

Gloucestershire County Council Adult Education

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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.

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), reports from the inspectorates' monitoring 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 and performing arts
- Community learning
- Preparation for life and work

Description of the provider

1. Adult Education in Gloucestershire (AdEd) is part of the Lifelong Learning section of the Community and Adult Care Directorate of Gloucestershire County Council. AdEd contracts with Gloucestershire and Wiltshire LSC to deliver mostly personal development or community learning. The great majority of learning is non-accredited. AdEd subcontracts with 25 organisations to deliver courses lasting from 2 hours to 15 weeks. Learning providers included 6 F.E. colleges, voluntary and community sector organisations, local schools and private training providers. Approximately 10% of the provision is directly delivered. At the time of the inspection there were 1110 learners in visual and performing arts, 723 learners in community learning and 192 learners in preparation for life and work. Other provision, largely in health, public services and care, was not inspected.
2. The county of Gloucestershire is a largely rural county with major centres of population in Gloucester and Cheltenham contrasting with sparsely populated rural areas such as the Forest of Dean and parts of the Cotswolds. The Office for National Statistics reports that, in 2007, the total population of Gloucestershire was approximately 582,600, of whom almost 300,000 were female. Some 85% of the population are in or seeking work, compared with the national average of around 77%. The county has a higher than average level of educational qualifications with almost 73% holding an NVQ level 2 equivalent or above, compared with the national average of 64%. There are, however, pockets of deprivation where the take up of adult learning has been historically low.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade3
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade3
Leadership and management	Satisfactory: Grade3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

Visual and performing arts	Satisfactory: Grade 3
Community learning	Satisfactory: Grade 3
Preparation for life and work	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

3. The overall effectiveness of the provision is satisfactory. The quality of provision in community learning, preparation for life and work, and visual and performing arts are all satisfactory. Achievement and standards and the quality of provision are satisfactory. Leadership and management are satisfactory, as is equality of opportunity.

Capacity to improve

Satisfactory: Grade 3

4. AdEd demonstrates satisfactory capacity to improve. It has made significant improvements to its collection and use of management information to set and monitor targets with providers. Effective arrangements have been put in place to assure teaching and learning and learner satisfaction. A significant investment has been made in tutor training and information learning technology (ILT) to build capacity for teaching and learning. Self-assessment is thorough and honest. AdEd is accurate in identifying key areas for improvement. However, some actions for improvement in curriculum areas are not yet fully effective. The organisation does not have a reliable system for accurately measuring achievement on non-accredited provision.
5. The self-assessment process is satisfactory. The latest self-assessment report is thorough and accurate in identifying areas for improvement. AdEd's self-assessment grades match those from inspection in all but one aspect. The process is very well established and has improved for the current year. Managers have made better use of data in the current report to support judgements. Some strengths identified have insufficient impact on learners. Self-assessment is largely inclusive, involving AdEd staff and provider managers, but only includes tutors informally.
6. The effectiveness of steps taken to promote improvement since the previous inspection is insufficient. Good action has been taken to improve aspects of leadership and management, such as the use of management information, the monitoring of equality of opportunity and quality assurance. Curriculum management has improved in two of the three areas inspected. However, key weaknesses identified in curriculum areas at the previous inspection remain areas for improvement. These include learners' target setting, the assessing and recording of learner progress and the sharing of best practice. The grade awarded at this inspection for visual and performing arts is lower than at the previous inspection.

Key strengths

- High retention rates
- Good standards of learners' work
- Particularly effective partnerships to increase learner participation
- Good use of data to promote equality of opportunity and diversity

- Good support for providers

Key areas for improvement

- The planning and recording of individual learning
- Advice and guidance for progression
- Effective development and implementation of the skills for life strategy
- Effectiveness of steps to drive improvement in curriculum areas

Main findings

Achievement and standards

Satisfactory: Grade 3

7. Achievement and standards are satisfactory, as identified in the latest self-assessment report. Retention rates are high on both accredited and non-accredited courses. AdEd does not have sufficiently thorough data to validate learners' success rates for its non-accredited provision and this is recognised in the self-assessment. Where indicative data is available, the performance of learners from different backgrounds and those with additional learning difficulties and/or disabilities (ALDD), shows little variation from AdEd's average.
8. Success rates for the small number of learners on accredited short courses are satisfactory at 79% in 2006/07. Based on provisional AdEd data, the overall learner success rate at level 2 was high, at 93% in 2007/08. The success rate for short courses of longer than 5 weeks duration in 2007/08 was 83%. Level 1 long course success rates were low in 2006/07. These programmes have since been discontinued.
9. The standard of learners' work is good in most areas, and notably in the visual and performing arts. Learners develop particularly good personal and social skills in many areas, leading to increased confidence and self-esteem. The effect of learning on those from previously under-represented groups is particularly positive.

