

London Borough of Hillingdon Adult Education Service

Inspection report

Unique reference number: 53129

Name of lead inspector: Tony Noonan HMI

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Type of provider: Local authority

Address: London Borough of Hillingdon Adult
Education Service
Brookfield Adult Learning Centre
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Information about the provider

1. Hillingdon Adult Education Service is located within the planning, environment and community services directorate of the London Borough of Hillingdon Council. Hillingdon is the most westerly, and second largest, of the London boroughs. The north of the borough is relatively prosperous and the south of the borough is more culturally diverse, with pockets of significant deprivation. Overall, Hillingdon’s residents have skill levels below the London and national averages.

2. The service delivers provision from seven main sites and numerous community venues including schools, libraries and children’s centres throughout the borough. During 2009/10, the service had 3,690 mainly adult learners. Subject areas with a significant number of learners included: health and public services; agriculture and horticulture; information and communication technology; leisure, travel and tourism; arts, media and publishing; languages; education and training; literacy, numeracy and English for speakers of other languages (ESOL); preparation for life and work for learners with learning difficulties and/or disabilities; and, family learning.

Type of provision	Number of learners in 2009/10
Young learner provision: Further education (16 – 18) Foundation learning	34 part-time learners 19 full-time learners
Adult learner provision: Learning for qualifications Learning for social and personal development	1,383 part-time learners 2,264 part-time learners

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	3
Learning for qualifications	Grade
Literacy, numeracy and English for speakers of other languages (ESOL)	2
Learning for social and personal development	Grade
Arts and crafts	2
Languages	2

Overall effectiveness

- Hillingdon Adult Education Service has maintained its high standards since the previous inspection and has good capacity to improve further. Learners continue to be successful and produce a high standard of work. The large majority of learners achieve their learning goals, although learners belonging to some minority ethnic groups underperform. The service offers a broad range of courses and meets the needs of learners well. Many learners gain qualifications to help them find a job or progress to further courses, whilst others learn new skills that enrich their lives and those of their families. A strong feature of the service is the safe and welcoming atmosphere and high quality accommodation.
- Learners benefit from the good teaching and learning provided by the knowledgeable and experienced tutors. They receive clear feedback from teachers to help them progress, although learning targets are not specific and easy to measure progress against for all learners. Good learning resources are

available, although more creative use could be made of information and learning technologies (ILT) to make lessons even more interesting. Effective initial assessment of learners' skills takes place for most courses and learners receive good additional support where appropriate. High levels of care, guidance and support are provided by staff. Outstanding partnership work takes place with local organisations to encourage the participation of groups who are under represented in adult learning.

5. The service has undergone a recent management restructuring and the new organisational roles are clear and welcomed by staff. Managers steer the direction of the service carefully to meet the changing national and local priorities. Arrangements for safeguarding learners are good. Staff take the views of learners seriously. The diversity of learners is celebrated well through events, but more planned integration of equality and diversity issues into teaching sessions would enrich the curriculum further. Curriculum management is good and the service offers good value for money.

Main findings

- Outcomes for learners are good. The headline success rate is 82%, although the rate of improvement has been relatively slow over the last three years. In 2009/10, the retention rate for learners was high at 91% and the attendance rate was 83%. The three-year trend for success rates for minority ethnic groups shows that some groups underperform.
- The overall standard of learners' work is high. Learners enjoy their studies and are proud of their achievements. Learners across all subject areas make good progress, developing their personal and social skills and self-confidence. They receive appropriate literacy, numeracy and language support where the need is identified. Progression rates into further courses are high.
- Learners feel safe attending courses. The centres are welcoming, well lit and have friendly and helpful reception and other staff. Safety when using the internet is reinforced, especially with learners with learning difficulties and/or disabilities.
- Teaching and learning are good. The majority of sessions are well planned and tutors meet the differing needs of learners in mixed ability classes. However, the use of ILT lacks innovation and the service's virtual learning environment (VLE) is underdeveloped.
- The wide range of provision meets the changing needs of the borough. The growth in accredited provision links well with the added focus on vocational qualifications and is bringing in new types of learners.
- The service has outstanding working arrangements with a large number of partners. This work has a significant positive impact on learners and residents within the borough. Collaboration with a peer development group contributes significantly to the good leadership and management.

