

# West Sussex ACL

Inspection report

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Type of provider: Local authority

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## Information about the provider

1. The West Sussex Adult and Community Learning Service (WSACLS) is part of the county council's Adults' and Children's Learning Directorate. It provides a range of programmes in a variety of venues across the county including libraries, village halls and schools. Its contract with the Skills Funding Agency includes accredited and non-accredited learning, learner responsive and employer responsive and adult safeguarded learning provision. The service continues to offer provision in 15 sector areas, including family learning. The head of service is supported by two senior managers. Six performance managers lead across the subject areas. West Sussex is a diverse county with seaside resorts in the south, rural areas in the middle and urban Crawley in the north east. Approximately 26% of learners are men.
2. West Sussex has approximately 800,000 residents. Less than 4% of the county's population are from a minority ethnic heritage. The ethnic profile of the service shows that 12% of its learners are from minority ethnic groups. West Sussex has an unemployment rate of 3%. This is well below the national average of nearly 8%.
3. West Sussex Adult and Community Learning Service does not provide training on behalf of any other provider nor do other organisations provide training on behalf of WSACLS.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: Further education (16 to 18)	116 part-time learners
Provision for adult learners: Further education (19+)	15,599 part-time learners
Employer provision: Train to Gain	60 learners

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

Subject Areas	Grade
Information and communication technology	2
Sport leisure and recreation	3
Crafts, creative arts and design	2
Other languages, literature and culture	2

## Overall effectiveness

- The overall effectiveness of WSACLS's provision is good. Senior staff provide particularly strong leadership and have managed well the improvements in the service. WSACLS has implemented significant improvements since the previous inspection. The quality of teaching and learning has improved and is now good. The organisation works very effectively to offer good provision that meets well the needs of learners. Learners' achievement rates are high and their progress and skill development are good. Arrangements to safeguard learners are good. Learners say they feel safe and comfortable in the learning environment. WSACLS promotes equality and diversity effectively and managers monitor closely the achievements of all the different groups of learners. A few quality improvement measures have not yet impacted fully across the whole service.

## Main findings

- Outcomes for learners are good. Rates for retention, achievement and success in 2008-09 were high and in-year retention rates in the current year are high.
- Learners demonstrate a good standard of work and make good progress. They enjoy their programmes and value the benefits of learning.
- Learners feel safe and the service has developed good measures to safeguard their health and well-being. The service works well with other agencies to improve its safeguarding practice. However, the arrangements to monitor and follow up non attendance are not sufficiently rigorous.
- Teaching and learning have improved significantly and are now good. Teachers are generally well qualified. Resources are at least satisfactory and often better. However, the quality of planning for individual learning and target setting are too variable.
- The curriculum is well planned and offers a broad range of subjects with appropriate progression opportunities. It meets well the needs of learners through a good network of local venues.
- Links with a wide range of partners are strong and productive. The service is a key member of partnerships in the area resulting in enhanced learning opportunities in the community.
- Support for learners to meet their individual needs is particularly good. Tutors generally offer good individual support and the service has improved systems to provide appropriate information, advice and guidance. Good use is made of the views of learners to improve the service.
- Leadership is particularly strong. Senior managers offer clear direction and promote high standards throughout the service. Operational management is good.
- Promotion of equality and diversity is good. The service works well to attract learners from the whole community and overcome barriers to learning. However, too many learning opportunities are not used to enrich learning through the positive celebration of diversity.
- The self-assessment and quality processes are effective in improving the quality of provision and enhancing the enjoyment of learners.
- Systems to improve the quality of teaching and learning are effective. However, not all records of observations are sufficiently precise and evaluative to drive improvement effectively.

## What does West Sussex ACL need to do to improve further?

- Improve the use of the individual learner record so that it provides a sufficiently precise measure of progress to stimulate and reward learners.
- Further develop systems for the observation of teaching and learning so that all written records provide an accurate assessment of the quality of lessons and the actions needed to further improve the learning experience.

- Increase the promotion of equality and enrich learning through the positive celebration of diversity throughout the curriculum.
- Improve the arrangements for monitoring and follow-up of non-attendance to reduce absenteeism.

