

Havering Adult College

Local authority

Inspection dates		13–17 October 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Most learners achieve very well on courses in the main college centres and in the community.
- Much of the teaching, learning and assessment provided are good. Teachers offer challenging activities that build on the experiences of learners and enable them to progress.
- Learners gain in confidence and demonstrate high standards of work on many courses.
- The thorough initial guidance and support enable learners to remain on, and enjoy, their courses.
- Leaders and managers have been very successful in their relentless drive for improvements in all aspects of the provision since the previous inspection.
- Learners study in a welcoming and inclusive environment that enables them to flourish and work well with other members of the community.
- The managers of Havering Adult College (the college) work very successfully with the staff of the London Borough of Havering Council (the council) to identify and meet the needs of its local communities.
- The college meets the needs of employers well through its successful employability and teaching and lecturing courses, as well as its business and regeneration work within the council.

This is not yet an outstanding provider because:

- Too few apprentices on health and social care and administration courses complete their programmes within the time expected.
- Learners on independent living courses are not encouraged sufficiently to develop the communication skills they need to progress.
- Not all teachers are confident and skilled in integrating aspects of equality and diversity, and English and mathematics, into the lessons.
- Not enough of the teaching and learning provided is outstanding.

Full report

What does the provider need to do to improve further?

- Ensure that more of the teaching and learning is outstanding. Provide training for all teachers so that they have the confidence and knowledge to integrate English and mathematics into their lessons, and make good use of naturally-occurring opportunities and current events to foster a wider understanding of equality and diversity.
- Review the courses in independent living so that learners become less dependent on the teacher and progress more quickly. Deploy the learning support assistants more effectively so that all learners can actively contribute in lessons and make better progress. Actively focus on, and encourage, the development of communication skills, so that learners are prepared better for independence and participation in their community.
- Monitor closely the progress of apprentices on subcontracted provision to ensure that they complete their programmes within the agreed timescale, and that apprentices achieve their qualifications in English and mathematics.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- The provision caters for learners in the community through accredited and non-accredited courses, including a high number of non-accredited short courses. The majority of learners are adults studying at level 1 or below, although a significant minority study at level 2. A small number of learners aged 16 to 18 are taking apprenticeships. Inspectors observed activities in nine subject areas across all types of courses. They awarded one overall grade for the community learning and skills provision.
- Since the last inspection the college’s performance has improved, and a high proportion of learners on accredited courses achieve very well. Managers’ actions to improve retention have been successful, and most learners now complete their courses successfully.
- On a minority of accredited courses, learners’ achievements are too low. Learners with one subcontractor achieve less well on health and social care and administration courses, and apprentices in this area do not achieve within the time expected. Indications are that rates of achievement are now rising, following managers’ action to improve the provision.
- A high proportion of learners complete short, non-accredited courses successfully; these courses are particularly helpful in encouraging participation by learners from disadvantaged backgrounds. Learners achieve very well on wider family learning courses, and benefit from the increasing use of local venues for these classes.
- Learners develop new skills on many courses. On a counselling course, learners demonstrated good skills in giving feedback as a result of exemplary modelling of good practice by the teacher. In a French class, learners took part in a debate, using the language fluently and confidently. Teaching assistants worked very effectively in groups, synthesising materials and presenting clearly and effectively to other groups.
- However, on independent living courses, learners who have attended courses for many years have made insufficient progress. They do not have sufficient opportunity in lessons to practise the communication skills they need in order to participate in their community.
- Differences in achievement between various ethnic and other groups of learners have reduced since the last inspection, and are now insignificant. Learners receiving additional learning support achieve slightly better than their peers.
- Learners on non-accredited courses feel more positive about themselves and others, and many say they feel more involved with their local communities. Learners studying languages gain the

confidence to communicate more effectively with native speakers. Learners on beauty courses gain the confidence to start or further develop their businesses.