Quality of provision

Satisfactory: Grade 3

10. The quality of provision is satisfactory. Teaching and learning are satisfactory, as identified in the self-assessment. The profile of grades given by inspectors largely matches that of AdEd's own observations in 2007/08. Small class sizes are used to good effect on courses aimed at those returning to learning. Much teaching is particularly supportive and appropriately differentiated. Initial assessment is weak in many cases and the recognition and recording of progress and achievement is inadequate. Resources are satisfactory overall.
11. The range of programmes is satisfactory to meet the needs and interests of learners. Since the previous inspection, AdEd has worked well with providers to identify and supply learning for those in remote areas and in areas of deprivation throughout the county. Courses provide an appropriate mix of work and life skills at often flexible times and locations, matched to learners' personal circumstances.
12. Guidance and support of learners is satisfactory. Satisfactory pre-course information is provided and learners generally receive suitable inductions to learning. Well targeted support from additional tutors and support staff is appropriate to learners' needs. Specialist advice and guidance is funded by AdEd and many providers access this. Information and guidance for learners on progression opportunities is insufficient.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

13. Leadership and management are satisfactory, as recognised in the self-assessment. AdEd provides good support and training for its providers. Training and support is readily available and tailored to meet providers' and tutors' needs. Many tutors have been supported by AdEd to gain teaching qualifications. Additional resources, including adaptive technology and ILT, are loaned to tutors to help them with teaching and assessment. Tutors receive useful guidance to help them with AdEd's paperwork, but many organisations choose to use their own formats. Communication with providers is effective. AdEd now holds effective separate meetings for managers of colleges and community learning provision.
14. AdEd uses local information well to develop the curriculum and to target specific groups, for example, travellers. This is recognised in the self-assessment. AdEd has established a wide range of partners that meet the diverse needs of the areas they work in. Participation rates have improved in some groups. The proportion of adults with learning difficulties and/or disabilities participating in AdEd's programmes now exceeds the county profile, where a few years ago it was below.
15. Strategic leadership and management are satisfactory. AdEd are contributing appropriately towards Gloucestershire County Council's (GCC) local area agreement targets and council plans. Staff are involved in productive cross-directorate work across GCC to form cohesive strategies and share expertise and training. AdEd has successfully delivered skills for life training to GCC employees through a previously held ESF project. Business plans have a clear direction, towards increasing direct delivery and NVQ provision. Some decision making has shown insufficient long term vision regarding national and organisational priorities. Some providers are unclear about AdEd's future direction.
16. AdEd has set challenging retention and success rate targets, which are appropriately passed on to staff and provider managers, but not to tutors. Most of AdEd's own targets have been achieved. Providers and managers make good use of management information to monitor performance at contract review meetings. However, the results of these discussions, including the progress that providers are making towards achieving their targets, are not always fully recorded. Appraisal systems for AdEd's own staff are effective, and progress is regularly discussed and recorded. Staff generally have good access to training and development. AdEd's self-assessment recognises the need to improve this access for non-teaching staff.
17. Resources are generally satisfactory. GCC's own analysis of AdEd's value for money identified few issues or recommendations for improvement. AdEd has developed its own funding model to ensure funding is applied more consistently across providers.
18. Curriculum area management has generally improved since the previous inspection and is satisfactory. Each curriculum area is well supported by a subject specific member of the curriculum support team. Tutors are suitably qualified and experienced for their

specialism in most cases. AdEd holds regular meetings for tutors, but attendance is not consistent.

