

INSPECTION REPORT

Haringey Adult Learning Service

15 October 2003



ADULT LEARNING
INSPECTORATE

HARINGEY ADULT LEARNING SERVICE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 – excellent*
- *grade 2 – very good*
- *grade 3 – good*
- *grade 4 – satisfactory*
- *grade 5 – unsatisfactory*
- *grade 6 – poor*
- *grade 7 – very poor*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – unsatisfactory*
- *grade 5 – very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

HARINGEY ADULT LEARNING SERVICE

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

more than one third of published grades for occupational/curriculum areas, **or** leadership and management are judged to be less than satisfactory.

Such provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the inspection report.

INSPECTION REPORT

HARINGEY ADULT LEARNING SERVICE

CONTENTS

Inspection report

Description of the provider	1
Scope of provision	1
About the inspection	5
Overall judgement	5
Table of inspection grades	5
Key findings	
Leadership and management	6
Business administration, management & professional	7
Information and communications technology	9
Visual and performing arts and media	10
English, languages & communications	11
Foundation programmes – English for speakers of other languages	12
Foundation programmes – Entry to Employment	13
Foundation programmes – Learners with learning difficulties and/or disabilities	14
Family learning	15
What learners like about Haringey Adult Learning Service	22
What learners feel Haringey Adult Learning Service could improve	22
Key challenges for the Haringey Adult Learning Service	23

Detailed inspection findings

Leadership and management	24
Equality of opportunity	26
Quality assurance	28
Business administration, management & professional	30
Information and communications technology	33
Visual and performing arts and media	37
English, languages & communications	40
Foundation programmes	43
Family learning	52

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Haringey Adult Learning Service (HALS) has a total budget of around £3.5 million, of which £1.8 million is allocated to adult and community learning. HALS is part of the education directorate of Haringey Local Education Authority (LEA). It is accountable to the chief education officer, locally elected members of the London Borough of Haringey's (the Borough) Council and to local community groups through scrutiny panels. The LEA currently has a strategic partnership with Capita Strategic Education Services. HALS contributes to the Borough Council's Community Strategy. Most of its resources are targeted at recognised areas of social deprivation.
2. HALS has a senior management team of five, one of whom is currently on secondment, which is responsible for strategic-planning, quality assurance and decision making. HALS is entirely externally funded and relies on a complex range of funding streams including the Learning and Skills Council (LSC), European Social Fund (ESF), Single Regeneration Budget, New Deal for Communities, Jobcentre Plus and Information Advice and Guidance (IAG). There is no direct income from the LEA, but HALS is regulated by the financial regulations of the Borough. All services provided by HALS operate within a single line management structure.
3. HALS has previous experience of self-assessment for its work-based learning provision. There are separate self-assessment reports for adult and community learning, work-based learning, family learning and provision subcontracted to a local further education college for learners with learning difficulties and/or disabilities. The strategic priorities for HALS include raising standards and promoting its provision in English for speakers of other languages (ESOL), literacy and numeracy, widening participation, family learning, employability, information and communications technology (ICT) skills at all levels and social inclusion. HALS places a strong emphasis on partnerships with other providers and collaborative work, and has a firm commitment to responding quickly to identified local needs.
4. The Borough has many of the social and economic characteristics of an inner London borough. There are significant inequalities in the borough and a high level of deprivation, particularly in the east of the borough. Unemployment exceeds regional and national averages. There are significant disparities in income, health, housing and employment. The borough has one of the most culturally diverse populations in London with a population of about 220,000.

SCOPE OF PROVISION

Business administration, management & professional

5. HALS currently offers training in business administration for 30 learners. Of these, eight are foundation modern apprentices, three are advanced modern apprentices and 12

HARINGEY ADULT LEARNING SERVICE

are following national vocational qualification (NVQ) programmes. Of the NVQ learners, seven are adult learners, three are Entry to Employment (E2E) learners and two are on work-based learning for young people programmes, following a level 2 NVQ. There are also seven clients studying business administration as part of the New Deal 18-24 employment option. These clients are following NVQs at level 2. In addition, six adults are currently following a six-month level 2 NVQ programme in business administration, funded through ESF monies. Seventeen per cent of learners receive support for additional learning needs. Learners receive training in interview and presentation skills and are then interviewed by employers before being offered work placements. Induction takes place at HALS's offices and at the work placements.

Information and communications technology

6. At the time of inspection, 389 learners were on ICT courses. Of these learners, 194 were following accredited or non-accredited courses at community venues, 174 were attending **learnirect** centres, eight were on programmes of work-based learning for young people and 13 were on commercial courses. The range of courses includes entry level programmes, courses at level 2 and specialist training in software packages. The commercial training is provided for staff of the library and housing services of Haringey Borough Council. Courses run at a range of venues, including purpose-built adult learning centres, schools, libraries and other community settings. Work-based learners are referred by Connexions or progress from Life Skills programmes. During an eight-week induction, they learn basic computer skills and have training in jobsearch techniques and the skills needed for employment. Those who are ready, move into work placements.

Visual and performing arts and media

7. At the time of inspection, courses were running in dance, sewing, website design and building, desktop publishing, specific software for design, digital video, video editing and video production. HALS also offers courses in drama, singing and music technology, which were not running at the time. Three- or four-hour classes are held weekly for eight, 12 or 24 weeks at Northumberland Park School, Broadwater Farm, the Annexe, West Green, Wood Green and City learning centres. Courses are intended for learners who have no experience of the topic, for those who have related skills and learners who have previously completed beginners' courses. Since September 2003, there have been 165 enrolments on courses.

English, languages & communications

8. Six courses were running at the time of inspection, at two venues. Five of them are non-accredited courses at beginner level. These courses are in Turkish, Arabic, British Sign Language and imaginative writing in English. With the exception of the imaginative writing course, which lasts for 20 weeks, these courses run for two hours in the evening and last for 10 to 12 weeks. An accredited course at levels 2 and 3 is offered in community interpreting, which runs for one day a week over 10 weeks. Three of the courses are run with partners: the Workers Educational Association, a local further

HARINGEY ADULT LEARNING SERVICE

education college and a higher education institution. Five tutors work in this curriculum area and 101 learners are currently enrolled on courses.

Foundation programmes

English for speakers of other languages

9. HALS runs ESOL courses funded through Jobcentre Plus, adult and community learning through LSC funding and an E2E pathfinder project for 16-18 year old refugees and asylum seekers. Jobcentre Plus programmes include the full-time education and training option of New Deal 18-24, Basic Employability Training (BET) and a recently established First Steps to Work project, co-financed through ESF. The New Deal programme has three learners and runs for 30 hours a week for 26 weeks. BET runs for 16.5 hours a week for 26 weeks and has 13 learners. All Jobcentre Plus-funded ESOL classes take place at the White Hart Lane Annexe and are at entry level 1 to entry level 3. There are no level 1 or level 2 ESOL classes. First Steps to Work runs for 15 hours a week for 39 weeks and has five learners.

10. The ESOL E2E pathfinder runs for 16.5 hours a week for 39 weeks. It can be extended for individual learners for another 26 weeks. It currently has 22 learners. This is a 50-place programme and 28 learners have progressed to other provision. The learners attend a core programme of literacy, numeracy, ESOL and computer skills. In addition, the learners participate in a range of sports and educational trips. They attend work tasters and work placements when and if appropriate. ESOL E2E pathfinder has eight fractional staff (equivalent to 5.1 full-time posts). Five Connexions staff also support the learners.

11. Eighty-nine learners attend ESOL classes in four schools including a secondary school. All ESOL classes in the community are mixed level and often there is only one class. In ESOL, over 80 per cent of the learners are women. The learners come from 166 language backgrounds. Many of them are refugees and asylum seekers. Five full-time staff teach on ESOL programmes. An acting co-ordinator manages the Jobcentre Plus provision and some of the community ESOL classes. The community co-ordinator manages the rest of the community provision including ESOL classes. Some of the community-based teachers also teach family learning and others are teaching under a subcontractual arrangement. The schools help in recruiting the learners. Most of the learners are parents of children in the schools.

12. At the Annexe, one literacy and one numeracy class run for two hours a week each. There are eight learners at the moment. Community learning courses are provided in first aid and helping in schools. Twenty-three learners were attending these accredited courses at the time of inspection. HALS also offers courses in Indian head massage, counselling and volunteer adult learner support, but none of these courses were running at the time of the inspection. HALS's employees teach on some courses and others, such as first aid or volunteer adult learner support, are taught by other organisations under a subcontractual arrangement.

Entry to Employment

13. Thirteen learners are on the E2E programme, including nine who transferred from the Life Skills programme. Six of the nine learners are working towards level 1 NVQs in information technology (IT) and three are working at level 1 in business administration. The E2E programme is designed to prepare young people for work, further education or training. Its three main elements are literacy and numeracy support, vocational development through work experience and the development of social and personal skills. Learners attend for three days a week at the start of the programme and increase their attendance as the programme progresses.

Learners with learning difficulties and/or disabilities

14. HALS provides a range of learning programmes for 99 adults of all ages who have learning difficulties, sensory impairments and physical disabilities, under subcontractual arrangements with a local college. Some of these learners are recovering from mental health problems. The programmes range from creative arts and crafts, music, drama, batik, keep fit, dance and yoga. Programmes are based at 11 centres in the borough, including day centres, sheltered house schemes and resource centres. They are all non-accredited programmes and run weekly in the day or evening over 30 weeks. A few shorter programmes lasting between 10 and 20 weeks are also offered.

