

# Quality and Standards in Post-16 Education and Training in Wales

## A Report on the Quality of Adult Community-Based Learning

in

Pembrokeshire

October 2006

by

Estyn, Her Majesty's Inspectorate for Education and Training in Wales



**BUDDSODDWR MEWN POBL**  
**INVESTOR IN PEOPLE**

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- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
- ▲ the education, guidance and training elements of Jobcentre plus.

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- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
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## Introduction

Adult community-based learning is defined as educational provision for adults made by:

- local authorities;
- voluntary organisations including the WEAs and YMCA;
- further education colleges; and
- higher education institutions.

The provision is funded by the Department for Education, Lifelong Learning and Skills (DELLS)<sup>1</sup>, the local authority and the National Assembly for Wales. It includes learning which is funded by DELLS through the local authority, but delivered by a further education institution. It also includes learning which is funded by DELLS through the further education college, but delivered by the local authority. In Pembrokeshire it also includes provision which is funded from the National Assembly for Wales via the Rural Community Action programme and the Community Facilities and Activities programme.

Estyn considers provision from a learner's perspective. In line with this approach, the adult community-based learning inspections are conducted on the basis of the learning provision available to learners within a 'travel to learn' area. In most cases, this is single local authority or CCET area. The inspection takes into account the developing network of adult community-based learning provision in the area. Some providers delivering adult community-based learning in the inspection area may also operate on a regional basis, providing a wide range of education and training. This activity remains outside the scope of the immediate inspection.

The adult community-based learning in Pembrokeshire was inspected as part of a six-year (2004-2010) national programme of inspections of all post-16 providers in Wales. The purpose of the programme is to identify good features and shortcomings of adult community-based learning in order that the providers may improve the quality of education and training offered and raise the standards achieved by learners. The outcomes of the inspection are intended to give learners more information about the quality of providers of adult community-based learning.

All inspections conducted under the arrangements apply the following principles:

- the use of a common inspection framework which is common to all sectors of education and training in Wales;
- an emphasis on the providers' evaluations of their work;

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<sup>1</sup> DELLS is the Department of Education, Lifelong Learning and Skills in the Welsh Assembly Government.

- the involvement of a provider nominee who works with the inspection team; and
- the inspection of a sample of provision.

Adult community-based learning inspections are conducted using an approach largely based on Estyn's area inspection protocols. This approach considers provision from a learner's perspective and also takes into account the network of provision available in an area.

This inspection took place from 9 October 2006 to 19 October 2006. A team of Her Majesty's Inspectors from Estyn, a statutory body independent of, but funded by, the Welsh Assembly Government, undertook the inspection. The team included additional inspectors and peer assessors released from other adult community-based learning providers in Wales.

The team has reported on standards achieved by learners, the quality of education and training provided, the quality of leadership and management and whether the providers deliver value for money.

The report was produced in accordance with Section 77 of the Learning and Skills Act 2000.

The adult community-based learning inspection areas include:

- Adult Basic Education, including Family Learning;
- Welsh for Adults;
- English for Speakers of Other Languages;
- Adult Learning; and
- Community Development.

Adult Learning encompasses all classes for adults delivered in the community. These include information communications technology, languages and art and crafts and personal development courses such as yoga.

Community Development includes community projects such as Communities First and Learning Community Accounts.

For Key Question 1 of the Common Inspection Framework, an overall grade is awarded across all providers. An overall grade is awarded also across the providers for each learning area. Individual providers are awarded a grade for this Key Question, for each learning area they deliver.

Each of Key Questions 2-7 is awarded an overall grade across all providers.

## **Grade descriptors**

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1**      good with outstanding features
- Grade 2**      good features and no important shortcomings
- Grade 3**      good features outweigh shortcomings
- Grade 4**      some good features but shortcomings in important areas
- Grade 5**      many important shortcomings

The Learning and Skills Act 2000 requires the providers to prepare written statements of the actions that they propose to take to address the recommendations in the inspection report and the timescales for completing the proposed actions.

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## Context

### Geographic and demographic profile of Pembrokeshire

- 1 This section draws on information from National Statistics Online and documents produced by DELLS for this inspection.
- 2 Pembrokeshire forms the south-western peninsula of Wales and covers approximately 1,650 kilometres. This is just under 8% of the area of Wales. A third of the county's landmass forms the Pembrokeshire Coast National Park.
- 3 On average 71 people live in each square kilometer. This is roughly half of the Welsh average.

<b>Demography</b>	
Population	According to the mid-2003 population estimates there are 116,300 living in Pembrokeshire. The working age population in Pembrokeshire is 66,500. Just over 70% of the population are over the age of 25 which is higher than the Welsh average of 63% and 46% of the population are over 45, which is also higher than the Welsh average of 42%.
Main centres of population	Just under half the population live in the five main towns of Haverfordwest, Fishguard, Pembroke, Pembroke Dock and Milford Haven.
Language	Pembrokeshire has the seventh highest proportion of Welsh speakers who make up 21.8% of the population. There has been an increase of 3.4% from the 1991 to 2001 census. However there is a greater concentration of Welsh speakers living in the north of the county.
Country of Birth (2001 Census)	Over two thirds of the county's population was born in Wales. Over a quarter were born in England. Nearly 2% of the population was born outside the EU.
<b>Employment</b>	
Economic activity	Pembrokeshire has an economic inactivity rate of 25.6%, which is the same as the Welsh average. Inactivity rates amongst men are almost 3% lower than the Wales average but 3% higher than the British average. Inactivity rates for women are 1.4% higher than the Wales average and 4.6% higher than the British average.
Unemployment	Unemployment is 0.5% above the Wales average overall. Male unemployment is 0.5% above the Wales average. The working age population claiming Job Seekers Allowance is 2.9%. This is half a percentage point higher than the Wales average.

Employment patterns	Pembrokeshire has fewer full-time jobs (58%) than the Wales average. This is partly indicative of the industrial make-up of the county. In this respect most of the labour force (86%) is employed in the service economy with only 8% of people employed in manufacturing. Distribution, hotels and catering account for one in three jobs and tourism related employment is almost twice as important locally as in the rest of Wales.
<b>Education</b>	
Qualifications	The percentage of pupils leaving compulsory education without a recognised qualification and not entering work-based learning or continuing their learning (1.5%) is low compared with the Wales average (2.3%).

### The nature of the providers

- 4 The main providers of DELLS funded adult community-based learning in the area of Pembrokeshire are:
  - Pembrokeshire College;
  - Pembrokeshire County Council;
  - University of Wales, Aberystwyth;
  - Pembrokeshire Association of Voluntary Services; and
  - PLANED<sup>2</sup>.
- 5 During the inspection, about 850 adult community-based learning courses were on offer by these providers in Pembrokeshire.
- 6 Pembrokeshire College was responsible for 50% of all adult community-based learning activities in Pembrokeshire in 2003/2004<sup>3</sup>. It works with Pembrokeshire County Council through a franchise arrangement to deliver all the Adult Basic Education provision, all of the English for Speakers of Other Languages (ESOL) provision, around half the Welsh for Adults provision and some Adult Learning in community settings in Pembrokeshire. The college also directly delivers a small range of Community Development activities.
- 7 Pembrokeshire County Council, through its Learning Pembrokeshire, department was responsible for 46% of Adult Learning provision in Pembrokeshire in 2003/2004. Much of its provision is ICT. It also delivers language courses, arts and crafts, and a range of personal development courses including yoga and reiki. The council also

<sup>2</sup> Pembrokeshire Local Action Network for Enterprise and Development.

<sup>3</sup> Statistics are taken from the LLWR (Lifelong Learning Wales Record) compiled by DELLS.



delivers Community Development activities and Family Learning in school settings. This is the only Family Learning provision in the county.