### Summary of the views of users as confirmed by inspectors

#### What learners like:

- the friendly welcome in the centres
- the excellent teaching
- sensitive and supportive tutors
- very good value for money
- being in a safe place with people they trust
- having fun
- being listened to
- the very good support
- having teachers who understand the needs of students.

#### What learners think could be improved:

- classes to run all year
- more classes during the day time
- longer sessions
- constant technical difficulties
- payment spread over the whole programme.

#### What employers like:

- the professional approach
- responsive tutors
- the quality of teaching.

## Main inspection report

### Capacity to make and sustain improvement

Grade 2

5. West Sussex Adult and Community Learning's (WSACLS) capacity to make and sustain improvement is good. Substantial reorganisation to the structure of the service has focused successfully on bringing about improvements. At the previous inspection in 2006, WSACLS's leadership and management and its approach to equality of opportunity were satisfactory and arrangements for quality improvement were inadequate. These aspects are now judged to be good. Provision was satisfactory in leisure, travel and tourism, in arts, media and publishing and languages, literature and culture and these are now judged to be good. The provision in information and communication technology (ICT) was inadequate and is now judged to be good. The self-assessment process is good. Self-assessment takes into account the views of staff, partners, and learners. WSACLS's development plans provide an effective framework for improvement and include challenging and realistic targets that managers monitor thoroughly. WSACLS has made good progress towards achieving these targets. Judgements in the report are evaluative and detailed. Inspectors largely agreed with the grades awarded and most of the judgements except in sport and leisure.

### Outcomes for learners

Grade 2

6. Outcomes for learners are good. Rates for retention, achievement and success across the whole service in 2008-09 were high and in-year retention rates in the current year are also high. In 2008/09 outcomes for learners were good in ICT, crafts, creative arts and design and languages. In sport, leisure and recreation, outcomes for learners were satisfactory. Although a high proportion of learners achieve their learning goals, these are often not sufficiently challenging. However, success rates in the small amount of accredited provision were high. In languages, success rates on the few accredited courses are satisfactory. Retention on all courses is good and improving at over 90% in 2009-10. In ICT and crafts, creative arts and design attendance is good. However, attendance on some courses is too low and the arrangements to monitor and follow up non attendance are not sufficiently rigorous.
7. Learners make good progress in gaining new skills. Learners demonstrate a good standard of work and make good progress. They enjoy their programmes. In ICT, learners improve their employability skills and skills for work as well as their social well-being. In crafts, creative arts and design learners achieve a high standard of creative work. New learners progress quickly and gain good skills and techniques. However, many learners who have attended for many years lack the confidence to work without tutor intervention. In languages, standards of work are good. Many learners in beginners and intermediate classes make rapid progress. Learners are well motivated to progress to higher level courses. Standards of learners' work in sport, leisure and recreation are satisfactory. Some learners develop very good exercise technique, and body

awareness, and knowledge and understanding of how the body works and responds to exercise are good. However, some learners display poor exercise technique and do not sufficiently improve this.

8. Learners feel safe. Tutors pay good attention to health and safety in the classrooms. In ICT internet security is stressed and tutors alert learners to its importance for themselves and for their children. Learners are aware of the need for safe working. In crafts, creative arts and design, learners use safe working practices in the practical sessions. In languages, learners enjoy learning in a friendly learning environment, sharing ideas and taking part in discussions. Humour is used well to stimulate learning.
9. Learners make good improvements to their social well-being in sport, leisure and recreation. In particular older learners, some of whom have few opportunities to meet other people, enjoy the company of others and place great value on the friendships they forge through their classes. In crafts, creative arts and design, learners develop good personal and social skills. They enjoy group visits where they participate in productive group discussions.