Family learning

15. Over 250 learners are currently enrolled on a variety of mainly non-accredited courses. London Open College Network modules are available for those learners who want accreditation and for whom it is suitable. In 2002-03, approximately 25 family learning courses ran, with 823 learners joining programmes throughout the year. A family learning co-ordinator organises the provision for HALS in the Borough, assisted by two full-time and eight fractional staff. HALS also provides a dedicated adult guidance worker to assist the family learning team. There are close links with parental involvement teachers, Sure Start and community organisations. Courses operate throughout the year, mainly during school term time, although times vary during the day to meet learners' needs. Most courses are held in 26 schools across the Borough, with three in community centres and one in a library. Family learning days and other short introductory courses are held to raise awareness of family learning. Most courses last for two hours a week over 10 weeks but there are longer literacy and numeracy courses. Family learning provision is targeted at the most disadvantaged and hard-to-reach learners in the Borough and those with few or no qualifications. New courses introduced this year are Art after School, Music after School, family learning gardening, a family learning cooking club and 'keeping up with the children'. Most learners enrolled on family learning programmes are women and first-time learners, although one group has been set up specifically for fathers.

ABOUT THE INSPECTION

Number of inspectors	25
Number of inspection days	175
Number of learner interviews	429
Number of staff interviews	118
Number of employer interviews	12
Number of locations/sites/learning centres visited	60
Number of partner/external agency interviews	14

OVERALL JUDGEMENT

16. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, family learning provision is good, and provision in visual and performing arts and media, ICT and in English, languages and communication is satisfactory. The business administration, management and professional provision is unsatisfactory, as is the overall provision of foundation programmes. The leadership and management of HALS are satisfactory, as is its approach to equality of opportunity. Quality assurance of the provision is unsatisfactory.

GRADES

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= unsatisfactory, grade 5= very weak

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

Business administration, management & professional	4
Contributory grades:	
Work-based learning for young people	4

Information and communications technology	3
Contributory grades:	
Adult and community learning	3
Work-based learning for young people	4
learndirect	3

HARINGEY ADULT LEARNING SERVICE

Visual and performing arts and media	3
Contributory grades:	
Adult and community learning	3
English, languages & communications	3
Contributory grades:	
Adult and community learning	3
Foundation programmes	4
Contributory grades:	
ESOL E2E Pathfinder: grade 2 Adult and community learning: grade 4 Jobcentre Plus: grade 5	4
Entry to Employment	4
Learners with learning difficulties and/or disabilities	3
Family learning	2
Contributory grades:	
Adult and community learning	2

KEY FINDINGS

Leadership and management

17. **HALS has good partnership arrangements with a wide range of other Borough departments and external organisations.** The partnerships provide a comprehensive one-stop shop service to facilitate access to learning. Learners benefit from shared facilities, equipment and the advice and guidance service. Good practice across partners is very effectively shared to drive continuous improvement.

18. **HALS has been particularly active in identifying and securing funding to successfully encourage participation by learners from groups who may not otherwise have considered taking part in learning.** There are many effective and innovative projects running alongside mainstream provision to develop learning opportunities, to promote a culture of learning and to widen participation.

19. **Learners have good access to a comprehensive translation and interpreting service that is well used by learners and tutors.** Volunteer and professional interpreters are used to support learning effectively in many classes. A community interpreters' course is helping to increase this service. HALS's information leaflets are available on request in all community languages and in other formats for the visual and hearing impaired.

20. **Strong leadership has successfully brought about measured, well-planned expansion and organisational change.** Leadership has provided a clear direction based on a good understanding of how the service can best support the needs of the local community. Effective communication has ensured that the views of all staff are welcomed and has contributed to the improvements.

21. **Management information is unreliable.** The full information needs of managers are not being adequately met. Data are collected in a variety of ways, but are not well co-ordinated or easily accessible. There is insufficient detailed monitoring of learners' progress or analysis of data.

22. **Implementation of measures to improve teaching and learning is slow.** HALS, in partnership with other local authority providers, has developed a comprehensive observation scheme, but it has taken a long time to introduce and is not yet effective in improving the quality of teaching and learning.

23. **Arrangements for quality assurance are insufficiently comprehensive.** There is currently no coherent service-wide strategy for quality assurance. There is a range of policies and procedures but they are inconsistently applied and some key aspects of the learning process are not covered.

24. **Learners have a poor understanding of some aspects of equal opportunities.** Learners' induction includes satisfactory input on equal opportunities but subsequent reinforcement of learners' understanding is rare. Few staff have had recent training in equal opportunities. Many learners are unsure of their responsibilities or of how to complain.

25. **There is inadequate support for literacy, numeracy and language development in adult and community learning, work-based learning and Jobcentre Plus provision.** There are too few classes to meet the needs of the community and to support learning. Inadequate initial assessment does not always accurately identify additional needs. In contrast, there is good literacy and numeracy support in family learning programmes.

Business administration, management & professional – key findings

Achievement and standards

26. **There are poor achievement rates for all programmes.** Over the past three years, only one foundation modern apprentice out of the 13 starters completed the full apprenticeship framework. Over the same period, only four of the 14 advanced modern apprentices completed the full framework. There have been no framework completions since 2000-01. Achievement of key skills is poor. Most learners have achieved just one key skills award, or none at all.

27. Retention rates are satisfactory for all programmes. The retention rate for advanced modern apprentices over the past three years has improved from 20 per cent to 86 and 80

HARINGEY ADULT LEARNING SERVICE

per cent, respectively. Retention rates for foundation modern apprentices over the past three years have generally been satisfactory. The retention rate for the small number of level 2 NVQ learners was good in 2001-01, but has been unsatisfactory since then. Current learners are making slow progress within their programme. Only four of the 17 learners on NVQ programmes have achieved more than one unit of their NVQ.

28. Many learners develop appropriate business administration and personal skills and gain in confidence. Some have achieved positions of responsibility in their workplace.

Quality of education and training

29. **Learners benefit from good pastoral support.** Each learner has a trainer and a programme support officer, who are jointly responsible for the welfare of the learner. Learners find this support valuable in enabling them to solve problems which may affect their training.

30. **Communication with employers is very effective.** Employers are given clear guidance on how to support learners in their NVQ programmes. Most are aware of the requirements of the programmes and know how to help learners gather evidence.

31. **There are weak assessment practices in the workplace.** Learners have had several changes of assessors during their programme, although a permanent member of staff has now been appointed. Learners are not assessed often enough in the workplace.

32. **Key skills training and assessment are ineffective.** There is no clear overall strategy for key skills. Some key skills training has taken place but it has not been effective in helping learners to achieve key skills awards. Of the 13 modern apprentices who received training in preparation for IT key skills tests, only four passed. Learners have an inadequate understanding of the purpose of key skills and what is required to achieve them.

Leadership and management

33. The identification of staff training needs is currently not part of a formal process. Regular staff meetings are used to share good practice but do not sufficiently focus on the development of strategies to improve overall learner achievement. The views of staff are used to develop the self-assessment report, but there is no system to gauge employers' views.

34. Internal verification of business administration programmes is satisfactory. Sampling is carried out at regular intervals and, although lacking in detail, written feedback is given to staff.

35. The promotion of equal opportunities is satisfactory. Learners are clear about their rights and their responsibilities towards others.

36. All learners receive an appropriate initial assessment of their literacy and numeracy skills. Language skills are insufficiently assessed and supported. Learners' prior achievement is not always effectively assessed during initial assessment.

Information and communications technology – key findings

Achievement and standards

37. **Learners on learndirect provision make good progress** with 80 per cent completing their courses, most within the agreed completion date. **The learners on commercial courses have consistently shown high rates of achievement.** Over the past four courses the achievement rates have been between 67 and 83 per cent. **The retention and achievement rates for work-based learners are poor.** Since 2002, only one learner out of 26 has achieved a level 1 NVQ and four out of 24 a level 2. The achievements of learners on community-based provision are not systematically assessed or recorded.

Quality of education and training

38. **There are good physical resources for community-based learners** and most accommodation is comfortable, well decorated and furnished. Specialist software, equipment and furniture for people with learning difficulties are provided at some venues.

39. **Tutors are aware of individual barriers to learning and provide particularly effective pastoral support for all learners.** The tutors keep detailed records of these support activities and closely monitor learners' development.

40. For work-based learners, work-placement providers are highly supportive, providing books, further training and additional challenging projects to extend the learners' skills. Placement providers are aware of the learning and social needs of the learners. **Learners are treated as valuable members of the workforce and participate fully in workplace events.**

41. **For most learners in community-based learning and work-based learning there is insufficient use of initial assessments.** The individual needs of these learners are not always thoroughly identified and recorded. When individual learning needs are identified during learning sessions, the information is not used to plan the learners' programmes.

42. **The progress of most learners on community-based programmes is not adequately assessed, monitored or recorded.** These learners do not get adequate feedback on their rate of progress, or what they need to do to improve their skills.

43. Ninety per cent of observed teaching and learning is satisfactory or better, and 38 per cent is good or better.

Leadership and management

44. **The management of ICT is fragmented** and the promotion of learning opportunities is not effectively organised. There is no co-ordination or sharing of best practice across community-based provision, work-based learning, **learndirect** and commercial provision.

45. **Roles and responsibilities are not well defined.** Some ICT tutors are unclear who is responsible for the initial assessment of learners' needs, or for promoting equal opportunities at the induction stage. Some management policies are insufficiently developed.

46. There is **insufficient observation of classroom teaching and learning** as well as other key processes such as initial assessment and progress monitoring.

47. HALS has made **insufficient use of data across the provision** to develop and improve the quality of ICT programmes. Most tutors are not clear about learners' achievement and retention rates.

Visual and performing arts and media – key findings

Achievement and standards

48. **There is good development of learners' personal skills.** Learners value their increased social, practical and language skills and knowledge.

Quality of education and training

49. **A wide range of good-quality learning resources is available to learners**, including industry-standard computers, a non-slippery sprung wood floor for dancing classes, and a large variety of sewing machines.

50. The standard of teaching is satisfactory. Tutors explain tasks clearly and demonstrate them well, which inspires learning. There is no monitoring of the achievement of individual learning goals. Tutors are patient with slower learners and give effective individual attention.