- Learners achieve well on the non-accredited provision for English and mathematics and on the small number of accredited English courses, including GCSE. However, the rates of achievement are low in GCSE mathematics and in other English and mathematics courses with one subcontractor.
- Progression within the college's provision is good. Many learners on non-accredited provision in outreach centres make steady progress through their units, and then progress to accredited provision in a wide range of courses. Learners on accredited courses move through different levels in many subjects and gain the confidence to try courses that they had not previously considered.
- All learners on employability courses achieve their qualifications; the high quality of mentoring contributes to their good progression to employment. Many of those who find employment have been unemployed for 18 months or more.
- Learners develop a good understanding of safeguarding topics, such as e-safety, which they find helpful in their daily lives.
- The support services staff follow up any absences very effectively; attendance on the 42 courses running the week before the inspection was 94%.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment on community learning and skills courses are good overall, reflecting the good achievements and the positive development of learners' confidence, social skills and employment prospects. One lip-reading course for deaf and severely hearing-impaired learners has especially life-changing consequences, as skilled and specialist teachers equip learners with the skills needed to participate in their local communities and more readily complete everyday tasks such as shopping.
- Knowledgeable, experienced teachers have high expectations of learners. Teachers ensure that learners rapidly acquire new knowledge and skills and are able to apply these to their home and working lives. Teachers work effectively with well-trained and skilled learning support assistants, who provide support which meets learners' individual needs in many lessons. Most resources are good, although a small minority of facilities require further upgrading.
- In the very many good lessons, teachers make good use of information technology to extend learning, and prepare interesting and challenging activities. A family learning group took part in useful small group discussions and then prepared informative presentations. Learners in a floristry class learnt specific display skills as they produced seasonal bouquets. In a French class, learners gave presentations about their home improvement activities and, in so doing, improved their fluency and broadened their technical vocabulary.
- On independent living courses, however, teachers planned whole-group activities and did not make good use of the learning support assistants. Too few learners were able to practise and develop vital communication skills. On these courses, written and media resources were too complex for the learners, and little learning took place.
- Managers have successfully redesigned initial assessments for learners to make them specifically tailored for each subject. In the best examples, teachers use the results of these assessments skilfully, by producing useful pen portraits of learners and preparing high quality lessons, with activities which stretch and challenge individual learners.
- However, not all teachers make sufficient use of the information from the initial assessments to embed English and mathematics into vocational courses. Assessments for learners on independent living courses do not identify learners' skills and abilities in sufficient detail.
- Teachers' assessment of learners' progress is good overall. Homework is appropriate to the needs of the course and the individual. Teachers usually mark learners' work promptly and, in

most cases, learners benefit from their comments explaining how to improve. In many lessons, learners receive good verbal feedback from teachers and their peers.

- Apprentices’ portfolios of evidence meet awarding body requirements, although teachers do not correct learners’ occasional spelling errors, so apprentices are not aware of the need to rectify these.
- The teaching and learning of English and mathematics on non-accredited community programmes are good. Teachers prepare relevant, everyday topics based on learners’ lives and diverse experiences. Many learners make good progress towards entry level qualifications, and progress to higher levels of study including GCSE.
- The teaching of functional skills on the apprenticeship programmes has been weak. A new tutor is in post and prepares well-structured lessons; apprentices are starting to make better progress.
- Information, advice and guidance before, and at the start of, courses are very good. Learners appreciate the clear guidance and information which give them confidence that they are on appropriate courses.
- Support for learners is good in much of the provision, and is particularly good for learners on employability courses. They can book high quality individual coaching sessions with the employability coordinator to help them with job applications and job search, and these sessions help them to consider their options realistically.
- Arrangements for safeguarding are good. Registers identify learners with particular safeguarding concerns, and members of staff use this information to trigger a telephone call to a learner’s home if they do not attend class.
- In lessons, the commitment to equality and diversity is apparent in the harmonious, respectful and inclusive atmosphere. Equality and diversity topics are now often identified within lesson plans, and in the best sessions are appropriately explored. However, not all teachers are confident in making use of naturally-occurring opportunities to explore wider aspects of diversity.

The effectiveness of leadership and management	Good
---	------

- Since the previous inspection, leaders and managers have made good progress in improving the quality of teaching, learning and assessment and outcomes for learners. They have also successfully tackled significant elements of the key areas for further improvement identified at the previous inspection.
- Leaders and managers promote well the college’s clear vision and mission. College priorities are at the heart of many of the council’s plans to tackle local needs. Internal partnerships work to the mutual benefit of the college and other council departments.
- Leaders and managers work closely with college staff and they share and support the college’s vision, working enthusiastically to meet the needs of learners. Communication across the college is good.
- Leaders and managers ensure that course management is good. Curriculum managers are responsible for sensible groupings of subjects and courses. Senior managers challenge them effectively by setting and monitoring sound targets for improvement.
- The college has very productive partnerships, both within the council and across its local communities. The college helps to meet the needs of local employers through its work in promoting business development and its involvement in plans for economic regeneration. The partnerships with schools for the wider family learning courses and the teaching and education courses are excellent.
- Managers use the college’s much improved market intelligence to good effect in planning the college’s curriculum, and to achieve best value. Courses meet key local and national priorities, including employability and skills for life. Following an earlier reduction in provision, courses for

English and mathematics are being well developed once again, with a focus on integrating these in vocational courses. Teaching and learning for English and mathematics are good.