- 8 The University of Wales, Aberystwyth delivers half of the Welsh for Adults courses in Pembrokeshire. It provides intensive courses at levels 1 and 2, and a range of higher level courses.
- 9 Pembrokeshire Association of Voluntary Services is a County Voluntary Council. It receives funding from DELLS to support education and training for voluntary sector organisations. Pembrokeshire Association of Voluntary Services is a small provider working with up to 360 learners per year.
- 10 PLANED is a voluntary organisation based at Narberth that promotes sustainability and community regeneration. The National Assembly for Wales fund PLANED to provide training to communities to take part in community visioning events, to train festival organisers in the management of festivals, and to train local rural tourism providers about the heritage and culture of Pembrokeshire. PLANED worked with 736 learners between September 2005 and September 2006 through a mixture of one day workshops or short courses.

### Learning Areas

- 11 We inspected provision in the following learning areas:
  - Adult Basic Education (ABE), including Family Learning;
  - English for Speakers of Other Languages (ESOL);
  - Welsh for Adults;
  - Adult Learning; and
  - Community Development.
- 12 Range of provision per provider by learning area:

Provider	ABE	ESOL	Welsh for Adults	Adult Learning	Community Development
Pembrokeshire College	√	√	√	√	√
Pembrokeshire County Council		√		√	√
University of Wales, Aberystwyth			√		
Pembrokeshire Association of Voluntary Services					√
PLANED					√

- 13 DELLS report that in 2003-2004 the total number of enrolments in all learning areas was 6170.

## Summary

### Table of grades awarded

14 The inspection team judged the provider's work as follows:

Key Question	Inspection Grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

### Summary of overall grades by learning areas

Learning area inspected	Inspection grade
Adult Basic Education, including Family Learning	2
English for Speakers of Other Languages	4
Welsh for Adults	2
Adult Learning	2
Community Development	2

### Summary of provider grades by learning areas

Provider	ABE	ESOL	Welsh for Adults	Adult Learning	Community Development
Pembrokeshire College	2	4	2	2	2
Pembrokeshire County Council		4		2	2
University of Wales, Aberystwyth			2		
Pembrokeshire Association of Voluntary Services					*
PLANED					*

\* indicates that provision has been inspected, but that the sample seen was not large enough to grade the individual provider. Judgements about this provision are included in the text and have informed the overall grade for the learning area.

## **Standards**

- 15 Many learners make good progress in most subjects and develop good levels of skills, knowledge and understanding. They work well with each other, are enthusiastic about their subject and have good independent learning skills. Many learners increase their levels of confidence and self-esteem. They are eager to learn and show good commitment and motivation.
- 16 A few learners in most learning areas are not aware of their learning goals or the progress they are making. Many ESOL learners do not make enough use of the target language. A few other learners undertake work that is repetitive or not challenging enough or make slow progress. In a few instances learners undertake a higher level of work than they are able to tackle.

## **The quality of education and training**

- 17 The majority of tutors plan their sessions well and use a variety of teaching, resources and learning activities well to address learners' individual needs. However, in a few sessions tutors do not set appropriate learning goals. These tutors do not identify the needs of individual learners well enough, particularly in English for speakers of other languages (ESOL).
- 18 In many classes tutors make good use of a range of methods to measure learners' progress. However In a few classes there is not enough ongoing evaluation of learning and tutors do not give enough feedback to inform learners of their progress.
- 19 In nearly half of classes for English for speakers of other languages and a few Welsh for Adults classes, tutors do not provide enough opportunities for learners to develop and use spoken language skills. In the majority of classes, there is not enough activity to promote Welsh culture.
- 20 There is a good range of learning opportunities which encourage many reluctant learners to return to learning. All providers have combined to form the Pembrokeshire Learning Network which has worked well to make sure that the duplication of courses is minimized. However, providers have not done enough to publicise the choices available for learners who may wish to gain credit for their achievements.
- 21 Providers have used a range of methods well to identify learners' needs. However they have not always shared the outcomes of these exercises to co-ordinate a response to meeting the needs of learners.
- 22 Opportunities for bilingual learning or through the medium of Welsh are poor. Providers offer nearly all their courses, except Welsh for Adults, in English only. Provision for English for Speakers of Other languages is not meeting the needs of learners sufficiently.
- 23 The quality of care, support and guidance for adult learners in Pembrokeshire is good. Providers work well together through the Pembrokeshire Adult Guidance Network to provide good support for learners and work well with Careers Wales to

deliver careers information. Most providers have trained staff well to provide guidance to adult learners.

- 24 The quality of induction varies unduly across providers. All providers monitor attendance and punctuality effectively. They also give clear guidance to learners on complaints procedures.
- 25 Most providers assess learners' needs effectively and give very good support for learners with additional learning requirements. All providers have good arrangements in place for health and safety and equal opportunities issues, particularly relating to vulnerable adults. All providers measure learner satisfaction with their course well using a wide variety of methods. These include Learners forums, focus groups and questionnaires.

### **Leadership and management**

- 26 All providers have a clear vision which informs their work. They take good account of the Regional Statement of Needs and Priorities<sup>4</sup> (RSNP). However, they do not do enough together to develop opportunities for bilingual or Welsh-medium learning. Providers contribute well to CCET activities. Pembrokeshire Association for Voluntary Services and the voluntary sector play an active role within the CCET. Governors and supervisors effectively set the strategic direction of their own organisations and monitor progress well.
- 27 Providers co-operate well at an operational level, and have started to work more closely at a strategic level through the Pembrokeshire Learning Network. Most providers have worked well together to develop a good network of community learning centres. The local authority has been effective in creating new community learning centres and community-focused schools.
- 28 Providers set targets at a strategic level. Many providers regularly review the performance of their staff well. There are good systems in place to carry out observations of teaching across three providers, using Estyn trained assessors.
- 29 Most managers regularly review the quality of their provision well. They identify weaknesses and implement actions for improvement. Nevertheless, managers do not ensure that all part-time tutors make consistent use of the quality system and a very few subject or class reviews are not fully evaluative. Most providers collaborate well to implement a common quality system across the Pembrokeshire Learning Network.
- 30 All self-assessment reports provide a detailed and honest account of the providers' activities. However, there is a significant mismatch between provider's judgements in their own self-assessment reviews and those made by Estyn.
- 31 Many tutors are well qualified and experienced in their subject and just over 70% of the tutors observed have an appropriate teaching qualification. Within the

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<sup>4</sup> Regional Statement of Needs and Priorities – an annual statement prepared by the DELLS division of the Welsh Assembly Government setting out the priorities for education and training in the four regions of Wales.

Pembrokeshire Learning Network there is a comprehensive programme of staff development and a good proportion of tutors take part.

- 32 There is a very good range of learning resources. Most centres have ICT resources with e-learning available on many sites. There is a very good spread of venues across Pembrokeshire, offering a high quality learning environment. All providers share their premises and very good use is made of local schools.
- 33 Managers make good use of data when planning budgets. They monitor all expenditure closely. All providers train staff well in financial regulations and the management of resources. Overall adult community-based learning in Pembrokeshire provides good value for money.

### **Standards achieved by learners in the learning areas inspected**

- 34 In **Adult Basic Education and Family Learning**, the majority of learners make good progress and achieve their personal learning goals. The number of learners entering for accreditation has almost tripled in two years and attainment rates are improving.
- 35 All learners improve their speaking and listening skills. Most learners improve their reading, writing and numeracy skills and many also increase their knowledge and understanding of ICT. Most learners succeed regardless of their social background and overcome anxieties about their low level of numeracy skills. Nearly all learners improve their confidence and self-esteem. They support each other well in their learning and show respect for each others' opinions.
- 36 In **English for Speakers of Other Languages**, overall attainment and completion rates are very poor. Learners make good progress in only 20% of classes. They do not have sufficient opportunities to practise and use the language meaningfully and at a level which is appropriate for them. Many learners do not fully understand the lesson aims and objectives. It is difficult for them to measure their own progress as targets are very general.
- 37 In **Welsh for Adults**, many learners make good progress in their oral, listening and writing skills. Nearly all learners in entry level classes can use basic language patterns well to introduce themselves. A majority of learners on the higher level courses have a good grasp of Welsh grammar and expression. A majority of learners are confident in the use of the Welsh language, although a very few learners across all levels have difficulty using the language. Attainment and completion rates are well above the national comparators on many courses.
- 38 In **Adult Learning**, most learners are highly motivated. They achieve good standards and make good progress in their learning. Many learners increase their level of confidence, and improve their health and well-being through attending classes. They show good commitment to achieving their goals. Many learners use the knowledge and the skills they have developed on accredited courses to good effect in furthering their careers.
- 39 However, in a very few sessions the work learners do is too repetitive and not challenging enough. Overall, completion and attainment rates are near or at the

national comparators for accredited courses. Recruitment and completion rates for non-accredited courses are good. Attendance is good overall.

