

Haringey Adult Learning Service

Local authority

Inspection dates		13–17 May 2012
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Success rates on accredited qualifications require improvement and success rates for men are significantly lower than for women.
- The number of learners whose destination is unknown is too high.
- The quality and consistency of teaching, learning and assessment require improvement.
- Planning for individual learners' needs in lessons does not always build on the results of an initial assessment of their starting points.
- The target setting, planning and recording of achievements on non-accredited courses are insufficiently specific or detailed.
- Vocational courses to provide better employability options are few.
- Arrangements for improving the quality of teaching, learning and assessment lack rigour.
- The management and use of data are insufficiently clear to secure quality improvements.
- The use of resources to support teaching and learning are not maximised.

This provider has the following strengths:

- A high proportion of apprentices successfully achieve their qualification within the allocated timeframe.
- Progression rates on to further learning programmes are good.
- The promotion of personal and social development is good.
- Knowledgeable and well-qualified tutors engage and support learners in the best lessons.
- Good, accessible information, advice and guidance (IAG) help learners plan their next steps in learning.
- The promotion of equality and diversity is good.
- The targeting of provision at the most deprived areas of the borough is successful in recruiting prioritised learners.
- Self-assessment is detailed and reflective.

Full report

What does the provider need to do to improve further?

- Improve the planning, target setting and recording of progress and achievement to meet the needs of individual learners better in lessons in order to raise success rates, particularly on accredited programmes and particularly for male learners.
- Improve further the processes for recording the destinations of learners to identify those classified as unknown and enable an accurate record of all learners who progress into employment.
- Further develop the range of vocational courses to provide better employability options for learners and increase job outcomes.
- Improve systems for identifying and improving the quality of teaching, learning and assessment, including the use of physical resources and the sharing of the good practice demonstrated by good and outstanding tutors.
- Improve the accuracy of data to support quality improvement activities and help the service manage performance better.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Around a quarter of Haringey Adult Learning Service (HALS) learners study on courses leading to qualifications, with the remaining three quarters undertaking non-accredited courses. In 2011/12, data did not reflect the unitised nature of qualifications taken. However, statistics for term one of the current academic year indicate the overall success rates on accredited courses is currently low. ▪ There are significant variations in outcomes across different subject areas. For example, in English for speakers of other languages (ESOL) courses, the overall success rate on accredited courses is good, it is broadly satisfactory in information and communication technology (ICT) but poor in Foundation Learning. HALS data indicate that attendance over the year is high. However, in the sample of lessons observed during the inspection the average attendance was significantly lower, apart from in ICT where it was particularly high. ▪ In 2011/12 most learners on non-accredited courses made satisfactory progress and successfully achieved their learning goals. Over the course of the current academic year this pattern continues. ▪ Historically, HALS has recruited fewer than 20 apprentices each year. Outcomes for these learners are good, and most successfully achieve the apprenticeship framework within the allocated timeframe. ▪ HALS recruits a disproportionately small number of men, with the very large majority of enrolments being from women. Achievements of the small number of men on accredited courses in 2011/12 were very poor and significantly lower than for women. HALS own data for 2011/12 shows success rates for men and women as broadly equivocal. Learners with learning difficulties and/or disabilities make progress and succeed broadly in line with other learners. In 2011/12 outcomes for Black Caribbean learners were lower than for other learners. Managers identified this as an issue and have taken effective action to address it. ▪ Managers do not have a reliable system for recording the destination data of learners following completion of their courses. Destinations for around a third of learners are unknown. Of those learners for whom managers have recorded destination data, progression to further courses is good with around two thirds of learners progressing on to further study with HALS or with other education or training providers. 	

- Records show that progression to employment is very low. Very few are recorded as successfully progressing on to full- or part-time work, or self-employment. A high proportion of learners with learning difficulties and/or disabilities successfully progress to further learning programmes.
- The standard of learners' written work and the verbal and listening skills of language students are broadly appropriate for their level of study. Tutors create adequate opportunities to promote and develop speaking, listening, writing, numeracy and skills in using ICT. Learners' personal and social development is good. This enables them to develop their confidence, to play an increasingly active role in the local community and, for many learners, to progress successfully on to further programmes of study. There are suitable opportunities to promote employability skills such as curriculum vitae writing and job-search skills in the relevant lessons.