- Care, guidance and support are good. A comprehensive study guide is issued to every learner on an accredited course, and is available to other learners, to help them with their study and revision. Additional learning support is available for learners. Information, advice and guidance are planned into different stages of the courses.
- Leadership and management are good. Recruitment targets for learners are met consistently. Managers have maintained a strong learner focus, while adapting the curriculum to meet changing national and local priorities. Good two-way communication exists among managers and staff and morale is high.
- Safeguarding arrangements are good. Comprehensive staff training has raised the awareness of staff of safeguarding issues. Two designated members of staff for safeguarding oversee arrangements very well. Rigorous procedures ensure all staff receive the necessary safeguarding checks. Health and safety have a high priority and appropriate risk assessments are carried out. Learners feel very safe.
- The promotion of equality and diversity is satisfactory. Staff have good knowledge of the local community and outstanding partnership work has led to the participation of learners from some groups that are traditionally reluctant to engage in education. Insufficient promotion of equality and diversity issues takes place during teaching sessions.
- Good arrangements for collating and acting upon the views of learners are established. The service responds well to feedback from learners, informing them about the actions arising from it. Learner representatives raise issues that staff take seriously. Meetings are organised for ESOL learners and those with learning difficulties and/or disabilities, and they are planned for other groups. Complaints and comments from learners are dealt with effectively.
- Curriculum management is good. Procedures for evaluating the quality of teaching and learning lead to improvement. All staff are involved in the self-assessment process and judgements are broadly accurate. Action plans set specific and measurable targets that are monitored regularly.
- Effective use is made of resources and the service offers good value for money.

What does Hillingdon Adult Education Service need to do to improve further?

- Increase the rate of improvement of overall success rates, and narrow the achievement gap that exists for certain minority ethnic groups, by more targeted support and monitoring of the achievement and performance of individuals, and ensuring all individual learning plans contain specific and measurable learning targets.
- Improve the quality of teaching and learning by more extensive and innovative use of information and learning technologies, including development of the service's virtual learning environment.
- Enrich the curriculum by ensuring teachers promote diversity and equality issues more extensively in learning sessions.

Summary of the views of users as confirmed by inspectors

What learners like:

- making friends and trying different things
- the accessible location of courses
- the highly committed and supportive tutors
- building self-confidence and raising aspirations
- the courteous and helpful reception and other staff
- gaining skills to help get a job
- the friendly, relaxed atmosphere and excellent facilities
- gaining knowledge that helps in daily life and when dealing with children.

What learners would like to see improved:

- the organisation of enrolment
- the clarity of information available before courses start
- the cost of fees
- the availability of parking, particularly at the Brookfield Centre the excessive amount of paperwork that has to be completed during lessons.

Main inspection report

Capacity to make and sustain improvement

Grade 2

6. The service has built on the strengths reported at the previous inspection and rectified many of the identified weaknesses. Concerted management efforts have led to an improvement in the quality of provision and this inspection has demonstrated that the overall effectiveness, capacity to improve, learners' outcomes, and leadership and management remain good. All accommodation is now consistently of a high quality. Management information is reliable and used effectively by managers. Teachers generally meet the individual needs of learners very well, although more innovative use of ILT is required. The self-assessment report is now evaluative and accurate in most of its judgments. Success rates have increased, although the rate of improvement is relatively slow.
7. Managers have ensured the service maintains a learner-centred focus while developing provision to meet the changing national and local priorities in adult learning. Staff have a good understanding of the strengths and weaknesses of the provision. Quality assurance procedures are rigorous. These attributes, coupled with the recent re-structuring of management that has provided greater clarity of purpose and role, provide a sound platform for the service to make even further improvements.

