

Redbridge Institute of Adult Education

Local authority

Summary of key findings for learners

Inspection dates		23–27 March 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

This provider is good because:

- most learners achieve their qualifications or learning goals; they make good progress, develop good practical, technical or creative skills and are well prepared for employment or future study
- tutors are skilled, knowledgeable and have high expectations of learners; they make good use of relevant learning activities to meet learners' individual needs and provide clear, well-structured explanations and demonstrations to enable learning
- staff give learners excellent pastoral and learning support with thorough initial assessment, advice and guidance to enable them to succeed and make decisions about their next steps
- managers provide a professional learning environment where learners' success is celebrated and learners are keen to participate
- the Principal sets and achieves high standards of education and training to meet the needs of the local community; governance is strong and exacting
- partnership arrangements to share resources and widen the impact of provision are outstanding
- curriculum planning is particularly effective and ensures that the range of courses meets learners' and employers' needs very well
- managers' arrangements for equality, diversity and safeguarding are good and reflect the needs of a highly diverse and often disadvantaged community of learners.

This is not yet an outstanding provider because:

- managers' assessment of the quality of teaching and learning is not always sufficiently evaluative and the impact of teaching on learning is not always clear; in a small minority of cases assessments do not always give tutors sufficient information on how they can make further improvements in their practice
- the targets that tutors agree with learners are insufficiently precise and in visual arts are not always demanding enough for learners returning for further Institute courses
- the proportion of learners that gain a grade C or above in GCSE English or mathematics requires improvement; English and mathematics are not always reinforced sufficiently well in lessons
- managers do not make sufficient use of the data they collect on learners' progression to employment or further education to help plan improvements.

Full report

What does the provider need to do to improve further?

- In order to improve teaching, learning and assessment, ensure that assessments of teaching and learning are evaluative, identify clearly the impact of teaching on learning, and provide sufficient information for tutors to help them make improvements in their practice and enable learners to succeed.
- To help learners make greater progress and achieve, ensure that the targets that tutors set for learners are precise and are sufficiently demanding for those visual arts learners who are returning for further Institute courses.
- Ensure that learners taking GCSE in English and/or mathematics are sufficiently prepared for the demands of these courses and are supported effectively during their programmes.
- Develop tutors' skills so that they routinely reinforce learners' English and mathematics in all lessons.
- Develop and implement systems for the routine collection, aggregation and analysis of data on learners' progression to further study or employment in order to help planning and action for improvement.

Inspection judgements

Outcomes for learners	Good
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- Redbridge Institute offers courses from all 15 subject areas; most of its provision is in ICT, visual arts, English for speakers of other languages (ESOL) and foundation English and mathematics, and at entry levels and levels 1 and 2. The vast majority of its learners are over the age of 19; almost one third of these take courses leading to qualifications; the remainder are on non-accredited courses with individual learning aims. All courses aim to improve learners' employment prospects.
- A high proportion of learners succeed well in their studies. They enjoy attending the Institute's different centres and are well motivated to study. Almost all complete their courses and most attain their planned learning goals. In 2013/14, most learners achieved their qualifications or learning goals. However, these outcomes for learners have not been consistently high across all courses over recent years, with a small number of differences in attainment between courses and from year to year.
- Learners on almost all courses in English and mathematics do well. Most learners studying at entry level, or for functional skills at levels 1 and 2, gain the qualification. However, too few students gain a grade C or above at GCSE in English or mathematics. In other subjects, learners' English and mathematics are not always reinforced or developed sufficiently so that, for example, they do not improve their spelling or use of mathematics terminology when there are opportunities for them to do so.
- Learners make good progress on their courses. They develop beneficial practical or technical skills and knowledge that improve their confidence and self-esteem. Learners are prepared well for further study or employment and improve their well-being as a result of participation. Following their English language courses, learners become more skilled and confident in carrying out everyday activities such as shopping, visiting the doctor or supporting their children's schoolwork. Visual arts learners become adept in their creative, practical and technical skills and, for example, use these in presentations to external groups or to sell their work locally. Learners' progression to further learning or employment is good.
- Managers and staff celebrate learners' successes particularly well and provide high quality and welcoming learning environments that ensure learners feel valued and safe. Learners gain significantly in confidence as a result of their participation and develop good social and personal

skills. For example, homeless learners and learners with disabilities together created an outside sculpture trail and eco-garden, gaining valuable confidence and team-working skills through this voluntary work.

