Quality and Standards in Education and Training in Wales

A Report on the Quality of Adult Community-Based Learning in Bridgend

May 2007

by

Estyn, Her Majesty’s Inspectorate for Education and Training in Wales
The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult community-based learning;
- youth support services;
- youth and community work training;
- LEAs;
- teacher education and training;
- work-based learning;
- careers companies;
- offender learning; and
- the education, guidance and training elements of Jobcentre plus.

Estyn also:

- provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- makes public good practice based on inspection evidence.

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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 local authority and/or the National Assembly for Wales. It includes learning which is funded by the National Assembly for Wales through the local authority, but delivered by a further education institution. It also includes learning which is funded by the National Assembly for Wales through the further education college, but delivered by the local authority.

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 Bridgend was inspected as part of a six-year 2004-2010 national programme of inspections. 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;
- 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 14 May 2007 to 24 May 2007. A team led by 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;
- 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 design.

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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</tr>
</tbody>
</table>
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Context

Geographic and demographic profile of Bridgend

1 This section draws on information from National Statistics Online, the Learning and Labour Market Intelligence for Wales August 2006\(^1\) and other documents produced by DELL\(^2\) for this inspection.

2 The County Borough of Bridgend lies at the geographical heart of South Wales. Its land area of 28,500 hectares stretches 20km from east to west, and occupies the Llynfi, Garw, and Ogmore valleys. Bridgend is a diverse area, typically consisting of an arbitrary divide North and South of the M4. The South of the M4 contains much of the industry of the borough whilst the North comprises of valley communities. Bridgend has ten areas of deprivation in the top 10% of most deprived wards across Wales.

Demography

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>Population (mid 2004) 130,400</td>
</tr>
<tr>
<td></td>
<td>Working Age population 78,800</td>
</tr>
<tr>
<td>Main centres of population</td>
<td>Bridgend, Maesteg and Porthcawl</td>
</tr>
<tr>
<td>Changes in population</td>
<td>Bridgend has seen significant immigration in recent years. Its population was marginally higher in 2004, than 10 years earlier. The adult population of working age has seen the largest increase and this is possibly associated with new job opportunities, which have attracted working age migrants. There has also been a significant fall (of 1,900) in the number of children, coupled with a small overall increase in the retirement age band.</td>
</tr>
<tr>
<td>Language</td>
<td>Bridgend has the 18th highest proportion of Welsh speakers. According to the 2001 census 11% of the population speak Welsh. There has been an increase of three percentage points in the number of Welsh speakers in the Bridgend area from the 1991 to 2001 census.</td>
</tr>
<tr>
<td>Country of Birth (2001 Census)</td>
<td>Eighty-five per cent of the population of Bridgend were born in the County Borough, 13% were born in other parts of the UK and 2% of the population were born elsewhere.</td>
</tr>
<tr>
<td>Economic activity</td>
<td>Bridgend has an economic inactivity rate of 30%. This is just over five percentage points higher than the Wales average. Inactivity rates amongst men at 27% are six percentage points higher than the Wales</td>
</tr>
</tbody>
</table>

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\(^1\) Learning and Labour Market Intelligence, Bridgend August 2006

\(^2\) DELL\(_\text{S}\) is the Department of Education, Lifelong Learning and Skills in the Welsh Assembly Government. This department's responsibilities include the funding functions previously administered by ELWA.
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average. Inactivity rates for women are 4.4 percentage points higher than the Wales average.

Unemployment

Unemployment is two percentage points above the Wales average overall. Male unemployment is just under three percentage points above the Wales average. Unemployment amongst females is just under one percentage point higher than the Wales average. The working age population claiming Job Seekers Allowance is 4.4%. This is two percentage points higher than the Wales average.

Employment patterns

At 68% the proportion of the working age population in full-time employment is above the Welsh average. This may, in part be, due to Bridgend’s large manufacturing sector. Over one quarter (29%) of employment is in manufacturing (as against 15% in Wales as a whole). Most of the rest of the workforce is employed in the service economy and almost one half of this are in public sector services.

Education

FE, Community and Work Based Learning

Almost 15,000 learners were domiciled in Bridgend in 2004-2005. Over 60% were part-time and 22% full time. A remaining 16% were work based learners. Nine out of 10 full-time learners were aged 19 or under. However, the part time learning population was mainly comprised of older people with 52% aged from 25-49 and a further 30% aged 50 and over.

Basic Skills

Almost 29% of the population have basic skills needs in literacy. Almost 32% of the population have basic skills needs in numeracy.

Communities First

The following wards are designated as Communities First areas: Betws, Caerau, Blackmill and Llangeinor. The local authority has also applied to the National Assembly for Wales to include four further areas in the Communities First programme.

The nature of the providers

The main providers of DELLS funded adult community-based learning in the area of Bridgend are:

- Bridgend College;
- Bridgend County Borough Council;
- Workers Educational Association South [(WEA(S)];
- University of Glamorgan;
- Bridgend Association of Voluntary Organisations; and
- Coleg Morgannwg.
4 During the inspection, just over 220 adult community-based learning classes were on offer by these providers in Bridgend.

5 Bridgend College was directly responsible for 44% of all adult community-based learning activities in Bridgend in 2004-2005. This was an 11 percentage points increase from 2003-2004. The college directly delivers most of the Adult Basic Education, English for Speakers of Other Languages, and Welsh for Adults in the County Borough and 10% of the Adult Learning activities. It works with Bridgend County Borough Council through a franchise arrangement to deliver a further 39% of adult community-based learning activities. However, this is a seven percentage points decrease on the 2004 amount of adult community-based learning activities delivered via the franchise arrangement in 2003. The College also works with Bridgend County Borough Council to deliver Family Learning.

6 Bridgend County Borough Council directly delivered 14% of adult community-based learning activities in Bridgend in 2004-2005. This was a five percentage points decrease from 2003-2004. Most of its provision is ICT. It also delivers language courses, arts and crafts, and a range of personal development courses including yoga and building confidence and self-esteem. The council also delivers Community Development activities and Family Learning in school settings.

7 The WEA(S) delivered 8% of all adult community-based learning activities in Bridgend in 2004-2005. This was the same as the amount of activities delivered in 2003-2004. These included Adult Basic Education, English for Speakers of Other Languages, Welsh for Adults and Adult Learning activities.

8 The University of Glamorgan directly delivers Welsh for Adults courses in Bridgend. It provides intensive courses at levels 1 and 2 and a range of taster and revision courses. However, whilst the University is an important provider of Welsh for Adults it does not submit data to the LLWR. This makes it difficult to provide comparative statistics about the scale of its provision in Bridgend. Nevertheless, from September 2007, the University will take responsibility for all Welsh for Adults provision having been designated as the Welsh for Adults centre in the area, by DELLS.

9 Bridgend Association of Voluntary Organisations is a County Voluntary Council. It receives funding from the Welsh Assembly Government to support education and training for voluntary sector organisations.

10 Coleg Morgannwg delivers a range of Welsh for Adults courses in Bridgend, through a franchise agreement with Rhondda Cynon Taff County Borough Council. However it will stop delivering this provision from September 2007 when the new arrangements for the delivery of Welsh for Adults commence. Much of Coleg Morgannwg's provision had stopped at the Easter break and only five classes were running at the time of the inspection.