## The quality of provision

Grade 2

10. Teaching and learning have improved significantly and are now good overall with many examples of outstanding sessions. In ICT, teaching and learning are consistently good. Tutors use a good range of well-presented tasks that involve learners and enable them to develop skills in manageable steps. In crafts, creative arts and design, tutors are well qualified and many are practising artists and specialists in their field. Many tutors use good demonstrations to extend the learners' knowledge. In languages, tutors and learners use the target language consistently well. Learners participate fully in well planned, challenging and interactive activities. Learning is made meaningful by exploring current issues and using examples from everyday life. Sport, leisure and recreation teaching and learning are satisfactory. In the better sessions learners adapt their exercises allowing practice at the most appropriate level. Tutors ensure that good technique is developed and that learners are challenged to improve further. In the poorer sessions the content is not always appropriate and exercises are sometimes ineffective.
11. Assessment practice is generally satisfactory and sometimes very good. In ICT, tutors continuously monitor learners' progress in class and give immediate feedback to help them gain the skills they need. Internal verification is very good and ensures a consistent approach. In languages, initial assessment of language skills is carried out consistently. Tutor feedback to learners on grammar, vocabulary and pronunciation is good. In sport, leisure and recreation some learners identify meaningful goals related to their physical, psychological or social fitness and use a range of relevant methods to assess and record progress. However, the assessment and recording of learner progress is insufficient across much of the provision and some tutors and learners do not value the monitoring of progress. In many crafts, creative arts and design

sessions, goals are set for the whole classes which include learners of different skill levels. Initial and on-going assessment is not always recorded in the individual learner records to inform progression. Some individual learning plans are not challenging, particularly for learners who have been on courses many years. In ICT all learners complete individual learning records but their quality is too variable. In some sport and leisure sessions learners do not identify individual learning goals. In languages, some tutors take full account of the learners' individual needs when setting goals and recording progress. However, this practice is not yet consistent. WSACLS is aware that this aspect of teaching needs to be developed further.

12. Teachers are generally well qualified. Resources are at least satisfactory and often better. In ICT, tutors make effective use of good resources and adapt their practice to suit different circumstances. Equipment and accommodation are good at the service's own centres where there is up-to-date hardware and software. In languages the range of resources is good. Learners can use a good range of carefully researched and well-presented materials. Interactive whiteboards and the internet are used well to stimulate learning, present new language and initiate discussions. However, information learning technology is not always accessible or in good working order. Good accommodation is available throughout the geographical area for crafts, creative arts and design courses. In sport and leisure, not all tutors are sufficiently qualified in the subject that they teach.
13. The provision meets well the needs and interests of learners. The curriculum is well planned and offers a broad range of subjects in a variety of venues and times across West Sussex including the weekends. Appropriate progression opportunities are planned well. WSACLS offers a well-planned and improving range of courses in ICT that complements local college provision. Tutors take laptop computers to locations convenient for learners. The clear curriculum development strategy in sport, leisure and recreation is aligned well with local health needs. In crafts, creative arts and design, the courses on offer are wide and varied. Some subjects offer foundation, intermediate and advanced levels. Many are mixed ability. In languages, WSACLS runs additional provision when further courses are requested. Learners have access to a good range of languages with progression routes built into the programme.
14. West Sussex Adult and Community Learning Service is a key member of a wide range of partnerships in the area, resulting in enhanced learning opportunities in the community. It responds well to requests from partners to provide specific training, for example in supporting parents of children at local schools with literacy and numeracy provision. In ICT, strong and effective partnerships are instrumental in the service's realignment and development of provision to better meet the needs of those hardest to reach as well as employers.
15. Support for learners to meet their individual needs is particularly good. Tutors generally offer very good individual support and the service has improved systems to provide appropriate information, advice and guidance. Learners are



well informed about courses before they enrol. Tutors advise them about their next steps in learning. Support is put in place promptly when a need is identified at enrolment or on course, for example for learners with a specific learning disability such as dyslexia. Bursaries are given to learners who need help to pay course and examination fees. Learners benefit from good initial guidance and on-course support that helps them stay fully engaged in their learning. They receive valuable information about the materials they need before starting the course. Some tutors provide helpful additional guidance, through emails, enabling learners to continue working on their projects between sessions. Learners have good access to financial support. Some tutors set extra work for the long summer break to ensure continuity in learning. Learners praise highly their tutors for the good individual support they receive outside lessons. In sport, leisure and recreation some learners are well supported by tutors but others receive insufficient individual support during sessions.