51. Most learners have access to sufficient support. There are inconsistencies in the level of support for some learners and there is no emphasis on learners' punctuality. Tutors give extra support to learners who arrive late, by coaching them during the time that other learners practise.

52. **There is inadequate recording of learners' progress.** Learning targets are not specific enough. Learners' progress is not reviewed against individual aims and objectives. There is no record of the quality of learners' work. Learners keep their own records, but these provide a very poor record of skill development.

Leadership and management

53. **The management of visual and performing arts and media is unsatisfactory.**

Learners with poor understanding of English do not receive additional support to ensure they understand induction information. There is no evaluation of initial assessment, induction or the quality of teaching. Sessional tutors' work is not appraised or developed. However, community-based tutors are paid to attend development sessions. **Staff and learners respect each other and diversity is valued.**

English, languages & communications – key findings

Achievement and standards

54. **There is good development of learners' personal and social skills.** In lessons, learners develop confidence and assertiveness and learn how to appreciate the contributions of others in the group. Learners are given good advice on how to give constructive criticism and how to evaluate each other's performance and their own.

Quality of education and training

55. **The standard of teaching and learning in two-thirds of the sessions observed was good or better.** Lessons are well planned and have clear objectives. Lessons include a good range of challenging activities, with a good balance between those that are led by a tutor and those centred on the learner.

56. Tutors are appropriately qualified. Language tutors are native speakers with good experience and have teaching qualifications or are working towards them.

57. **Resources are inadequate on half of the courses.** One classroom is too small. Learners are unable to move around and this limits the range of activities they can participate in. Tutors do not have access to cassette players and half the rooms do not contain an overhead projector.

58. There are unsatisfactory arrangements for enrolling learners onto the programme. Many learners complained of having to wait for long periods in order to enrol.

Leadership and management

59. Leadership and management are satisfactory. There is satisfactory communication between tutors and the co-ordinator. There is no formal system of lesson observation. Informal visits to classes are recorded but these are not graded or used to identify training needs. Data are not routinely used to monitor and evaluate the effectiveness of the programme. During the inspection it was not possible to obtain relevant and reliable data on achievement and retention.

60. **Tutors have a good understanding of equality of opportunity** and suitable learning materials are used to raise awareness of equality of opportunity in lessons. Most learners have an appropriate understanding of their rights and responsibilities.

Foundation programmes – key findings

English for speakers of other languages

Achievements and standards

61. **The achievements and standard of learning are good in the E2E pathfinder project.** Most learners make rapid progress in developing their skills and produce good work. Retention rates are good. Most learners progress to other courses in HALS or at a local college. Learners develop their language skills in many social contexts such as playing football for their local team and educational trips.

62. There are satisfactory gains in confidence for most ESOL learners. School-based ESOL learners make good progress and gain sufficient skills to talk to their children's teachers and make appointments.

63. **There is insufficient development of language skills for learners across the adult and community learning and Jobcentre Plus provision.** Learners are not set challenging targets. Some highly qualified learners are not challenged enough. Learners' progress is not monitored adequately. The standard of written work produced in classes is unsatisfactory.

64. **The achievement rate on Jobcentre Plus programmes is unsatisfactory.** Job outcomes are poor. From April 2002 to date, only 16 per cent of the learners have had a positive outcome, compared with the Jobcentre Plus target of 25 per cent. Forty-eight per cent of the learners left without any positive outcome.

Quality of education and training

65. **Much teaching is unsatisfactory, but especially in Jobcentre Plus provision.** Forty-two per cent of the teaching was unsatisfactory. It is poorly planned with no specific learning objectives and does not take sufficient account of individual learner's needs.

66. Teaching and learning resources are satisfactory but most teachers do not use these resources. There are no computers on which learners at the Annexe can practise their computer skills. Many tutors are inexperienced and recently qualified.

67. **Initial assessment is weak.** It does not identify learners' correct starting point, particularly their level in the four language skills of reading, writing, speaking and listening. Initial assessment results are not used in the planning of courses, lessons or schemes of work. Few learners have detailed individual learning plans or specific, measurable targets against which non-accredited achievement and progress can be

HARINGEY ADULT LEARNING SERVICE

monitored and recorded. **There is little formal assessment of learners' work.** Much of the assessment is ongoing, subjective and not recorded.

68. **The programmes are inappropriate to meet the needs of Jobcentre Plus and adult and community learners.** The range of programmes is narrow. HALS only provides classes at entry level 1 to entry level 3. There is no provision for learners at level 1 or above, no evening classes and no intensive short courses targeted to meet specific needs of the learners. On Jobcentre Plus courses, new learners are not effectively integrated in the classes. There are very few additional activities such as work tasters or placements to motivate learners. ESOL classes in the community are also narrow in what they offer. Most schools have only one class and learners are taught as a mixed-ability group.

69. Pastoral support for learners is satisfactory, although there is insufficient guidance to learners looking for employment. Exit guidance is not satisfactory.

Leadership and Management

70. **Leadership and management of ESOL programmes in Jobcentre Plus and adult and community learning are weak. There is inadequate quality assurance of programmes and little sharing of good practice.** There are no observations of teaching and learning.

71. **Teachers have a poor understanding of some equality of opportunity matters.** Learners also have a poor understanding and are unaware that they have legal protection from harassment and discrimination.

72. **The management of the E2E pathfinder project is good.**

73. **HALS has successfully introduced initiatives designed to strengthen ESOL in the community.** There are very effective links with the local Somali community group.

Entry to Employment

Achievement and standards

74. **In 2002-03, a good proportion, 65 per cent, of the 29 learners who started the Life Skills programme progressed to further education, training or employment.** Many progressed to level 1 NVQ courses at HALS or other local providers.

Quality of education and training

75. Learners on level 1 programmes take part in work experience **in a range of good-quality work placements.** Placements are well matched to learners' needs and career aspirations. Employers are supportive and demonstrate a commitment to training and good practice.

76. **Pastoral support for learners is good.** Many learners have a range of social needs that may prevent learning and progression. Learners appreciate the support that they are

HARINGEY ADULT LEARNING SERVICE

offered by tutors and other staff at the centre. Additionally, all learners have a designated programme support officer who offers personal support throughout the programme, assists with progress reviews and sets up work placements and tasters.

77. **There is much unsatisfactory teaching and learning.** There is a lack of activity-based learning and an over-reliance on the use of worksheets.

78. Progress reviews are ineffective. Individual learning plans are incomplete and only a few set targets or milestones. Few learning plans contained information about arrangements for providing learning support. There is little input by Connexions personal advisers into the review process.

79. **There is poor literacy and numeracy support.** The results of initial assessment are not always used as the basis for planning learning to meet individual needs. Many agreed action points are vague. There are no differentiated learning materials to cater for learners with varying abilities.

80. Resources are satisfactory. Classrooms are small but adequate for the size of groups. Rooms are well decorated but do not always have relevant displays. There are few examples of learners' work displayed.

Leadership and management

81. **There is inadequate planning and promotion of E2E.** Many members of staff do not have sufficient knowledge of E2E. Learners on level 1 NVQ are not aware that their NVQ is part of their E2E programme. The E2E programme has not been promoted effectively to employers.

82. HALS does not promote equal opportunities in the workplace sufficiently. HALS's staff discuss employers' equal opportunities policies with them but there is little reinforcement of equality of opportunity for learners on work placements.

Learners with learning difficulties and/or disabilities

Achievement and standards

83. **Retention rates for learners with learning difficulties and/or disabilities are good.** The target set for 2002-03 was 75 per cent, and 84 per cent was achieved. Learners choose when to attend and do so regularly throughout the programme.

84. Achievement is satisfactory. Learners learn new skills and some of the work produced is of a good standard. Social and personal skills are also developed.

Quality of education and training

85. **There is good teaching and learning.** Eighty per cent of the teaching and learning observed was good or better. Sessions are well planned and teaching methods are varied. Learners interact well and focus on the learning tasks. Learners are aware of their achievements.

86. Resources are satisfactory. Most staff are appropriately qualified and experienced. There are sufficient experienced and trained support workers to help teaching staff. The learning resources at all centres are satisfactory.

87. **There is insufficient formal initial assessment.** There is no formal assessment of literacy, numeracy or language needs. Some information is gathered informally but is not well recorded. Tutors are unaware of some of the learners' other needs and cannot plan learners' programmes appropriately.

88. Records of learners' progress are incomplete. They do not reflect the full extent of learners' progress or any obstacles they have faced. The targets set vary in effectiveness.

Leadership and management

89. **The monitoring of the subcontractor is inadequate.** The service level agreement is brief. The quality of the provision is not monitored sufficiently by HALS. No member of staff at HALS has a designated responsibility to link with the subcontractor and develop the curriculum.

90. Promotion of equality of opportunity is satisfactory. Targets for recruitment are set, but the target of 75 per cent recruitment of learners from minority ethnic groups has not been met. There is some analysis of learners attending centres. Access to sites and to the subcontractors' facilities is appropriate. Posters and displays are clear and informative.

Family Learning – key findings

Achievement and standards

91. **Learners make good progress in achieving group learning goals and personal objectives.** Many learners have little or no formal education before joining classes and some are illiterate in their first language. Learners gain confidence in their ability to help their children with their school work. They develop positive attitudes to learning and play a greater part in school activities.

92. **Learner's achievements are celebrated imaginatively in all programmes.** There are very good displays of parents' and children's work in schools. Learners compile detailed booklets of photographs that celebrate the work of each group. There is a successful parents' day, when learners' achievements are celebrated.

Quality of education and training

93. **Teaching and learning are highly effective.** Of 15 sessions observed, 12 were good or better. Lessons have clear objectives, negotiated with learners and closely matched to their individual needs. Family learning tutors and schoolteachers plan stimulating and fun activities that motivate learners. Sessions are highly interactive with a range of learning activities that are linked to the needs of parents and the ability level of the children. Appropriate resources are used effectively to stimulate learning.