19. AdEd has significantly strengthened its quality assurance arrangements since the previous inspection, when they were judged to be inadequate. Learners' feedback is effectively collated, analysed and used to make improvements. Focus groups have been held recently to gather learners' feedback about specific themes for future development, including e-learning. The observation of teaching and learning system is very thorough and generally accurate. Observers are suitably trained, and use grading criteria well to ensure consistency. Although the sampling strategy is clear, some curriculum areas received a disproportionately high number of observations in the last two years, while other areas had too few. The resulting data helped AdEd support targeted tutors and providers, but did not give an appropriate grade profile for making reliable judgements about the quality of teaching and learning in some areas.
20. AdEd has good support arrangements to improve teachers' performance following observations, but too few observation reports are accompanied by clear action plans for improvement. The self-assessment process is generally thorough, but contains too few judgements about the quality of teaching and learning and quality improvement. Arrangements for sharing best practice across providers and tutors are insufficient. A useful web log has been introduced to facilitate sharing of best practice, and some tutors are now starting to make use of the resources and activities in their teaching.
21. Procedures for safeguarding learners meet current government requirements. Appropriate CRB checks are conducted and recorded. CRB checks of relevant staff are a contractual requirement for all providers. A recently completed audit shows all providers have satisfactory arrangements for checks. Providers have been required to prepare action plans, generally related to the quality of information on safeguarding made available to learners, to resolve areas for improvement. Training for all AdEd staff in identifying and reporting on safeguarding matters is planned for the current year.
22. AdEd recognises in its self-assessment that progression routes are an area for improvement. AdEd has introduced some initiatives to promote progression; however, these are not yet having an impact. AdEd does not routinely collect and analyse progression data.
23. AdEd's recently produced skills for life strategy is very brief and incomplete. The strategy has insufficient detail about how most learners' literacy, numeracy and language skills will be assessed or supported. The accompanying improvement plan introduces actions too late, with much planned for 2009. Unless learners are on language, literacy, or numeracy courses, they are signposted to local colleges or other providers for additional support. AdEd does not routinely check to ensure that effective support is provided to meet learners' development needs.
24. Action to improve some aspects of the provision has been ineffective. Actions to improve initial assessment, planning and monitoring of individual learning have not had sufficient impact. These were weaknesses at the previous inspection, and remain areas for improvement. AdEd has no reliable measure for achievement and success rates on non-accredited courses, which account for most of the provision. Monitoring arrangements do not assess the effectiveness and progress of curriculum area action plans sufficiently.

25. Equality of opportunity is satisfactory. AdEd's aims and values appropriately reflect the county council's clear commitment to equality and diversity. AdEd's equality and diversity objectives, as expressed in the well written mission statement, suitably reflect the overarching objectives of the council. AdEd staff have a clear understanding of their role, and that of all providers, in meeting the needs of the county's diverse adult resident population.
26. The use of data to promote equality and diversity is good. Effective use of the County Council's data resources provides good access to resident profiles through a wide range of well presented reports. Local intelligence, derived from a wide range of active partnerships, effectively enriches data. Data is suitably used in strategic planning, and outcomes include development work to reach lone parents, gypsies and travellers and economic migrants. In the last 7 years, the number of learners with declared disabilities, as a proportion of those in the resident population, has increased from 7% to 14%. Satisfactory use is made of data to monitor the achievement of differing learner groups. The retention of migrant learners is lower than other groups and there has been a recent reduction in demand from this sector of the resident population. Retention rates of learners with disabilities largely match that of all learners in the visual arts and crafts.
27. Staff training in equalities is satisfactory. AdEd has produced a good range of resources for awareness raising and training providers. Clearly presented leaflets and materials on a 'resources for tutors' CD are widely available. Adequate compulsory EO training occurs annually for all tutors and this is followed up in team meetings. Training programmes developed within AdEd are now used across other council departments and cover age discrimination, race, gender and disability awareness, faith and belief, lesbian, gay, bisexual and transgender awareness. However, use of these resources is not regular. Some external providers have elected to train their own staff. Staff and learner awareness of equalities and diversity is generally satisfactory.
28. AdEd complies with current equalities legislation. Appropriate race, gender and disability equality schemes are in place. There has been particularly wide involvement of stakeholders in developing the schemes. The race scheme was satisfactorily updated in April 2008 with the gender and disability schemes due to be updated in 2009. The schemes are suitably monitored and reported on annually. Thorough arrangements to eliminate discrimination and harassment are promoted through staff and learner handbooks.
29. Satisfactory arrangements are in place to manage complaints. All providers are required to report to AdEd on complaints received. Complaints are suitably logged and considered by senior AdEd managers. The number of complaints received in the last year is small with the majority relating to course fees. Complaints are appropriately investigated with outcomes suitably communicated to complainants.