## Leadership and management

Grade 2

16. Leadership and management are good. Leaders set high standards through a clearly-defined and ambitious strategy for planning and developing learning programmes and services. Strategic leadership is strong and supported by a clear strategic direction. The service is planned well to meet county council and government priorities. The service collaborates well with other parts of the council, particularly in areas such as safeguarding. Close working with schools, colleges, and voluntary providers enable the service to respond well to the needs of learners and communities. Demanding targets are set and mostly met for learner recruitment and achievement. Good use is made of data and information to monitor learner performance and to identify the needs of under-represented groups. Centre, curriculum and programme management is good and staff have clearly defined responsibilities. The programme is coherent and offers improved opportunities for learner progression. Good collaborative partnerships have improved planning, strengthened links with local communities and helped extend the range of learning opportunities.
17. Cabinet members scrutinise rigorously the work of the service and receive regular reports on its quality and how well targets are met. The head of service reports regularly to directors and cabinet portfolio holders on performance and this results in sound oversight and appropriate challenge to the work.
18. Arrangements for safeguarding young people and vulnerable adult learners are good. Learners feel safe and increasing numbers feel sufficiently confident to raise concerns with staff and these are swiftly resolved. The service gives a high priority to improving staff and learner awareness of safeguarding through leaflets, training and in the curriculum. Staff working with children and vulnerable adults have completed assessed training. Managers work particularly well with other agencies and the local safeguarding board to coordinate policy, practice and the development of training. The designated trained safeguarding officers maintain good contact with local safeguarding agencies. Enhanced

Criminal Records Bureau checks on all staff are held on a central record. Health and safety audits, including of buildings used for adult learning, are carried out regularly. Arrangements for the safe use of the internet, e-learning and social networking sites are satisfactory.

19. The promotion of equality and diversity is good. Initiatives are monitored rigorously by senior managers and through the work of a task group who check progress in implementing the action plan. Accommodation and specialist facilities support good access for learners with mobility difficulties. WSACLS monitors achievement by particular groups well and service data show few differences between their success rates and those of all learners. The service targets well learners from deprived areas and applies its fees policy to ensure that adults on low incomes are not excluded. Subsidised vouchers are used to encourage learners from family learning and Skills for Life courses to progress into mainstream provision. Older learners pay discounted fees. The proportion of learners on income benefits increased by 5% in 2009/10, with 660 additional learners. Adults from minority ethnic groups are well represented in classes. Measures to increase participation by male learners in family learning have had some success. Induction and the student handbook inform learners on equality and learner understanding of equality and diversity is satisfactory.
20. The promotion of diversity through the curriculum is insufficient. Opportunities are often missed to enrich learners' experience through relating the topic to other cultures. Lesson observers comment on individual support but not on promotion and celebration of diversity.
21. The service engages well with partners and other learning providers to promote improvement. Good partnerships have resulted in successful developments, such as the English language provision for migrant workers at Gatwick Airport. Partners evaluate the effectiveness of links and provision annually. Diverse methods are used to collect learners' views through discussions, course reviews and the learner forum. Forum members propose changes and improved ways of communicating with learners. Actions taken in response to recommendations are reported regularly to learners. Learner and partner views are represented in the self-assessment report. Learner concerns are taken seriously. Learner evaluations are used well to inform course and programme reviews.
22. Arrangements to improve the quality of provision are good. The service gives a high priority to evaluating performance and has an established culture of continuous improvement. Systems are increasingly effective in tackling areas for further development and action plans have clear targets for improvement. Success rates on accredited programmes and achievement rates on non-accredited learning are high. Significant improvements have been made to the quality of provision in curriculum areas and to teaching since the last inspection. Lesson observations are highly valued by staff and tutors receive good mentoring support leading to improved practice. Not all observers are sufficiently precise and evaluative in their written assessment of the quality of lessons observed or actions needed to make improvements. Improved use is

made of individual learning plans in some curriculum areas, but not all are completed thoroughly. Some learner targets are not sufficiently precise to provide a useful measure of learner progress. The arrangements to monitor and follow up non attendance are not sufficiently rigorous.

23. The service offers good value for money. It has stringent measures for budgetary control and monthly reports are made to the senior team to verify financial trends. Resources and accommodation meet the needs of learners. Staff are suitably qualified and some have advanced specialist qualifications in areas such as Skills for Life. The use of technology and the learning gateway to support learning is improving. Most learners develop increased confidence and useful skills from their learning programmes. Some with few prior qualifications make significant progress. The service meets most of its financial and performance targets set by the funding bodies and the council. It aims to be inclusive and to take all learners whatever their prior qualifications.