Outcomes for learners

Grade 2

8. Outcomes for learners are good. Success rates are high, with a headline figure of 82%, although only a 3% increase has taken place since 2007/08. During this period, the service has developed more rigorous processes of recording and recognising progress and achievement, and this resulted initially in a drop in success rates. Success rates for courses leading to nationally-accredited qualifications are high in most subject areas, for example childcare and early years courses recorded 85% in 2009/10. However, literacy and numeracy success rates have decreased and, although ESOL success rates have improved significantly, they are still relatively low. Current in-year success rates for literacy, numeracy and ESOL all show an improvement. In 2009/10, overall retention rates were high at 91% and learners' attendance was 83%.
9. Success rates for learners of minority ethnic heritage show some groups have underperformed consistently, including Black Africans and Asian learners. Where learners have taken up additional learning support, their success rates have improved.
10. The standard of learners' work is good. Learners across all subject areas make good progress, gain confidence and develop personal and social skills. They receive appropriate literacy, numeracy and language support where the need is identified.

11. Learners develop knowledge, understanding and skills which contribute to their economic and social well-being. Progression into further education and training programmes is good. In 2009/10, 98% of learners on family literacy, language and numeracy courses progressed onto additional courses. In craft areas, many learners use their skills for employment and some go on to courses for setting up their own business. A very high proportion of learners on the level 3 diploma in pre-school practice course progress into further or higher education.
12. Learners feel safe attending courses. The centres are welcoming, well lit and have friendly and helpful reception and other staff. Staff have a good understanding of safeguarding and follow safe working practices. Safety when using the internet is reinforced, especially with learners with learning difficulties and/or disabilities.
13. Learners make a positive contribution to the community. They perform at concerts, their art is displayed around the borough and the violin-making group repairs violins. The floristry group ran a Christmas wreath-making workshop at the ice rink at the civic centre and provides flower arrangements for various civic events.

The quality of provision

Grade 2

14. Teaching and learning are good. The majority of teaching sessions are well planned and use a variety of activities and resources. Tutors are knowledgeable and many have relevant vocational and professional experience. They plan different tasks to suit the needs of beginners and learners with more experience or ability. However, insufficient use is made of the available ILT and the service's VLE has few resources and is underdeveloped. The revised processes for the observation of teaching and learning have contributed to the improvements in the quality of provision. The internal verifier process is rigorous. The high-quality accommodation in the main centres is very much appreciated by learners and staff.
15. Comprehensive initial assessment procedures identify the most appropriate level of course for most learners joining programmes, although inconsistency in some subject areas leads to learners not being placed on the most appropriate course. However, tutors do make arrangements to transfer learners where appropriate. Learners identified as requiring additional learning support benefit from the good support provided. Individual learning plans often include course objectives but, on some plans, personal learning targets are brief and not specific or measurable.
16. The wide range of provision meets the changing needs of the borough well. The growth in accredited provision complements the service's increased focus on vocational training and is bringing in new and different types of learner. This year, 58% of learners are new to the service.
17. The service has outstanding partnership working arrangements. Strong links with a large number of partners include: other adult learning services as part of

a peer development group; other departments in the borough; employers within the health and social care subject area; other training organisations; and, information, advice and guidance providers. Joint working and sharing of premises with the library service take the work of the service into the community and learners benefit from access to online resources and automatic membership of Hillingdon libraries. Looked after children, who are non-accompanied asylum seekers, have participated in creative photography work and this has led many of them to progress on to further courses.

18. Care, guidance and support are good. Teaching staff are very aware of the needs of learners and ensure they support them. A comprehensive study guide is available to learners to help them with their study and revision. Learners whose literacy skills are not at the required level may attend a pre-course literacy programme before joining health and social care programmes. Information, advice and guidance are planned into different stages of courses. A new programme of workshops will help learners to explore progression opportunities with staff from Next Steps, tutors and the service's learner services adviser. A Job Shop effectively informs learners on issues relating to employment.

