

Haringey London Borough Council

Local authority

Inspection dates

1–4 November 2016

Overall effectiveness		Good	
Effectiveness of leadership and management	Good	Adult learning programmes	Good
Quality of teaching, learning and assessment	Good		
Personal development, behaviour and welfare	Good		
Outcomes for learners	Good		
Overall effectiveness at previous inspection		Requires improvement	

Summary of key findings

This is a good provider

- Senior leaders, managers and staff have successfully overturned the weaknesses identified at the previous two inspections and improved nearly all aspects of the provision.
- Managers are developing courses that reflect the aims of the local authority and meet the employment and health needs of local residents well.
- Managers and senior leaders have developed a wide range of partnerships that extend and enrich the curriculum on offer to learners.
- Managers are successful in recruiting those new to learning and those from the most disadvantaged areas of the borough.
- Learners enjoy attending courses and most achieve good outcomes; learners who follow courses leading to qualifications achieve them well.
- Learners make good progress in their personal and social development; they gain skills and self-confidence that help them in their day-to-day lives and in achieving their career goals.
- Good quality teaching supports learners' progress well; tutors use information about learners to plan learning that effectively meets their needs.
- Learners from different backgrounds work extremely well together; they show respect for the ideas and views of others.
- Learners receive helpful advice and guidance about their next steps in learning and opportunities to gain employment.
- Learners feel safe and know who to turn to should they have any concerns about themselves or other learners.

Full report

Information about the provider

- Haringey Adult Learning Service (HALS) is located within Haringey Council's Directorate of Regeneration, Planning & Development. Adult learning programmes are delivered across five main sites and at over 30 other venues such as schools and children's centres. Since the previous inspection a new head of service has been appointed and the service has undergone a restructuring of its provision. Apprenticeships and the 16 to 19 study programme are no longer offered. A small amount of provision is subcontracted each year to five partner organisations. Around two thirds of learners participate in courses that are not accredited and approximately a third take courses that lead to a qualification.
- Haringey is a highly diverse borough with a total population of approximately a quarter of a million. Forty-five per cent of local residents were born outside of Britain. Haringey ranks as the 30th most deprived area in England out of 326 areas. The proportion of residents aged over 16 with no qualification is 17.8%. Haringey has just over 10% of adults who have never worked or are long-term unemployed compared to 8.3% in London overall. The life expectancy gap between the most and least deprived wards in the borough is seven years for men and three years for women. There are approximately 4,000 adult residents with severe mental health issues.

What does the provider need to do to improve further?

- Develop a more coherent and consistent approach to embedding mathematics in teaching, learning and assessment so that all learners gain the numeracy skills that they need in their everyday lives and that support them in their next steps in learning and employment.
- Improve the attendance of learners and further develop ways of ensuring that learners who miss sessions are able to catch up with work.
- Ensure that all learners are clear about what they need to do to improve and provide more opportunities to support and challenge the most able learners so that they fully achieve their potential.
- Improve the analysis and use of data on the destination of learners once they have completed courses to further inform planning and service development.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have successfully overturned the key areas for improvement identified at the previous two inspections and maintained the strengths of the provision. The quality of teaching, learning and assessment is now good and as a result, learners achieve well.
- Leaders and managers have successfully restructured the service with a sharp focus on the strategic priorities for Haringey of reducing health inequalities and promoting the employment prospects of local residents. Staff morale is high and they understand the mission of the service well.
- Performance management arrangements are effective. Leaders and managers have implemented robust arrangements to eradicate poor performance. They have ceased to deliver small underperforming areas such as apprenticeships and the 16 to 19 study programme. Their observations of teaching, learning and assessment are accurate. Information from observations provides leaders and managers with evidence that they use effectively to support and develop staff and to improve the quality of teaching, learning and assessment.
- Managers have reasonable oversight of the performance of subcontracted providers including information on the quality of provision through regular observations of teaching, learning and assessment. However, performance targets are not sufficiently specific and the frequency of reviews of performance are not clearly enough established.
- Useful partnership working continues to increase the breadth of provision available and engage target groups of learners, such as those with mental and physical ill health. Managers work well with partners such as the local National Health Service Mental Health Trust in implementing a needs-led approach to developing the curriculum offer by co-designing courses to better meet the mental health needs of local residents.
- Managers have developed an innovative partnership with a national charity. English for speakers of other languages (ESOL) learners are matched with mentors employed in a high-profile city-based law firm. Learners relish the opportunity to practise their language skills and gain valuable insight into the way British companies operate and the expectations they have of their staff.
- Senior leaders and managers ensure that the curriculum has a strong and effective focus on building the skills of learners to better prepare them for work. Working closely with a local football foundation and a national hotel chain, 80 adults completed vocational training and a good proportion subsequently moved into employment. Most have successfully maintained employment after six months.
- Leaders and managers have an accurate view of the strengths and weaknesses of the provision. The self-assessment report is largely accurate and provides a sound platform for further improvements.
- Managers are effective in ensuring that those learners who experience significant disadvantage successfully participate in learning programmes; around 80% of learners who participate in courses are recruited from the most deprived areas of the borough. Managers ensure that programmes engage well those with mental ill health, whose first