- Managers analyse outcomes for different groups very carefully and take effective action if there are disparities in the performance of these groups. For example, they identified that learners with dyslexia did less well than their colleagues. Managers introduced more thorough assessment and screening at the start of learners' courses to identify their needs more closely, and provided learners with good support and resources to enable them to make better progress. The achievements of learners with additional learning or support needs now match or exceed those of their peers. Achievements for men are slightly below those for women; achievements for learners of Bangladeshi or Indian heritage are slightly below those of all learners at the Institute. Outcomes for these learners are, however, above equivalent national comparators. Managers and tutors currently provide targeted support to these learners to enable them to succeed as well as all learners at the Institute.

The quality of teaching, learning and assessment

Good

- Teaching, assessment and support are highly effective in developing learners' knowledge, skills and confidence, and in enabling some to overcome complex barriers to learning or employment. Learners enjoy their studies and succeed well.
- Tutors are skilled and knowledgeable, have high expectations of learners and pay careful attention to the specific needs of individuals in their teaching plans. They are ambitious for their learners and have high expectations for their achievement.
- Tutors make good use of relevant activities to stimulate learners' interest and help learners explore concepts, practise new techniques or develop new skills. They successfully create environments in which learners feel comfortable about participating. Tutors' prompting and support for learners during these activities are effective in helping them learn. For example, in a French conversation class, learners used topical newspaper articles to research new vocabulary and used new words in conversations with their peers. Their tutor made skilful use of their discussions to reinforce learners' understanding of grammar and use of parts of speech.
- Tutors provide clear, well-structured explanations or demonstrations for learners, engaging them well in discussion to help them understand the topic. Tutors pace lessons well, and make effective use of questions and follow-up activities for learners to test and develop learning further. In many cases, they enable learners to make good use of the Institute's virtual learning environment to extend their learning independently.
- Tutors plan learning well to enable learners to make good progress in their subjects and develop a wide range of skills, particularly those associated with employment or searching for work. They adapt their learning environment or teaching style to meet learners' needs and support learners well in lessons. Tutors' plans include good use of work experience and volunteering, or of collaborative work to raise money for charity, to help learners practise and develop their social skills.
- In a small minority of lessons, tutors provide insufficient reinforcement of learning to help learners remember the points made in discussion. Tutors occasionally move too quickly from one activity to the next, without summarising information, giving learners insufficient time to reflect on concepts or make notes to help them in their future study.
- Tutors give learners good advice and guidance at enrolment and during their studies to help learners make suitable choices about their learning and progression. Tutors assess learners particularly thoroughly at the start of their courses to determine their subject knowledge, English, mathematics and support needs, and ensure that they are placed on courses and given the support that will enable them to achieve their learning goals. Tutors and learning support assistants provide good additional learning support for those learners with specific difficulties or disabilities.