The quality of teaching, learning and assessment

Requires improvement

- Many HALS learners have a good experience of learning and benefit from knowledgeable and well qualified tutors; however, in the largest subject areas of ICT and ESOL, teaching, learning and assessment require improvement, this correlates with outcomes for learners.
- In the better lessons a variety of tasks and activities engages learners and maintains their interest in their subjects. Learners feel well supported by their tutors who carefully explain difficult ideas and complex tasks. Learners report particularly good pastoral support from tutors and benefit from effective links between tutors and learning support staff. Learners receive sensitive guidance and referral to further support and specialist services, ensuring they receive the right help for specific problems or barriers to learning.
- Apprentices receive good individual coaching with demonstrations of techniques to help them improve, for example, their computer skills. Well integrated English and employability skills are a feature of the better sessions and employers speak positively of the efforts HALS makes to support learners in developing employability skills.
- The standard of learners' work is appropriate to the level of their studies and supported in the better lessons by good resources which they use well. Inspectors agreed with learners' comments on the booklets for foundation ICT in family learning as being good, enabling them to know exactly what to do to improve and supporting their examination revision well.
- Initial assessment of learners' English and mathematics skills is summarised in helpful class profiles in most classes. In the better lessons they clearly identify learners' strengths and weaknesses, enabling adaptation of teaching methods to challenge more able learners and extend their learning. Support for learners who struggle, through targeted questioning from tutors, is effective. However, the transference of this information to individual learning plans is not routinely completed.
- Learners' self-assessment of knowledge and skills in the non-accredited courses encourages learners to think about what they want to achieve from their course and to set their own targets. However, a few tutors do not refine these targets sufficiently to ensure they are specific and measurable to enable accurate monitoring and assessment of progress.
- Targets on individual learning plans in Foundation Learning are not always specific or time bound. Personal targets on individual learning plans in family learning are not all complete. In the small subcontracted provision 'Different Strokes', a comprehensive assessment is completed which produces a more accurate picture of what a learner can do and what they want to develop further.
- The quality and value of feedback to learners on how to improve their work in much non-accredited learning is too broad and generic. It is difficult to see how progress is measured. Some individual learning plans for ICT learners better reflect their learning with more specific targets set and feedback on their performance week by week. Although learners receive helpful verbal feedback in a few art and yoga classes, target setting is too generic. Written feedback is given only at the end of the course, so learners are unable to address any shortcomings and

make improvements early on in their learning. For the very few workplace learners, assessment is better.

- The promotion of English and mathematics is good in the better lessons. The employability taster courses, in early years and health and social care, encourage learners to research the subjects using the internet and present their findings in a report using ICT skills. Learners are confident with ICT and they proudly and ably present their work.
- Functional skills English is well planned with measurable objectives and individualised outcomes. Good guidance displayed on the walls helps and supports learners, reminding them of spelling and grammar rules. In the weaker lessons, the attention given to promoting the development of English is insufficient.
- The alignment of the good IAG service with HALS provision is effective. Tutors work closely with IAG staff to guide learners to the next steps in learning and advise them on employment options and skills requirements. IAG is routinely included in course induction programmes and within course outlines. Learners appreciate the timely advice and the help with employability skills, such as curriculum vitae writing provided by the service.
- The promotion of equality and diversity is good in the majority of lessons, for example taking a world view of time measurement, recognising the differences in the seasons in different continents and countries and class profiles highlighting specific adaptive technologies for learners with sensory impairments. However, in for example family learning, learners used a quiz to access the internet but the questions referred to British topics unrelated to the backgrounds or varied nationalities of the learners.

Information communication technology for users

Learning programmes for 19+ Community learning

Requires improvement

- Teaching, learning and assessment require improvement correlating with outcomes on ICT courses. In the best lessons enthusiastic tutors motivate and inspire their learners using humour well to put learners at ease and make their lessons enjoyable. The pace of these lessons is good, with regular changes of activity, ensuring that learners make good progress.
- However, too much teaching is dull and uninspiring. These lessons lack pace, with an insufficient range of activities. These tutors do not stimulate or enthuse learners, resulting in slow progress. Although rooms generally have good quality ICT equipment, such as an interactive whiteboard and access to the internet, tutors do not routinely use this to enliven their lessons. Lesson plans often do not take account of the specific needs of individual learners.
- One-to-one teaching is generally good and provided very sensitively, putting learners at their ease. Tutors often encourage learners to make swift progress. For example, in one lesson, the tutor praised the learner for the progress made in 'mouse' skills and encouraged her to move on rapidly to keyboarding skills.
- A well-designed learning diary used to plan and record learning and monitor progress, when used correctly, very effectively records challenging learning targets for the group and clear and measurable personal learning objectives for each learner. Records of progress towards the achievement of these targets are helpful and effective. Learners write down what they have learnt and what they have found difficult, helping the tutor plan the following lesson. The tutor gives every learner useful feedback and a clear short term target for the next lesson.
- However, too many learning diaries are superficial and in some cases sections are incomplete. Learners are not encouraged to record what they have learnt and resort to writing the tasks they have completed. Tutor feedback is generic such as 'well done' and 'good work' and short term targets are not given. In these cases the learning diary becomes just an administrative task and has few benefits for the learner.