Leadership and management

Grade 2

19. The head of the adult learning service has led the service very well since the previous inspection, ensuring its work remained closely aligned to council and national priorities while keeping the focus of staff firmly on improving the learners' experience. Learners' recruitment targets are met consistently. Key changes to the organisational structure of the service have provided managers with clarity about their roles and they carry out their responsibilities with great commitment and enthusiasm. Regular briefings and staff meetings have created an ethos of trust among staff, with good two-way communication. Staff morale is high. The service does not have a governing body. Currently, council officers and elected members provide adequate governance and scrutiny and they support the service by attending celebratory events. Plans have been submitted to council officers to set up a board of governors.
20. Arrangements for the safeguarding of vulnerable adults and children aged up to 18 years of age are good. All staff have undertaken training recently on safeguarding procedures and they show a high degree of understanding and awareness of how to respond appropriately to safeguarding issues. The two designated members of staff for safeguarding are trained fully and they oversee safeguarding arrangements very well. The service's newly-established safe learner board provides a focal point for safeguarding matters. The board made useful additions to the service's safeguarding policy which is reviewed annually. Safeguarding incidents are recorded and followed up with appropriate referrals where necessary, such as to social services and the police.
21. The service has rigorous procedures to ensure Criminal Records Bureau (CRB) and other appropriate checks are in place for all staff and volunteers. Records of these checks are maintained on a single register. The service verifies the

references and qualifications of staff, but details of these checks are not collated on the register, although this is underway. Learners feel very safe. Health and safety have a high priority and risk assessments are carried out regularly, with suitable preventative actions implemented.

22. The promotion of equality and diversity is satisfactory. Outstanding collaborative work with a broad range of partners widens social inclusion and encourages learners from all walks of life to participate in learning and skills development. Family learning programmes are available in local venues throughout the borough and all venues are fully accessible to wheelchair users. The proportion of learners of minority ethnic heritage matches the local population and that of staff. However, the service has made insufficient efforts to encourage more males in subject areas where they are under represented, such as arts and crafts.
23. Achievement rates for learners receiving additional learning support are higher than for learners not receiving it. However, certain minority ethnic groups perform less well than others, despite actions to try to reduce this achievement gap. No coordinating management group has specific responsibility for equality and diversity issues, although such a group is planned. The cultural diversity of learners is celebrated well through specific events, but equality and diversity issues are not promoted sufficiently during teaching sessions.
24. Good arrangements are in place to collate and act upon the views of learners. Most courses have learner representatives who raise any issues associated with their programme. Productive meetings take place between staff and ESOL learners, and those with learning difficulties and/or disabilities, with pictorial minutes and external facilitators. Such meetings are planned for other courses. Staff respond well to feedback from learners and, through the Learner Voice newsletter, inform them about the feedback and actions from it. Complaints from learners are dealt with efficiently and actions are taken where appropriate. Learners complete questionnaires at the end of their course and these are considered carefully by staff when carrying out course evaluations and self-assessment.
25. Curriculum management is good. Staff benefit from the availability of comprehensive staff training. Accurate management information data inform managers on key performance indicators and help to plan and monitor the quality of provision. However, information on learners' progression is not collated centrally. All courses are reviewed thoroughly by tutors and these evaluations are used to compile self-assessment reports which are largely accurate and self-critical. Although the views of learners are taken into account, they are not explicit in the report. Managers take effective action to improve the quality of provision through rigorous action plans. Key areas of weakness are identified and specific and measurable improvement targets are set and monitored regularly.
26. Partnership working with a peer development group has significantly contributed to improvements in leadership and management. This work

includes joint lesson observations, shared interview panels, development of procedures to promote safeguarding and recording the progress of learners, curriculum links for managers and the general sharing of good practice. The observation of teaching and learning sessions is very effective at identifying key strengths and weaknesses of teachers. Judgments are moderated and actions for improvement are clearly identified to tutors and monitored. However, managers have given insufficient emphasis to an overall analysis of the strengths and weaknesses for teaching and learning.

27. A very successful accommodation strategy has resulted in high-quality resources and facilities at all centres. A responsive and flexible fee structure has enabled the service to maintain a wide range of provision. Staff are well qualified and many are practising professionals, thus able to share with learners the benefits of their vocational experience. Resources are managed well and the service provides good value for money.

Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: *early years and childcare; agriculture and horticulture; and foundation learning.*

Literacy, numeracy and English for speakers of other languages (ESOL)

Grade 2

Context

28. The service has 62 literacy, 48 numeracy and 95 ESOL courses delivered on 8 different sites across the borough. Courses are provided at pre-entry, entry levels, and combined levels 1 and 2. In 2009/10, there were 596 learners of whom 79% were women, and 60% were from minority ethnic backgrounds. Around 56% of learners are new to the service. At the time of inspection, the subject area was managed by a curriculum and quality manager supported by a part-time interim programme area leader, with five senior course tutors and 13 sessional tutors.