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3 Statistics are taken from the LLWR (Lifelong Learning Wales Record) compiled by DELLS. See Appendix 3.
Learning areas

11 We inspected the provision in the following learning areas:

- Adult Basic Education (ABE) and 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:

<table>
<thead>
<tr>
<th>Provider</th>
<th>ABE including Family Learning</th>
<th>ESOL</th>
<th>Welsh for Adults</th>
<th>Adult Learning</th>
<th>Community Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgend College</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Bridgend County Borough Council</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>University of Glamorgan</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>WEA(S)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Bridgend Association of Voluntary Organisations</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Coleg Morgannwg</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary

Table of grades awarded

13 The inspection team judged the providers' work as follows:

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

Summary of overall grades by learning areas

<table>
<thead>
<tr>
<th>Learning area inspected</th>
<th>Inspection grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education (ABE) and Family Learning</td>
<td>2</td>
</tr>
<tr>
<td>English for Speakers of Other Languages (ESOL)</td>
<td>2</td>
</tr>
<tr>
<td>Welsh for Adults</td>
<td>2</td>
</tr>
<tr>
<td>Adult Learning</td>
<td>2</td>
</tr>
<tr>
<td>Community Development</td>
<td>2</td>
</tr>
</tbody>
</table>
Summary of provider grades by learning areas

<table>
<thead>
<tr>
<th>Provider</th>
<th>ABE</th>
<th>ESOL</th>
<th>Welsh for Adults</th>
<th>Adult Learning</th>
<th>Community Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgend College</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bridgend County Borough Council</td>
<td>*</td>
<td></td>
<td>2</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>University of Glamorgan</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEA(S)</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bridgend Association of Voluntary Organisations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
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<tr>
<td>Coleg Morgannwg</td>
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</tbody>
</table>

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

Standards

14 Many learners in all learning areas achieve high standards in their work. Many learners use their class well in order to improve their work. In the best classes learners have developed the skill to assess their own progress and how to work collaboratively with others to compare progress. Many learners develop independent learning skills.

15 Learners support each other well. Many learners use the skills they gained in class well in other aspects of their lives.

16 However, learners’ attendance in a very few classes is irregular and this hinders their progress. A few learners do not plan their learning well. In a few cases learners taking language courses do use their oral skills well enough.

The quality of education and training

17 Many tutors offer their learners stimulating and challenging learning experiences. They plan effectively and use a good range of teaching methods. Tutors make good and appropriate use of ICT as a tool for learning. However, they do not always make enough use of locally based materials and resources. Most tutors meet learners’ individual learning needs well. Nonetheless, in Modern Foreign Languages and in a few Welsh for Adults classes, tutors do not make sure that all learners develop oral fluency and extend their language skills.

18 In most accredited learning and in many non-accredited sessions, tutors assess learners’ progress and achievements well. In a few non-accredited learning classes and in a few Welsh for Adults classes, tutors miss opportunities to assess learners’ achievements.

19 All providers work well together. However there is no overall curriculum plan for the Bridgend area. Most learners can go to a wide range of suitable courses. Providers
work well in partnership to help learners in disadvantaged areas to take part in education and training. Nevertheless, there is not enough provision for basic skills. This makes it difficult for learners with high levels of literacy and numeracy needs to go to classes. Bridgend College responds well to the high demand for ESOL courses.

20 All providers work well together to provide a good level of care, guidance and support for learners. However, they do not do enough planning to ensure they meet the needs of all learners and share good practice. All providers work well together to publicise the classes and courses that are available to learners throughout the Bridgend area. Many tutors provide learners with a good introduction to their course and class. Most of the staff observed have successfully received their Criminal Record Bureau checks. They have a good understanding of their organisations policy for the protection of vulnerable adults. Providers deploy trained staff to provide many learners with good advice and guidance.

21 Providers offer a good range of extra support to learners. However, they do not do enough to supply learners with handbooks which provide good information about the type of support available to them. Providers use financial contingency funds well to help eligible learners with the costs of their learning.

Leadership and management

22 All adult community-based learning providers in Bridgend have good mission statements that set out appropriate aims for their organisations and inform their work. Their individual strategic and operational plans take good account of local, national and regional priorities.

23 The Bridgend Learning and Skills Network is responsible for the strategic management of education and training in the area. A Community Learning Sub group is responsible for adult community-based learning in the Bridgend area. However, the Bridgend Learning and Skills Network has not agreed the specific roles and strategic priorities of the Community Learning sub group to help its members focus their work. The Community Learning sub group has begun work on a Community Learning Plan. However, this work has not yet had any impact on the delivery of adult community-based learning. As a result, providers are not clear about how they can work together to improve adult community-based learning in Bridgend.

24 Most providers have their own quality assurance procedures that help them to identify many areas of good and poor performance. Overall, there is a good match between the grades awarded in provider self-assessment reports and the grades awarded by the inspection team. Almost all providers have good systems in place to observe their tutors’ work. They involve tutors well in monitoring the quality of their provision.

25 However, providers do not work well together at a strategic level to develop common approaches to quality assurance. This means that they do not jointly identify the strengths and weaknesses of the network. Action plans are not always detailed enough to bring about improvements or to check progress.
26 All full-time staff and most of the part-time staff observed are appropriately qualified. Most tutors have access to an adequate range of equipment and materials. The use of LearnDirect as a resource is a very good feature both in the community and for ESOL learners. Many venues offer learners good learning environments close to the community in which they live. Individual providers in Bridgend have successfully gained additional sources of funding. They use this funding well to widen participation and bring in hard to reach learners.

27 Providers do not work together well enough to link the allocation of resources to strategic and curriculum planning and priorities for the Bridgend area. Adult community-based learning in Bridgend gives satisfactory value for money.

Standards achieved by learners in the learning areas inspected

28 In ABE and Family Learning, many learners overcome personal difficulties and low self esteem to achieve well. Most ABE learners develop good speaking and listening skills. Most learners in numeracy classes gain a good understanding of numeracy skills and apply them well. Many learners progress well between levels to gain literacy and numeracy qualifications. There is good attendance in ABE and Family Learning classes.

29 Attainment in ABE and Family Learning is good. Learners in the majority of ABE classes gain their qualifications. One hundred per cent of learners on Family Learning courses achieve their qualification. The majority of these learners show an increased understanding of their children’s learning in school and are able to help them with their school work.

30 Nearly all learners improve their confidence and personal skills. Many ABE learners develop good skills for independent learning. Many learners achieve above their expectations and are proud of their achievements.

31 In ESOL classes, the overall attainment is good and shows a slight increase over the last two years. Recent achievement for 2006-2007 is very good and targets for achievement have been exceeded at all levels. Achievement on OCN citizenship courses has been 100%. The majority of learners on the ELLIS\(^4\) computer assisted language course completed the course and gained a certificate.

32 Most ESOL learners achieve good standards of oral, listening reading and writing skills. Many learners in ESOL classes are able to apply the skills they learn to their work and home situation well. Most ESOL learners are well motivated and show respect for each others opinions in class.

33 In Welsh for Adults, many learners make good progress in developing reading, writing, speaking and listening skills. Most learners work well together and give each other good support in class. They show high levels of enthusiasm and motivation which helps them make good progress.

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\(^4\) ELLIS English Language Learning and Instruction System: This is an ICT based course of English language learning offered by LearnDirect.
In a few cases learners have difficulty with pronouncing words, remembering vocabulary and using language patterns. In a few sessions, learners speak in English too much with each other when undertaking activities. They make slow progress as a result.