- Tutors' target setting on learners' individual learning plans is not consistently good. The targets tutors agree with learners are sometimes too broad and do not give sufficient information on the skills or knowledge that learners aim to gain. Targets for learners with learning difficulties and disabilities do not specify the steps that learners need to take to build their competence or develop their independence.
- Tutors assess and monitor learners' progress well. In most lessons, tutors make good use of peer assessment and learners' own assessments of their work. Tutors provide helpful verbal feedback in lessons. However, their written feedback is not always sufficiently specific or evaluative and does not always tell learners what they need to do to improve.
- Teaching and learning on discrete English and mathematics courses are good. Teachers are skilled, well qualified and knowledgeable; they plan learning well to meet individual learners' needs and make lessons interesting by using a wide variety of challenging learning activities to develop and extend learners' knowledge and understanding.
- The extent to which English and mathematics are reinforced on other courses is not consistently good; in some subjects, such as ESOL, it is done well and routinely. However, in others, tutors pay insufficient attention to correcting or developing learners' English and mathematics to help learners improve.
- In planning learning, most tutors carefully select topics to raise learners' understanding of equality and celebrate diversity. They take good advantage of naturally occurring opportunities to discuss current concerns and the 'Prevent' agenda to counter terrorism and radicalisation.

Information and communication technology for users

Good

Community learning

Teaching, learning and assessment in information and communication technology for users are good because:

- learners develop good and useful information and communication technology (ICT) skills, often in a very short time and most learners on accredited courses achieve their qualifications; they are able, for example, to create and use spreadsheets or use applications on their computer tablets with confidence and fluency
- tutors give learners good help and encouragement to practise their newly acquired skills for work activities, for volunteering in areas such as youth work, to create imaginative and informative presentations on health-related topics; learners find these activities suitably challenging and are proud of their achievements
- tutors pace learning effectively, developing excellent rapport with learners and using well-judged humour to make lessons enjoyable; learners are enthusiastic and well motivated to study
- tutors give learners very effective and sensitive individual support which puts them at their ease and ensures that they feel comfortable about asking for help
- tutors assess learners' work effectively and give feedback that helps learners improve their understanding and progress
- tutors make good use of exercises and activities such as writing curriculum vitae or researching job websites to develop learners' job-searching skills at the same time as their ICT skills; tutors are successful in encouraging learners who are looking for work to join the Institute's work club or employability workshops
- tutors provide good advice on e-safety and computer applications that will help keep learners' information safe, placing particular emphasis on safeguarding vulnerable learners; learners understand and are well informed about e-safety

- many learners have significant barriers to learning; managers and tutors adapt learning well to meet these learners' needs, thus enabling learners to participate well and make good progress; for example, one workshop for homeless learners helped to re-engage them in society.

Teaching, learning and assessment in information and communication technology for users are not yet outstanding because:

- the targets that tutors agree with learners on non-accredited courses are insufficiently precise to enable clear judgements to be made about how well learners have achieved
- the records of progress that learners complete at the end of every lesson list the tasks that have been completed, but place insufficient emphasis on the skills that have been learned as a result
- tutors do not always plan well enough for the improvement of learners' understanding of equality and diversity, or of English and mathematics in lessons; tutors respond to opportunities arising from learners' comments well, but do not plan to meet this need.

Visual arts

Good

Community learning

Teaching, learning and assessment in visual arts are good because:

- most learners successfully complete their courses and develop good skills; they achieve high standards in art, textiles and crafts work and become confident in working with specialist equipment; learners progress well, for example successfully selling jewellery and ceramics, exhibiting at local art events and sharing skills through workshops for schoolchildren and community groups
- tutors provide stimulating materials and project briefs that encourage learners to explore, experiment and work with artistic freedom to develop their skills in embellishing, decorating and hand-carving art and craft work
- managers and tutors provide very good resources, specialist areas and equipment for learners to work on an ambitious scale; learners use a wide range of glazes and clays to make ceramic works or fusing, sandblasting and soldering techniques to create well-finished glasswork and mosaics
- tutors use expert practical demonstrations and well-prepared and illuminating presentations that show inspiring sample pieces to motivate learners and build their technical proficiency
- as learners' artwork evolves, tutors offer useful insights and timely adjustments to guide and refine learners' use of tools and materials, checking frequently that learners are using correct techniques
- tutors use their subject expertise well to give learners very clear step-by-step instructions and frequent project guidance; learners make good progress in developing practical, creative and design skills which they apply very effectively to functional and decorative works
- tutors are very effective in creating inclusive learning environments; they routinely encourage learners to explore fabrics, painting and ceramics from diverse artists and societies to widen learners' knowledge and understanding of different cultures.

