding and learners have ample opportunities to practise their language skills. The mutual support and encouragement in paired and small group work contribute significantly to effective learning. Tutors take the opportunity to monitor learners working together to give effective individual and personalised support. In most classes there is a well established co-operative approach to learning. Weaker learning sessions are characterised by pace that is too slow. Learning resources are satisfactory.

42. Assessment is satisfactory. Written work is conscientiously marked and the feedback provided encourages learners. However, some tutors comments exaggerate the overall quality of the learner's work.
43. There is insufficient practice of new vocabulary. Some otherwise well prepared learning sessions have too much focus on individual words, without the use of relevant context information. There are insufficient examples provided by tutors of correct usage for individual words as they are introduced. The lack of examples impacts on learners' understanding and progress.
44. Targets in individual learning plans lack sufficient links to the basic language skills of speaking, listening, reading and writing. The targets identified are frequently vague and often generic. Information in individual action plans do not always clearly show how learner targets can be met by the use of language skills.
45. The range of language provision offered by MAE is generally satisfactory to meet the needs and interests of the local community. The progression pathways available are satisfactory in the more popular languages such as French and Spanish. MAE has extended its programme to provide courses in Japanese and Chinese on offer on Saturday mornings. However, MAE has recognised the need to develop more accredited courses for learners seeking to achieve a qualification. The range of enrichment activities is good. Learners enjoy a significant number of enrichment activities, including foreign language plays, films and social activities.
46. Support and guidance for learners are satisfactory. An appropriate diagnostic test, carried out before enrolment, has been introduced. Retention has increased by approximately 20% and an overall reduction in numbers of learners changing their courses has been achieved. Tutors support and guide their learners effectively.

### **Leadership and management**

47. Leadership and management are good. Steady progress for improvement has been made since the previous inspection. The two main weaknesses of the over use of English in learning sessions and lack of pre-course assessment that were identified at the previous inspection have been addressed effectively. A comprehensive programme of in-house and external training for staff has taken place. Staff have participated in effective workshops on elements of teaching methodology and using as little unnecessary English as possible in learning sessions. Useful training has also been provided on how to use an interactive whiteboard and electronic training aids. The observation of teaching and learning has successfully identified tutors who would benefit from support with their teaching. These staff have received appropriate guidance and support for improvement. The number of inadequate learning sessions has been significantly reduced.



48. Quality arrangements are satisfactory and improvements are implemented effectively. The self-assessment process is satisfactory. The findings of the inspection agreed with the grade awarded in the self-assessment report. However, the report is overly descriptive and does not sufficiently analyse and explain the strengths and areas for improvement identified. Although learner enrolments and class information are monitored effectively within the department, MAE's management information systems are not sufficiently reliable and detailed to fully support this area of provision.
49. The promotion of equality of opportunity is satisfactory and diversity is celebrated well. Tutors make suitable adjustments to support learners with additional learning needs. All learners are provided with effective support to help them achieve their potential.

## **Preparation for life and work**

### **Satisfactory: Grade 3**

#### **Context**

50. Currently 915 learners are on preparation for life and work programmes. Most learners are women. Literacy and numeracy are studied by 232 learners and 399 are in classes for English for speakers of other languages (ESOL). Programmes are offered from Entry to Level 2. Entry level programmes for learners with learning difficulties and/or disabilities have 208 enrolments. Learners from a range of minority ethnic groups account for 44% of the total and 38% of learners are from disadvantaged wards. Daytime, evening and weekend classes are in main learning centres, libraries, community organisations and partner agencies.

#### **Strengths**

- Good development of skills
- Good personal support
- Good partnerships

#### **Areas for improvement**

- Poor retention on level 1 and 2 long courses
- Insufficient use of information learning technology in some learning sessions
- Insufficiently focused learning session planning to meet individual learner needs

#### **Achievement and standards**

51. Achievement and standards are satisfactory. Retention is low on long level 1 courses in literacy, numeracy and language. Retention on entry level ESOL courses is improving. Pass rates on long courses at entry level and level 1 ESOL courses are high, but low at level 2. Pass rates for literacy and numeracy at levels 1 and 2 are high but retention remains around 63% leading to success rates below national averages. Retention and pass rates are high on courses for learners with learning difficulties and/or disabilities.