In Adult Learning, most learners make good progress towards achieving their learning goals. Nearly all learners develop good or very good practical skills. Many learners gain accreditation for their work. Completion and attainment rates are good. However, learners of modern foreign languages are reluctant to use their oral skills. They rely too much on translation and reading aloud.

Learners maintain comprehensive portfolios of their work which show their good progress. Most learners increase in confidence. Their new skills enrich their personal and family lives in a number of ways. A minority of learners use their skills well in their families or communities or for entrepreneurial purposes.

In Community Development, most learners achieve high standards. Learners’ completion and attainment rates are good and most learners on accredited courses gain their qualifications. Many learners are aware of their achievements and their progress. However, a few learners are not and this hinders their progress. A few learners have not learnt how to manage their learning well.

Most learners make good or very good progress on their courses. Many learners progress to levels beyond their expectations. A few progress to further courses and into employment.

Most learners benefit from working with each other. Many learners use the skills they acquire at home, in work or in the community. Many learners have gained the confidence and skills to contribute to debates for the first time in their lives.
40 In order to improve, providers need to:

R1 improve attendance and completion rates in all learning areas, particularly in Welsh for Adults and Community Development;

R2 increase learning opportunities for ESOL learners;

R3 ensure that all language learners improve the use of their oral skills and have opportunities to practise the use of their chosen language throughout the year;

R4 create more teaching and learning resources that reflect the local area;

R5 improve the spread of ABE provision to enable learners living in areas of high literacy and numeracy need to go to classes regularly and easily;

R6 improve opportunities for bilingual learning and enhance learners' understanding of Welsh language and culture;

R7 improve the joint planning of:

- the curriculum to identify need, target groups, progression opportunities, levels of expertise and available resources;

- the co-ordination of support to meet the additional learning needs of learners and share good practice across the provision;

- the strategic and operational planning of adult community-based learning to identify strategic direction and priorities, measurable targets and performance indicators and to ensure that resources are allocated to the strategic and curriculum priorities for the area;

- quality assurance systems in order to identify the strengths and weaknesses of adult community-based learning in the area; and

- staff development programmes and make sure that all part-time staff have opportunities to take part; and

R8 improve the moderation of classroom observations and make sure that all observations have a good focus on learners’ achievements.
Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

<table>
<thead>
<tr>
<th>Learners’ standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20%</td>
<td>55%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Learning area inspected</th>
<th>Inspection grade</th>
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<tr>
<td>Adult Basic Education (ABE) and Family Learning</td>
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<tr>
<td>English for Speakers of Other Languages (ESOL)</td>
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<tr>
<td>Welsh for Adults</td>
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<td>Adult Learning</td>
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<td>Community Development</td>
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Success in attaining agreed learning goals

Many learners in all learning areas achieve high standards in their work. Completion and attainment rates are good in all learning areas. Many learners achieve their qualification. A very few learners on Welsh for Adults courses do not complete their course.

Progress in learning

Many learners use their time in class well to improve their work. In the best classes learners develop the skill to assess their own progress and they know how to work collaboratively with others to compare progress. ESOL learners develop effective self checking skills and can set their own goals. Many learners develop independent learning skills. Learners in Welsh for Adult classes organise their own learning outside of the classroom. Many learners in art classes develop a critical eye which helps them improve their work.

However, learners’ attendance in a very few classes, in Welsh for Adults and Community Development, is irregular and this hinders their progress. A few learners taking ESOL and Community Development classes do not plan their learning well. This means they are unsure of what they would like to learn and cannot measure their progress.

A few learners on language courses use their oral skills well. In ESOL classes a few learners are reluctant to join in fully with speaking tasks. A few learners in Welsh for
Adults classes use English too much in conversation and this slows their progress. In modern foreign languages a few learners are too dependent on reading text aloud, rather than using their conversational skills.

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

47 Learners support each other well. Many learners come from disadvantaged backgrounds and use their class as a focus for sharing problems and gaining solutions to them. Many learners participate well in classes.

48 Many learners use the skills they have gained well in other aspects of their lives. They use their ICT skills to help their children with homework, they make articles for the home, and they carry out voluntary work. They also apply their new skills well at work.
A report on the Quality of Adult Community-Based Learning in Bridgend, May 2007

The quality of education and training

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

Grade 2: Good features and no important shortcomings

<table>
<thead>
<tr>
<th>The quality of teaching in the learning areas inspected</th>
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<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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49 Many tutors offer learners stimulating and challenging learning experiences. Many tutors, in all learning areas, are enthusiastic and teach lively sessions in a wide range of subjects. They break down their teaching into step by step chunks and there is a good pace to many of the sessions observed. Tutors skilfully challenge learners to try new things or, if learners are more experienced, to extend their skills. For example in ESOL, entry level learners are encouraged to learn new vocabulary and move beyond the use of familiar words.

50 Many tutors plan sessions effectively. They write good session plans and schemes of work which meet the needs of learners well. In the best plans, tutors include timing, key words, and teacher and student activity. These plans explain how they will meet learners’ different learning needs. A few tutors provide their learners with weekly handouts, supporting notes and additional information. This helps learners extend their learning beyond the content of the programme. In ABE and ESOL, tutors link their session plans well to the core curriculum.

51 However, a few tutors in Modern Foreign Languages and Welsh for Adults sessions do not provide enough opportunities for learners to develop oral fluency and extend language skills. In a few sessions, insufficient use of the target language means that learners do not develop their communication skills well enough. A few classes are too tutor led.

52 Many tutors use a wide range of teaching methods to good effect. Tutors make good use of overhead projectors, audio equipment, prompt cards, and white boards. They make skilful use of questioning and give good explanations of new techniques. In a numeracy class, the tutor uses dice throwing to explain probability. In Adult Learning, tutors use good demonstration skills; for example in dog grooming, floristry and water colour painting. They use critique well and bring their learners together around the table to discuss their work. Tutors use individual, pair and group work well to help learners improve.

53 In a few sessions, tutors do not make enough use of locally-based materials and resources. In an ABE class, for example, learners work on train timetables for the Oxford area, rather for the Bridgend area. In Community Development sessions, tutors miss opportunities to make use of more stimulating materials and to adapt resources to reflect local interest.
Tutors make good and appropriate use of information learning technology within sessions. For example, in a Welsh for Adults session the tutor uses interactive whiteboards very effectively to support whole class activity. A few Welsh for Adults tutors also make good use of BBC websites. In one ABE class the tutor asks learners to use spell-check to compare the spelling of similar sounding words, such as pair and pear or their and there. In Adult Learning, tutors use the whiteboard effectively to introduce sessions on creating and sending emails.

Most tutors meet learners’ individual learning needs well. In a Community Development session, where the learners are young mothers with negative experiences of school, the tutor works sensitively to help them progress. In another session, where learners are recovering from a stroke, the tutor is very effective in helping them achieve their potential. In an ESOL class, the tutor helps learners prepare for an examination.

Most tutors assess learners’ progress and achievements well in both accredited and non-accredited learning. Nearly all tutors in ESOL follow a departmental assessment policy and assess learners thoroughly at the beginning, the middle and the end of their course. Tutors in Family Learning make good use of learner contributions recorded on a flip chart to build portfolio evidence. One tutor in an Adult Learning session uses digital photography well to record learner progress. In the best Community Development sessions, tutors keep good records which show evidence of learners’ progress.