Teaching, learning and assessment in visual arts are not yet outstanding because:

- tutors do not always plan progressively challenging creative and technical activities for more experienced returning learners; the targets they agree with learners focus predominantly on practical goals and do not make sufficient reference to extending learners' subject knowledge
- tutors do not make sufficient use of the institute's virtual learning environment to support learners' independent study and research

- tutors do not always assess learners' subject knowledge effectively in lessons, nor encourage learners sufficiently to assess their own and their peers' work in order to develop their ability to provide critiques of art works
- tutors do not always incorporate the development of learners' mathematics into learning plans; learners do not practise useful calculations to sharpen their accuracy in the preparation and construction of artistic products.

English for speakers of other languages

Good

Community learning

Teaching, learning and assessment are good in English for speakers of other languages because:

- learners make good progress during their courses to develop effective communication skills; most learners achieve their qualifications or learning goals and gain additional skills that prepare them well for employment
- tutors are suitably qualified, very enthusiastic and act as positive role models and as a result learners take pride in their work, which is of a good standard; they have high expectations for their learners and help develop learners' confidence and resilience in learning
- tutors make good use of group work for collaborative learning and peer support; learners participate well to practise their listening, speaking and pronunciation skills
- in interactive sessions and activities, tutors make excellent use of prompting and probing questions to assess learners' progress and encourage learners to participate fully; learners enjoy lessons and feel comfortable about contributing
- tutors make particularly effective use of ICT to help learners study independently or to catch up if they miss any sessions; learners with little or no experience of ICT develop good skills in its application
- at the start of their programmes, tutors assess learners accurately and use the results well to set challenging targets for their learning; tutors review learners' progress effectively, guiding and helping learners to achieve
- tutors and learning support staff provide outstanding care and support; staff give learners highly effective, timely additional and personal support that helps those learners with complex needs, such as mental health problems, to complete their studies successfully
- tutors give learners good information, advice and guidance on the options and progression routes available to them and to help them move on to the next level of learning or employment
- tutors integrate the teaching of mathematics well into lessons to improve learners' confidence, knowledge and understanding in this subject
- tutors foster an inclusive learning environment that helps learners express their opinions and ideas freely; tutors select learning activities based on varied topics such as different cultures, mental health or political extremism, using them carefully to develop learners' understanding of the wider world.

Teaching, learning and assessment in English for speakers of other languages are not yet outstanding because:

- tutors do not always sequence learning activities well to help consolidate learners' understanding of language
- in less effective lessons, tutors do not always clarify learners' confusion or correct learners' repeated errors quickly enough in spoken or written work; on higher level courses, tutors' written feedback on assignments provides insufficient guidance to help learners improve their writing

- tutors do not always extend the learning of more able learners with challenging activities
- on higher level courses, tutors make insufficient use of ICT to supplement paper-based materials.