Key findings

- Learner outcomes are satisfactory. In 2009/10, success rates for literacy, numeracy and ESOL provision were comparable to national averages. Literacy and numeracy success rates have dropped by 10% since 2007/08, but ESOL success rates have improved significantly. Some learners on ESOL programmes only take the speaking and listening part of the qualification and their success rates were better at 74% in 2009/10. Current in-year success rates indicate an increase in all three subjects.
- Learners enjoy their learning, make good progress and achieve their learning targets within agreed timescales. They work well together and support each other wherever possible. Learners feel safe and tutors ensure safe working practices. Safeguarding information is integrated well into lessons. Good advice is available to learners to support healthy eating.
- Learners use the knowledge, experience and confidence gained as part of their learning to support activities in their individual communities. For example, learners participate in reading practice with primary school children and fathers help to run a local football group.
- Teaching and learning are good. Effective learning strategies support the development of learners' confidence. Good opportunities for personal development are available for learners. Employability skills are integrated well into teaching sessions. Learning resources are utilised well and learners participate fully in classroom activities. However, there is insufficient promotion of equality and diversity issues in lessons.
- Effective systems are in place to support the successful completion of homework. Learners are assigned work activities appropriately, according to

their current progress, and completed work is marked and returned to learners promptly. This information is documented on the learners' individual learning plans and these are monitored effectively. However, not enough focus is given to ensuring all learners are prepared fully for their formal assessments.

- The provision meets the needs of the local community very well. Learners on vocational courses attend literacy courses to help them attain qualifications for their chosen careers. The curriculum is planned to complement programmes available at other education and training institutions and links with a local college support learners' progression onto higher level courses.
- Partnership arrangements are outstanding. Projects are used to underpin skills for life needs, including projects with a group of local Travellers, the learning and support needs of men with mental illness and women who wish to return to work.
- Learners receive good care, support and guidance on all courses. Rigorous initial assessment procedures ensure that learners are placed at the appropriate level. Good systems are in place to support learners with additional learning needs, including specialist equipment and resources to support learners with specific needs. A well-planned, financially-supported system is available for tutors to request additional resources for learners in need. Financial support is also available for learners who have childcare or travel needs.
- Leadership and management by the newly-established team are good. Curriculum and senior managers encourage staff to share good practice and take advantage of the good training opportunities available. Relevant information is communicated well by managers to staff. However, insufficient arrangements exist for peer lesson observations with different departments and external organisations.
- Procedures for listening to, and acting on, the views of learners are good. Learners are involved actively in preparing the annual self-assessment report. A forum for ESOL learners provides a helpful way for managers to gauge the interest and concerns of learners and to continue to promote quality improvements within the service.
- Team meetings are regular and suggestions from learners for improving quality are incorporated into plans. Teaching and learning accommodation is shared with local community centres, schools and libraries, thus making programmes more accessible to the local community.

What does Hillingdon Adult Education Service need to do to improve further?

- Raise success rates of literacy, numeracy and ESOL provision by developing effective strategies to ensure that learners are better prepared for formal assessment.
- Improve the quality of teaching and learning by more active promotion of equality and diversity in the course curriculum.

Learning for social and personal development

Other social and personal development learning provision considered as part of the main findings but not separately graded: *information and communication technology; sports and leisure; modern foreign languages; and family learning.*

Arts and crafts

Grade 2

Context

29. Programmes are available at six centres, throughout the day, evening and weekends. They include photography, sewing, soft furnishing, French polishing, violin making, painting and drawing, and, millinery. Currently, there are 299 learners. Women make up 77% of the learners and 15% are from Black and minority ethnic groups. The area is managed by a curriculum manager, two full-time programme area leaders and 14 part-time tutors who work between 2 and 12 hours per week.