- Assessment of learners' prior ICT skills is appropriate. Informal assessment by a tutor prior to enrolling on the course ensures that learners are on the right course at the right level. Learners complete a more detailed assessment of ICT skills during induction and, in the best classes, tutors use this to help plan individual learning.
- Much feedback given to learners is ineffective. In many lessons it is largely verbal and lacks the detail to inform learners how to improve and assess their own learning. However, where tutors use the learning diary well, learners benefit from useful daily feedback identifying clearly what they can do to improve. These learners also record and reflect on their own learning.
- Tutors integrate mathematics into the beginner mouse and keyboard courses through the use of a software calculator as a way of improving mouse skills. However, the mathematical examples used are generic and do not reflect real tasks of value in everyday life.
- Learners benefit from good, accessible IAG. They receive good advice prior to enrolling, can have an IAG interview by a qualified adviser if they wish, and all classes have an effective and impartial short presentation from the service about possible career routes or further skills development near the end of their course. Learners value the help they receive in identifying the next steps in their learning or work.

ESOL

Learning programmes for 19+ Community learning

Requires improvement

- Although outcomes for ESOL learners are good, the quality of teaching, learning and assessment is inconsistent. In the better lessons, tutors use their expertise well to plan and provide imaginative, lively and interesting teaching which learners enjoy, particularly in the development of speaking and listening skills. Tasks are challenging and stimulating and, by using a range of resources and activities to practise the same skill in a variety of different ways, learners make good progress such as in understanding the correct use of tenses to develop fluency and accuracy in their personal writing.
- Learners, in good or better lessons, are well motivated and solve language problems for themselves, resulting in significant gains in their independence. They take responsibility for regularly completing their homework and practising language skills outside lessons. An appropriate focus on developing employability skills within some sessions meets learners' aspirations well.
- Too many lessons are dull and formulaic, characterised by learners working in small groups, discussing and completing work sheets as the main method of teaching and assessing understanding and progress. Tutors do not always plan lessons well, resulting in learners making slow progress in their lessons. For example, in some lessons, too much time is spent on recapping topics from previous lessons or discussing topics which do not directly relate to the lesson, such as induction.
- Classrooms are appropriately equipped with information learning technology facilities, but tutors miss opportunities to use these resources in lessons to support learning. In a few lessons, tutors do not make enough use of interactive whiteboards to extend learning.
- Initial and diagnostic assessment of learners' speaking, listening, reading and writing skills is rigorous and enables learners to be placed on the right course as well as providing opportunities for realistic learning goals to be set. However, too many tutors do not use this information well to plan lessons and provide teaching which clearly meets individual learners' language needs. In these lessons learners make slow progress as some find tasks too easy and unnecessarily repetitive whilst others are required to attempt tasks beyond their comprehension.
- Appropriate feedback and correction by the tutor during lessons help learners improve their pronunciation and use correct grammatical structures when speaking and in their writing. In better lessons, tutors check learners understanding well by using very good questioning

techniques. Appropriate peer assessment helps learners to share their ideas and learn from each other. However, formal reviews of learners' progress are too often descriptive. Records do not always refer back to learners' previous targets to assess their progress and record whether or not they have been achieved.

- Learners benefit significantly from easily accessible IAG provided by specialist staff. Planned termly visits to lessons by IAG tutors and the opportunity for individual advice sessions help learners make informed decisions about further learning and employment options. For example, one learner reported she is now on a college course as a result of the guidance provided by specialist IAG staff.
- Equality and diversity are successfully embedded and celebrated and further develop learners' understanding well. Learners feel valued and appreciate the way in which diverse opinions about controversial topics are managed by tutors, encouraging them to be more open minded and tolerant of different views and customs. Tutors take considerable care in the selection of visual materials to reflect a range of cultures and non-stereotypes, although not all materials are reproduced well. Learners increase their understanding of different cultural practices through lively discussions on such topics as marriage ceremonies in different countries.