- The senior manager for quality has improved the range and effectiveness of quality measures since the previous inspection, and these are now good. Managers communicate well with teachers, who understand the college's high expectations for its learners.
- Managers and staff undertake a rigorous self-assessment of the college's strengths and weaknesses. Teachers are involved fully in the process, through course and subject reviews, and in the writing of the self-assessment report. Managers use quality improvement plans well to chart and assess progress. Inspectors agreed with most of the key judgements in the self-assessment, although the report did not identify that aspects of the teaching and learning on independent living courses require improvement.
- The senior manager for quality challenges curriculum managers' understanding of their own provision through 'inspection drills', significantly improving their capacity to improve quality and to understand areas for curriculum development. Since the previous inspection, the quality and ready availability of learner data have improved, and managers use the data well. They have taken action following the identification of concerns with one subcontractor, and the relevant provision is now improving.
- Managers' arrangements for the observation and grading of lessons have improved since the previous inspection, with greater challenge to teachers to improve, and with reliable grading by the small and expert observation team. Current arrangements do not include the further moderation of observation grades by the whole team to ensure consistency. Teachers receive helpful advice on how to improve, following monitoring visits.
- Managers ensure the good performance management of teachers. As part of the college's excellent arrangements for staff development, weaker teachers are supported to improve, but are not contracted further if these efforts are unsuccessful.
- The college's promotion of equality and diversity is now good. Its promotion of inclusion has continued to grow. For example, managers have successfully improved participation within the community, through courses for learners with specific needs such as fragile mental health, and in wider family learning and work with troubled families. Managers ensure that a successful infrastructure for the promotion of equality and diversity is in place. Too often, in lessons, teachers do not fully exploit opportunities to develop learners' understanding of equality and diversity.
- The college's safeguarding of all learners is good; this is particularly the case in terms of policies, procedures, training and support for young or vulnerable adults. Managers ensure that procedures for keeping learners safe are securely integrated within the overall good support for learners, and within the council's rigorous arrangements. Learners all have individual initial interviews at enrolment, to determine any particular safeguarding risks. Safeguarding arrangements for learners in subcontracted provision are good. The responsible senior manager now provides training for other council departments. Safeguarding is well promoted to learners. Managers ensure the wider health and safety of learners.
- The college's adult safeguarding policy outlines arrangements to tackle the danger of radicalisation of learners by extremist groups. Teachers receive good support from managers to help them challenge extremist propaganda.

Record of Main Findings (RMF)

Havering Adult College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	-	-	-	-	2	3	2	2
Outcomes for learners	2	-	-	-	-	2	3	2	2
The quality of teaching, learning and assessment	2	-	-	-	-	2	3	2	2
The effectiveness of leadership and management	2	-	-	-	-	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Community learning	2

Provider details

Type of provider	Local authority							
Age range of learners	19+							
Approximate number of all learners over the previous full contract year	2,307							
Principal/CEO	Mr Trevor Cook							
Date of previous inspection	May 2012							
Website address	www.haveringadultcollege.co.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	187	-	147	-	21	-	1
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	16	11	2	4	-	-		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	425							
Number of employability learners	122							
Funding received from	Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Teaching and Learning Group ■ Up-Skill ■ Havco 							

Contextual information

The London Borough of Havering is located in the north eastern suburbs of London, and has a population of 236,000. It has the highest proportion of older residents in London, and, although this is slowly changing, currently has the lowest proportion of residents of minority ethnic heritage in London. The proportion of the population who are unemployed is below the national average, but many of those in employment are on low wages. The GCSE pass rates are above the London average, whilst level 4 attainment is below. Start-up rates for new businesses are low.

Havering Adult College has seven main sites across the borough, and a growing number of venues in the community for specific courses such as wider family learning. The college provides courses for adults at seven main sites, as well as a range of local community locations such as schools. The college works with three sub-contractors, one of which includes a small number of apprentices, and has an employability contract. Approximately 50% of courses are accredited, and others, mainly in community settings, are non-accredited. Around 75% of enrolments are new learners.

Information about this inspection

Lead inspector

Joyce Deere HMI

Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the learning and skills manager: quality 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, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the whole provision.

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>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to www.employerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2014