## Subject areas

ICT

Grade 2

### Context

24. Currently 1,919 learners attend 338 courses from entry to advanced level. The service offers courses lasting between five and ten weeks. Around 75% of learners attend externally accredited provision. Sixty nine per cent are women. Courses include office applications, using the internet and digital photography. The curriculum performance manager and a team of four lead 38 part-time tutors supported by two administrators.

### Key findings

- Outcomes for learners are good. In 2008/09 success rates on accredited and non-accredited courses were high. Achievement and retention rates were above 90%. This year outcomes are on track to meet challenging targets. Attendance is good. Learners make good progress in gaining new ICT skills. Most have little or no experience of using computers at the outset and some have low literacy and numeracy skills.
- Learners improve their employability skills and skills for work as well as their social well-being. The skills they gain are of value in the workplace, in the community and in their personal life. For example, they are able to keep in touch through email and use the internet for family research. They are delighted by what they learn and achieve.
- Learners feel very safe. They are aware of the need for safe working. Tutors pay good attention to health and safety in the classrooms, such as the risks posed by careless placing of items such as bags and coats. The need for internet security is stressed in most sessions and tutors alert learners to its importance for themselves and for their children and families.
- Teaching and learning are consistently good. Tutors make effective use of information learning technologies, where available, to enhance learning. They use a good range of well-presented tasks that enable learners to develop skills in manageable steps. They offer learners good support. Tutors are adept at involving learners in well-planned activities, encouraging them to think for themselves and become independent learners.
- Assessment practice is good. Tutors continuously monitor learners' progress in class and give immediate feedback to help them gain the skills they need. Internal verification is very good and ensures a consistent approach. All learners complete individual learning records, but the quality varies in detail, depth, the clarity of objectives recorded and the identification of further learning needs.
- Tutors make effective use of good resources and adapt their practice to suit different circumstances. Equipment and accommodation are good at the service's own centres where there is up-to-date hardware and software.

Courses held in accessible neighbourhood locations such as libraries do not always benefit from learning aids such as interactive whiteboards.

- The service offers a well planned and improving range of courses that complement local college provision. They are offered in a variety of venues across West Sussex at different times of the day and at weekends. Fees are reduced in areas of disadvantage such as Littlehampton. Tutors take laptop computers to locations convenient for learners.
- Strong and effective partnerships are instrumental in the service's realignment and development of provision to better meet the needs of groups such as migrant communities, the elderly, homeless people and parents in areas of deprivation as well as the needs of employers. A workshop at a local school to update staff ICT skills was well attended and provision offered with Age UK is popular.
- Care, guidance and support for learners are good. They are well informed about courses before they enrol. Tutors advise them about their next steps in learning. Support is put in place promptly when a need is identified at enrolment or on a course, for example for learners with a specific learning disability such as dyslexia. Bursaries are given to learners who need help to pay course and examination fees.
- Leadership and management are good. Managers set high standards and support staff well to improve their practice. Changes in the range of courses and the curriculum are communicated well and managed effectively. Programme planning is good. Managers routinely monitor a range of performance indicators and the service is on track to meet its 2009/10 targets for enrolment and outcomes for learners.
- The promotion of equality and diversity is good. The curriculum area analyses achievement data and has found no significant differences between groups of learners. The service continues to develop provision to meet the needs of the vulnerable and disadvantaged. Staff are sensitive to the needs of individuals. However, opportunities to promote equality and diversity are missed in some classes.
- Self-assessment is thorough, accurate and self-critical. It leads to improvement, for example in the quality of provision and outcomes. Effective quality assurance procedures include the observation of teaching and learning. This process has led to better teaching and learning. However, the written records of the sessions observed are not always sufficiently evaluative or detailed enough to reflect the findings.

What does West Sussex ACL need to do to improve further?

- Improve the quality of completion and use of individual learning records so that they provide a basis for discussing learners' progress and show clearly what learners have achieved.
- Refine the recording of lesson observations to give an evaluative report which offers sufficient detail to guide discussion and formulate action plans.

## Sport leisure and recreation

## Grade 3

### Context

25. West Sussex Adult and Community Learning offers leisure courses in fitness, pilates, yoga, tai chi and some sports. Twenty three learners completed a level 2 football coaching accredited course. Of the 2,357 learners enrolled this year, 34% are over the age of 65. Classes are spread throughout the area at a wide range of community venues.