What learners like:

- “The tutors, who are friendly, helpful and communicate really well”.
- The courses that are pitched at all levels of ability.
- The practical aspects of courses.
- Having the opportunities to mix with other learners and exchange views.
- Courses that are offered in the local community, making travelling easy.
- Being able to produce work which reflects they own interests.

What learners think could improve:

- Ensuring that time is made available within the lesson times to discuss concerns with the tutor.
- The time of day when sessions are held.
- Better advertising of the courses.
- Offering more courses across the week.

Sector subject areas

Visual and performing arts

Satisfactory: Grade 3

Context

30. In 2007/08 arts, crafts and performing arts courses enrolled some 3,540 learners of whom 970 were adults with learning difficulties or disabilities (ALDD). All courses are non-accredited. AdEd contracts with a range of local organisations ranging from small specialist community arts groups and local community schools to local further education colleges. The subject area is managed by a head of curriculum development assisted by a specialist curriculum support team member, who is also a subject learning coach. At the time of the inspection, some 1,110 learners were on courses offered at over 16 venues spread across Gloucestershire. Courses cover a range of arts subjects including, painting and drawing, craft, dance & movement and textiles. Some courses are aimed specifically at ALDD learners. Classes are offered in the daytime and evening, with many situated in remote rural locations to meet the needs of learners who find travel difficult.

Strengths

- High retention rates
- Good quality of learners' work
- Particularly effective partnerships to improve participation by adults with learning difficulties and/or disabilities

Areas for improvement

- Weak documentation of initial assessment
- Insufficient advice and guidance for progression

Achievement and standards

31. Retention rates are high. The overall retention rate in 2007/08 was 87%. This is slightly less than in 2006/07. A more consistent and accurate method of recording retention was introduced last year. Learners attend their classes regularly. Attendance rates are satisfactory.
32. The standard of learner work is good. Learners are fully involved in their practical sessions and many are making very good individual progress. One student with learning difficulties, for example, demonstrated very sophisticated observational and drawing skills. Learners often make good progress on a wide range of differing activities, including painting and ceramics, within the same group. More able learners offer support and encouragement to the less able and this boosts the confidence and self-esteem of both groups. Most learners recognise and appreciate the significant social benefits of meeting and working with a varied mix of other learners.

Quality of provision

33. Teaching and learning are satisfactory and this is recognised in the self-assessment report. Grades awarded by inspectors largely matched those of AdEd. Course tutors are well qualified and many are practising artists and performers. The level of learners' ability varies greatly in many sessions. Tutors use effective strategies to differentiate the learning activity and support they provide. Additional support staff are used appropriately to enable learners with disabilities and/or learning difficulties to fully participate. Additional tutors make a valuable contribution to supporting targeted individuals.
34. Resources are satisfactory. Tutors support their teaching with a good range of books and other reference resources which they often provide from their own libraries. A useful resource centre provides tutors with plentiful free or subsidised materials which are suitably used to extend learning on art & craft courses. A good range of equipment including laptops, portable printers, digital projectors and digital cameras is available to tutors. Some tutors make appropriate use of digital cameras to record work, but generally tutors make too little use of the equipment. AdEd recognises this, and a specialist lead curriculum support officer has initiated an externally funded project to develop the use of digital technologies in teaching.
35. Accommodation for teaching and learning is satisfactory. A few courses are held in good, purpose designed, performance venues while others are delivered in more modest specialist craft rooms in community venues. Many groups often reach out into remote communities where accommodation is adequate. All sites are satisfactorily accessible for learners with limited mobility. The range of provision is suitably responsive to local needs. Many of the courses have been identified in partnership with providers who work closely with community groups and other support services.
36. Recording of initial assessment is weak. All tutors use AdEd's form for recognising and recording progress and achievement but there is too little evidence of initial assessment on which to base progress judgements. This has been recognised in AdEd's own observations of teaching and learning. While subject specific group targets and some individual targets are recorded, learners' additional needs are not always recorded systematically. In some cases, tutors make detailed assessments of learners' needs, but this is done informally. Too many records of assessment use standardised comments. Learners do, however, appreciate the constructive verbal feedback they receive in learning sessions.
37. Advice and guidance for learner progression is insufficient. A representative of AdEd visits some classes towards the end of the course to give limited progression advice. Tutors are often insufficiently aware of suitable accredited courses in colleges, so that learners with sufficient skills to progress and benefit from higher levels, often enrol on other non-accredited courses. AdEd does not provide accredited courses in the visual or performing arts.

