

Haringey Adult Learning Service

Focused monitoring visit report

Unique reference number: 53124

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Last day of inspection: 2 March 2011

Type of provider: Local authority

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FOCUSED MONITORING VISIT: MAIN FINDINGS

Context and focus of visit

Haringey Adult Learning Service (HALS) is part of the adult culture and community directorate of Haringey council. The service provides mainly part-time courses for people living the London Borough of Haringey and the surrounding area. HALS provides courses in adult and community learning, family learning, neighbourhood learning in deprived communities, work-based learning and Train to Gain. The provision is based mainly at Wood Green Library and White Hart Lane, but also takes place in a large number of small community venues.

Following a disappointing inspection in 2007, the service was re-inspected in 2009 when HALS was found to have improved. Capacity to improve, achievement and standards, quality of provision and leadership and management were all judged to be satisfactory. In curriculum areas, information and communication technology (ICT) and literacy and numeracy and English for speakers of other languages (ESOL) were found to be good. The provision for family learning was judged to have improved and was found to be satisfactory. This report focuses on the themes explored during the visit.

Themes

Self-assessment and improvement planning

What progress has been made in ensuring that self-assessment and quality improvement plans contribute to improvements to the service and that action plans at curriculum level are effectively implemented and monitored?	Reasonable progress
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Managers have worked hard to clarify the strategic direction of the service over the past two years. Work currently being undertaken is carefully analysing the opportunities the service might have in the immediate future. Collaboration with providers such as local children's centres and voluntary organisations is successful in meeting identified local needs. Staff morale is good, sickness levels have declined and staff say that senior managers communicate well, understand the service and have realistic plans for the future. Quality assurance and self-assessment at curriculum level have improved and are now more detailed and evaluative. Issues identified at team and course level lead to realistic action plans which are carefully monitored. However, a minority of quality improvement targets do not clearly address what really needs to be improved.

The observation of teaching and learning has been reviewed and improved. However, the scheduling of observations takes place within curriculum areas and is not yet effective. Too few observations have been completed so far and there is currently no overview of the key strengths and weaknesses of teaching and learning. Professional development for staff in HALS is well organised and staff have ample opportunities to undertake relevant training. Part-time sessional teachers are paid to

attend training and this has helped curriculum groups to form productive team relationships.

Outcomes for learners

What progress has been made in improving outcomes for learners, with particular reference to current achievement, retention and success rates? **Reasonable progress**

Recruitment is good and has exceeded targets in each of the past three years. Learner numbers have increased in ICT courses, personal and community development learning (PCDL) and in skills for life provision. Learners' success rates improved in 2009/10, and again in the first term of 2010/11, and are now at or above recent national averages. However, success rates have declined in a minority of courses, for example, Microsoft applications for beginners and family learning languages. Outcomes on work-based learning provision are generally very good. In 2009/10 over 80% of apprentices completed their programme within the planned end date. However, outcomes for Entry to Employment (E2E) remain satisfactory. Retention rates, with the exception of family learning language provision, are high. Achievements are good and learners make good progress in their studies. Attendance has continued to improve, with good attendance in ICT, PCDL and skills for life courses. However, attendance is still low in family learning employability skills, family learning ESOL and family learning family language provision.

Quality of provision

What progress has HALS made in improving the quality of teaching and learning, in particular the contribution made by lesson observation findings to raising standards and staff development? **Reasonable progress**

At the last inspection, teaching and learning were judged satisfactory. Most sessions observed were good or better, although too many sessions remained satisfactory. Since the last inspection, HALS has updated the system for observation of teaching and learning, which now focuses more on learning. All observers and teachers have completed comprehensive training linked to the new system. The judgements arising from observations have recently improved and now contain more relevant and evaluative detail. Actions to be taken following observation are written as clear, measurable targets which are monitored and signed off as they are achieved. However, the number of observations carried out since the last inspection is low. Where teachers are graded as satisfactory, they receive planned support and training. Where teachers are graded as inadequate, they have a detailed plan for support, training and individual mentoring and are observed again after four weeks. All teachers are expected to carry out at least one peer observation a year. Reports from these peer observations clearly identify how the observers will use information from the sessions to improve their practice.

What progress has the service made in improving learners' progression rates and the rigour of individual learning plans, and how does the service judge the impact of actions taken?

Significant progress

At the last inspection, HALS did not sufficiently analyse learners' progression. Progression opportunities are now well planned across the service and learners are well supported by the information and guidance team. Progression rates have improved and in 2009/10 around 40% of the learners progressed to other courses within the service. A key objective for HALS was to improve information on progression routes through the range of courses available. Curriculum teams have mapped progression routes, both internally and to other providers, and successfully communicated these to learners. Guidance regarding the level of study across the range of courses has also improved significantly. Course information for learners now contains clear descriptions of the levels for most courses. In addition, advice sessions from teachers and the advice and guidance team at enrolment, and during lessons, help learners plan their learning routes. Individual learning plans have improved and many now contain sensible, measurable targets. Records of learners' progress on non-accredited courses are now accompanied by references to progression opportunities. Data on progression are now summarised for each curriculum area and used to help plan provision.

What progress has HALS made in improving the participation of male learners and how does it judge the impact of the actions taken on participation by men and other groups of learners?

Reasonable progress

The proportion of male learners has increased slightly since the last inspection and teachers and managers are actively working to encourage more participation by men. In 2001/11 around a third of the learners in ICT are male. Computer maintenance courses have been developed in order to attract more male learners. These courses are currently underway and are oversubscribed. In addition, taster sessions and work with the local voluntary sector to develop courses around internet applications are being developed. In skills for life, where 20% of the learners are male, a successful collaboration with Tottenham Hotspur Football Club in 2009/10 attracted a good proportion of males. This course, Heading for Success, was delivered in the north east of the borough, where deprivation levels are high, and focused on developing confidence and the skills necessary for entry to employment. The proportion of males participating in family learning provision is low. The family learning team is actively involved in attracting more males into learning and personal development. A Learning Works programme of workshops focusing on developing skills such as CV writing, volunteering and interview skills has been developed and will take place in the very near future.

The service has detailed analyses of participation rates by age, gender, ethnicity and location in the borough. These data are collected well and analysed rigorously. In addition to acting to improve participation by males, the service is also monitoring

the success of learners from Pakistani, Greek Cypriot and Turkish Cypriot backgrounds.

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