### Key findings

- Outcomes for learners are satisfactory. In 2008/09 success rates were high. On the level 2 football coaching course success rates have been particularly high at 100% for the past four years. Retention on all courses is good and improving at 93% in 2009/10. A high proportion of learners achieve their learning goals, although these are often not sufficiently challenging.
- Standards of learners' work are satisfactory. Some learners develop very good exercise technique and body awareness. Their knowledge and understanding of how the body works and responds to exercise is good. However, a few learners display poor exercise technique and do not sufficiently improve this. On some programmes, learners have little understanding of the purpose of exercises, even after several years of attendance.
- Learners make good improvements to their social well-being. In particular, older learners, some of whom have few opportunities to meet other people, enjoy the company of others and place great value on the friendships they forge through their classes. Learners often attend social events such as lunches together and enjoy this extra time spent with their fellow learners.
- Learners make good improvements to their health and well-being. Many know how to rectify their postural weaknesses and experience less pain and restricted movement. In tai chi, learners reduce their risk and fear of falling and make very good improvements to balance. Stress and anxiety are reduced and the ability to deal with mental and emotional challenges improved very well.
- Teaching and learning are satisfactory. In the better sessions learners adapt their exercises allowing practice at the most appropriate level. Tutors ensure that good technique is developed and that learners are challenged to improve further. In the poorer sessions the content is not always appropriate and exercises are sometimes ineffective with little attention paid to posture and technique.
- The identification and monitoring of learner progress towards goals are insufficient. Some learners identify meaningful goals related to their physical, psychological or social fitness and use a range of relevant methods to assess and record progress. However, in some sessions, learners do not identify individual learning goals and tutors and learners do not value the monitoring of progress.

- Support for learners is satisfactory. Learners receive sufficient information about the courses to make informed decisions about their suitability. Some learners are well supported by tutors during sessions but others receive very little or no individual support while participating.
- Curriculum planning is good. A clear curriculum development strategy is aligned well with local health needs, data are used well to inform planning and targets are set and monitored well. Communication between tutors and managers is improving and support is valued by tutors. In exercise and fitness classes, some tutors are teaching subjects they are not sufficiently qualified to teach. The sharing of best practice is limited.
- Arrangements for safeguarding are satisfactory. Tutors have a good understanding of safeguarding, paying adequate attention to health and safety. Activities are adequately risk assessed and learners' health is screened sufficiently prior to physical activity participation.
- The promotion of equality and diversity is satisfactory. The service monitors the progress of different groups and there are no significant achievement gaps. Learning is sufficiently inclusive and some sessions use styles of exercise and music influenced by different cultures. The challenging of stereotypes, particularly those related to ageing, is insufficient.
- Quality improvement is satisfactory. Some improvements to the quality of provision have been made. However, actions arising from observations of teaching and learning do not sufficiently identify and monitor improvements to learning. The self-assessment report is inclusive, reflective and uses data well, but does not identify all areas for improvement found at inspection.

What does West Sussex ACL need to do to improve further?

- Improve the identification and monitoring of progress towards appropriate individual learning goals to demonstrate and celebrate learner achievement.
- Improve the quality of teaching and learning by both ensuring that all tutors' competency is up to date in the subject that the tutors teach and identifying and providing opportunities to share the good practice that exists.
- Improve the observations of teaching and learning by ensuring that these focus on how learning can be improved and regularly reviewing their impact.

## Crafts, creative arts and design

## Grade 2

### Context

26. Currently 2,627 learners attend 364 courses. West Sussex Adult and Community Learning offers a wide range of programmes and learners attend sessions at 24 centres which include schools, village halls and community colleges. The sessions are held throughout the day, twilight and evening and during the day on Saturdays. Most of the provision is non accredited and is delivered by nearly 100 part-time tutors. Women make up three quarters of the learners.