The effectiveness of leadership and management

Good

- The Principal leads the Institute very effectively, closely monitoring the impact of its carefully planned service and challenging her own standards to secure improvements. Her vision for the organisation is particularly well established; all staff actively pursue and develop new ways of working to improve their service to learners. The Principal sets challenging targets to increase the Institute's impact on learning in Redbridge and managers are highly responsive, ensuring its provision is extended and improved to meet changing demands.
- Governance is particularly strong. The board is made up of experienced and representative members of the community. Governors are determined, insightful and use their breadth of knowledge very effectively to shape the strategic direction of the organisation, challenge senior managers and hold them to account. They set high standards for themselves and for the service. Managers report regularly to governors on key aspects of the service, providing clear information that enables governors to understand its complexities and priorities for improvement.
- Partnership arrangements for the Institute are outstanding. The Principal collaborates very effectively with a diverse range of services to maximise learning opportunities for local people, to the significant benefit of learners, and to help meet partners' objectives. For example, the Institute shares resources with partners to widen learning opportunities and help partners engage with learners, thus reducing costs and maximising impact for all concerned. The facilities manager is particularly effective at ensuring that learners' experience is enhanced by their surroundings. Managers attend well to the sustainability of the provision.
- Strategies to improve teaching and learning are thorough and managers review tutors' performance regularly. Managers have been successful in ensuring that teaching, learning and assessment are good. However, in a few cases, they over-estimate the quality of individual tutors' teaching. Their assessments are very detailed, but are often too descriptive and do not always show clearly the impact of teaching on learning, or identify areas for improvement. Managers provide effective support to develop the handful of teachers who are assessed as requiring improvement. However, they have not been successful in improving target setting for learners, which was an area for improvement identified at the previous inspection.
- Self-assessment is accurate. Managers use effective quality assurance processes that include good management of the subcontractor. Managers and staff ensure that most areas for improvement, once identified, are tackled promptly. They make extensive and effective use of data to monitor performance. However, they do not aggregate data on learners' progression to further education or employment or analyse them to help identify patterns or trends in performance.
- Curriculum planning and management are particularly effective. Managers match provision carefully to what is needed in Redbridge and to complement other provision that is available. For example, their links with the borough's children's services and schools are strong, enabling a range of good programmes for families. Managers work well with Jobcentre Plus to provide employability programmes that are well matched to the needs of the local community. They respond promptly and effectively to new demands from learners and the community. Together with staff, they are successful in ensuring that, prior to enrolment, the range of courses they offer will give learners appropriate levels of training to enable them to progress to further training or employment.
- Managers and staff promote equality and diversity well. They are successful in attracting learners from across the borough's diverse communities and are particularly successful in enabling people from the borough's most disadvantaged areas to participate. All staff are

effective in making the Institute's centres particularly welcoming and in providing a harmonious working environment. Managers are quick to recognise and act where groups of learners do not achieve as well as others.

- The safeguarding of all learners is good. Managers' arrangements for safeguarding are good and well advertised throughout the Institute's centres. Managers ensure that staff are suitable to work with vulnerable adults and are well trained and supported. Their actions to recognise extremist behaviour as part of the 'Prevent' agenda are well established, and training for all staff is nearly complete.

Record of Main Findings (RMF)

Redbridge Adult Education Institute

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	-	-	-	-	-	-
Outcomes for learners	2	-	-	-	-	-	-	-	2
The quality of teaching, learning and assessment	2	-	-	-	-	-	-	-	2
The effectiveness of leadership and management	2	-	-	-	-	-	-	-	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
ICT for users	2
Visual arts	2
English for speakers of other languages (ESOL)	2

Provider details

Type of provider	Local authority							
Age range of learners	19+							
Approximate number of all learners over the previous full contract year	4458							
Principal/CEO	Ms Joni Cunningham							
Date of previous inspection	March 2009							
Website address	www.redbridge-iae.ac.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+
	4	1095	-	394	-	1	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	-	-	-	-	-	-		
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	2295							
Number of employability learners	110							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Redbridge CVS 							

Contextual information

Redbridge Institute provides community learning from entry level to level 4 to learners from the London Borough of Redbridge. The vast majority of its learners are over the age of 19 and most of these study at entry levels or at levels 1 and 2. Although there are areas of affluence in Redbridge, 11 of its neighbourhoods are listed amongst the most deprived in the country. The proportion of the working age population with no, or low, qualifications is higher than the proportion in London as a whole. Unemployment rates are higher in Redbridge than for London as a whole. Redbridge has one of the most diverse populations in the country.

Information about this inspection

Lead inspector

Penelope Horner HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Principal 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; these views are reflected throughout the report. They observed learning sessions and assessments. 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 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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