Leadership and management

38. Curriculum leadership and management are satisfactory. AdEd has developed particularly effective partnerships with local community organisations, colleges, employers and support agencies to increase the participation of hard to reach learners, particularly adults with learning difficulties and/or disabilities. AdEd has appropriately recognised the value of integrating these learners into its arts provision and works well with providers to achieve this.

39. The promotion of equality of opportunity is satisfactory. Safeguarding arrangements are in place which are appropriate to the needs of vulnerable adults. Learners clearly enjoy their learning in sessions where often a wide range of learners mix readily together and support each other in their development.
40. Communications are satisfactory. A subject specialist provides appropriate guidance and direction in aspects such as e-learning, resource provision and teaching styles. Limited training has taken place for tutors who are working with ALDD learners, and very few tutors hold qualifications to support this group. An internet based 'blog' has been developed in the last year for tutors to exchange information and good practice. The website is in the early stage of development but has some useful examples of projects and learner work.
41. The observation of teaching and learning to monitor and improve the provision is satisfactory. In 2007/08, appropriately trained and experienced AdEd observers and external consultants met their target of observing some 40% of the subject sector's tutors. Feedback to tutors is thorough. Observations appropriately inform the self-assessment process. The self-assessment review (SAR) is broadly accurate in identifying the area's strengths and areas for improvement. The area was, however, graded higher than at inspection. The effectiveness of arrangements for the recording and monitoring of learner progress was overstated.

Community learning

Satisfactory: Grade 3

Context

42. AdEd delivers community learning programmes at venues throughout Gloucestershire. In 2007/08 some 5,582 learners were enrolled. The target for 2008/09 is 5,559. Delivery of the programmes is sub contracted to 18 providers who are contracted to run 424 courses in 2008/09. Some 68% of courses offer 'first steps' provision, aimed at engaging and progressing adults who are not in education and have limited prior attainment. In 2007/08, 64% of those enrolled were new learners, 12% were from minority ethnic backgrounds and 21% had a declared disability. At the time of inspection, there were 754 enrolments.

Strengths

- Particularly good development of personal and social skills
- High retention rates
- Small class sizes well suited to meeting learners' needs

Areas for improvement

- Insufficient planning and monitoring of progression
- Ineffective assessment of learning and recording achievement
- Insufficiently thorough monitoring of the eligibility of learners

Achievement and standards

43. Achievement and standards are satisfactory. Retention rates are high, at 85% in 2007/08. Attendance rates during the same year were also good at 78%. It is too early to judge whether this positive trend will be maintained in 2008/09. AdEd does not have sufficiently thorough data to verify learner's success rates and this is recognised in the self-assessment.

44. Learners develop particularly good personal and social skills that are relevant to their life and interests. Information and communication technology (ICT) skills for future work, leisure and communication are effectively developed by adults who have not used computers before. The confidence of learners who were previously disengaged from learning is improved significantly. Members of minority ethnic communities are being suitably supported to integrate into the community and to gain work through developing English language skills. Young people, who are recovering from drug addiction, talk confidently of newly acquired understanding about the essentials of a healthy diet. Many learners enjoy their sessions and look forward to attending each week.