- 40 In **Community Development**, most learners achieve good standards and attain their personal goals. Most learners use sessions well to develop the skills and knowledge they need to act as volunteers in a variety of settings. They use their learning well to plan for improvements in their communities. However only a very few learners have opportunities to develop their Welsh language skills.

## Recommendations

- 41 In order to improve providers need to:
- R1 improve the use of individual learning plans and assessment records to help learners identify their learning goals and measure their progress;
  - R2 improve the level of attainment achieved by ESOL learners by:
    - increasing the range of opportunities for accreditation;
    - ensuring that learners have sufficient opportunities to practice their English at appropriate levels;
    - making sure that the needs of individual learners are met, especially in mixed ability classes; and
    - improving quality assurance methods to identify strengths and weaknesses and plan for improvement;
  - R3 improve learners understanding of how they can gain recognition and accreditation for their learning;
  - R4 ensure that all learners are appropriately challenged and are aware of opportunities to progress to higher levels of learning or new areas of learning at the same level;
  - R5 ensure that all learners receive appropriate induction at the beginning of every course;
  - R6 ensure that all providers work together to:
    - create strategic plans for adult community-based learning in Pembrokeshire which include SMART targets;
    - establish performance indicators that measure outcomes for learners and the quality of teaching and assessment; and
    - make sure that all staff know what their course targets are and measure their progress on a regular basis;
  - R7 undertake more detailed research into the learning needs and interests of Welsh speakers who do not participate in adult community-based learning and increase the amount of bilingual and Welsh-medium courses available across Pembrokeshire.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 3: Good Features outweigh shortcomings

42 Overall, learners' standards of achievement in the sessions inspected are as follows:

Learners' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	13%	66%	14%	7%	0%

43 The standards achieved in each of the learning areas inspected are as follows:

Learning area inspected	Inspection grade
Adult Basic Education, including Family Learning	2
English for speakers of other languages	4
Welsh for Adults	2
Adult Learning	2
Community Development	2

### Success in attaining agreed learning goals

- 44 The majority of learners successfully achieve their learning goals. In ABE the majority of learners succeed regardless of social background and they overcome difficulties with literacy and numeracy. In Welsh for Adults many learners develop good language skills and many learners in Adult Learning develop good standards in the subjects they are taking. Most learners in Community Development gain new skills. However many learners in ESOL do not succeed in the courses they take.
- 45 A few learners across most learning areas are not aware of their learning goals or the progress they are making. They do not make enough use of learning plans or ways of measuring their progress. This prevents them from achieving their goals and understanding what they need to do to improve.
- 46 Overall completion rates are good. However, whilst they are above the national comparator for most ABE courses they are well below on two courses. In ESOL many learners do not complete their course, but this is mainly because they move away from the area to look for alternative work or housing. Completion rates on Welsh for Adult courses vary too much between the two providers. Completion rates for entry, foundation and intermediate courses at the University of Wales, Aberystwyth are well below the national comparator, whilst most courses managed by Pembrokeshire College are well above the national comparator. In Adult Learning completion rates are good on non-accredited courses and are near or at the national comparators for accredited courses. In most cases completion rates for Community Development courses, including ICT, Basic Food Hygiene and Horticulture, are above national comparators.



- 47 Overall attainment rates are good. They are improving in ABE, however they are above the national comparator in only half of courses. They are well below the national comparator on all courses in ESOL and many learners do not gain a qualification. Attainment rates are good in Welsh for Adults with most courses being well above the national comparator in 2005–2006. Attainment rates in Adult Learning are near or at the national comparators for accredited courses and are also above national comparators for nearly all courses in Community Development.

### **Progress in Learning**

- 48 Many learners make good progress in most subjects and develop good levels of skills, knowledge and understanding. Most learners make good use of opportunities to progress in their learning.
- 49 Many learners on Welsh for Adults courses make good progress in their oral, listening and writing skills. Most learners achieve good standards in Adult Learning. The majority of learners taking language courses make good progress in speaking, listening, reading and writing. Learners in ABE classes have successfully improved their literacy and numeracy skills. Learners in Community Development gain new skills and learn how to apply them well in a wide range of situations.
- 50 Many learners are enthusiastic about their subject and are able to learn independently. They complete their work at home and actively seek helpful suggestions from their peers to help them improve their work. Many learners improve their progress by taking part in or organising events including Sadyrnau Siarad, golf competitions and festivals.
- 51 Many learners in ESOL make poor progress. In many cases, they are not working at an appropriate level. The work is often either too difficult for entry-level learners to understand or does not challenge the more able. They do not practise the use of the language enough during class time. This hinders their progress.
- 52 In a minority of classes in all learning areas learners do not make good progress. A few learners undertake work that is repetitive or not challenging enough or they undertake a higher level of work than they are able to tackle. Others undertake work at the same level, in the same class, over a number of years. In other instances learners make slow progress despite having attended classes in previous years.
- 53 Attendance levels are very good. The average attendance figure for all classes is 81%. This is six percentage points above the average attendance figure from all inspections of adult community-based learning.

### **Development of personal, social and learning skills**

- 54 Most learners work well with each other. They take part enthusiastically in group activities and support each other well. Many learners make good use of the skills they gain and use these skills in a variety of situations. In Community Development many learners use their skills to improve their communities or businesses or to enhance family life. In Adult Learning many learners use the skills and knowledge they gain to good effect in furthering their careers or to maintain and improve their health.

- 55 Many learners increase their levels of confidence and self-esteem and are determined to succeed. They are eager to learn and have good commitment and motivation. ESOL learners show a high level of respect for the opinions and beliefs of others, including their languages and cultures.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 3: Good features outweigh shortcomings

The quality of teaching in the learning areas inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	18%	49%	26%	7%	0%

- 56 Overall, the quality of teaching and assessment on adult community-based learning courses in Pembrokeshire is good, but there are shortcomings that run through all learning areas. In the majority of classes tutors use detailed schemes of work and lesson plans that set out the aims and objectives for teaching and learning. Tutors also take good account of the level of the course and the learners' needs and abilities. Many tutors delivering community development classes involve learners in their planning so that they can respond appropriately to the needs of the community.
- 57 In many courses tutors make good use of learning plans for learners or discuss learning goals with them. This helps learners to identify what it is they want to learn and identify any particular needs they may have. However in a few classes tutors do not set appropriate learning goals nor do they identify the needs of individual well enough.
- 58 In many sessions, tutors use teaching and learning activities well to help individual learners gain a new skill or develop understanding of a new subject. Tutors use a variety of teaching methods well, including group work and work with individuals. They encourage learners to help each other. In many classes tutors use their knowledge, enthusiasm and humour to stimulate and encourage learners to achieve high standards and examination success.
- 59 In a few classes teaching is repetitive, too slow and does not challenge the learners enough. A few tutors use learning resources including reading materials which learners do not understand. In a few classes the teaching style hinders learning because tutors use textbooks too much or use language that is difficult for learners to understand. Occasionally, tutors use a teaching style that is not suitable for the particular learners in the group.
- 60 In many classes, tutors make good use of well equipped classrooms in community schools and other centres. This includes using software like PowerPoint, and technology such as interactive whiteboards, in the teaching of modern foreign languages. Many learners improve their computing and research skills by using the internet. However, in a few classes, tutors do not use the new technology and equipment that is available in the classrooms enough, or explore its potential for improving learning and the learning experience.
- 61 Tutors teach specialist skills well in pottery, stained glass and three-dimensional greetings cards. They ensure that learners have enough practice to develop good

techniques. This helps learners make good quality products. In personal development classes, including yoga, pilates, tai chi and reiki, tutors succeed in helping learners to be more aware of their own bodies and have a better understanding of healthy lifestyles. In community development sessions tutors work well with learners on projects that help the individual, the community and parts of the local economy.