Many tutors make sure that learners understand fully the assessment procedures. They encourage learners to self assess and analyse their own progress. Tutors provide constructive feedback sensitively which helps learners to self-mark and self-evaluate. In many ABE and ESOL classes, tutors encourage learners well to plan and review their own learning goals and identify areas for improvement.

However, tutors in a few non-accredited learning sessions and in a few Welsh for Adults sessions miss opportunities to assess learners’ achievements. A few tutors in practical classes rely too much on the work produced by learners to demonstrate their success. They do not make enough use of formal documentation to show evidence of learners’ progress and achievement. A few tutors do not identify learners’ previous experience and knowledge and record this. In a few Welsh for Adults sessions, tutors make very limited use of formal assessment methods and the tracking of learner achievements.

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

| Grade 3: Good features outweigh shortcomings |

Overall, the provision for adult community-based learning in Bridgend takes good account of local and national priorities. All providers work well together to make sure that learners can go to a wide range of suitable courses.

All providers work well together as members of the Community Learning sub-group of the Bridgend Learning and Skills Network. The sub-group has carried out an
effective review of adult community-based learning in the area. However, the group has not used this information well to put a curriculum plan in place. They have not done enough to identify need, target groups, progression opportunities, levels of expertise and the resources which are available across Bridgend.

61 Many courses meet the needs of learners and local communities. They help learners to increase their skills for employment, to improve their health and well-being and to take part in community life. For example, learners on information and communication technology (ICT) courses develop skills for work or which enable them to change employment. Older learners become more confident in using computers.

62 Overall, there is a good geographical spread of provision and learners can attend courses in community venues close to where they live. The local authority makes good use of the Cyberlink bus and mobile crèche to help learners attend courses. Most courses take place during the day as well as in the evenings and a few courses take place at weekends.

63 Providers organise family learning classes in primary schools in areas with high levels of literacy and numeracy need. However, providers do not hold enough basic skills classes in these areas. This makes it difficult for learners with significant literacy and numeracy needs to go to classes.

64 The majority of courses offer learners good opportunities to move from one level to the next, both within and across providers. However, progression opportunities in modern foreign languages are limited. There are not enough courses available at levels 2 and 3.

65 All providers are involved in effective partnerships which provide courses and support for learners in disadvantaged communities. They use European and Big Lottery Funds well to target groups of people who have not taken part in education for some time and encourage them back into learning.

66 The staff of the Learning Brokers Project work well to recruit learners living in disadvantaged areas. They help learners to identify their learning needs and the barriers which stop them from taking part in education or training. The staff liaise successfully with learning providers to plan suitable learning opportunities and to give learners a high level of support. The staff of the University of Glamorgan manage the Llynfi Valley Project. Learners on the project take a variety of ICT courses. These courses help learners to develop their ICT skills and improve their employment prospects. About 20% of learners have so far progressed to further or higher education. Young women involved in the Genesis Project have increased their understanding of training and employment opportunities in childcare. They have improved their confidence and self-esteem.

67 There is a high demand for ESOL courses. Whilst Bridgend College does not have the resources to meet the needs of all learners the college manages the situation well. Learners who gain a place in the evening classes based at Bridgend College are offered two hours of tuition each week. Other learners are encouraged to undertake the ICT based LearnDirect ‘ELLIS’ programme (English Language Learning and Instruction System) while they are waiting for a place on the college course.
Bridgend College works well with its partners in the Bridgend LearnDirect Network. Instant Muscle successfully delivers LearnDirect courses to learners recovering from severe mental health problems to improve their confidence and to help them learn new skills. The Library service use LearnDirect well to help learners take part in learning through the People’s Network\(^5\) and the Cyberlink bus.

The Library Service also effectively helps learners learn the skills to use the internet. The service has also set up a reader in residence service at Parc prison which helps fathers learn to read with their children.

Local authority officers work well with schools and other partners. They help local communities get involved in the planning of a new community-focused school in order to take account of their needs and avoid duplication of provision.

Welsh learners can take part in a good range of additional courses such as ‘Sadyrnau Siarad’ and local coffee mornings arranged by Menter Bro Ogwr. These additional courses help them to further develop their language skills. A new ‘Welsh for Parents’ taster course helps parents improve their Welsh language skills and practise the language with their children. Providers work well with a small but growing number of employers to offer Welsh for Adults in the workplace.

However, there are no Welsh language or bilingual courses available. Providers do not do enough to make sure that tutors use Welsh culture as a tool for learning.

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

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<th>Grade 2: Good features and no important shortcomings</th>
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The quality of care and support for adult learners in Bridgend is good. All providers work well together to offer care, guidance and support for learners. However, providers do not do enough planning to ensure that they meet the needs of all learners and share good practice.

All providers work well together to publicise the classes and courses that are available to learners throughout the Bridgend area. They supply good quality advertising and information material in both Welsh and English. They also make good use of community newsletters to publicise courses and classes. Providers also organise a good range of open days and information events. These include an adult learners fayre and community roadshows during adult learners week. Learners use the internet-based information available to them well. This includes the websites for Bridgend College and Bridgend County Borough Council.

Many tutors provide learners with a good introduction to their course and class. Tutors inform learners about what is going to be included in the course. They brief learners well about the policies and procedures which all providers have in place. These include complaints procedures and health and safety rules. Most of the staff observed have successfully completed checks with the Criminal Record Bureau. Most tutors have a good understanding of their organisation’s policy for the protection of vulnerable adults.

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\(^5\) The People’s Network provides high speed access to the internet through the use of publicly funded computers in public Libraries. The Network also offers free access to a wide range of software and digital material.
76 Bridgend College deploys trained staff to provide many learners with good advice and guidance. This helps learners to choose their course or progress to further learning. Bridgend College staff also provides advice to learners from Bridgend County Borough Council. Other organisations, including the Stroke Association and the Welsh for Adults Information Line, also provide good advice which helps learners choose the right course for themselves.

77 A few providers employ staff to work with community groups and individuals to advise them about learning and help them get onto courses. A group of drama students have produced an informative CD about family learning. Providers make good use of the CD to successfully promote family learning.

78 Providers offer a good range of extra support to learners. This includes revision classes, careers advice and preparation work for examinations. In a minority of classes, support staff work with individual learners, who have specific needs, to help them take part in learning. Providers offer ESOL learners extra ICT provision to help them improve their language skills. Providers offer a good range of childcare options to learners including nurseries, crèches and a mobile crèche. Providers offer specialist transport to help a few learners with mobility needs to attend classes. Bridgend College provide a very few learners, who have mobility, sight, hearing and voice difficulties, with specialist ICT equipment, software and support staff to help them to learn.

79 However, providers do not do enough to supply adult community-based learners with handbooks which provide good and appropriate information about the type of support available to them.

80 Providers offer learners tests for their level of basic skills where appropriate. Tutors use the test results well to plan their teaching and take account of the support needs of individual learners. Tutors in many classes use their knowledge of individual learners’ needs and abilities to create individual learning plans to help learners progress.

81 Providers monitor learners’ attendance satisfactorily. The majority of tutors help learners to catch up with missed work if they are absent. Around half of the tutors follow up learner absences using email or phone. However, procedures for following up absences, or ensuring that learners can catch up on work they have missed, are poor in a few Welsh for Adults and Community Development classes.