Quality of provision

45. The quality of the provision is satisfactory. Small class sizes are well suited to meeting learners' needs. AdEd has appropriately recognised the needs of first steps learners who are lacking in confidence and are nervous about returning to learning. Learners particularly appreciate the high level of individual attention they receive in class which very effectively contributes to the acquisition of new skills. Learners do not feel intimidated by the size of the group and contribute well to discussions. They develop good self-confidence and communication skills.
46. Teaching and learning are satisfactory. Welcoming and encouraging staff create a non-threatening and supportive classroom environment. Learners appreciate the way in which tutors create a clear learning structure. Learners are highly motivated and all participate actively in the sessions. Additional support is provided in many classes, but some learners for whom English is not a first language are not routinely supported. An adequate range of teaching and learning materials is available, but they are not always used with sufficient imagination. Tutors do not always use a sufficient range of teaching approaches in classes, and do not routinely adapt printed materials to help learners understand.
47. The programmes satisfactorily meet the needs and interests of learners. Programmes are delivered in a good range of local community venues. An appropriate mix of life and work skills development builds learners' self-esteem. The content of lessons is satisfactorily matched to the adult roles of learners. Class timing is suitably negotiated to assist the regular attendance of learners.
48. Guidance and support are satisfactory. Learners receive appropriate support with travel, materials and teaching in small groups. Satisfactory induction includes support for learners in understanding their entitlements. Specialist advice and guidance is funded by AdEd, and many providers effectively link learners to this service.
49. The planning and monitoring of learner progression beyond the 'first steps' programmes is insufficient. Progression opportunities are not effectively incorporated into course planning or schemes of work. AdEd does not monitor progression data from its providers regularly. Many learners are insufficiently aware of their progression opportunities.
50. The initial assessment of learning needs and recording of achievement is ineffective. While learners adequately self-assess their subject specific skills and experience, against group and some individual targets, initial assessment of their wider learning needs is inadequate. The language, literacy, and numeracy needs of learners are inadequately assessed. AdEd recognises in its self-assessment that the monitoring and validation of learners' progress and achievement is inadequate.

Leadership and management

51. The management of community learning is satisfactory. AdEd has worked hard to establish community learning programmes across the county, and particularly in socially and economically disadvantaged areas. A good network of 18 partners has been developed since the previous inspection. Partners clearly understand their role. Communication is satisfactory. Formal provider review meetings are held termly. Small community providers particularly appreciate the help and guidance they receive from AdEd staff.
52. Arrangements for the observation of teaching and learning are satisfactory. Observations are well documented. The profile of grades awarded in 2007/08 largely matches those awarded during the inspection. Where providers conduct their own observations, appropriate sampling is undertaken to validate judgements. Self-assessment arrangements are satisfactory. The SAR identifies most of the key strengths and areas for improvement found during inspection. In 2007/08, the area graded itself satisfactory, matching the judgement of inspectors. Action planning is generally satisfactory. Good progress has been made since the previous inspection in improving the use of data and in the promotion of equality of opportunity. Areas for improvement around the recording of progress and achievement have yet to be resolved.

Preparation for life and work

Satisfactory: Grade 3

Context

53. In 2007/08, AdEd enrolled 1636 learners on 217 preparation for life and work courses which are made up of literacy, numeracy, language and family learning. Of these, 456 learners were working towards a accredited qualification and the remainder were following non-accredited learning programmes. Most courses run during the day at a range of education centres, schools, children's centres or in community venues. Courses vary from 2 hour workshops to 15 week courses, as well as 72 hour intensive courses. At the time of the inspection there were a total of 192 learners.

Strengths

- High retention and success rates for literacy and numeracy
- High retention rates for family learning

Areas for improvement

- Insufficient initial assessment and planning to meet individual learning needs

Achievement and standards

54. Achievements and standards are satisfactory. Success rates for literacy and numeracy are high at 74%. Retention rates are also high at 83%. Family learning retention rates are high at 85% for accredited learning and 92% for non-accredited provision.
55. Learners demonstrate a good standard of work in most lessons through a range of activities which include how to support their child effectively in reading, writing and numeracy. Learners improve in self-confidence and take pride in their work. They have the opportunity to celebrate their achievements at regular award ceremonies. Attendance is good in most lessons. Punctuality, however, is poor in too many lessons.