94. **There is particularly effective guidance on progression opportunities.** Learners are given appropriate advice on the range of support available to enable them to attend their courses. A dedicated guidance worker attends all family learning groups to advise learners about appropriate progression routes.

95. **Collaboration between HALS's tutors and school staff is very effective.** Headteachers and school staff work effectively with family learning tutors to plan programmes to meet the particular needs of the parents and children of the school. In family literacy, tutors and schoolteachers jointly plan the schemes of work.

96. **There is insufficient recording of individual learners' progress.** Individual learning plans do not enable the recording of small steps in learning. The tutors' lesson evaluations do not include records of individual progress.

97. **Some accommodation is unsatisfactory.** Some family learning rooms are too small and share space with crèche facilities. Furniture in some centres is unsuitable. Learners use chairs and tables that are suitable for toddlers and pre-school children.

98. **Teaching of literacy and numeracy is effective.** Staff are qualified and many tutors had an additional ESOL qualification. Good lesson-planning enables literacy and numeracy to be integrated with all family learning programmes.

Leadership and management

99. **Management of family learning is good.** The family learning co-ordinator works closely with tutors and is quick to respond to day-to-day problems and the needs of learners.

100. **Quality assurance arrangements are incomplete.** The systems used to monitor key processes, such as induction, and reviews, are not sufficiently detailed. Individual learning plans and end-of-course evaluations are used to plan improvements and raise standards but do not record individual learning in detail. Feedback from learners is not sufficiently recorded.

101. There is inadequate monitoring and reinforcement of equality of opportunity. There are no systems for checking or recording learners' understanding of equal opportunities and no system for ensuring an understanding of grievance procedures. There has been no recent staff training in equal opportunities.

HARINGEY ADULT LEARNING SERVICE

Grades awarded to adult and community learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
ICT	0	1	3	5		1	0	10
Visual, performing arts and media	0	0	2	8	0	0	0	10
Languages	0	2	2	2	0	0	0	6
Learning difficulties and/or disabilities	0	2	8	1	1	1	0	13
Family learning	0	4	8	2	0	1	0	15
ESOL	0	2	2	3	1	2	0	10
Total	0	11	25	21	2	5	0	64
per cent	56			33	11			

Grades awarded to Jobcentre Plus sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Business administration	0	0	1	0	0	0	0	1
ICT	0	1	0	1	0	0	0	2
ESOL	0	0	3	1	5	2	0	11
Total	0	1	4	2	5	2	0	14
per cent	36			14	50			

Grades awarded to work-based learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
	0	0	0	0	0	0	0	0
Business administration	0	0	0	2	0	0	0	2
E2E roll out	0	0	0	2	0	3	0	5
ESOL E2E Pathfinder	0	2	2	0	1	0	0	5
Total	0	2	2	4	1	3	0	12
per cent	33			33	33			

HARINGEY ADULT LEARNING SERVICE

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good partnership arrangements that benefit learners
- good measures to widen participation
- strong leadership of organisational change
- effective communication service for learners

Weaknesses

- unreliable management information
- inadequate support for literacy, numeracy and language development in adult and community learning, work-based learning and Jobcentre Plus
- insufficient understanding by learners of equal opportunities
- inadequate measure to improve teaching and learning
- incomplete quality assurance arrangements

Business administration, management & professional

Strengths

- good pastoral support
- very effective communication with employers

Weaknesses

- poor achievement rates for all programmes
- weak teaching and assessment of key skills
- weak assessment practices in the workplace

Information and communications technology

Strengths

- good success rates for **learndirect** and commercial courses
- good physical resources for adult and community learning
- particularly effective pastoral and jobsearch support for all learners

Weaknesses

- poor retention and achievement rates in work-based learning
- insufficient use of initial assessment on work-based learning, adult and community learning and commercial courses
- inadequate monitoring of learners' progress in adult and community learning
- ineffective management of some aspects of the curriculum

Visual and performing arts and media

Strengths

- good development of learners' personal skills
- wide range of good learning resources

Weaknesses

- inadequate recording of learners' progress
- unsatisfactory course management

English, languages & communications

Strengths

- good development of personal and social skills
- some good teaching and learning

Weaknesses

- inadequate resources on half of the courses

Foundation programmes

ESOL

Strengths

- innovative, effective and well-managed projects for young refugees and asylum seekers
- much effective recent action to build tutor capacity in the community

HARINGEY ADULT LEARNING SERVICE

Weaknesses

- insufficient development of language skills
- poor job outcomes on Jobcentre Plus programmes
- much unsatisfactory provision, particularly on Jobcentre Plus programmes
- weak initial assessment
- inappropriate programmes to meet the needs of Jobcentre Plus and adult and community learners
- weak management of Jobcentre Plus and adult and community learning provision

Entry to Employment

Strengths

- very good progression for Life Skills learners
- good-quality work placements for level 1 learners
- good pastoral support for learners

Weaknesses

- much unsatisfactory teaching and learning
- ineffective progress reviews
- poor support for literacy and numeracy development
- inadequate planning and promotion of E2E
- insufficient monitoring of equal opportunities in the workplace

Learners with learning difficulties and/or disabilities

Strengths

- good teaching and learning
- good retention rate

Weaknesses

- weak initial assessment
- incomplete written records of learners' progress
- ineffective monitoring of subcontracted provision

Family learning

Strengths

- highly effective teaching and learning
- good development of personal and learning skills
- particularly effective guidance on progression opportunities
- imaginative ways of celebrating learners' achievements
- highly effective collaboration between HALS's tutors and school staff
- good programme management

Weaknesses

- insufficient recording of individual progress
- unsatisfactory accommodation and classroom furniture in a third of learning centres

WHAT LEARNERS LIKE ABOUT HARINGEY LEA:

- friendly and supportive tutors, personal support officers and centre staff
- free classes
- the location is easy to get to
- 'the way it gives you a second chance if you failed at school'
- 'I didn't speak English before –now I speak it well'
- the individual guidance for learners on the family learning programmes

WHAT LEARNERS THINK HARINGEY LEA COULD IMPROVE:

- provision of more courses at higher levels
- more daytime provision
- the publicity for what is available - 'take out a page in the Haringey free paper'
- 'I don't feel safe leaving the Wood Green centre at night'
- making learners more aware of their rights and responsibilities
- the quality of the written comments on learners' work

KEY CHALLENGES FOR HARINGEY LEA:

- increase the volume of provision and numbers of learners: several areas have low numbers
- improve the quality of initial assessment and the recording of learners' progress
- raise the standard of teaching and learning – there is too much unsatisfactory teaching, particularly in work-based learning and Jobcentre Plus provision
- strengthen the curriculum management – it is ineffective in many areas
- strengthen the support for additional learning needs and literacy, numeracy and language development

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good partnership arrangements that benefit learners
- good measures to widen participation
- strong leadership to promote organisational change
- effective communication service for learners

Weaknesses

- unreliable management information
- inadequate literacy and numeracy support for work-based learners, adult and community learners and Jobcentre Plus clients
- poor learner understanding of equal opportunities
- inadequate measures to improve teaching and learning
- incomplete quality assurance arrangements

102. The development of effective partnerships that benefit learners is one of the main strategic aims of the adult and community learning plan. In response to this, HALS has successfully developed partnerships with many education and training providers and community and voluntary organisations. Through these partnerships HALS offers good-quality adult learning opportunities in local neighbourhoods, targeted at groups who have previously had few opportunities to participate in learning. This provision is attractive to new learners because it is close to where they live and is offered in centres they find welcoming. There is good partnership working with other Borough services such as libraries and schools, the youth service, social services and housing. HALS's main learning centre is located in the Wood Green library, which offers a 'one-stop' model of support services to the public. Prospective learners have good access to a well-resourced information advice and guidance service. Through training provided by HALS all housing and library staff can gain a national computer qualification. HALS works collaboratively with a local further education college and a national provider to run courses in ESOL, provision for learners with learning difficulties and disabilities, and literacy and numeracy courses. HALS's staff exchange good practice with college staff on teacher training courses. Learners benefit from this collaboration by better access to accommodation and ICT facilities. HALS has worked productively with four London boroughs in London North LSC to develop a standard model for observing teaching and learning. HALS has been recognised by North London LSC for its good practice in family learning.

103. HALS has good measures to widen participation. These measures include working in local schools. The service has worked vigorously to identify hard-to-reach groups in areas of deprivation. The authority has been particularly successful in securing funds of

HARINGEY ADULT LEARNING SERVICE

over £1 million to develop learning centres in schools in West Green in 2003 and in White Hart Lane in 2004. This extension of the use of schools by parents and the local community has been particularly effective in raising achievements by children by stimulating their parents' interest in their education. This is a significant contribution to one of the Borough's main strategic priorities of raising children's achievement in schools. HALS makes good use of its resources to complement learning opportunities offered by a wide range of community projects. For example, HALS's involvement in the neighbourhood learning network at Broadwater Farm has brought in many new adult learners. HALS offers help and advice to community projects and groups on writing bids for additional funds, and with accommodation and the provision of computers. HALS shares community locations with a local college and jointly offers a range of courses, for example, through new projects such as the New Deal for Communities Learning Bridge and The Learning Ladder. There are many innovative projects running alongside mainstream provision, including a training scheme sponsored by a national do-it-yourself chain that offers a free tool kit to learners who complete their courses to assist them with jobsearch. The value of the scheme has been recognised by the company nationally.