82 Providers use financial contingency funds well to help eligible learners with the cost of their learning. A few learners receive financial help from Bridgend College and the Workers Educational Association. Around half of the learners attending classes pay reduced course fees or are offered free places. Providers also give financial help with travel costs to a few learners so that they can travel to classes. Tutors help learners by telling them where to get best value for money for the materials and books required in classes. In a minority of classes, tutors share their own learning materials such as paints and plants.
Leadership and management

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

Grade 3: Good features outweigh shortcomings

83 All adult community-based learning providers in Bridgend have good mission statements that set out appropriate aims for their organisations and inform their work. They all have clear policies and programmes that have a suitable focus on widening participation and the equality of opportunity. All providers have individual strategic and operational plans that take good account of local, national and regional priorities.

84 Bridgend County Borough Council makes good links to the Community Strategy for the Bridgend area to focus on the needs of older learners and set up courses for them. Bridgend College uses LearnDirect effectively to work with groups of vulnerable learners in the area.

85 Managers and staff from Bridgend County Borough Council’s Adult Community Learning and Library services, work together well with Bridgend College. They have put into practice a strategy for widening support for community-based learners. This work has led to a strategic network of Learning Centres in different parts of the area, so that learners can attend courses in their locality.

86 The University of Glamorgan has made good progress in developing the new arrangements for the delivery of Welsh for Adults. It is working well with Bridgend College and three Welsh-medium primary schools to organise courses and progression opportunities for learners.

87 The Bridgend Community Consortium for Education and Training (CCET) has recently carried out a review of its role and established new arrangements for carrying outs its work. The review has improved the working arrangements of the CCET and secured a greater focus on adult community-based learning.

88 The Bridgend Learning and Skills Network is a new body, responsible for the strategic management of education and training in the area. This group is made up of senior managers from a range of education and training providers, including the local authority and Bridgend College. Three sub-groups are responsible for delivering and organising most of the work. The Chairs of each sub-group meet regularly with the Chair of the Bridgend Learning and Skills Network to review their progress. A Community Learning sub-group is responsible for adult community-based learning in the Bridgend area.

89 The Community Learning sub-group is effective in bringing together a good range of providers and other agencies from across the Bridgend area. All the main providers of adult community-based learning, voluntary sector organisations, and the council’s Library Service, Communities First and Economic Regeneration departments take part in the group. However senior managers from the Bridgend Learning and Skills Network have not agreed the specific roles and strategic priorities of the Community
Learning sub-group to help its members focus their work. This means that group members do not always understand the common purpose or priorities of their work.

90 The Community Learning sub-group has begun to work on a Community Learning Plan. However, this work is at an early stage and has not yet had any impact on the delivery of adult community-based learning. As a result, providers are not clear enough about how they can work together to improve adult community-based learning in Bridgend. Also, the sub-group cannot easily assess its overall impact on learners or measure how well it contributes to the strategic priorities of Bridgend Learning and Skills Network.

91 A few members of the Community-Learning sub-group have prepared a strategy for working with hard to reach learners. However, the sub-group has not yet agreed the strategy, despite much discussion at meetings.

92 Nevertheless, members of the Community Learning sub-group work well together to improve services across the County Borough and target specific groups of learners. For example, Bridgend Association of Voluntary Organisations, Communities First and the Basic Skills Unit of Bridgend County Borough Council have worked well together to organise the Learning Brokers Project. Bridgend County Borough Council’s Economic Regeneration Department and Library Service have worked well together with a local training provider to develop a learning centre which offers learning to employees of local companies.

93 All providers have good systems for monitoring outcomes for learners and for improving the standard of teaching. Many managers set targets for tutors at course and project level and use them well to monitor their progress and performance. Bridgend County Borough Council’s Adult Community Learning department makes good use of curriculum and quality monitoring groups to assess the performance of part time tutors. Managers in their Communities First Unit effectively assess the work of Communities First staff regularly to track their progress and performance. Bridgend College has recently introduced a new performance management system for assessing their staff. This system has good links with criteria for teaching excellence. This makes sure staff can develop their skills and role in line with professional standards.

94 All providers use their systems well to identify staff development needs and to support newly appointed staff.

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

Grade 3: Good features outweigh shortcomings

95 All self-assessment reports are honest and identify weaknesses as well as strengths. All providers use Estyn’s Common Inspection Framework well to assess their own provision. In many cases, providers use good first hand evidence to inform their assessment. This includes classroom observations and an appropriate analysis of statistical information.
Most providers have good systems in place to help them effectively identify good practice and areas to improve. Bridgend College has a robust system to assure the quality of its direct delivery provision. It applies this system well to the provision that Bridgend County Borough Council delivers on its behalf. As a result of this, the college is well informed about the provision delivered by Bridgend County Borough Council. The council uses the college’s system well to inform its own quality system for assessing its own provision.

The WEA(S) implements good systems for monitoring the quality of its provision. Tutors understand these systems well. Managers respond well to areas of poor performance identified in self-assessment. They put good plans in place to address any weaknesses. These plans include actions which can be measured, which set out timescales for achievement and identify resources.

However, providers do not work well together at a strategic level to develop common systems for measuring the quality of the provision in the area. They do not jointly identify the strengths and weaknesses of what is available to learners. Thus they are not able to determine how well they are working together to improve the provision for learners. Providers also miss out on good opportunities to share and extend good practice.

All providers have put plans in place to improve their own provision. However, these plans are not always detailed enough to bring about improvements or to check on progress. Providers do not always set out priorities for adult community-based learning well enough, particularly when adult community-based learning is included in wider planning processes. In a few cases, providers do not allocate resources to their priorities well enough.

Almost all providers have good systems in place to undertake classroom observations of their tutors’ work. In around half of these observations, there is a good match with the findings of the inspection team. However, in the main, classroom observations do not focus enough on the progress and achievements of learners. In a few cases, there is not a good match between judgements recorded on classroom observation forms and the grades awarded for teaching and learning.

Bridgend College and Bridgend County Borough Council work well together to carry out classroom observations. College staff and staff who work for the local authority, on behalf of the college, carry out observations of each other’s work. These staff work well together to improve areas of weak performance seen in the observations. However, this programme of classroom observations does not extend to staff who work in the Bridgend County Borough Council’s own provision or to other providers within the area.

In many cases, managers include tutors well in monitoring the quality of their courses. All providers have regular team meetings with their staff which place a good emphasis on the standards that learners achieve. Overall, WEA(S) tutors have good ownership of their course results. They keep good records of attainment and completion data in their teaching files. They use this data well with their managers to review their work and to set attainment and completion targets for their class for the following year.
103 All tutors who teach Welsh for Adults, for the University of Glamorgan, have good personal training and development plans. Tutors assess their own performance well. They also work well with their managers to use evidence from classroom observations to identify areas for improvement. Tutors and managers use these plans well to set targets for improvement.

104 All providers seek out the views of their learners effectively. In many cases managers use this information well to inform the future planning of courses. However, in a few cases, managers do not use this information well enough to bring about improvements to the provision.

105 Most providers have good systems in place for moderation. Managers use these systems well to help them spot areas of good and poor performance on accredited programmes.