Quality of provision

56. Teaching and learning is satisfactory. Inspectors agree with the findings of AdEd's observations of teaching and learning in the self- assessment report. Tutors are suitably qualified and experienced. Most lessons are well planned, and managed and delivered effectively. In better lessons, tutors make full use of a range of teaching methods including whole group, pair and individual work. Tutors are aware of the learners' strengths and build on these. Learners are encouraged to explore their own strengths and areas for improvement and this in turn effectively enables them to make life changing decisions as to their future. Good, vibrant atmospheres encourage learners to maintain focus and interest and to successfully achieve literacy and numeracy tasks.
57. Accommodation and resources are satisfactory. Venues are accessible to learners with restricted mobility. Tutors use an appropriate range of available resources and materials for activities in most classes. They make effective use of a range of learning materials,

such as food, to stimulate learning and to encourage learners to work on weight and percentages. Although ILT is available, tutors do not use it sufficiently in classes to support and stimulate learning.

58. The range of programmes and activities is satisfactory. Family learning programmes are responsive and flexible. Learning appropriately takes place in venues that are close to where learners live and at times which best suit their needs. The gypsy and travel liaison officer has set up a useful series of programmes which have supported learners well. Satisfactory literacy, language and numeracy direct delivery provision is set up often in rural areas where learning is not normally available. Provision is offered from entry level to level 1.
59. Partnerships are satisfactory and lead to improved learner participation. The service works very effectively with strategic partners, local community organisations, employers, other local councils and support agencies. Partnerships work appropriately supports the recruitment of hard to reach learners and enables AdEd to identify the learning needs of potential learners. Head teachers are supportive of the family learning provision which is established in the schools.
60. Guidance and support are satisfactory. Funds are used well for one to one support, travel, crèche, materials, specialist ILT equipment for learner use and small groups. Adequate pre-course information is provided and learners receive good induction which helps them settle into their course. Family learning induction identifies learner entitlement and support available, and regular guidance sessions are established within the course delivery. Information on progression routes for family learning is insufficient.
61. Initial assessment and planning to meet individual learning needs are insufficient, and are not carried out systematically for all learners. Outcomes from initial assessment have insufficient detail to inform effective planning for learners. The focus is too much on completion of the qualification, rather than the personal skill or behaviour that individual learners need. Reviews do not indicate sufficiently whether new skills are emerging, consolidated or established. Learners do not have sufficiently clear targets to measure progress during assessment and review.

Leadership and management

62. Leadership and management are satisfactory. Managers communicate effectively with staff through emails or regular one to one meetings. Staff development opportunities are satisfactory. Curriculum support teams are in place for all tutors. The sharing of best practice occurs at whole team meetings and the tutor steering group regularly shares practice and resources. The use of data by managers and curriculum co-ordinators has improved since the previous inspection and is now satisfactory. Managers generally inform tutors appropriately of retention and achievement targets, but not all tutors understand fully what is expected of them.
63. Quality improvement is satisfactory. The use of data to identify areas for improvement is satisfactory. Learner feedback is regularly collected and analysed. The quality of subcontracted provision is satisfactory. Appropriate service level agreements are in place. Most subcontractors are satisfactorily involved in the preparation of the self-assessment report. The SAR is broadly accurate with an accurate analysis of the strengths and areas

for improvement. Managers are well aware of many of the areas for improvement and a development plan that is clearly linked to the self-assessment report is regularly monitored.

64. The service has a weak skills for life strategy which is still in the early stages of development. Target dates set for improvement are too late to benefit current learners. Insufficient lesson observations are carried out in family learning, and AdEd has relied too much on providers to undertake observations.
65. The promotion of equality and diversity is satisfactory. Learners and staff have an appropriate awareness of their rights and responsibilities. Opportunities to promote EO are satisfactorily detailed in many lesson plans. In some lessons, learners are given different levels of work to support their individual learning needs. The use of the 'every child matters' themes is satisfactory, particularly with family learning where it has been established through the course delivery.

Annex**Learners' achievements**

Learners' achievements in FE funded, accredited provision offered by Gloucestershire County Council Adult Education

Success rates on accredited entry and level 1 (combined) and level 2 qualifications, by length, expected end year and age.

Notional Level	Exp End Year	19+			
		Starts – Transfers	Provider Rate	National Rate	<i>Diff</i>
1 long	06/07	62	26%	70%	-44%
	07/08*			N/A	
2 long	06/07				
	07/08*	46	93%	N/A	
Short**	06/07	439	79%	83%	-4%
	07/08*	539	83%	N/A	

* ACL provider data not validated

** Courses over 5 weeks long