104. Through strong leadership, HALS has a clear strategic direction, precise aims and an ethos of targeting its provision at the most disadvantaged learners and communities. HALS has begun to recover from a period of almost total decline. The expansion in adult and community learning provision from a very poor base in 2002 has been well phased so that expansion can be supported. There has been careful investment in a new management structure to support clear priorities for the development of a service that will tackle the significant deprivation in the east of the Borough. Not all management posts have yet been filled and this has adversely affected the quality of some provision. Senior managers communicate openly with staff and respond well to suggestions for improvements. Morale among HALS's staff is high and staff are motivated and committed to improving the learners' experience.

105. Staff communications are satisfactory. There are regular formal meetings from which minutes are circulated to all staff through an intranet. Working groups, on topics such as equal opportunities and marketing, draw on staff from different teams and with a diverse range of experience. Line managers frequently meet with individual staff and subject co-ordinators regularly visit tutors. Part-time tutors are paid to attend training days and this boosts attendance. The two staff conferences each year keep staff well informed of developments and assist with curriculum-planning. Salaried staff understand HALS's strategic priorities but part-time tutors and those teaching in smaller community-based centres are not sufficiently aware of these priorities. Staff who teach for very few hours are much less well informed and supported. Informal communications have a positive effect on staff performance. For example, the use of a shared staff room and resource centre at White Hart Lane has enabled staff to improve support for learners.

106. Physical resources are satisfactory, although standards vary among learning centres. Most learning centres are fit for purpose, although the new purpose-built learning centres provide a good-quality learning environment. Some venues have ICT facilities that are well furnished, with up-to-date or even state-of-the-art equipment.

HARINGEY ADULT LEARNING SERVICE

107. HALS celebrates the achievements of its learners. It holds family learning weekends in libraries and museums. Award ceremonies are held for successful learners.

108. Arrangements for IAG at the Wood Green centre are satisfactory. HALS has achieved recognition from the Guidance Accreditation Board and is working towards Matrix accreditation for its service. There is an afternoon and evening session at the West Green centre for learners. The IAG services make a valuable contribution to the family learning, Jobshop and E2E pathfinder programmes. However, learners on adult and community learning courses in smaller centres have fewer opportunities to obtain information in their local area. There is insufficient exit or progression information available for learners on adult and community learning.

109. Management information is not used effectively and some of the data are unreliable. The system is not adequate to meet the information requirements of managers in the face of the recent expansion in adult and community learning provision. HALS meets the reporting requirements of funding bodies, but management information is not well co-ordinated and easily accessible for all staff. The system is more effective for work-based learning. Although data are recorded, there is not enough detailed monitoring of learners' progress or analysis of data to identify trends in recruitment, retention and achievement particularly against ethnicity, gender and disability. Data are not used sufficiently in planning improvements and to help managers make decisions. There are plans to introduce a better system. The weakness in management information is recognised in the self-assessment report.

110. Support for learners with literacy, numeracy or language needs in adult and community learning, work-based learning and Jobcentre Plus provision is inadequate. Some ESOL learners are on inappropriate courses that do not meet their individual learning needs. The recently developed literacy and numeracy sessions are insufficient to support the range of needs in the Borough. There is inadequate initial screening and diagnostic assessment of learners' needs. There is insufficient provision for E2E learners. By contrast, family learning programmes are very effective in enhancing parents' literacy and numeracy skills.

Equality of opportunity

Contributory grade 3

111. HALS places a strong emphasis on equality of opportunity at a strategic level and prioritises access to learning for under-represented groups in the Borough. There are recently updated, comprehensive policies and procedures for equal opportunities. Equal opportunities is a standard item on management meetings. It is explored at induction and staff show good recall and understanding. However, there is no mandatory training for all staff. The composition of the staff team reflects the minority ethnic backgrounds of the local population, but not at senior staff level. Tutors provide good role models for learners, with many staff having good and varied language skills. Employers are required to provide information on their equal opportunities policies and procedures when they register with HALS, or to commit to adopting the LEA's policies. However, there is no visible promotion of equal opportunities on employers' premises. There are some examples of more

HARINGEY ADULT LEARNING SERVICE

vulnerable learners receiving good support, especially in developing their self-confidence and in raising their self-esteem.

112. HALS uses the Borough's equal opportunities policies and procedures. The policy is displayed in several languages and distributed widely. Most booklets are already available in several languages and learners can ask to have them printed in their own language. These are sent to learners free of charge. Booklets are also available in large print, Braille, on disc and on audiotape. Information on the translation service is available in the 10 most widely spoken languages in the borough. The service is well used by staff and learners. HALS's staff are able to speak many languages and to translate and interpret for learners on an informal basis. HALS offers a community interpreter's course to increase the number of available interpreters. There are many welcome posters in several different languages displayed in local centres.

113. Current documents have been updated recently and give clear guidance on rights and responsibilities, current legislation, and grievance and complaints procedures for staff, learners and employers. Staff, however, rarely see these documents, and learners and employers do not have access to the full policies. It is too early to report on the impact of these improvements.

114. HALS is on target to meet the full requirements of the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995. At the time of the inspection, an external consultant was carrying out an access survey of all buildings used by HALS. Access for people with disabilities is satisfactory in most centres, with ramps and lifts where appropriate. Some smaller and less well-used centres do not have sufficient access but this is now being looked at to comply with current legislation.

115. Course enrolment data are routinely collected on ethnicity and disability, but these data are not used to target under-represented groups. Data on equal opportunities are monitored when recruiting staff.

116. Learners have poor understanding of some aspects of equality of opportunity. The topic is covered at induction for all learners, but is less well promoted in community learning classes. Learners receive a handbook with a small amount of information on equal opportunities and a copy of the equal opportunities policy. The language used in the policy is too complicated for many learners. Most learners cannot clearly remember this part of their induction. Tutors rarely refer to equal opportunities again during the course. There is no specific staff training in equal opportunities, except as a small part of other courses. Learners have a poor understanding of matters such as sexual orientation and HIV, the complaints procedure and their own responsibilities. Reviews do not routinely focus on equal opportunities issues in work-based learning. There are insufficient measures to enable learners to deepen their understanding of equal opportunities after induction. However, promotional materials are attractive, contain a wealth of non-stereotypical images and encourage learners to seek more information.

Quality assurance

Contributory grade 4

117. Policies and procedures have been updated and there is evidence of some improvements in the quality of provision and a strong focus on continuous improvement. However, in many areas, there has been insufficient time for action plans to lead to improvements in the quality of the learners' experience. In family learning, where development plans have been in place longer, improvements can be seen. There are some positive signs of good teaching in new provision such as languages.

118. The policy on staff development is satisfactory. It outlines the entitlement of all staff to training and development appropriate to their job role as well as individual continuing professional development. Some tutors are now working towards nationally recognised teaching qualifications in line with priority targets in the development plan. Management training is being given to all managers and co-ordinators. Staff are encouraged to develop their skills through training. Most staff are well qualified. The LEA has a policy of not filling vacancies where there are doubts about candidates' suitability. Some posts have been vacant for long periods, which has adversely affected learners in the short term.

119. Internal verification and assessment are satisfactory. In work-based learning, verifiers and assessors are occupationally competent and appropriately qualified. There is a satisfactory sampling plan for verification that covers workplace observations and portfolio assessment for NVQs and key skills. Assessors hold team meetings which include standardisation activities. No major actions have been identified in external verification reports. In other types of provision, assessment is satisfactory, although it is often informal.

120. HALS's approach to health and safety is satisfactory. It carries out risk assessments on the venues used for learning. Work placements are checked initially and in subsequent review visits. Health and safety at subcontractors' and partners' premises are checked initially and at contract compliance meetings.

121. The self-assessment process is satisfactory and includes most staff. HALS has completed two previous self-assessment reports for work-based learning but this is the first time that family learning and adult and community learning have been included in the self-assessment process. HALS recognises that its self-assessment reports are insufficiently evaluative. Development plans to remedy identified weaknesses are satisfactory but do not include actions to maintain identified strengths.

122. Arrangements for quality assurance are insufficiently comprehensive. There is no coherent service-wide strategy for quality assurance. HALS has a range of policies and procedures, but these are not yet applied consistently. The processes do not cover all essential features of teaching and learning, such as learners' progress reviews. However, a manager has been recently appointed to strengthen quality assurance arrangements. A staff handbook incorporating policies, procedures and practice manuals for the full range of essential learning processes is currently being prepared. Standardised forms have been introduced to improve consistency. These include recruitment forms, registers, induction

HARINGEY ADULT LEARNING SERVICE

checklists, individual learning plans, and formats for schemes of work and lesson plans. Tutors have helped develop a comprehensive tutor pack with guidelines on learning processes, but not all tutors are using this effectively.

123. A range of satisfactory methods is used to gather feedback from learners. They include course evaluations, mystery shopper visits, telephone and postal surveys. HALS has conducted annual surveys of learners' views for the past two years and is comparing results to help plan improvements. The results are not analysed sufficiently to identify trends. There is insufficient collection of employers' views through learners' progress reviews and there are few formal mechanisms for gathering feedback from other partners. There are no regular forums for learners to express their views, although some groups have been set up to explore particular topics such as recreational facilities.

124. HALS recognises in its self-assessment report that its arrangements for monitoring subcontracted provision are inadequate. Service level agreements include a commitment to target particular groups of learners and set targets for their retention and achievement. However, there is no designated link person with the college and meetings are not held sufficiently frequently to monitor performance. Most monitoring arrangements are informal. There is an over-reliance on subcontractors' quality assurance systems and HALS does not request copies of essential documents, such as reports of lesson observations. Some subcontracted tutors have stronger links with the college than with HALS.