### Key findings

- Learners achieve a high standard of creative work. In the better sessions learners are encouraged to use sketchbooks and log books as a measure of their progress and to build a portfolio. New learners progress quickly and gain good skills and techniques. However, many learners who have attended for many years lack the confidence to work without tutor intervention. Attendance and retention are good at over 90%. Achievement is high at over 95%.
- Learners develop good personal and social skills. They enjoy group visits where they participate in productive discussions. Learners say the visits are inspiring. Learners enjoy and benefit from outdoor sketching group activities. Exhibitions and other celebrations demonstrate learners' good work. Some learners have started small businesses successfully and improve their order books by increasing their skills.
- Learners use safe working practices in the practical sessions. These practices are reinforced by the tutor during the session and learners feel safe and well looked after.
- Teaching and learning are good. Tutors are well qualified and many are practising artists and specialists in their field. Some tutors use challenging techniques and well executed demonstrations to inspire and extend the learners' knowledge. Learners gain confidence through good use of peer critique.
- The use of information learning technology (ILT) is insufficient. Electronic presentations are used in many sessions. However, in too many sessions tutors do not use ILT effectively and learning and enrichment opportunities are missed. Training for tutors is available, but only a small number have accessed it and the equipment is not available in all classrooms.
- The assessment and recording of learner progress are insufficient. In many sessions the same goals are set for the whole class even though many are beginners. Initial and ongoing assessment is not always recorded in the individual learner records. Some individual learning plans are not challenging, particularly for more experienced learners. Some learners resist completing the paper work and many tutors do not understand the relevance of recording pictorial evidence.



- The broad curriculum offer meets well the needs and interests of the learners. The courses on offer are wide and varied and spread across the geographical area. Some subjects offer foundation, intermediate and advanced levels. Many are mixed ability. The provider offers two accredited courses.
- Promotion of equality and diversity is satisfactory. However, cultural inclusion within the curriculum is insufficient. Some sessions use cultural material well, for example a patchwork quilt session used African-inspired fabrics and one art class discussed artists from other cultures. However, different cultures are not used routinely to enrich the learning experience.
- Learners benefit from good initial guidance and on-course support that helps them stay fully engaged in their learning. They receive valuable information about the materials they need before starting the course. Some tutors provide helpful additional guidance through emails, enabling learners to continue working on their projects between sessions. Good arrangements are made for learners requiring additional support in their enrichment activities.
- Curriculum management is good. Managers meet on a regular basis to discuss programme development. Tutors feel very much part of the team. Continuing professional development training is offered for subject-specific tutors. Up to half the tutors are taking advantage of free life drawing sessions. WSACLS offers subsidised visits to galleries and interesting venues to improve drawing skills.
- Good accommodation is available throughout the geographical area. Good lighting, furniture and equipment are available. However, the upholstery classes rely heavily on the tutors bringing in specialist equipment and materials and there are no facilities available for tutors to print photographic evidence.
- Quality improvement arrangements are effective. The self-assessment report recognises the areas for improvement. A few quality systems are not yet fully in place. The observation system is contributing to the improvements in teaching and learning. However, there are inconsistencies in recording between observers and some comments are not sufficiently evaluative.

What does West Sussex ACL need to do to improve further?

- Improve the quality of completion and use of individual learning records to improve the recording of assessment and set challenging and individual targets for all learners to raise standards and learners' attainment.
- Develop the use of information learning technology through ensuring that all staff have the necessary skills and knowledge and improving its availability to further enhance teaching and learning.
- Increase the use of diverse cultural material throughout the curriculum to improve the promotion of equality and enrich learning.

## Other languages, literature and culture

Grade 2

## Context

27. Currently 1,278 learners are enrolled on 185 modern foreign languages and 16 deaf studies courses. These include 98 learners on 12 British sign language and 35 on the five externally accredited courses. WSACLS offers courses in 12 modern foreign languages at foundation, intermediate and advanced levels. Lessons are mostly for two hours a week over 20 weeks. Two thirds of the learners are women. The courses are provided by 61 part-time tutors at 31 venues.