The effectiveness of leadership and management

Requires improvement

- The service has a clear strategy for meeting the learning needs of adults in the borough, designed to address the authority's priorities and objectives around regeneration, well-being, and skills for employment. However, the strategy has not led to sufficient development of the curriculum to address these priorities fully. The service provides only a very small apprenticeship programme.
- Managers set challenging targets to drive improvements in the quality of teaching, learning and assessment and in learners' achievement, and closely monitor progress towards reaching these targets through frequent performance reviews. However, some of the information forming the basis for these reviews is inaccurate and, as a result, actions for improvement are not always accurately identified or implemented.
- The performance management of tutors does not take sufficient account of the evaluation of the quality of their teaching. Actions identified through appraisal do not focus sufficiently on what tutors need to do to improve their teaching, in particular among weaker tutors. Improvement strategies, such as mentoring and training, do not effectively target the improvement of specific features of teaching. Performance management procedures for managers are good and successfully identify actions for improvements that relate to their responsibilities and the priorities of the service.
- HALS does not use its physical resources sufficiently well to meet the needs of all learners. Upper floor classrooms at the main centre are drab with few displays of learners' work and some are small and cramped. Tutors do not make sufficient use of resources such as interactive whiteboards, and the lack of a virtual learning environment limits learners' capacity to extend their learning outside their lessons.
- The management of data on outcomes for learners is insufficiently robust. A lack of clarity in reports on learners' success rates and incomplete analysis and interpretation in scrutinising the data mean that managers are not sufficiently aware of how learners are performing. As a consequence they are not able to make improvements in all areas of low performance.
- Self-assessment is detailed and reflective. All tutors and curriculum managers are fully involved in the self-assessment process. Detailed and thorough course and programme reviews inform the service's self-assessment report. However, some judgements made are inaccurate as they are based on an over-grading of teaching sessions and inaccurate data on success rates. In particular, the arrangements for measuring learners' progress and success on non-accredited courses are insufficiently robust, as indicated by the service's own moderation.

- Arrangements to improve the quality of teaching, learning and assessment require improvement. Observation of all tutors occurs at least annually and observers identify specific actions for improvement. However, the quality of the judgements made following observation of lessons is not always sufficiently precise to enable tutors to make improvements in their practice. Managers do not consistently identify or monitor actions for improvement following observation.
- The service successfully targets its provision at the most deprived parts of the borough. The majority of learners live in wards with the highest levels of deprivation. As well as offering courses at its main venue in the centre of the borough, the service also provides a range of courses in community venues, and this enables local residents to join courses close to where they live. The service works successfully in partnership with community organisations representing Black and minority ethnic groups, women, ex-offenders, and people with mental health problems in order to provide courses that are responsive to community needs.
- The service successfully promotes equality and inclusion, and recognises and values diversity. Tutors gain skills through the service's training programme in working with learners from a diverse range of backgrounds and with specific needs, and then use these skills successfully in their teaching. Managers monitor the performance of different groups of learners successfully to reduce gaps in achievement. For example, they identified the achievement of Black Caribbean learners as an area of concern and took action to improve this. Safeguarding arrangements are appropriate, meet statutory requirements, and ensure that all learners feel safe and protected. Staff have a good understanding of safeguarding and protection through regular training.

Record of Main Findings (RMF)

Haringey Adult Learning Service

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	19+ Learning programmes	Community learning
Overall effectiveness	3	3	3
Outcomes for learners	3	3	3
The quality of teaching, learning and assessment	3	3	3
The effectiveness of leadership and management	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
ICT for users	3
ESOL	3

[illegible]

Additional socio-economic information

HALS provides courses for people living in and around the London Borough of Haringey. HALS is part of the Place and Sustainability Directorate of Haringey Council and is located within the Leisure and Culture Business Unit with Libraries. A restructure is underway which will mean a move to a new Strategy and Regeneration Business Unit.

Haringey has an estimated population of over 237,000. However, the resident population is constantly changing, particularly in the east of the borough which has high levels of unemployment and poverty; it is ethnically diverse and has high levels of population mobility and temporary accommodation. Almost a quarter of the population is under the age of 20 years. Haringey is the fifth most ethnically diverse borough in the country with 190 different languages spoken in its schools. Almost half of the residents are from Black and minority ethnic groups. This is higher than London at 40% and England and Wales at 13%.

Information about this inspection

Lead inspector

Rosy Belton HMI

Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Deputy Head of Service as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions and assessments. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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