125. Progress in implementing measures to improve teaching and learning is slow. Contingency arrangement to cover staff absences are not always effective and too many classes have been cancelled. HALS was unaware of the volume of unsatisfactory teaching, particularly in Jobcentre Plus sessions. The lesson observation scheme used until very recently was not thorough enough and was not consistently applied across the service. Grades were not awarded to lessons and improvements needed were not effectively followed up. More recently, HALS has taken the lead in developing a comprehensive classroom observation scheme linked to the *Common Inspection Framework*, in partnership with other local authorities. It has consulted widely with many external organisations on this scheme, which has received university accreditation. Local further education colleges have expressed interest in adopting the scheme. Staff are currently being trained in the new system. The scheme was introduced in September 2003 but it is too early to see any significant impact. The new observation scheme is not appropriate for **learndirect** and HALS is currently working on an appropriate monitoring system for online learning.

AREAS OF LEARNING

Business administration, management & professional		4
Contributory grades:		
Work-based learning for young people		4

The following strengths and weaknesses were identified during this inspection:

Strengths

- good pastoral support
- very effective communication with employers

Weaknesses

- poor achievement rates for all programmes
- weak teaching and assessment of key skills
- weak assessment practices in the workplace

Achievement and standards

126. There are poor achievement rates for all programmes. Over the past three years, only one foundation modern apprentice out of the 13 starters completed the full framework. Over the same period, only four out of the 14 advanced modern apprentices completed the full framework. There have been no framework completions since 2000-01. Achievement of key skills is poor. Most learners have achieved just one key skills award, or none at all.

127. Retention rates are satisfactory for all programmes. The retention rate for advanced modern apprentices over the past three years has improved from 20 per cent to 86 and 80 per cent, respectively. Retention rates for foundation modern apprentices over the past three years have generally been satisfactory. The retention rate for the small number of level 2 NVQ learners was good in 2001-02, but has been unsatisfactory since then.

128. Many learners develop appropriate business administration and personal skills and gain in confidence. Some have achieved positions of responsibility in their workplace. One learner has produced good-quality information leaflets, which are distributed by their employer. In another example, an adult learner, working in a specialist medical centre, has developed an effective knowledge of medical terminology and related administrative processes that will help their employment in the health sector.

129. HALS has recently identified that those learners who start paid employment during their training are significantly less likely to achieve on their programmes. Recent strategies have been introduced to tackle this problem, but it is too early to make a judgement on their effectiveness.

130. Current learners are making slow progress within their programme. Only four of the 17 learners on NVQ programmes have achieved more than one unit of their NVQ. Most learners who have been on programme for a year have achieved no, or only one, unit of their NVQ. Learners comment on how the slow progress demotivates them. Attendance on programmes is generally satisfactory.

Quality of education and training

131. Learners benefit from good pastoral support, a strength identified in the self-assessment report. Each learner has a trainer and a personal support officer, who are jointly responsible for the welfare of the learner. Learners find this support valuable in enabling them to solve problems which may affect their training. Staff react sensitively to learners' personal needs, dealing quickly with problems and referring learners to external agencies for help. One learner, who had to take extended leave from the training programme, was supported during her time away and given effective support to continue with training on her return. Trainers have helped learners who have financial difficulties, by arranging financial help from work placements and subsidising childcare services.

132. There is very effective communication with employers. Employers are given clear guidance on how to support learners in their NVQ programmes. Most are aware of the requirements of the programmes and know how to help learners gather evidence. Trainers meet with workplace supervisors on every visit and discuss learners' progress. Learners feel confident that they can discuss matters which may affect their training with workplace supervisors. Employers ensure that learners experience a wide range of relevant work activities. Trainers and employers meet regularly to effectively deal with any problems that occur. Learners benefit from early detection of problems and most are resolved quickly and effectively.

133. Off-the-job training is satisfactory. Lessons are clearly planned and there is good rapport between trainers and learners. Some of the teaching methods lack variety. Learning resources are satisfactory. Learners have satisfactory access to computers and relevant software. Textbooks for administration are provided, but learners do not have personal copies. Learning environments are appropriate and have a satisfactory standard of equipment. The furniture in training rooms is modern but there are no posters or materials relating to administration displayed on the walls.

134. There are weak assessment practices in the workplace. Learners have had several changes of assessors during their programme, although a permanent member of staff has now been appointed. Learners are not assessed often enough in the workplace. For example, advanced modern apprentices are scheduled to have assessment visits every four weeks, but receive visits on average once every two months and one learner has not been visited at work for four months. Assessment practices have improved recently, but it is too early to assess the impact of this. Portfolios contain sufficient evidence that covers a satisfactory range. Although learners collect sufficient evidence, final assessment of their evidence is not carried out often enough. Assessment feedback given to learners does not indicate sufficiently how they could improve their performance. Many learners,

particularly on the adult programmes, have poor access to their portfolios and are unclear as to how and when they will be assessed.

135. Key skills training and assessment are ineffective. There is no clear overall strategy for key skills. Some key skills training has taken place but it has not been effective in helping learners to achieve key skills awards. Of the 13 modern apprentices who received training in preparation for IT key skills tests, four passed and nine failed. Key skills assessment has been weak and is left to the end of programmes. Learners have an inadequate understanding of the purpose of key skills and what is required to achieve them. Feedback on key skills evidence in portfolios is not sufficiently detailed and does not always indicate what the learner must do to improve. Action-planning after key skills assessment is ineffective. Not all staff have the competence or feel confident to teach all the required key skills.

Leadership and management

136. The identification of staff training needs is not currently part of a formal process. The small business administration team maintain effective informal communication that ensures mutual support in developing tutors' skills. Regular staff meetings are used to share good practice. Meetings do not sufficiently focus on programme management to ensure the development of strategies to improve overall learner achievement. Data are not used sufficiently to identify trends or set targets.

137. Staff were aware of the self-assessment report but not sufficiently involved in contributing to its development or the overall grade for business administration. Learners' views are collected and issues raised are actioned as appropriate. The views of learners are used to develop the self-assessment report but this is not always as part of a formalised process. There is no similar system to gauge employers' views.

138. Internal verification of business administration programmes is satisfactory. Sampling is carried out at regular intervals and, although lacking in detail, written feedback is given to staff.

139. The promotion of equal opportunities is satisfactory for learners on administration programmes. Learners are clear on both their rights and their responsibilities towards others. The procedure for making complaints and appeals is well known and all learners are aware of what constitutes bullying or harassment. Learners on business administration programmes come from a diverse range of backgrounds, which reflects the local population.

140. All learners receive an appropriate initial assessment of their literacy and numeracy skills. Support sessions are negotiated and agreed with the learners. Language skills are insufficiently assessed and supported. The lack of language support for one learner is significantly contributing to their slow progress in achieving programme aims. Learners' prior achievement is not always effectively assessed during initial assessment.

Information and communications technology	3
Contributory grades:	
Adult and community learning	3
Work-based learning for young people	4
learndirect	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good success rates for learners on commercial courses and **learndirect** provision
- good physical resources for adult and community learning
- particularly effective pastoral and jobsearch support for learners

Weaknesses

- poor retention and achievement rates in work-based learning
- inadequate use of initial assessment in adult and community learning, work-based learning and commercial courses
- insufficient monitoring of learners' progress in adult and community learning
- ineffective management of some aspects of the curriculum

Achievement and standards

141. Learners on **learndirect** provision make good progress, with 80 per cent completing their courses, most within the agreed completion date. The learners on commercial courses have consistently shown very good rates of achievement. Over the past four courses, the achievement rates have been between 67 and 83 per cent. Learners on web-based courses develop good individual learning skills and plan their learning progress well. Work-based learning retention rates are low at 45 per cent, but the rate for NVQ level 2 learners is satisfactory, at 66 per cent. Since 2002, achievement rates have been poor, with only one learner out of 26 achieving an NVQ level 1 and four out of 24 achieving at level 2.

142. The achievement of learners on community-based provision is not systematically assessed or recorded, but the learners enjoy their learning, gaining new skills and the access it gives them to new technologies. They are enthusiastic and attendance rates were satisfactory at the lessons observed. However, at one drop-in centre attendance was poor, with 22 learners out of 36 having not attended in the last four months. There are no retention or achievement data available for community-based provision.

Quality of education and training

143. There are good physical resources for community-based learners. Most accommodation is well decorated, clean and comfortable, with appropriate furniture and air conditioning. Classrooms are welcoming and the atmosphere is conducive to learning. Computers and other hardware are up to date and in some cases state-of-the-art. There are sufficient computers for the number of learners and most software is of industry standard. Computers are networked and in most cases have internet access. A small local area network is provided to facilitate a range of specialist print and web courses. Specialist software, equipment and furniture for people with learning difficulties are also provided at some venues. The quality of most learning materials is satisfactory, with the best being clear, well produced and suitable for learners to study with outside the classroom. A few materials, however, are old, out of date and poorly produced. Some centres have screen projection facilities which are used effectively for demonstration, especially for beginners. Tutors are experienced and knowledgeable, although not all are qualified teachers. An in-house training course for unqualified tutors will start shortly to help staff update their skills.

144. Tutors are aware of individual barriers to learning and provide particularly effective pastoral support for all learners. Tutors have developed good partnership arrangements to provide learners with specific help. For example, one work-based learner was provided with extra funding to help with clothing and personal hygiene. One learner was helped to overcome her substance misuse problems. Another learner who suffers from emotional and behavioural problems is provided with counselling sessions. The tutors keep detailed records of these support activities and monitor learners' development systematically and thoroughly. At their regular visits, assessors of work-based learners give particularly effective advice to learners and their workplace supervisors on how to collect evidence for their qualifications. Community-based programme support officers and **learndirect** tutors provide good jobsearch support.

145. For work-based learners, work-placement providers are highly supportive. They provide books, further training and additional challenging projects to extend the learners skills. Learners are treated as valuable members of the workforce and participate fully in workplace events. Work-placement providers are aware of the learning and social needs of the learners. One employer altered a learner's starting and finishing time so that the learner could attend to his family responsibilities. Another found a further placement for a learner to enhance his income and then assisted him with personal budgeting.