- 62 In many classes tutors make good use of a range of methods to check on learning including question and answers, tests and observation. This helps learners to measure their own progress, improve the quality of their work and progress to higher levels of learning. However, in a few classes tutors do not provide enough ongoing assessment of learning to help learners measure their progress.
- 63 Initial testing is not always used consistently in ESOL classes. This prevents learners from understanding what their learning goals are and what is expected of them. In non- accredited classes tutors do not check the level of learners' abilities at the start of the course enough. This prevents tutors from offering learning opportunities to individual learners that are consistent with their level of skills and knowledge.
- 64 In nearly half of ESOL classes tutors do not help learners to practice the use of their oral skills enough during class time or in informal situations outside the lesson.
- 65 In a minority of classes, tutors use good examples of Welsh culture including literature, history, landscape, food and crafts as a stimulus for learners' work. However, in the majority of classes, tutors are not doing enough to introduce aspects of Welsh culture or the Welsh language. In a few cases, tutors are unaware of whether learners in their group speak Welsh and would like to learn through the Welsh language.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 3: Good features outweigh shortcomings</b>
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- 66 There is a wide range of accredited and non-accredited adult community-learning opportunities throughout Pembrokeshire. The majority of learners can attend courses near to where they live. This meets the different needs and interests of learners and communities well. The nature and scope of the provision takes good account of most national and local priorities. It offers good opportunity for many people to improve their lives, increase their skills for employment and benefit community life.
- 67 The provision includes art and crafts, creative writing, the Welsh landscape, history, and keep fit and exercise classes. Courses in boat building and navigation for day skippers reflect the importance of the sea to the community.
- 68 The wide range of accredited and non-accredited Information and Communications Technology (ICT) provision throughout Pembrokeshire reflects one of the priorities in the Regional Statement of Needs and Priorities. These classes account for 35% of

the total provision. Many learners take part in these classes and progress from beginner courses to advanced European Computer Driving Licence (ECDL) classes. A few learners use Learn Direct<sup>5</sup> well to enhance their learning and undertake assessments. Providers make good use of video conferencing to teach Japanese to learners living in different parts of Pembrokeshire. The Pembrokeshire Learning Portal is a new project that increasing numbers of learners are beginning to use. The Portal has been developed by Pembrokeshire County Council to enable learners to access learning online. This provides opportunities for learners to supplement their learning in the classroom with online tuition.

- 69 All providers have combined to form the Pembrokeshire Learning Network. The purpose of the network is to help providers work together to meet the needs and interests of adult community-based learners in Pembrokeshire. The network has made effective use of monies from DELLS to carry out an audit of adult community-based learning provision in Pembrokeshire. The network has used the outcomes of the audit to reduce the duplication of courses. Providers within the network work together well to refer learners to each other's courses.
- 70 Providers of Adult Basic Education effectively target wards with the highest levels of basic skills needs to increase participation from people living in those wards in ABE classes. Providers use a range of methods well to identify learners' needs. However they do not always share the outcomes of these exercises to co-ordinate a response to meet the needs of learners.
- 71 Providers have used European funds well to target groups of people who have not been involved in education for some time and encourage them into learning. The Pembrokeshire Education and Training (PET) project run by Pembrokeshire College attracts a good range of people back into learning. These include people who are not working or who work part-time, carers, people with disabilities or others who find it difficult to get to classes. Many learners develop good levels of confidence on taster courses and progress to Open College Network programmes. They develop good levels of knowledge and skills that improve their chances of new or better employment.
- 72 The Springboard project is an effective provision managed by Pembrokeshire County Council. The project works in the Community First wards of Monkton and Llanion. Learning is free or subsidised. Adults become involved in community activity through this project. They learn useful skills and improve their chances of gaining employment.
- 73 Local authority officers work well with schools in Pembrokeshire to implement the policy for the development of community-focused schools. This ensures good and extensive use of school facilities out-of-hours as well as providing additional learning opportunities for adults during the day. Schools have responded well to make good links with their communities and secure good outcomes for learners. A school in Pembroke Dock has trained 38 local residents in childcare to NVQ level 2. This helps the school provide childcare facilities for local parents and has helped 31 of the participants to gain local employment. Schools in Welsh speaking areas give priority

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<sup>5</sup> Learn Direct is an organisation that provides flexible on line training opportunities via a network of 2000 online learning centre's in Wales, England and Northern Ireland.

to Welsh for Adult classes for parents whose first language is not Welsh. Other schools support local drama groups and involve them in school events or involve gardening clubs in landscaping projects. One school works well with the Springboard project to increase the retention rates of adults attending courses in the school.

- 74 Pembrokeshire Association of Voluntary Services provides a good range of programmes for voluntary sector organisations. Programmes such as ‘developing a fund raising strategy’ and ‘working bilingually’ improve the capacity of voluntary organisations to sustain themselves and improve their services.
- 75 PLANED provides good support to local communities to help them identify a vision for their future and how to improve their community. They deliver training to people preparing to set up bed and breakfast accommodation. Learners gain a better understanding of local history and the area and improve their ability to offer this information to tourists. Learners on courses about contemporary building construction improve their knowledge of environmentally friendly building materials and renewable energy.
- 76 Just over a fifth of residents in Pembrokeshire are Welsh speaking. However, opportunities for bilingual learning or learning through the medium of Welsh are poor. Providers offer most of their courses, except Welsh for Adults, in English only. Most courses do not offer any assessment through the medium of Welsh and very few make Welsh-medium or bilingual learning materials available to learners. Providers have not done enough to research the learning needs of Welsh speakers in the area to create a package of Welsh-medium or bilingual courses.
- 77 Pembrokeshire County Council and Pembrokeshire Association of Voluntary Services are making good use of RARPA<sup>6</sup> and Catching Confidence<sup>7</sup> to introduce ways of recognising the achievements of learners taking non accredited courses. Nevertheless providers have not done enough to publicise the choices available for learners who may wish to gain credit for their achievements.

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<sup>6</sup> RARPA is a learner focused system for recognising and recording achievements arising from non-accredited learning.

<sup>7</sup> Catching Confidence is tool designed to capture changes in confidence made by learners.

#### **Key Question 4: How well are learners cared for, guided and supported?**

<b>Grade 2: Good features and no important shortcomings</b>
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- 78 The quality of care, support and guidance for adult learners in Pembrokeshire is good. The majority of providers have effective systems in place for planning, managing and delivering support services.
- 79 Providers produce good quality, bilingual brochures containing details of courses and information about additional guidance. In most cases these are distributed to all households and public information centres, and are advertised well on providers' websites and in the local press and media. Providers work together well to organise learning festivals, open days and taster courses to raise awareness of the provision available to learners.
- 80 Most providers have trained staff and centre co-ordinators, to NVQ Level 2 and above, to provide advice and guidance for adult learners. Most providers work well with Careers Wales to deliver careers information, advice and signposting services on education, training and career opportunities.
- 81 The Pembrokeshire Adult Guidance Network helps providers to work well with each other and share best practice effectively. This level of collaboration also ensures that suitable progression routes are available for learners. Pembrokeshire College has recently launched an online counselling service. The service provides learners with access to a good range of information and has been used by a few adult community-based learners. However, advice and support is provided through the medium of Welsh only in a very few cases.
- 82 The majority of learners receive a good bilingual handbook, or leaflet, at the beginning of each course which contain good information about the courses and providers. A minority of learners however do not get sufficient information on how to access wider advice and guidance. This limits their opportunities to make informed choices about the most appropriate course to meet their needs.
- 83 The quality of induction varies unduly between providers. Many learners are aware of their rights and the support available to them. A minority of learners however do not get induction, particularly on non-accredited and franchised courses managed by Pembrokeshire County Council. These learners do not understand the range of support available to them. All providers have effective procedures in place for monitoring learners' attendance and punctuality.
- 84 Most providers carry out a satisfactory assessment of learners' needs using enrolment forms and initial interviews. However in a very few cases vulnerable learners do not understand the questions on the enrolment forms and cannot identify their needs effectively. Many learners with Basic Skills needs undertake an initial assessment. They receive a one-to-one interview with a trained member of staff and get appropriate support. In a few cases methods of identifying learners with Basic Skills needs are not effective.