106 Bridgend County Borough Council has also recently pioneered a system to moderate its non-accredited programmes. This is a very good development which helps managers make sure that learners of both accredited and non-accredited provision have a learning experience of equal quality.

**Recording and moderating learner achievements in non-accredited learning**

Bridgend County Borough Council staff effectively identify learning aims for non-accredited courses. These learning aims are linked well to specific assessment criteria which provide a focus for teaching. Tutors keep up-to-date records on the progress that learners make and complete an assessment record for each learner.

Bridgend County Borough Council also has a good internal system in place to moderate the quality of its non-accredited provision. It has set up moderation panels that are responsible for both accredited and non-accredited provision. Tutors bring examples of learners' work and assessment records from non-accredited courses to the moderation panel. Tutor and managers moderate the outcomes to ensure that there is uniformity in standards across the provision.

107 In a few cases in Bridgend County Borough Council, tutors recently deployed on new courses are not included within the authority's quality system. These tutors do not always have schemes of work, lesson plans, set learning goals or keep records of what learners have achieved.

108 Overall, there is a good match between the grades awarded in the self-assessment reports and the grades awarded by the inspection team. In one learning area and in one key question, the inspection team graded the provision one grade higher than in the providers' own assessment. In one key question, the grade awarded by the inspection team is lower than in the self-assessment report.
Key Question 7: How efficient are leaders and managers in using resources?

Grade 3: Good features outweigh shortcomings

109 Most tutors are well qualified and have relevant experience in their subject area. Tutors who deliver a range of practical classes including floristry, creative card-making and watercolour painting have good practical skills. All full time staff and 90% of part-time staff observed during the inspection are qualified to occupational standards. These rates are well above those seen on previous inspections.

110 All providers identify staff training needs well and offer training to their staff. However, the number of staff who receive training varies greatly between providers. Providers in Bridgend do not share staff training enough to make the best use of resources available to them. One good example of shared staff training is the University of Glamorgan’s effective use of funding to organise training for all Welsh for Adults staff across the network of providers in Bridgend.

111 All providers have satisfactory systems in place for inducting new staff. However, a very few tutors across all providers have not had this training. This has a negative impact on the experience of learners.

112 Most tutors have access to an adequate range of equipment and materials. They also create many materials themselves and share them effectively at team meetings. In most ICT classes, equipment is good. ICT equipment support is available to most tutors. Providers supply tutors with laptop computers to take to classes which do not have permanent ICT facilities. In a few classes, such as creative stitching and Spanish, tutors use ICT well as a resource for learning. However, the poor quality of specialist resources in a minority of classes in modern foreign languages and land based activities has an adverse impact on learning.

113 Family Learning resources are very good. ESOL learners make good use of a selection of books labeled with reading levels in the Learning Resource Centre in Bridgend College. However, a minority of ABE and ESOL learners do not have enough access to computers in the classroom and to other high quality resources.

114 Providers make very good use of LearnDirect as a resource for learners. The Bridgend LearnDirect partnership, led by the college, includes the Library Service, a local training provider and Instant Muscle, a voluntary sector organisation. This partnership increases the number of staff available to deliver LearnDirect. Library staff, trained in the use of LearnDirect, help learners register for courses at libraries and on the Cyberlink bus.
Using LearnDirect ELLIS® for learners on the ESOL waiting list

The college uses LearnDirect ELLIS (English Language Learning and Instruction System) very well to provide extra practice for ESOL learners already on courses. It also uses ELLIS very effectively to offer tuition to ESOL learners who are on the waiting list to join classes (36% of ELLIS users in 2007 are on the ESOL waiting list). The College provides effective tutor support for learners using ELLIS at set times in the Learning Resource Centre.

As a result, learners already on courses reinforce their learning. Learners waiting to join a course start to improve their English language skills.

115 Many venues offer learners good learning environments close to the community in which they live. In a very few cases, accommodation is poor. Most providers share the use of venues effectively. There is good use of primary schools for Family Learning and Welsh-medium primary schools for Welsh for Adults classes. All providers have effective systems in place to carry out Health and Safety checks on venues. Most of the venues seen on inspection have wheelchair access.

116 The four Life Centres in Bridgend offer very good, welcoming, accommodation with well-equipped teaching rooms. All have a library with a variety of other facilities such as a crèche and sports facilities. Library Service staff give good encouragement to the centre users to join a class or use the free computer facilities.

117 Individual providers in Bridgend have successfully gained additional sources of funding. They use this extra finance well to recruit new groups of learners and work with hard to reach learners. Projects set up with additional funding include the Cyberlink bus, The Silver Surfers project, the Life Centres and Learning Brokers.

118 Individual providers have adequate systems for identifying resource needs. They devolve budgets to middle managers who manage their resources effectively to meet the needs of learners. However, in a few classes, poor co-ordination between providers about the use of crèche staff results in over staffing and poor use of resources.

119 Many learners achieve good standards in their work. Individual providers’ completion and attainment rates are good. However, providers do not work together effectively to link the allocation of resources to strategic and curriculum planning and priorities for the Bridgend area.

120 Overall, adult community-based learning in Bridgend offers satisfactory value for money.

6 ELLIS English Language Learning and Instruction System: this is an ICT based course of English language learning offered by LearnDirect.
Standards achieved by learners in the learning areas inspected

Learning area: Adult Basic Education and Family Learning

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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Success in attaining agreed learning goals

121 Many ABE learners develop a good understanding of literacy and numeracy. They apply skills well. Learners use different ways of expressing and interpreting data well. They use tally charts well for addition. They use timetables well to plan journeys. All parents in one family numeracy class achieved a good understanding of estimation. They feel more confident to help their child with school work.

122 Most learners develop good listening and speaking skills. Learners prepare thoroughly for presentations to the class. One learner gave an interesting presentation on healthy eating. This led to an animated group discussion in a question and answer session.

123 Many learners achieve better outcomes than they expected, when they started learning. They overcome low self esteem and gain in confidence. They succeed regardless of their background. In one class, vulnerable learners with mental health problems feel well supported and do well as a result. Parents in family learning classes, who return to education after a long gap, gain confidence and are proud of their improved knowledge.

124 Attainment in ABE classes is good. Bridgend College’s own data, for the years 2004-2006, shows that learners on the majority of courses achieve their full qualification. Furthermore the data shows that 75% of learners achieve partial attainment of their qualifications. Learners’ attainment of the full qualification is significantly higher for numeracy than literacy qualifications.

125 Completion rates for ABE for 2005-2006 are 80%. This is at the national comparator for numeracy but 3% above the national comparator of for literacy classes. Over the last three years achievement and completion were 100% on Family Learning courses. Attendance is good, at 74% at the time of inspection. Most learners arrived punctually for classes.

Progress in learning

126 Many learners in literacy and numeracy classes progress well between levels and gain qualifications. A significant minority of learners on Family Learning courses have progressed to an NVQ course for learning support assistants. Many parents progress well in class and develop good teamwork skills. They support each other well in class.
Most learners make good progress towards their individual learning goals. They succeed well in meeting short term goals such as learning to use a dictionary or improving mental arithmetic.

A few learners in ABE classes do not understand their learning goals well enough. They do not use individual learning plans well to track their progress in class. Neither do they keep a copy of their own plan.