language is not English and those who have low prior educational attainment.

- Data on the next steps that learners take once they have completed their course is known for around a third of learners and shows that a good proportion of these progress to further learning, employment and volunteering opportunities. However, the analysis and use of this data to help review and plan provision by managers is underdeveloped.

The governance of the provider

- Senior leaders provide good oversight of the service. Established and effective mechanisms enable senior leaders and managers to review the performance of the service. They have effectively overseen much needed improvements for learners. They scrutinise and have good oversight of key service developments and documents such as the self-assessment report. Managers have recently developed a multi-agency advisory group to provide further scrutiny of the performance of the service, although it is too early to judge its impact.

Safeguarding

- The arrangements for safeguarding are effective.
- Safe recruitment and selection processes are in place. When tutors and staff have concerns about the welfare of learners they act swiftly to support them to get the help that they need and liaise effectively with other agencies where necessary. Managers have sufficient oversight of safeguarding practice through the service-wide safeguarding group.
- Managers are responding effectively to reduce the risks of radicalisation and to prevent extremism. The risk assessment and 'Prevent' action plan ensure that local knowledge informs actions, such as training for staff. Staff have a growing understanding of the risks of radicalisation and most promote British values effectively.

Quality of teaching, learning and assessment

Good

- Learners enjoy their learning and are enthusiastic about the support that they receive both in and out of lessons.
- Staff undertake very thorough assessments of learners' starting points to ensure that they place learners on an appropriate programme. Tutors use this information effectively to provide learning that meets the needs of learners well. As a result, most learners make at least the progress expected of them with a minority performing significantly better than this.
- Tutors use detailed and probing questioning that prompts learners to develop a thorough understanding of the subject and allows them to check that learning is taking place. However, in a few sessions tutors are not clear about the progress that learners are making because of poor assessment activities used to check learning.
- Tutors use a range of good-quality support materials and set additional tasks that challenge learners effectively. The individual support that tutors provide is effective in identifying areas where learners can improve and ways in which they can achieve.
- Tutors provide useful, detailed and sensitive written and verbal feedback that encourages most learners effectively to improve and present their work well. Learners are able to improve their work based on guidance from their tutor and are well prepared for external

examination awarding body requirements.

- Most tutors have high expectations as to what learners can achieve. Learners produce a good standard of work and tutors motivate learners to develop the skills they need. However, in a few lessons tutors do not consistently challenge the most able learners sufficiently to extend their learning in order to ensure that they make the progress of which they are capable.
- In ESOL sessions, tutors provide effective learning that enables learners to improve and develop their writing, speaking and listening skills. As a result, learners have the skills necessary to apply for jobs and have greater access to wider community activities. In the vast majority of sessions tutors correct learners' pronunciation, spelling and grammar quickly and sensitively. This enables learners to record their errors and understand how to improve.
- Tutors regularly plan and use opportunities in sessions to develop effectively the English skills that learners need in their personal lives and to achieve their career goals. However, the majority of tutors do not consistently provide learners with enough opportunities to develop their skills in mathematics.
- Tutors routinely and effectively use examples from different cultures in their teaching in order to promote equality and develop understanding of diversity. For example, learners in an ESOL class completed a written exercise based on Diwali which allowed them to explore the festival and its rituals in some detail.
- Tutors have appropriate qualifications and they benefit from well-planned training and development activities which focus on key areas for improvement in teaching and learning and ensure that they develop their skills. Peer-led training and development activities allow tutors to share good practice and are effective in increasing the range of strategies that tutors use to challenge learners during sessions.
- Tutors develop effectively learners' independent learning skills and focus well on what they will need for their next steps such as the development of spoken and written English. Learners have good access to additional support from staff in the open learning centre to help them achieve their goals.