146. **learndirect** tutors review the progress of the learners who do not attend learning venues, and contact them by telephone and e-mail when their rate of progress slows. **learndirect** centres pay fees for those courses which are not free under the hub's charging policy.

147. For most community-based and work-based learners there is inadequate use of initial assessments. The individual needs of these learners are not always thoroughly identified and recorded. For example, not all learners have their literacy, numeracy and language needs assessed. When individual learning needs are identified at learning sessions, the information is not used to plan the learners' programmes. Some learners on community

and commercial courses receive initial assessment, in the form of an ICT 'skills audit'. However, for those learners with previous ICT skills, the result of this audit is not used for individual target-setting or to plan their learning. The programmes for these learners do not take into account the employment-related needs of the individuals and some learners are not acquiring skills appropriate to their work. However, the initial assessment for **learndirect** learners is satisfactory.

148. The progress of most learners on community-based programmes is not adequately assessed, monitored or recorded. There is insufficient formative assessment. In most cases, learners are given adequate feedback during the learning sessions. However, the learners do not get adequate feedback on their rate of progress on the course, or what they need to do to improve their skills. Most learners do not know what progress they are making.

149. Ninety per cent of observed teaching and learning was satisfactory or better, and 38 per cent was good or better. In the better sessions, tutors built particularly close working relationships with learners and effectively helped learners to overcome their obstacles to learning. They paid good attention to the differing needs of individual learners. For example, some learners were encouraged to practise keyboarding exercises before the start of the session, to allow time for those with childcare responsibilities to arrive. In the poorer sessions, learning was badly planned, with unclear learning targets and insufficient checking of learning. Some tutors did not demonstrate keyboard techniques effectively.

150. The range of courses and modes of learning are satisfactory. However, there is not enough outreach provision and no systematic research of potential learners' needs. Courses are available at learning centres in the east of the borough, where HALS targets its initiatives to support the most disadvantaged. Courses are run throughout the day, in the evening and at weekends. However, not all centres are open all of these times. The **learndirect** centres support learners who work from home. Community-based courses are available for beginners, and at levels 1 and 2, at different centres. Some progression routes exist within the community provision and the local further education college provides further progression opportunities. Most courses concentrate on the popular desktop packages. There are also a small number of technical support courses, such as the internet, and web and print design. There are special ICT courses at entry level and at level 1 that are for learners whose first language is not English. There are also special courses for older learners, and those who are apprehensive about using computers. There is also a small amount of commercial training for Haringey Council's staff.

Leadership and management

151. The management of ICT is fragmented and the promotion of learning opportunities is not systematic. Some learners at beginners' level were attempting level 2 courses and were unaware of more appropriate provision at a nearby centre. There is no co-ordination or sharing of best practice across community-based provision, work-based learning, **learndirect** and commercial provision. The tutors for community-based provision meet regularly, share good practice and are kept informed of developments by e-mailed minutes. However, tutors in the remaining provision are not a part of this process. Roles

and responsibilities are not well defined. Some ICT tutors are unclear who is responsible for initial assessment of learners' needs, or for promoting equal opportunities at the induction stage. Responsibility for planning, marketing and promotion of work-based provision is insufficiently clear. Some management policies are insufficiently developed. For example, there are no procedures to follow up non-attendance of learners so as to encourage the continuance of learning. There is insufficient observation of classroom teaching and learning as well as other key processes such as initial assessment and progress monitoring. A generous staff development scheme enables staff to update their skills and to enhance their personal development. However, there is insufficient monitoring of staff performance to influence the planning of staff development and too few ways of sharing newly acquired skills or expertise across the whole staff team.

152. The self-assessment report for this area of learning is descriptive rather than judgmental. The work-based learning self-assessment report did not identify some key weaknesses such as poor retention and achievement rates. HALS has made insufficient use of data across the ICT provision to aid in developing and improving the quality of ICT programmes.

Visual and performing arts and media	3
Contributory grades:	
Adult and community learning	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good development of learners' personal skills
- wide range of good learning resources

Weaknesses

- inadequate recording of learners' progress
- unsatisfactory course management

Achievement and standards

153. Learners' personal skills are developed well. Learners quickly recognise the improvements in their skills, in ways such as using specific creative computer software or by making garments of good quality that they wear. Learners who have little natural ability develop dance skills and are soon able to move rhythmically and quickly. Learners learn to perform the steps correctly. Computer courses broaden learners' potential employment skills. Learners improve their English language skills using informal listening and speaking opportunities to increase their vocabulary as they learn vocational skills. Learners' improved confidence enhances their co-ordination, language skills and job prospects. Many learners repeat courses to improve on their previous standards. Learners' improvements are not formally measured or recorded. There is no analysis of numbers who achieve their learning goals, or of the proportion of learners who stay for the planned duration of the courses.

Quality of education and training

154. A wide range of good-quality learning resources is available to learners. There are extremely good industry-standard computers for learners to use. Short courses are focused on a variety of software for creative use, such as website design and building. Learners have a good view of large screen images to demonstrate tasks on computers that they can copy. There is a safe and non-slippery sprung wood floor for dance classes, in a large mirrored studio. A variety of sewing machines is available for learners' use, include overlocking, domestic and industrial machines. Learners based at Wood Green are invited to drop into the centre at specific additional times to use the computers with the support of the course tutor. There are good communication links with staff at the centres where classes are held to make sure that learners' needs are met. The community learning co-ordinator visits centres weekly and conducts more formal monthly meetings. Courses are very visibly promoted locally in libraries, schools and the learning centres, by means of

HARINGEY ADULT LEARNING SERVICE

banners, brochures and leaflets. Enquiries are followed up with information sent to potential learners' homes.

155. The standard of teaching is satisfactory. Tutors have good expertise in the skills that they teach. They explain tasks clearly and demonstrate them well. Tutors' demonstration of skills inspires learning. Some of the tutors have teaching qualifications and all have satisfactory experience of their subjects. Some of the lessons are well planned. However, some of the tutors are not trained or qualified to teach. Tutors are patient with slower learners and give effective individual attention to meet learners' needs as they become apparent.

156. Learners enjoy the content of the classes and the experience of learning with people who have similar interests. Most of the classes are designed as an introduction to a subject. Learners are extremely enthusiastic about the courses and recommend them to their friends and relatives. Many learners attend two or more classes each week. Learners develop new skills for personal interest, to gain more challenging employment or to use socially. One learner has started a drama group and is learning video editing techniques to produce good-quality performance highlights.

157. Most learners have access to sufficient support. Tutors have a comprehensive information pack, containing guidelines on policies and procedures, which they use to refer learners to alternative courses and support provision. Pastoral support is available for learners. The courses are practical and learnt by copying the tutor and practising. Current learners do not seek additional support. They enjoy helping each other to learn the basic skills of each topic. There are inconsistencies in the level of support for some learners, for example in childcare and drop-in facilities. There is no emphasis on learner punctuality. Learners often arrive late for classes. Tutors give extra support to learners who arrive late by coaching them during the time that other learners are practising.

158. There is inadequate recording of learners' progress. This is recognised in the self-assessment report. Initial assessment is by informal discussion with the tutor before enrolment. The discussion is not used to develop an individual learning plan for each learner. The outcome of the discussion determines learners' eligibility for the course. Learning targets are unspecific, for example to design a website without including detail such as how many pages, features or methods. Learners record the level of skill they believe they have at the start of their course. Their progress is not reviewed against individual aims and objectives. There is no record of the quality of learners' work. Learners record their knowledge of the course subject against a six-point scale as they do at initial assessment. This provides a very poor record of skills development. Tutors assess learners carrying out the tasks they are taught, but do not record this activity.

Leadership and management

159. Some features of course management are unsatisfactory. This is partly identified in the self-assessment report. Course outlines often consist of a list of topics to be covered, not a scheme of work that can be adapted to suit individual potential and learning styles. The provision is not well co-ordinated and new staff roles have been created to overcome

HARINGEY ADULT LEARNING SERVICE

this weakness. A new set of forms and procedures have been introduced but they are not yet used by all staff. It is too early to assess the impact of these new developments on the quality of the learners' experience. Community-based tutors are paid to attend staff development sessions. Staff are not sufficiently aware of how many learners achieve their learning goals or the proportion of learners who complete the courses they start. Learners often arrive late, disrupting classes. Work files have not been provided for all learners. On one occasion, the software required for a course was not ordered in time for the first few weeks of the course.

160. Learners come from a wide range of social groups and cultures that is very representative of the local community. Staff and learners treat each other with respect and diversity is valued. Learners who have a poor understanding of English do not receive additional support to ensure their understanding of induction information. There is no evaluation of initial assessment, induction or the quality of teaching. All learners sign an induction checklist. Some learners do not recall being made aware during induction of complaints or evacuation procedures. Sessional tutors' work is not appraised. Staff attended meetings in preparation for the self-assessment report which partly identified the weaknesses found by inspectors. The strengths in the self-assessment report do not take sufficient account of the quality of learning.

English, languages & communications	3
Contributory grades:	
Adult and community learning	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good development of personal and social skills
- some good teaching and learning

Weaknesses

- inadequate resources on half of the courses

Achievement and standards

161. There is good development of learners' personal and social skills. Tutors promote positive relationships, which help contribute to effective team building. Learners come from a wide range of social and cultural backgrounds. In lessons they work at pair, group and whole-class activities, during which they develop confidence and assertiveness. They learn to appreciate and value the contributions of others in the group and how to support them. For example, one session on preparing for interpreting assignments involved role-play. Learners were given good advice on how to give constructive criticism, how to evaluate each other's performance and how to evaluate their own performances. In foreign language classes, learners acquire a good range of vocabulary in a short space of time. Learners' attendance is very good. During inspection week it averaged 82 per cent.