- 85 All providers give very good support to learners with additional learning requirements. For example, providers make specialist computer equipment available to visually impaired learners and hearing loops for hearing impaired learners.
- 86 Most providers have appropriate policies and procedures in place on health and safety and equal opportunities issues, particularly relating to vulnerable adults. All tutors and centre co-ordinators get good quality training on these policies.
- 87 All providers gather the views of learners well using a variety of approaches including surveys and questionnaires. They analyse learner responses systematically and a few discuss the findings with learner groups. Pembrokeshire County Council meets with learners, in forums and focus groups, to discuss issues and gather views about the quality of their provision. They also meet with people who do not attend their courses in order to gain information about their learning needs and how to make their provision more appropriate for non-participants.
- 88 Good quality crèche facilities are available in many centres across the county particularly for courses linked to family learning. In a very few cases, where children are in the same room as adult learners, the management of crèche facilities is inadequate. Parents or carers are unable to concentrate on their learning and teaching is often disrupted.
- 89 Pembrokeshire Association of Voluntary Services provides a good level of support to carers participating in the Learning Champions project. This project helps learners share their skills and knowledge with other learners working with voluntary organisations.
- 90 Many tutors support learners well through a variety of means. In a few cases they give good advice and guidance on course work outside of the classroom using email or telephone. In most cases learners speak highly of the support they receive from their tutors.



## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 2: Good features and no important shortcomings

- 91 All providers have a good and appropriate mission which informs their planning for adult community-based learning. In many cases, they communicate their vision clearly to all their staff.
- 92 Adult community-based learning providers in Pembrokeshire are well represented within Community Consortia for Education and Training (CCET) activities. They contribute well to the Basic Skills, ICT Learning and Widening Participation sub-groups.
- 93 All providers work well together at an operational level. They have begun to work more closely at a strategic level. In May 2005, all providers combined to establish the Pembrokeshire Learning Network. The network reports to the CCET widening participation sub-group.
- 94 Pembrokeshire Learning Network effectively brings all providers together to help them plan to meet local priorities and to make the best use of resources. It has been effective in researching the spread of adult community-based learning in Pembrokeshire. However, it does not use this information enough to agree a strategic direction, identify key points for action or to set specific, measurable, actioned, resourced and timed (SMART) targets for improvement.
- 95 Pembrokeshire Association of Voluntary Services (PAVS) and other members of the voluntary sector work well alongside statutory organisations in Pembrokeshire within Pembrokeshire Learning Network and the CCET. Pembrokeshire Association of Voluntary Services is a key contributor to the Pembrokeshire Learning Network and makes sure that the needs of the voluntary sector are well represented in the planning and delivery of learning. It has been an important and active partner in two successful joint common investment fund bids with Learning Pembrokeshire and Pembrokeshire College.
- 96 PLANED helps communities to identify their needs well. In many cases, it assists communities to match learning provision to their needs through its informal contacts with other providers in the Pembrokeshire Learning Network. However, it does not work closely enough with other providers at a strategic level. Because of this, other providers are not always aware of the outcomes of its specialist work and what they can do to respond to the needs of communities.
- 97 Staff who manage the University of Wales, Aberystwyth's Welsh for Adults provision attend meetings of the Pembrokeshire Learning Network. They work well with Pembrokeshire County Council managers to co-ordinate the delivery of Welsh for

Adults. This is despite growing uncertainty of the university's future in delivering Welsh for Adults in Pembrokeshire<sup>8</sup>.

- 98 Most providers have worked together well to increase levels of participation in adult community-based learning and improve the quality of accommodation for adult learners by establishing a network of community learning centres. Providers have worked particularly well together to improve facilities for adult community-based learning at Ysgol Bro Gwaun, Fishguard and Ysgol y Preseli, Crymych.
- 99 Pembrokeshire County Council has implemented its strategy to extend learning provision for adults well. It has effectively integrated its strategy for lifelong learning alongside the development of community-focused schools and the schools rationalisation programme to improve opportunities and facilities for adult learners. The council has worked well with head teachers and governing bodies to achieve this.
- 100 All providers address priorities identified within the Regional Statement of Needs and Priorities well. Most managers regularly review policies and adapt where necessary to changing priorities. In most cases, they take good account of national priorities, such as the Basic Skills for Wales and the Older Peoples Strategy, in their planning. However, providers do not fully implement the strategic objectives of Iaith Pawb<sup>9</sup>. They do not do enough together to develop Welsh-medium and bilingual provision.
- 101 In many cases, providers set targets at a strategic level for their organisation. Three of the providers set and use performance indicators. Pembrokeshire County Council uses a set of four performance indicators well to measure progress against their targets. Pembrokeshire College use data effectively to analyse outcomes for completion and attainment. They also make good use of a performance indicator that measures the quality of teaching and assessment. The University of Wales, Aberystwyth make good use of data for completion and attainment at course level to measure learners' progress. However, not all providers set performance indicators which focus on outcomes for learners or the quality of teaching and assessment. Because of this, managers do not always identify emerging issues well enough.
- 102 Pembrokeshire County Council, Pembrokeshire Association of Voluntary Services and Pembrokeshire College review the performance of staff regularly. They have good, well documented performance reviews for all full-time and nearly all part-time staff. Pembrokeshire Association of Voluntary Services provide good regular ongoing supervision to their staff in order to track progress and their support needs. Pembrokeshire College effectively uses systems for managing hourly paid staff at a distance. Managers and staff separately complete performance review forms and make good use of email and the postal service to complete the process. However, only a minority of managers set specific targets for improvement at performance review meetings. Pembrokeshire County Council ABE managers use a very good performance review form linked to development plans which helps them set SMART

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<sup>8</sup> DELLS is making changes to the way it funds Welsh for adults. From September 2007 it will channel funding through six language centres. The University of Wales, Swansea will be responsible for the delivery of Welsh for adults in Pembrokeshire for the 2007-2008 academic year.

<sup>9</sup> Iaith Pawb is the Welsh Assembly Government's national action plan for a bilingual Wales.

targets for improvement for their staff. The good quality of the performance reviews means that many staff take part in good and appropriate staff development activities.

- 103 Most governors, trustees and elected members have a good understanding about the strategic direction of their own organisations. In the very best cases they have a very detailed understanding of how well their organisation is performing and provide a good level of challenge where performance is weak.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 2: Good features and no important shortcomings**

- 104 Most managers review the quality of the provision they manage well. They identify shortcomings in the quality of the provision and implement actions for improvement. Most providers collaborate well to implement a common quality system across the Pembrokeshire Learning Network.
- 105 Pembrokeshire College has well established quality assurance systems and processes. Staff make good use of these systems. Managers set clear criteria for the early identification of courses at risk and courses considered to be best practice. Senior managers monitor enrolment, completion and achievement against set targets and make good use of this data to identify good features and shortcomings in all of the Colleges provision. However, not all tutors are aware of their targets and role in monitoring quality.
- 106 Pembrokeshire College and Pembrokeshire County Council work well together to implement quality assurance of the franchise provision. A panel meets regularly to review the quality of the franchise provision and undertakes mid and end of year reviews that focus well on learning areas. These reviews are well organised to enable managers to focus on specific issues. Managers produce good action plans to address shortcomings and monitor progress well.
- 107 Pembrokeshire County Council makes good use of Pembrokeshire College's quality procedures. Managers use these procedures well to meet their own requirements and those of the college. They also produce data to inform annual provider performance reviews required by DELLS.
- 108 Most providers use good quality documentation for schemes of work and lesson plans. Most providers have also developed assessment records and many tutors make good use of them. A few staff complete good subject or class mid and end-of-year reviews. These reviews use course data well, are evaluative and inform full course reviews and the self assessment process.
- 109 Nevertheless, managers do not ensure that all part-time tutors make consistent use of the quality system. A few tutors do not use assessment records well and a very few subject or class reviews are not evaluative enough. In a few cases managers are not systematic in identifying underperformance or setting clear criteria for judging course performance.