Personal development, behaviour and welfare

Good

- Learners take pride in their work and in their achievements. They work well together and often readily share their personal experiences to help other learners feel comfortable and less anxious in class.
- Learners make tremendous gains in self-confidence as a result of the learning programmes they complete and volunteering roles they undertake. Through work experience in the service's marketing department and by providing support to other learners with English as an additional language, ESOL learners gain valuable experience of life in Britain and give support to learners who may struggle with aspects of their learning such as mathematics.
- Learners receive helpful advice and guidance about their next steps in learning and employment. Staff have made good links with a wide range of agencies to ensure that learners receive the help they need to access learning and employment and in their personal lives. This includes a helpful partnership with a local law firm which offers legal

advice to learners, whose first language is not English.

- The learner support team is very experienced and highly skilled. They demonstrate excellent customer service skills and their warmth and friendliness are highly valued by learners.
- Managers have put in place arrangements to improve the attendance and punctuality of learners. Learners use a tailor-made mobile 'app' to report their absence or late arrival at class. Tutors make note of this on registers and set learners work they have missed to ensure that they are not disadvantaged by their absence. However, although the attendance of learners has improved, it is still too low.
- Learners become more self-assured because of the support they receive in sessions. They develop a better understanding of their personal finances, improve the quality of their job applications and understand better the links between good attendance, punctuality and employment.
- Managers have ensured that an increasing range of courses promotes the good health and well-being of local residents. Learners on these courses achieve good health benefits in, for example, maintaining their physical movement in order to complete everyday tasks and alleviating isolation and anxiety.
- Learners feel safe and are safe. They are aware of the potential risks in using the internet and social media. Tutors carefully incorporate arrangements for safeguarding learners and safe working practices into sessions. They use pictorial prompts, for example, with entry level learners to help them understand the service's procedures on anti-bullying, equality and diversity and safeguarding.
- The vast majority of tutors promote British values well as a result of a carefully planned curriculum. Most tutors are clear about how these contribute to positive relationships between learners and staff. Learners work harmoniously together and demonstrate the principles of democracy, freedom of speech and fairness. However, a few tutors do not promote British values well enough or fully understand how to translate these into their teaching.

Outcomes for learners

Good

- Learners achieve well; outcomes for learners have been improving over the past three years. Processes for judging the outcomes for learners on non-accredited programmes are rigorous.
- Learners make good progress from their starting points. Many learners successfully overcome personal barriers such as economic disadvantage, mental health issues and low educational attainment to move on in their learning and develop their personal and social skills.
- The large number of learners who take ESOL courses achieve well. Learners become more active in their communities and are better able to manage their day-to-day lives. For example ESOL learners are able to communicate more effectively in local shops, with their doctor and at their child's school.
- Learners progress well into further learning and employment. Just over a third of learners move onto other courses during the academic year and over a third who were

unemployed at the start of their course find work. A few learners who are in employment at the time of taking a course secure promotion at work and others increase their earnings as a result of the new skills and qualifications that they acquire.

- Most learners on accredited courses successfully achieve their qualification. Those who take entry level qualifications in English and mathematics achieve at around the national rate. Managers have taken well-conceived steps such as putting in place courses to boost the confidence of learners before they take a course leading to a qualification. This year 80% of learners who have taken these courses have progressed to an accredited course but it is too early to judge the success of this strategy.
- Managers have a good understanding of the reasons for the underperformance of learners on different courses and any historical differences in the performance of different groups of learners. Managers have implemented a range of strategies to ensure that all learners achieve well; there are no significant gaps in the achievement of different groups of learners.

Provider details

Unique reference number	53124
Type of provider	Community learning and skills
Age range of learners	19+
Approximate number of all learners over the previous full contract year	1,902
Principal/CEO	Simon Beer
Telephone number	020 8489 0000
Website	www.haringey.gov.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 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	0	243	0	54	0	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	0	0	0	0	0	0		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	0							
Funding received from:	Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Different Strokes							

Information about this inspection

The inspection team was assisted by the head of service, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Jon Bowman, lead inspector	Her Majesty's Inspector
Rosy Belton	Her Majesty's Inspector
Andy Fitt	Her Majesty's Inspector
Lesley Talbot-Strettle	Ofsted Inspector
Richard Deane	Ofsted Inspector

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