52. Learners develop a good range of skills across all areas. In courses for learners with learning difficulties and/or disabilities learners work confidently on food preparation. They develop improved communication skills in vocational learning sessions and speak well in a group situation. ESOL learners build their language skills and improve vocabulary and fluency. Literacy and numeracy learners develop the confidence and skills they need to sit national tests.

#### **Quality of provision**

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53. Teaching and learning are satisfactory overall and good in literacy and numeracy. Learners are well motivated and enthusiastic about their learning and teachers provide a pleasant and supportive learning atmosphere. Enrichment activities enhance the curriculum. In better learning sessions teachers use a good range of strategies to engage learners and differentiate learning activity to meet the needs of individuals. In a numeracy learning session, for example, a very clear explanation of the basic concept of perimeter, supported by practical activities, quickly led to learners' confident use of the formula. In a literacy class on spelling and punctuation, learners based their writing on topics of interest to themselves and held a lively debate on the reasons behind a spelling rule.
54. All teachers make good use of questioning which challenges learners. In sessions for learners with learning difficulties and/or disabilities teachers lead effective discussion improving learners' confidence, speaking and social skills. Teachers of ESOL place good emphasis on correct pronunciation and homework is regularly set and marked. In one ESOL learning session the teacher used information learning technology (ILT) well to revise simple sentences. The pre-prepared material used was clearly presented and appropriately illustrated. However, in almost half of learning sessions observed no ICT was available for tutor or learner use. Of the remainder, some teachers use ILT resources well to interest learners and enhance teaching and the learning experience. In others there is no increased benefit to learners in the use of ILT in terms of raised interest or clarity of presentation. In many learning sessions, planning is insufficiently focused to meet individual learner needs. Plans do not always reflect the information collected during initial and diagnostic assessment, when individual learner targets are set, or impact sufficiently on teaching and learning in the classroom. In weaker learning sessions, preparation and planning is poor with over reliance on worksheet activities to give structure to the learning session.
55. Assessment and monitoring of learners progress are satisfactory with very good evaluative written feedback on learners' work in literacy. All course files detail progress against milestones and targets. Progression between courses in ESOL is well monitored. The programmes and activities meet the needs of learners well. Classes are held at a range of times and in venues which suit the needs of the learners, including community and workplace settings.
56. Guidance and support for learners is satisfactory. Teachers give good personal and individual support in learning sessions with effective use of praise to support and encourage less confident learners. Effective initial assessment, advice and guidance leads to learners being placed on courses suitable for their needs and ability. Additional support for learners, particularly those with learning difficulties and/or disabilities, is reliant on a small number of volunteers.
57. Accommodation and resources are satisfactory but some teaching rooms are too small. Specialist accommodation is good. A well equipped kitchen enables

learners with learning difficulties and/or disabilities to practice making meals they can also prepare at home. Literacy and numeracy practice is established into learning. Very good attention is paid to health, safety and simple first aid in the kitchen. Teaching materials in all learning sessions are of a good standard.

### **Leadership and management**

58. Leadership and management are satisfactory. Partnership working is very good across all areas. A number of local centres providing care to those with learning difficulties and/or disabilities are actively supported by the provision of courses. ESOL managers have liaised with local employers to provide language learning sessions in the workplace. Literacy and numeracy courses have been developed within areas of deprivation in three local communities. Communications between and within staff teams is satisfactory. Performance management of full time staff is satisfactory but appraisal of teaching staff is only by observation. Staff development opportunities are satisfactory. Management information systems are insufficiently developed.
59. Quality assurance systems are satisfactory. Measures to improve target-setting on individual learning plans, and to address inadequate teaching, have been effective. Risk assessments are in place for external visits and 'at risk' individuals with learning difficulties. The self-assessment process is satisfactory. The self-assessment report is broadly accurate but insufficient attention is given to actions to improve teaching and learning.
60. Attention to equality and diversity is good. The workforce reflects the ethnic diversity of the local population. Managers promote the celebration of cultural diversity. Staff are aware of issues surrounding vulnerable adults and take action where necessary. Every Child Matters outcomes are satisfactory.