- 110 Managers in Pembrokeshire County Council make very good use of a student information database (SID) to analyse information about learners and establish useful benchmarks. The council use a learner questionnaire well to measure and quantify learners' progress and quality issues. Learners' responses provide good information about improving confidence, motivation to continue learning and improved communication skills. Managers make good use of this information in planning for improvement. They turn responses into numeric scores and compare results between individual courses and centres and identify strengths and weaknesses in order to maintain quality and identify priorities for improvement.
- 111 Pembrokeshire College, Pembrokeshire County Council and Pembrokeshire Association of Voluntary Services work well together and use the same system to undertake observations of staff across the three providers. Staff trained by Estyn as peer assessors watch a sample of tutors teaching in all three providers. They record their observations and give feedback to tutors. Recordings and comments are evaluative and make recommendations for improving teaching and outcomes for learners.
- 112 Pembrokeshire Learning Network held a good quality assurance training event in May 2006 for tutors. Evaluation records show that tutors who attended have made good use of the quality process and the documentation in their session planning.
- 113 All self-assessment reports provide a detailed and honest account of the providers' activities. All providers use the criteria within the Estyn Common Inspection Framework to analyse and evaluate their own provision. Four of the five providers make good use of data to inform their judgements about the quality of their provision.
- 114 Nevertheless, the standard of the reports varies unduly between providers. Most reports clearly set out good features and shortcomings. However, in a few cases self-assessment reports are too descriptive and not evaluative enough. Or they do not clearly identify the good features and shortcomings to support the grade providers award themselves.
- 115 Managers in PLANED provided a good range of information about the activities of the organisation in their self-assessment report. However, they do not make enough use of data or other information to evaluate the quality of their work.
- 116 There is a significant mismatch between providers' judgements in their own self-assessment reviews and those made by Estyn. Grades awarded by Estyn are lower than the providers' own grades in ESOL and Welsh for Adults but higher in Adult Learning and ABE. In four of the key questions providers have awarded themselves a higher grade than those awarded by Estyn.

**Key Question 7: How efficient are leaders and managers in using resources?**

**Grade 2: Good features and no important shortcomings**

- 117 Many tutors are well qualified and experienced in their subject. A few tutors in practical subjects such as stained glass, golf and pottery have a very high level of expertise. Seventy-three per cent of full-time tutors and 72% of part-time tutors

observed had recognised teaching qualifications. A few staff, who formerly worked as volunteers, have achieved basic teaching qualifications and are now tutors within the Pembrokeshire Learning Network.

- 118 There is a comprehensive staff development programme available to staff across the Pembrokeshire Learning Network. In a few cases tutors from different providers have undertaken training together. For example Pembrokeshire County Council organised training for staff from all providers in the use of the Learning Portal. The sharing of training in this way promotes a team spirit within Pembrokeshire Learning Network and leads to the sharing of other materials and resources.
- 119 Providers have organised a considerable amount of training for staff in the use of new technology. However a few tutors still lack the confidence to use new technology in the delivery of their subject. There are not enough tutors who have been trained in the principles of community development. As a result a few teaching staff do not have a good understanding of the principles of working with groups of learners who have returned to learning after a considerable break. A very few community development staff do not have the skills to deliver learning well.
- 120 Learners make good use of the resources available to them in libraries and community learning centres, including the internet and e-learning resources. Providers make good use of portable laptops and a community ICT bus, which has internet access, to deliver ICT in community-based locations. However, there is not a good range of resources available to learners in ESOL. In a few craft classes tutors provide their own materials and tools, and do not know how to get their money back from the provider.
- 121 The Learning Portal provides good and easy online access to a wide range of resources for learners. The portal also provides a good range of resources for tutors, including assessment and administrative documents. The Portal is in its early stages and there are already good examples of its use for the delivery of learning.
- 122 The majority of venues visited are of a high standard. Most venues are clean, well maintained and provide a good learning environment. All providers in Pembrokeshire have invested well in facilities for ICT. All main centres have very good ICT resources and e-learning resources are available in many classrooms and outreach sites. A few venues do not have access for disabled learners and a very few are not of an acceptable standard. Individual providers make good use of room usage charts, risk assessments, maintenance plans, access audits and room surveys to maintain standards of accommodation and ensure that their venues are used to full capacity. Many providers share the use of venues.
- 123 However, in a few cases providers do not analyse how they allocate resources to course development enough. In a few cases, learners cannot join courses because classes are full and other provision is not available to them. In a few cases learners have been attending the same class year after year, studying at the same level. Generally providers have responded well to these issues by working with learners to form self-financing learning clubs. This helps learners further their learning whilst also freeing up resources for new provision.

- 124 All providers access funding from a variety of sources and manage their budgets efficiently. Managers and budget holders regularly monitor expenditure. Budget holders undertake training in finance and resource management which ensures good use of financial resources. Providers manage their budgets well in order to get the best value from the funds available to them. Many providers encourage budget holders to make savings on expenditure and allow them to invest the savings they make to improve aspects of their provision. Overall adult community-based learning in Pembrokeshire provides good value for money.

## Standards achieved by learners in learning areas inspected

### Learning Area: Adult Basic Education (Including Family Learning)

#### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

Provider	Grade
Pembrokeshire College	2

#### Success in attaining agreed learning goals

- 125 The majority of learners successfully achieve the short and long term learning goals shown on their individual learning plans. The goals are realistic and relate well to the learners everyday life and work. Most learners agree them with their tutor. Through regular reviews learners see how well they are progressing towards achieving these goals. In the best examples learners take responsibility for maintaining their individual learning plans and contribute well to recording their own progress. In a few cases, learners have goals which are not specific enough or they are not clear what their goals mean. In these cases learners are not able to measure their own progress well enough.
- 126 Many learners succeed regardless of their social background. Many overcome previous anxiety about the low level of their skills in mathematics and do well.
- 127 Completion rates are well above the national comparator on the majority of courses. However they are well below on 'Brush up English' and 'Brush up Maths'.
- 128 Attainment rates are improving, however they are above the national comparator on only half of the courses. Learners choose from a variety of literacy and numeracy qualifications, from entry level to level 2. These are Open College Network and City and Guilds qualifications. Attainment rates for City and Guilds literacy have risen in the last three years from 69% to 79% and are well above the 2002-2003 national comparator of 58%. Although attainment rates for City and Guilds numeracy have decreased from 83 to 68% over the last three years, they are still well above the 2002-2003 national comparator of 52%. The number of learners entered for all these accreditation routes has almost tripled since the academic year 2003-2004.

#### Progress in learning

- 129 All learners improve their speaking and listening skills through the frequent opportunities they have for group discussion in both numeracy and literacy sessions. Most learners on literacy courses improve their reading and writing skills. A group of learners on probation, demonstrate this well by writing articles which they put together into a magazine.

- 130 Most learners on numeracy courses improve their skills in a range of number work. They improve their ability to apply number skills to everyday life such as giving change, comparing costs and reading graphs. Learning support assistants, working towards level 2 numeracy, have become more confident in their use of number.
- 131 Many learners with learning difficulties and disabilities successfully improve their literacy and numeracy skills. For example, an entry level learner uses the internet independently to research the history of a school building.
- 132 Many learners improve their literacy and numeracy skills through the use of ICT. For example they make good use of the electronic whiteboard to reinforce the skills they learn during the session.
- 133 Attendance rates are good on most courses and 79% of learners were present in the sessions observed during the inspection. This is 11 percentage points higher than the average attendance figures for other inspections of Adult Basic education.