## Key Findings

- Outcomes for learners are good. Retention and achievement rates on non-accredited courses are high, consistently over 85%. Success rates on the few accredited courses are satisfactory. However, attendance on some courses is too low and the current overall attendance for 2009/10 is 77%.
- Learners enjoy learning in a friendly learning environment, sharing ideas and taking part in discussions. Humour is used well to stimulate learning. Learners feel safe working together. They report how learning has enriched their lives. For example, learners are more effective communicators when visiting or working in other countries, and when communicating on the telephone.
- Standards of work are good. Many learners in beginners and intermediate classes make rapid progress. They develop confidence and have good speaking, listening, spelling and vocabulary skills. Advanced learners develop good fluency, pronunciation, writing, reading and presentation skills. Progression rates from one level to another are satisfactory. Learners are well motivated to progress to higher level courses.
- Teaching and learning are good. Tutors and learners use the target language consistently well in sessions. Learners participate fully in well planned, challenging and interactive activities. Learning is set in meaningful, everyday life contexts and explores current issues. However, some activities are too controlled by the tutor, preventing learners from practising free speech.
- Initial assessment of language skills is carried out consistently. Tutor feedback to learners on grammar, vocabulary and pronunciation is good. Some tutors take full account of the learners' individual needs when setting goals and recording progress with learners, but this practice is not yet consistent across the provision. WSACLS is aware that this aspect of teaching needs to be developed further.
- The range of resources is good. Learners can use a good range of carefully researched and well-presented materials. Interactive whiteboards and the internet are used well to stimulate learning, present new language and initiate discussions. However, information learning technology is not always accessible or in good working order.

- Accommodation is satisfactory. Classrooms are well lit and aired, generally well furnished and have good acoustics. However, some classrooms are too small for the number of learners in attendance, making interactive activities and monitoring of progress difficult.
- The provision meets the needs of learners and local employers well. WSACLS increases the provision when further courses are requested. Learners have access to a good range of languages with progression routes built into the programme. Courses are well located to provide easy access and the balance of daytime and evening sessions is good. Programmes in the workplace are well developed. For example, Job Centre and police staff access Spanish and Polish classes in their work environment.
- Tutors support learners particularly well. They receive good personal support. For example, learners have good access to financial support. Some tutors set extra work for the long summer break to ensure continuity in learning. Learners enjoy their good amount of well-marked homework, and praise highly their tutors for the good individual support they receive outside lessons.
- Curriculum management is good. Managers take effective action to monitor the provision and identify development needs. Tutors receive good support from managers. Staff report good morale and understand what is expected of them. Communications are good. Curriculum planning and coordination are effective. The management has been effective in providing clarity of roles and in fostering improvements.
- Quality improvement arrangements are effective. The provision has improved as a result of effective and frequent staff training. Observations of teaching and learning have improved standards, however their quality is too variable. Managers use data effectively to analyse and monitor performance. Self-assessment is sufficiently reflective, self-critical and inclusive. The self-assessment report identified most areas for improvement.
- The promotion of equality and diversity in the classroom is good. Learners are encouraged to discuss different cultures and habits. Safeguarding is satisfactory. However, the management and monitoring of learner attendance are not sufficiently developed to improve attendance rates.

What does West Sussex ACL need to do to improve further?

- Further improve the use and development of individual learning records, to ensure that individual learning needs are systematically addressed and reviewed.
- Develop and improve management and monitoring of learner absence, to improve learners' attendance.
- Further develop access to information learning technology and audio-visual aids to secure sufficient and adequate equipment and enhance the learner experience.

- Develop observation of teaching and learning to ensure a stronger focus on learning and more effective identification and recording of strengths and actions for improvement.

## Information about the inspection

28. One of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's service improvement manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Skills Funding Agency manager, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed. They also observed learning sessions and assessments. Inspectors collected evidence from the range of programmes offered by West Sussex ACL.

**Record of Main Findings (RMF)**  
**West Sussex Adult and Community Learning**

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive	19+ Safeguard ed learning	Employer responsive
Approximate number of enrolled learners Part-time learners	13,884	62	4,259	9,504	59
Overall effectiveness	2	2	2	2	2
Capacity to improve	2				
Outcomes for learners	2	2	2	2	2
How well do learners achieve and enjoy their learning?	2				
How well do learners attain their learning goals?	2				
How well do learners progress?	2				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
Are learners able to make informed choices about their own health and well being?*	2				
How well do learners make a positive contribution to the community?*					
Quality of provision	2	2	2	2	2
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
Leadership and management	2	2	2	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2				
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	2				
How effectively does the provider promote the safeguarding of learners?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2				
How efficiently and effectively does the provider use its available resources to secure value for money?	2				

\*where applicable to the type of provision

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