Development of personal, social and learning skills

The majority of learners in both ABE and Family Learning classes develop effective personal skills. All parents gain confidence to help their children with their learning. Many ABE learners develop effective independent learning skills. For example, they carry out research at home to prepare for presentations. Tenants in a literacy class develop good computer skills. These help them to use the internet at home to keep in touch with family members and to improve their quality of life.

Learning area: English for Speakers of Other Languages

Key Question 1: How well do learners achieve?

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

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Success in attaining agreed learning goals

Most ESOL learners achieve good standards in all four language skills. Learners in many classes develop good pronunciation skills and increase their vocabulary. All learners develop good reading, speaking and writing skills. Most learners can identify and write formal and informal letters. Most learners write letters in complete sentences and short paragraphs to a good standard.

The majority of ESOL learners are involved in setting and reviewing their own learning goals effectively. They have developed an effective independent learning style.

Bridgend College's own data shows that attainment for ESOL is good. In the years 2004-2006 there has been a slight increase in the attainment rate from 66% to 69%. This is above the national comparator of 60%. Recent achievement is very good. Learners, at all levels, have exceeded targets for achievement, in the first part of 2006-2007.

Eighty-nine per cent of learners on the ELLIS computer assisted learning programme completed the course and gained a certificate against a target of 60% completion. There has also been 100% achievement on OCN citizenship courses and 95% achievement on OCN courses overall.
Progress in learning

134 Most ESOL learners make good progress against their learning targets. Most learners are very clear about their learning targets and are able to recap well on previous learning. They carry out reviews of their progress well.

135 Many learners apply their learning well. They use what they learn in the classroom effectively in their work and their home situations. They are able to use the correct phrases when shopping and at work and can interpret traffic signs correctly.

136 A few learners make slow progress between Entry 1 and Entry 2 levels, particularly learners who can only attend for two hours a week.

Development of personal, social and learning skills

137 Many ESOL learners participate well in class. They come from a wide range of cultural backgrounds and most learners collaborate well together and give good support to each other. Many learners show good respect for each others’ views. Many learners enjoy their learning and there is a sense of fun in many sessions.

138 A few learners are reluctant to join in fully with speaking tasks.

Learning area: Welsh for Adults

Key Question 1: How well do learners achieve?

<table>
<thead>
<tr>
<th>Grade 2: Good features and no important shortcomings</th>
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<tbody>
<tr>
<td><strong>Provider</strong></td>
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<tr>
<td>Bridgend College</td>
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<tr>
<td>University of Glamorgan</td>
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</table>

Success in attaining agreed learning goals

139 Many of the learners observed achieve good standards in their oral, listening, reading and writing skills.

140 The majority of learners at Bridgend College, who complete their course, achieve their qualifications. However, the college’s own statistics for the period 2003-2006 show that a minority of learners do not complete their course.

141 Statistics for the University of Glamorgan for the period 2004-2006 show that the majority of learners complete their course. All of the learners at the University who complete their course achieve their qualifications.

Progress in learning

142 In almost all of the sessions observed, learners show increasing levels of confidence. They participate well in class activities. Most learners use Welsh well or very well in the class and actively seek to improve their vocabulary. Many learners working at higher levels are able to hold extended conversations with other learners, their tutor and visitors to the classroom.
143 Many learners have good reading and writing skills. Most learners can pronounce words well. They use language patterns and grammar well. Nevertheless in a few cases, learners have difficulty with pronouncing words, remembering vocabulary and using language patterns. Nonetheless, in a few sessions, learners speak in English too much with each other when undertaking activities. These learners make slow progress as a result.

144 Many learners are able to improve their language skills without help from the tutor. Most of these learners complete their homework regularly and receive good feedback about the standard they achieve. Many learners assess each others work and self assess the progress they make in improving their language skills. Learners on taster courses recognise the progress they make in a short time and are eager to move on to more challenging courses.

145 Learners undertaking Welsh for Parents classes improve their vocabulary and ability to use language well with their children. Learners on revision courses demonstrate a high level of commitment and travel considerable distances to attend classes.

146 However, in a few sessions, learner’s attendance is poor or variable. This has an adverse impact on the progress they make.

Development of personal, social and learning skills

147 Most learners work well together and give each other good support in class. They show high levels of enthusiasm and motivation which helps them make good progress.

148 Many learners give good support to each other outside of the classroom, through emails and informal social events. One group of learners, studying with Coleg Morgannwg, organise their own coffee mornings in each others houses in order to practise their Welsh language skills. They also go to a local café directly after their class in order to consolidate what they have learnt in their lesson. This has accelerated their progress and raised the level of their conversational skills.

149 Many learners have developed the skills to work independently and use the language in social or work situations. This helps them to practice and improve their language skills.

Learning area: Adult Learning

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

<table>
<thead>
<tr>
<th>Provider</th>
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<tbody>
<tr>
<td>Bridgend College</td>
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<tr>
<td>Bridgend County Borough Council</td>
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</tbody>
</table>
Success in attaining agreed learning goals

150 Most learners make good progress towards achieving their learning goals. Many are able to accurately assess their good achievement. In all subjects, nearly all learners develop a good or very good range of practical skills. A few ICT learners develop their own interesting ideas for websites. Learners in art gain good experience of trying new techniques, such as water-colour washes. Many learners across the provision achieve accreditation for their learning.

151 Learners who do not seek accreditation make good or very good progress towards attaining their goals. For instance, learners on a non-accredited card-making course acquire new skills. These skills help them pursue their interest with increasing satisfaction.

152 Learners’ completion and attainment rates are good. In a few courses, they are very good. Data provided by Bridgend County Borough Council shows that in 2005-2006 attainment was 94% in calligraphy, 91% in cookery and 96% in guitar classes. Completion rates were very good on many courses. Attainment data for Bridgend College courses in ICT, which accounts for about 70% of the provision, has averaged 75% during the period 2003-2006. Over the same period, completion on the college’s Adult Learning courses overall rose from 75% to 86%.

Progress in learning

153 Almost all learners make good progress in classes. Their progress is very good in floristry for beginners, scrapbooking, watercolour painting and yoga. Learners progress well in ICT and mixed media courses. Learners of modern foreign languages improve their understanding of the spoken and written word. However, they rely too much on translation or reading aloud when they speak. Their delivery is too hesitant, and this hinders the development of their oral skills.

154 Almost all learners maintain portfolios of work which show evidence of their good progress during courses. In art classes, many portfolios contain outstanding work. In a floristry course, learners keep high quality photographs of the very good flower arrangements they create. Learners use feedback from the tutor to help them understand how well they are progressing. In ICT and art classes, learners discuss their own and others’ work. This helps them improve their critical skills which they use well to improve their own learning.

Development of personal, social and learning skills

155 Most learners grow more confident about what they know and can do as their courses develop. Many also feel more confident socially as a result of their learning. One older learner said her ICT class had given her “a new lease of life”. Other learners are able to work better with their children and grandchildren and respond effectively to their enthusiasms and questions.

156 Many learners use their new or improved skills to help them play a fuller part in their community organisations or charities. One learner has developed PowerPoint presentations for a local organisation to which he belongs. Another produces
eye-catching publicity for a charity. A few learners also develop their entrepreneurial skills, for example in dog grooming classes and floristry.

Learning area: Community Development

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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<tr>
<th>Provider</th>
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<tr>
<td>WEA(S)</td>
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Success in attaining agreed learning goals

157 Most learners gain a good understanding of the subject they are studying. They achieve high standards in practical work. Many learners apply the skills that they have acquired well outside the classroom. For example, a few use their skills to carry out voluntary work in their communities, others make articles for the home, and mature learners use their improved ICT skills to help their children or grandchildren with homework.