### **Development of personal, social and learning skills**

- 134 Nearly all learners improve their confidence and self esteem. They support each other well in their learning and show respect for each other's opinions. Most learners are highly motivated and many develop independent learning skills. In Family Learning, learners develop skills to help their children. They are proud of the folders of work they develop with their children in joint sessions.

### **Learning Area: English for Speakers of Other Languages**

#### **Key Question 1: How well do learners achieve?**

**Grade 4: Some good features but shortcomings in important areas**

<b>Provider</b>	<b>Grade</b>
Pembrokeshire College	<b>4</b>
Pembrokeshire County Council	<b>4</b>

### **Success in attaining agreed learning goals**

- 135 ESOL enrolments have grown significantly from 101 in 2003-2004 to 330 in 2005-2006 mainly due to the growth in workers from the European Union for the tourist industry and major construction projects. Many learners do not complete their courses because they move away from the area to look for alternative work or housing. The majority of learners do not gain a qualification.
- 136 Overall attainment rates for 2004-2005 are well below the 2002-2003 national comparators. They vary between 1 and 17 percentage points below the national comparator. There has been an increase, over the last two years, in the attainment rate of the First Certificate English qualification but it is still 31 percentage points below the national comparator. Apart from First Certificate English, there is a downward trend on all completion rates.



- 137 Learning goals in many classes are too general and not linked to individual need. Many learners do not sufficiently understand the aims and objectives of sessions. They are unsure of their learning goals.

### **Progress in learning**

- 138 In a majority of sessions, learners do not have sufficient opportunity to practise and produce the language. They often use more English to communicate with each other during break times than during the session. In many cases, they are not working at an appropriate level. Learners have different language needs due to their diverse educational and employment backgrounds. The work is often either too difficult for entry-level learners to understand or does not challenge the more able.
- 139 In 20% of the sessions, visited learners demonstrate good progress in all four skills of listening, speaking, reading and writing. They are able to use a relevant level of English well to communicate with others.
- 140 Targets in individual learning plans are too general for learners to use effectively to measure and track their progress.

### **Development of personal, social and learning skills**

- 141 Nearly all learners are very well motivated. They come from a wide range of cultural backgrounds. Learners work well together in the majority of classes and show a high level of mutual respect and understanding. They offer each other support with language learning. One learner has progressed well and is now working as a volunteer helper in an ESOL class. Learners in one class have developed a good understanding of Welsh culture and the geography of Wales. A few learners make good use of the internet to further their learning.

### **Learning Area: Welsh for Adults**

#### **Key Question 1: How well do learners achieve?**

**Grade 2: Good features and no important shortcomings**

<b>Provider</b>	<b>Grade</b>
Pembrokeshire College	<b>2</b>
University of Wales, Aberystwyth	<b>2</b>

### **Success in attaining agreed learning goals**

- 142 Many learners make good progress in their oral, listening and writing skills. They successfully complete a variety of tasks well. Nearly all learners in entry level classes can use basic language patterns well to introduce themselves within clearly structured tasks. A few learners can use basic patterns in a good variety of activities.
- 143 A majority of learners on the higher level courses have a good grasp of Welsh grammar and expression. They are able to talk about a variety of topics using a

good range of technical vocabulary. They show good translation skills when reading from Welsh magazines. Two learners reached the final round of the Welsh Learner of the year at the National Eisteddfod held at Swansea in 2006.

- 144 Most learners across the provision have good, clear pronunciation. However a very few learners cannot pronounce Welsh words well. Where this is the case, learners' progress is slow.
- 145 Overall, a high number of learners complete their courses. In most cases, the proportion of learners who completed their courses at Pembrokeshire College in 2005/2006 is well above the national comparator. Completion rates for the University of Wales, Aberystwyth for the same year are below the national comparator.
- 146 In most cases, attainment rates are above the national comparator across both providers. However, there are differing trends across different levels of provision and from centre to centre.

### **Progress in learning**

- 147 Many learners make good progress. They use their new language skills with confidence. They make good use of the language throughout sessions and continue talking in Welsh with fellow learners, the tutor and visitors during breaks. A few learners participate well in class discussions and share their experiences effectively. However a few learners do not make good use of these informal opportunities to practice their skills.
- 148 A very few learners across all levels have difficulty using the language without a lot of support from the tutor. In a few classes, experienced learners do not use basic language patterns well. Because of this, they lack confidence and are reluctant to use their language skills.
- 149 Learners do not always know how well they are doing. Because of this they do not know what they need to do to improve. In a very few cases, this hinders their progress.
- 150 Attendance is good across both providers and on average 81% of learners were present in the sessions observed. This is well above the average attendance figures for Welsh for Adult classes observed on other inspections. However many groups are small in number and this limits the opportunities for learners to practise their oral skills.

### **Development of personal, social and learning skills**

- 151 Nearly all learners are enthusiastic, dedicated and try hard to learn the language. They actively enjoy the classes they attend. They support each other well and work well together across the age and ability ranges.
- 152 Most learners recognise the benefits of using their skills outside the classroom. Most learners complete their homework to a good standard. Out of the total number of Welsh for Adult Learners in Pembrokeshire only a few learners make good use of the

additional learning opportunities offered such as Sadyrnau Siarad and CYD activities. Where this is the case, learners make very good progress.

### **Learning Area: Adult Learning**

#### **Key Question 1: How well do learners achieve?**

<b>Grade 2: Good features and no important shortcomings</b>
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<b>Provider</b>	<b>Grade</b>
Pembrokeshire College	<b>2</b>
Pembrokeshire County Council	<b>2</b>

#### **Success in attaining agreed learning goals**

- 153 Most learners achieve good standards in their learning. Many learners are able to understand and use the technical terms linked with their subject well. In craft subjects learners learn new skills and work well to create interesting effects in their work.
- 154 Overall, completion and attainment rates are near or at the national comparators for accredited courses. Recruitment and completion rates are good on non-accredited courses.

#### **Progress in learning**

- 155 Most learners make good progress in their learning. In belly dancing, learners move from learning single steps to sequences of steps forming a dance. In pottery, learners develop their knowledge about how to use different clays and how they can achieve different effects. In quilting, local history, creative writing, art and card-making, many learners use the Welsh landscape, Welsh writers and painters effectively as a stimulus for their work. However, in a very few classes, learners do not make enough progress. This is because the work they do in class is too repetitive and not challenging enough.
- 156 In French, German and Spanish, most learners make good progress in speaking, listening and understanding. Those learning Russian and Japanese make very good progress in learning how to write and read the different scripts.
- 157 In ICT, many learners progress from initial to more advanced courses, such as ECDL. They learn to use the latest technology. This increases their confidence and their ability to learn independently.

#### **Development of personal, social and learning skills**

- 158 Many learners use their skills and knowledge they gain to good effect in furthering their careers. For example, those studying RYA day skipper and boat repair and maintenance use the qualification for work in the local economy and tourist industry.

- 159 Many learners make good progress in maintaining and improving their health through attending classes, such as reiki, pilates, yoga and tai chi. In many cases, they improve their balance, flexibility and general well-being.
- 160 Attendance is good across both providers and on average 80% of learners were present in the sessions observed. This is five percentage points above the average attendance figures for Adult Learning classes observed on other inspections.
- 161 Most learners are highly motivated. Learners look forward to classes and they make every effort to attend. Most learners work well together and independently. In creative classes, they support each other well. Many learners make helpful suggestions about how others in the class can improve their work further.
- 162 Many learners have a strong commitment to their learning. They invest in good materials and tools so that they can carry on with their work at home. Many learners regularly take part in, or organise, events outside of the class, such as national golfing competitions and art festivals.
- 163 Many learners increase their level of confidence through attending classes. Older learners in particular enjoy the social benefits of learning, such as companionship and mental stimulation. Many learners have good levels of determination and persevere with difficult tasks. As a result, they achieve their personal goals.

### **Learning Area: Community Development**

#### **Key Question 1: How well do learners achieve?**

<b>Grade 2: Good features and no important shortcomings</b>
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<b>Provider</b>	<b>Grade</b>
Pembrokeshire College	<b>2</b>
Pembrokeshire County Council	<b>2</b>
Pembrokeshire Association of Voluntary Services	*
PLANED	*

\* indicates that provision has been inspected, but that the sample seen was not large enough to grade the individual provider. This provision has informed the overall grade for the learning area.