Key findings

- Learners' outcomes are good. The large majority of learners attain their learning goals and achieve a high standard of work. New learners make rapid progress, gaining good skills and techniques. Many learners accept commissions and others make jewellery, clothing and curtains for friends and family. The violin-making course enables learners to manufacture instruments to a very high standard for professional musicians. Some learners start their own businesses successfully.
- Learners develop good personal and social skills. They gain confidence and enjoy visiting exhibitions and musical performances recommended by tutors. Some classes enjoy and benefit from working together on outdoor sketching. One learner on the calligraphy course, on being asked by members of a local church, now keeps its records up to date. Learners are encouraged to critique their own and the work of their peers.
- Staff are very aware of health and safety procedures and ensure safe working practices are followed in the studios and classrooms. Close attention is paid to risks and hazards and learners are very diligent in their working practices. All learners feel safe in the centres and classrooms.
- Initial and ongoing assessment is good. Tutors assess learners' work regularly and give constructive feedback. Individual learning plans are comprehensive, with some containing photographic evidence of the learner's progress. Interesting methods and processes are used to help learners build on their prior knowledge.
- Teaching and learning are good. Tutors are well qualified and many are practising artists and specialists in their field. Some tutors use challenging techniques to inspire the learners. Many use skilful demonstrations to extend

the learners' knowledge, for example using watercolour to paint trees. However, equality and diversity matters are not embedded fully into the curriculum and opportunities are missed to explore other cultures and celebrate diversity.

- The range of curriculum is satisfactory. Most sessions are mixed ability and the opportunities for learners to progress to a more advanced level of course are limited. This is particularly the case for the 40% of learners who repeat their course and who would benefit from a more advanced and challenging approach to their learning.
- Very effective partnership work has encouraged the participation of specific groups of learners, including looked-after young people, and older learners. Popular taster sessions in sewing for Travellers gave many of them the confidence to continue studying on literacy and information technology courses.
- Care, guidance and support are satisfactory. However, the information provided to learners before they join courses is not always sufficient for them to make an informed decision on which course to choose.
- Curriculum management is good. Managers meet regularly and effective procedures lead to improvements in the quality of teaching and learning. Managers communicate very well with staff. Tutors feel included in decision making and feel supported, with high-quality professional development opportunities. Learners are confident that staff listen to their views and act upon them.
- Equality and diversity are satisfactory. Productive links with a wide range of partners result in work with hard-to-reach communities, including photography for asylum seekers, art and craft classes for carers, and enrichment opportunities for learners aged over 60 years. White British women comprise 77% of learners and staff have set up initiatives to increase the number of male learners, but it is too early to judge the results.
- Resources to support learning are good and ILT equipment is of a high standard. However, not all staff are sufficiently creative and innovative in using this equipment to enhance learning and the VLE is underdeveloped.
- The self-assessment report is broadly accurate and judgements were in accord with those found during inspection week.

What does Hillingdon Adult Education Service need to do to improve further?

- Develop more exciting and innovative teaching and learning utilising ILT and explore, develop and use the virtual learning environment.
- Broaden the range of progression opportunities available to learners by providing a more varied creative offer for learners of all abilities.
- Ensure learners are able to make informed choices about which course to join by providing clear pre-course and enrolment information.

Languages

Grade 2

Context

30. Currently, 445 learners follow one of 180 languages courses available at 6 centres across the borough. Courses are available in the day and evening, in French, Spanish, Italian, Greek, Polish, Urdu and Arabic, at a range of levels from beginners to advanced level. Learners can also attend courses in conversation and cultural awareness at the four affiliated language clubs. The programme is managed by a curriculum and quality manager, supported by a programme area leader and teaching is delivered by 14 sessional tutors.