158 Many learners achieve their learning goals and can recognise the progress they have made. In a very few cases however, learners are not aware of their learning goals. Thus they are not aware of the achievements or the progress that they have made. As a result their progress is limited.

159 The data provided by WEA(S) shows that completion and attainment rates on accredited courses for the period 2003-2006 are good. Learners make good progress towards achieving their qualifications. Learners make very good progress in OCN sign language and counselling and on OCN special needs courses.

Progress in learning

160 Most learners on community development courses make good progress. They develop new learning skills. A few learners go on to study different subjects at the same level. Other learners progress to higher-level courses.

161 Many learners participating in an art and craft course for people recovering from a stroke have made very good progress. They produce articles of a professional standard. One learner in the class has won a national award for the standard of her work.

162 Many learners who initially enrol on courses for social reasons, or to develop an interest, progress beyond the level that they expected. This includes learners studying creative stitching, sign language, cooking and ICT. In one case learners with no previous educational qualifications have progressed from a food preparation course onto a vocational course in Bridgend College. They have since found employment as a result of their achievements.
The development of personal, social and learning goals

163 Most learners benefit from working with each other. Many learners have developed a good awareness of other people’s needs. They work well in groups and offer good peer support. As a result, many learners improve their social and communication skills. Many learners have acquired the confidence and skills to contribute to debates for the first time in their lives.

164 A few learners have previously had negative learning experiences. Others come from backgrounds that traditionally do not support learning. Many of these learners have overcome these obstacles and are proud of the progress they have achieved.

165 Many learners interviewed are happy on their courses. They feel able to maintain good relationships with tutors and fellow learners. Their achievements have given them a greater feeling of self worth.

166 Most learners have gained good learning skills. They are able to manage their learning well. However, a few learners do not plan their learning, research their subject or record and store the material they have gathered. A very few learners who miss lessons are unable to catch up with the learning that they have missed.
Providers' response to the report findings

This response is on behalf of all the providers of Adult Community-Based Learning in the Bridgend area who are part of the Community Learning Sub-Group (CLSG) of the Learning and Skills Network who participated in this inspection namely: Bridgend College, Bridgend County Borough Council, WEA (South), BAVO, University of Glamorgan and Coleg Morgannwg.

We welcome the report and the recognition it gives to the high standards achieved by learners and that many learners go on to develop independent learning skills. We welcome the report’s recognition of the ways in which providers collaborate well within the CLSG and how they work together to help learners in disadvantaged areas take part in education and the level of care, guidance and support learners receive.

We recognise the need to work together more strategically and to develop common approaches to quality assurance by building upon the best practice which exists within the County. The continued development of the Community Learning Plan will provide a framework for the co-ordination and delivery of Adult Community-Based learning across the Borough.

The inspection has provided an impetus for organisations to work together more closely. We accept the findings of the report which will form the basis for the partnership to move forward by: improving the strategic and operational planning of adult community-based learning; extending joint planning of the curriculum; increasing the spread of Basic Skills provision to all areas; developing common approaches to quality assurance systems; and supporting staff through shared staff development programmes.

We recognise that the CLSG has an important role in the future to build upon the collaborative work already taking place, to embed best practice across the whole provision and to drive a culture of self assessment and continuous improvement.
The evidence base of the inspection

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

The team carried out 75 inspection visits and 24 meetings in May 2007.

The team visited:

- teaching sessions;
- the Art and Computer moderation panels for Bridgend County Borough Council;
- a variety of learner activities; and
- community venues.

Members of the team met with:

- learners;
- tutors;
- managers;
- curriculum managers;
- finance managers;
- quality managers;
- staff from the Learning Brokers project and the Community First staff from Bridgend County Borough Council;
- the Betws Workers Network;
- the Adult Learners Week planning group;
- the Community Focused School Visioning Group;
- the staff from the Llynfi Valley Enterprise Centre;
- staff from the Library Service, Bridgend County Borough Council;
- the manager and staff of the adult community learning service, Bridgend County Borough Council;
• the Principal, Vice-Principal and Heads of Department of Bridgend College;

• the Director and Assistant Director of Education, Leisure and Cultural Services, Bridgend County Borough Council;

• the Director of Bridgend Association of Voluntary Services;

• the members of the Community Learning sub-group of the Bridgend Learning and Skills Network;

• the members of the Bridgend LearnDirect partnership;

• the University of Glamorgan Welsh for Adults manager and staff; and

• the managers and staff from WEA(S).

The team also considered:

• a wide selection of learners’ work; and

• comprehensive documentation made available by providers, both before and during the inspection.
## Appendix 2

### The inspection team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Liam Kealy</td>
<td>Reporting Inspector</td>
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<tr>
<td>Rachael Bubalo</td>
<td>Deputy Reporting Inspector</td>
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<tr>
<td>Enid Hankins</td>
<td>Team Inspector</td>
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<tr>
<td>Mererid Williams</td>
<td>Team Inspector</td>
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<tr>
<td>Zena Cooper</td>
<td>Team Inspector</td>
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<tr>
<td>Penny Lewis</td>
<td>Team Inspector</td>
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<tr>
<td>Betsan Dafydd</td>
<td>Team Inspector</td>
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<tr>
<td>Una Connolly</td>
<td>Team Inspector</td>
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<tr>
<td>Jenny Blackaby</td>
<td>Additional Inspector</td>
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<tr>
<td>Bryan Love</td>
<td>Additional Inspector</td>
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<tr>
<td>Richard Sibson</td>
<td>Additional Inspector</td>
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<tr>
<td>Patrick Gormley</td>
<td>Additional Inspector</td>
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<tr>
<td>Sian Pinner</td>
<td>Peer Assessor</td>
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<tr>
<td>Sian Merlys</td>
<td>Peer Assessor</td>
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<tr>
<td>Nicola Campbell</td>
<td>Peer Assessor</td>
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<tr>
<td>Adrian Beynon</td>
<td>Provider nominee</td>
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</table>
Appendix 3

Data and statistics: explanatory note

The statistics described in the report refer to the National Comparators for Further Education and Work Based Learning for 2004/2005 and are based on the Lifelong Learning Wales Record (LLWR). These statistics are compiled by DELLS from data supplied by individual organisations and institutions and provide comparative data for a range of courses across 15 learning areas.

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

There is currently one set of National Comparators:

**Completion** – this comparator is concerned with the percentage of learners who complete their learning activity, in other words, the percentage of learners who enrol on courses and who stay on their course to the end. However, national comparators are not available for the full range of courses encompassed by adult community-based learning.

Inspectors also use the LLWR to determine the size and scale of provision in an area and to compare the scope of each providers provision.

Providers’ own data

Estyn considers that providers should be monitoring the performance of their ACL provision to assess the quality of courses offered to adult learners and to improve outcomes for learners.

Estyn asks providers to supply a summary of their own data before an inspection about the performance of individual courses and qualifications and report on:

- enrolments;
- completion;
- attainments; and
- trends over time.

Inspectors use the data provided to compare the performance of learning areas and individual courses with national comparators for completion. Inspectors also use the data, along with first hand evidence, to make judgements about the standards achieved by learners.