### **Success in attaining learning goals**

- 164 Most learners achieve good standards and learn new skills in community development courses provided by Pembrokeshire College and Pembrokeshire County Council. These are courses that have been set up in response to needs identified by the community. They include healthy eating, craft, sign language and ICT. In a few cases learners use Learn Direct courses well to extend their learning.
- 165 Learners make good use of workshops and sessions run by Pembrokeshire Association of Voluntary Services and PLANED. These include community action

planning, governance, fund raising and creating web sites. Learners use these sessions well in their roles as volunteers and to improve their voluntary organisations. Only a very few learners in the voluntary sector improve their understanding of how to work bilingually.

- 166 In most cases completion rates for community development courses are above national comparators. Attainment rates are also above national comparators for nearly all courses.

### **Progress in learning**

- 167 Most learners make good use of opportunities to progress in their learning. For example learners at a community school use non-accredited ICT drop-in sessions to improve their skills and move on to other courses such as accredited courses in ICT and literacy.
- 168 A majority of learners make good use of workshops to plan for improvements in their communities. For example learners in a 'Community Visioning' workshop look at a number of problem issues, such as transport, heritage and environment and plan ways to develop local solutions.
- 169 Most learners make good use of the knowledge they gain. For example learners from one community first area, use knowledge learnt in healthy living sessions to improve the quality of their children's meals. Many learners in Community Development sessions go on to further and higher level courses including ICT and healthy living.
- 170 Many learners from voluntary organisations help to plan effective training programmes. Learners develop a good range of skills and knowledge by participating in these programmes. For example learners from voluntary organisations in one workshop improved their understanding of Clinical Governance and how to improve their partnership work with the local health board. In another workshop, learners improve their understanding of the use of alternative energy sources, recycling, and how to build houses that are sustainable.

### **The development of personal, social and learning skills**

- 171 Nearly all learners are motivated and keen to learn. A majority of learners are returning to learning after many years away from education. Most learners are punctual and attend sessions regularly. Overall 85% of learners taking Community Development classes were present in the sessions observed. This is seven percentage points higher than the average attendance figures from other inspections of Community Development. Nearly all learners show high levels of commitment and use their new knowledge well. Learners use the skills they learn in classes well and practise them with their friends and families.
- 172 A few learners make good use of their learning to take part in community action planning. They use workshops well to consider actions necessary to develop their communities. For example in a PLANED community action workshop, learners consider how to set up bed and breakfast accommodation in their homes. Learners

increase their understanding of how to improve their accommodation and support tourism and economic development in the area.

- 173 A minority of learners are able to negotiate their learning programmes with providers. This helps learners to become better involved in managing their own learning.

## **Providers' response to the report findings**

**Individual providers responses included the following points relating to how they will address the recommendations in the report.**

### **Pembrokeshire Association of Voluntary Services and PLANED**

The providers are pleased to note the successful standard achieved in the Community Development learning area, and welcome the recognition given in the report to the contribution that the voluntary and community sector makes to the delivery of Adult and Community Based Learning in Pembrokeshire.

The providers also welcome references within the report to the role that the voluntary and community sector plays in the strategic planning of Adult and Community Based Learning, through active participation in local learning partnerships such as the Pembrokeshire CCET and Pembrokeshire Learning Network.

Pembrokeshire Association of Voluntary Services and PLANED will continue to work within the Pembrokeshire Learning Network to ensure that learners have the best possible experience at all stages of their learning journey, from initial engagement through to achievement of learning goals.

PLANED welcomes the opportunity presented by Pembrokeshire Learning Network to enable it to better link and interact with organisational providers with a mainstream community based learning role.

PLANED accepts that better use could be made of the data it collects, and the contribution its work makes to community education. The existence of Pembrokeshire Learning Network will make it easier for PLANED to more effectively put to good use the results of data and evaluations.

### **University of Wales, Aberystwyth**

We are pleased with the many good features which are recognized in the inspection report, and particularly with the grade 2 awarded for Welsh for Adults for key question 1 and the grade 2 awarded for key questions 4,5,6, and 7.

The importance of addressing the shortcomings identified by Estyn is fully appreciated, and the University is fully committed to responding positively to the recommendations set out in the report. Particularly to increase the completion rates of our Welsh for Adults courses in Pembrokeshire.

## Appendix 1

### **Evidence base of the inspection**

The inspection team consisted of HMI, additional inspectors and peer assessors.

The team carried out 128 inspection visits and 27 meetings in October 2006.

The team visited:

- teaching sessions;
- a variety of learner activities; and
- community venues.

Members of the team had 27 meetings with:

- learners;
- tutors;
- managers;
- curriculum managers;
- finance managers;
- quality managers;
- management information systems managers;
- Principal and Vice-Principals of Pembrokeshire College;
- Director of Education and Assistant Director, Pembrokeshire County Council;
- officers and trustees from Pembrokeshire Association of Voluntary Services;
- Pembrokeshire College governors;
- elected members of Pembrokeshire County Council;
- Pembrokeshire County Council Lifelong Learning Co-ordinator;
- University of Wales, Swansea Welsh for Adults manager and staff;
- Pembrokeshire County Council e learning team; and



- PLANED board members and staff.

The team also considered:

- a wide selection of examples of learners' work; and
- comprehensive documentation made available by the providers, both before and during the inspection.

## Appendix 2

### The Inspection team

Liam Kealy HMI	Reporting Inspector
Enid Hankins HMI	Deputy Reporting Inspector
Mererid Wyn Williams HMI	Team Inspector
Penny Lewis HMI	Team Inspector
Zena Cooper AI	Team Inspector
Kathy Needs AI	Team Inspector
Patrick Gormley AI	Team Inspector
Barrie Grant AI	Team Inspector
Cefin Campbell AI	Team Inspector
Richard Sibson AI	Team Inspector
Megan Dauksta AI	Team Inspector
Rhian Williams AI	Team Inspector
Gill Downer	Peer Assessor
Ann Hughes	Peer Assessor
Rosemary Royce	Peer Assessor
Barbara Walters	Peer Assessor
Kay Anderson	Peer Assessor
Sheila Jones	Peer Assessor
Chris Birch	Provider nominee

## Appendix 3

### Data and statistics: explanatory note

The statistics described in the report refer to the **National Comparators** for 2002/2003 that are based on the **Individualised Student Record (ISR)**. These statistics are compiled by DELLS from data supplied by individual organisations and institutions. The statistics provide comparative data for a range of courses across 19 learning areas. The extent of these statistics is limited as only FE institutions were required to submit the full ISR returns which form the basis of the National Comparators.

The National Comparators enable inspectors to compare similar data for individual organisations and institutions and make judgements about the performance of particular courses and learning areas within institutions and organisations.

There are three sets of National Comparators:

**Completion** – this comparator is concerned with the proportion of learners who complete their qualification aims. In other words, the proportion of enrolled learners who stay on their course to the end.

These statistics enable inspectors to make comparisons between institutions and organisations for individual courses and learning areas regarding the proportion of learners who complete their course.

**Attainment** – this comparator is concerned with the proportion of learners who achieve their qualification aim and attain qualifications or certification. Thus inspectors are able to determine not only the proportion of learners who complete their course or qualification aim but also the proportion of those learners who attain a qualification or certification. Comparisons can be made between individual institutions or organisations and the National Comparator to make judgements about performance.

**Successful Completion** – this comparator is concerned with the proportion of the total number of enrolled learners who complete their course or qualification aim and attain a qualification or certification.

### Lifelong Learning Wales Record (LLWR)

Data used in the section describing the nature of providers is derived from the adult community-based learning programmes in the LLWR for 2003/2004. This data enables inspectors to determine the volume of Welsh Assembly Government (WAG) funded provision delivered by individual providers in relation to the total volume of WAG funded provision available to adult learners in the area.