Key findings

- Outcomes for learners are good. Success rates are good and improving across the provision, including the accredited English language courses, and the large majority of learners achieve their learning goals. Retention rates and attendance are good and increasing. Learners enjoy their courses and are set challenging targets and activities in their classes where they display high levels of concentration.
- Learners are well motivated, gain much confidence and make good progress in their language skills. Many travel considerable distances to attend centres and they feel safe in all centres. Attending lessons contributes to their social well-being and the maintenance of a healthy mind. It helps them to communicate better with relatives, friends and neighbours both in this country and abroad.
- Teaching and learning are good. Tutors are knowledgeable and make good use of the target language. Many use ILT effectively, but do not exploit it to its full potential. The quality of learning materials is satisfactory. Tutors use effective strategies to teach language structures, but learners do not have sufficient opportunities to practise speaking or to improve their pronunciation. Learners enjoy completing weekly homework tasks and receive constructive feedback from tutors.
- Initial assessment processes are comprehensive for most subject areas and help staff to identify the most appropriate level of course for learners. This is not the case for all subjects, although tutors do make arrangements to transfer learners when necessary.
- The provision meets the needs and interests of learners well. Courses are well located in centres known to learners and at suitable times. A broad range of languages is offered covering a wide range of levels, with special arrangements for small group tuition and opportunities within the family learning programme.
- Care, guidance and support for learners are good. Learners have good advice about where they might progress and receive job search advice. Tutors provide much individual attention and support in class and also help learners to catch up when they miss lessons by emailing work to their home.
- Individual learning plans are generally suitable for learners, but some plans contain only brief personal learning targets that are not specific or easy to measure progress against.

- Leadership and management are good. Recent changes have had a positive impact on the staff team. Internal communication is good. Rigorous use is made of management information data to monitor the quality of provision and set demanding targets. The observation of teaching and learning is a supportive process and the accurate reports lead to detailed action plans for improvement.
- Staff have good access to continuous professional development. However, there are insufficient opportunities for tutors to develop inspirational approaches to teaching and learning. Many tutors do not yet have the skills to access or share resources on the service's VLE.
- The promotion of safeguarding is good. Tutors have responded positively to safeguarding training and have a good awareness and sensitivity of safeguarding procedures for learners. They pay good attention to health and safety in lessons.
- Overall, the promotion of equality and diversity is satisfactory. Tutors ensure that the specific needs of individual learners are met well through differentiated support and activities in the classroom. However, aspects of equality and diversity are insufficiently embedded in curriculum planning and delivery.
- The service engages well with users to support and promote improvements. It uses a range of methods to communicate with learners very effectively. Learners contribute ideas and suggestions which tutors include in their programme planning.
- The self-assessment process is inclusive. Tutors complete a detailed end-of-course review which contributes to the judgements in the self-assessment report. Many of the strengths and areas for improvement identified in the self-assessment report were in accord with those made by inspectors.
- Facilities in the centres are good. Staff have good access to technology. The service has a responsive fee system and provides good value for money.

What does Hillingdon Adult Education Service need to do to improve further?

- Ensure that all learners are well informed about the range of provision and are enrolled on the appropriate course by developing a consistent approach to initial assessment and admission procedures.
- Further develop the teaching and learning skills of tutors by increasing the opportunities for tutors to share good practice, to make better use of the VLE, and to explore approaches to teaching communicative language skills, with greater emphasis on pronunciation. Explore and celebrate cultural diversity more vividly in lessons by better integration of equality and diversity issues in curriculum and lesson planning.

Information about the inspection

31. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the head of service, as nominee, carried out the inspection. Inspectors also took account of the service's most recent self-assessment report and business plans, the previous inspection report, data on learners and their achievement over the period since the previous inspection.
32. Inspectors used group, individual interviews and e-mails to gather the views of learners. They looked at questionnaires learners had completed on behalf of the service. They also visited learning sessions and assessments and progress reviews.

Record of Main Findings (RMF)

Hillingdon Adult Education Service

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive	Social and personal development
Part-time learners	2,509	33	718	1,791
Overall effectiveness	2	2	2	2
Capacity to improve	2			
Outcomes for learners	2	2	2	2
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	2			
How well do learners progress?	2			
How well do learners improve their economic and social well-being through learning and development?	2			
How safe do learners feel?	2			
Are learners able to make informed choices about their own health and well being?	2			
How well do learners make a positive contribution to the community?	2			
Quality of provision	2	2	2	2
How effectively do teaching, training and assessment support learning and development?	2			
How effectively does the provision meet the needs and interests of users?	2			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1			
How effective are the care, guidance and support learners receive in helping them to achieve?	2			
Leadership and management	2	2	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?</i>	-			
How effectively does the provider promote the safeguarding of learners?	2			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3			
How effectively does the provider engage with users to support and promote improvement?	2			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
How efficiently and effectively does the provider use its available resources to secure value for money?	2			

*where applicable to the type of provision

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