Quality of education and training

162. The standard of teaching and learning observed in two-thirds of the sessions was good or better. The remainder was satisfactory. Most lessons are well planned and have clear objectives. Good links are made with previous sessions. Lessons comprise a good range of challenging activities, usually with a good balance between those that are led by the tutor and those centred on the learner. Tutors employ effective teaching methods. For example, in one lesson, as a warm up exercise, the learners chose a sweet. Depending on the colour of their chosen sweet, they had to reply to a question displayed on a flip chart. This prompted a very lively and humorous discussion. In language lessons, tutors make good use of the language which is being studied and use it to introduce new vocabulary or concepts. In the introduction to British Sign Language course, the tutor began the lesson with the register and for this she signed the learners' names. The pace of the lessons is generally good and the tutors succeed in creating a relaxed yet purposeful atmosphere, which encourages learning. Learners understand and learn new material quickly and confidently. They are not afraid to try out new vocabulary. They are very attentive in class and work hard. There is frequent checking of learning and support for individual learners.

163. Tutors are appropriately qualified. Language tutors are native speakers. All tutors are experienced and have teaching qualifications or are working towards them. Teaching materials are satisfactory and adapted to meet the needs of the group. However, some teaching rooms are not suitable. One is too small for the group size and becomes very airless. Learners are unable to move around and this limits their range of activities. Another is affected by noise from the neighbouring classroom where school-age children are present. Tutors on language courses do not have sufficient access to cassette players and in one room, the whiteboard is too low and too small. Key vocabulary and phrases cannot be displayed for any length of time and learners have difficulty in seeing what is written on it. Half the rooms do not contain an overhead projector. One tutor lacks essential equipment such as a board rubber.

164. Assessment is satisfactory. All tutors have access to the standardised forms used at enrolment, which identify most of the learners' needs and which also give a rough indication of their level of knowledge. For the community interpreting course, there is a very thorough pre-enrolment assessment during which potential learners are interviewed and given tests of written and spoken language. For other courses, assessment is by informed questions and answers during the first session and it is not recorded. Homework is set regularly and tests are given at appropriate intervals. Learners usually record weekly what they have learnt and are aware of the progress they are making in most instances. Some tutors also make written comment on learners' progress. Tutors also use question and answer sessions and monitor group and pair work activities to assess progress but the results are not usually recorded.

165. The quality of pre-course information and advice is satisfactory. Course publicity and written information about courses is presented in a clear and colourful format. All key marketing materials are available in a range of community languages and formats on request. A course outline for all courses is available to all teaching staff. There are unsatisfactory arrangements for enrolling learners onto the programme. This was identified in the self-assessment report. Many learners on language courses have expressed strong concerns about the enrolment process. Learners receive good individual support in classes from their tutors. Tutors tackle lateness in a sympathetic yet firm manner. If a learner is absent, the tutor or a member of centre staff contacts the learner by telephone and this is followed up with a letter. Opportunities for progression, usually to programmes offered by other providers, are pointed out to learners by tutors.

166. The programme area is new and the current range of courses is too narrow to meet the needs of learners. All courses except one are held at one learning centre and there is only one daytime course running. Nearly all courses are currently at beginners' level and accreditation is only available on one course.

Leadership and management

167. There is satisfactory communication between tutors and the community learning co-ordinator by e-mail, telephone and letter. Meetings of the community learning team are held monthly and on two separate occasions in order to allow the maximum number of

HARINGEY ADULT LEARNING SERVICE

staff to attend. The outcomes of these meetings are well documented. Tutors on partnership-run courses do not attend these meetings and do not feel part of the adult and community learning team. These meetings are used as a forum for sharing good practice. There is currently no curriculum leader.

168. Tutors show a good understanding of equality of opportunity and use suitable learning materials. They monitor their classes effectively and promote understanding by raising awareness of relevant topics in teaching sessions. Learners' rights and responsibilities are made clear at induction and most learners have an appropriate understanding of them.

169. All tutors receive a tutor pack containing quality assurance paperwork and standard forms. These forms are completed by most tutors. There is currently no formal system of lesson observation. Informal visits to classes are made and records of these are kept, but these are not yet graded nor do they identify training needs. However, tutors are given written and verbal feedback. A new system for teaching and learning observations has been introduced, but it is too early to judge its effectiveness. Programmes are planned in response to learners' needs. These needs are identified from a variety of sources such as informal contacts with centre staff and learner questionnaires. There have been no retention and achievement targets set in this curriculum area.

170. Data are not routinely used to monitor and evaluate the effectiveness of the programme. During the inspection it was not possible to obtain relevant and reliable data on achievement and retention. Only two of the five teaching staff who work in this curriculum area contributed to the self-assessment report. The other staff are employed by partnership providers and were not consulted.

Foundation programmes	4
Contributory grades:	
ESOL E2E Pathfinder: grade 2 Jobcentre Plus: grade 5 Adult and community learning: grade 4	4
Entry to Employment	4
Learners with learning difficulties and/or disabilities	3

The following strengths and weaknesses were identified during this inspection:

ESOL

Strengths

- innovative, effective and well-managed programme for refugees and asylum seekers
- much recent effective action to build tutor capacity in the community

Weaknesses

- poor job outcomes on Jobcentre Plus programmes
- much unsatisfactory teaching, particularly in Jobcentre Plus provision
- insufficient development of language skills
- weak initial assessment
- inappropriate programmes to meet the needs of Jobcentre Plus and adult and community learners
- weak management of Jobcentre Plus and adult and community learning provision

Achievement and standards

171. The achievements and standards of learning are good in the E2E pathfinder project. Just over half the learners progressed very rapidly, within five months, to college courses. They are well motivated. Retention rates are good, as are attendance and punctuality. Most learners make progress within levels and many have taken up vocational courses with HALS or a local college. Good-quality work placements and work tasters are arranged for the learners when they are ready. In addition, learners develop and practise their language skills in many social contexts such as educational trips and playing football in local teams. A small number of learners have found part- or full-time employment. Learners produce good work.

172. There are satisfactory gains in confidence for most ESOL learners. Most learners have arrived recently in this country. They improve their spoken English in social contexts and learn to operate more effectively in their daily lives, such as finding their way round the London Underground. School-based ESOL learners make good progress in developing their confidence and gain sufficient skills at a basic level to talk to their children's teachers

and make appointments. Some are able to find out about other opportunities available to them.

173. There is insufficient development of language skills for learners in the adult and community learning and Jobcentre Plus provision. Learners are not set challenging targets. The targets in their learning plans are not specific. Many learners continue on the level at which they started. Some highly qualified learners are not challenged enough. Learners' progress is not monitored adequately. Learners do not achieve any language-based qualifications except Wordpower. Wordpower is no longer compatible with the new national standards for adult literacy. The standard of written work produced in classes is unsatisfactory.

174. Achievement rates on Jobcentre Plus programmes are unsatisfactory. Job outcomes are poor. From April 2002 to date, only 16 per cent of clients have had a positive outcome, compared with the Jobcentre Plus target of 25 per cent. Three learners gained full-time jobs, five got part-time jobs and a further three have gone on to further education and training. Nine per cent of the learners achieved full Wordpower accreditation. Attendance and punctuality are monitored thoroughly and are satisfactory. Only a few learners develop effective independent learning skills. Many do not develop their pronunciation skills well enough to make themselves understood to prospective employers.

Quality of education and training

175. Much teaching is unsatisfactory, especially in Jobcentre Plus provision. Forty-two per cent of the teaching was unsatisfactory and 42 per cent was good or very good. Teaching is poorly planned, has no specific learning objectives and does not take account of individual learner's needs. Many lessons had no lesson plan and no targets for the learners. There is no planned use of differentiated materials to meet the needs of mixed-level learners.

176. In most teaching, the focus is too much on teachers' performance and not on the learning outcomes for the learners. The teachers do not focus sufficiently on the standards learners should be reaching in the lessons. There is an over-reliance on worksheets and grammar books, some of which are inappropriate for the level of learners. Tasks are not contextualised or explained clearly to the learners. Teaching is often not challenging for most learners. It is dull and slow paced. It does not stretch the more able learners. For example, a young learner who had been attending classes for several months was asked to write eight sentences about himself in the next few weeks, an exercise which took no account of progress this learner had already made. In a few lessons in schools and in the E2E pathfinder project, learning aims are more specific and learners get plenty of opportunity to practise and consolidate newly learnt structures.

177. Teaching and learning resources are satisfactory. Some of the worksheets are old, dull and uninspiring. Some are dated and have stereotypical images of people from minority groups doing manual jobs. The new ESOL core curriculum resources are available but most teachers do not use them. The classrooms vary in quality. Some rooms

HARINGEY ADULT LEARNING SERVICE

are pleasant, with colourful and informative displays but others are dull and have old posters. In one session, the noise from an adjoining room was intrusive and made it difficult to hear learners' replies and to hear fine differences in pronunciation. There is no internet access for learners at the Annexe and no computers on which to practise their IT skills. Many tutors are inexperienced and recently qualified. Few teachers have teaching qualifications. A staff development plan seeks to ensure that all tutors are working towards the level 4 subject-specific teaching qualification.

178. Initial assessment practice is weak. It fails to identify learners' existing knowledge when they start a course, particularly their level in the four language skills of reading, writing, speaking and listening. Learners' aptitude, motivation, learning style, prior learning experience, time available to them and possible language learning opportunities outside of the classes are also not explored. Initial assessment results are used to allocate learners to a group but not to help in the planning of courses, lessons or schemes of work. There is no follow-on diagnostic assessment. The ESOL core curriculum is not used to develop a scheme of work relevant to the learners' needs.

179. Individual learning plans are weak. Few learners have detailed plans or specific, measurable targets against which non-accredited achievement and progress can be monitored and recorded. The plans are not used to update learners' achievements or to set new targets.

180. There is little formal assessment of learners' work. Much assessment is ongoing, subjective and not recorded. There are no agreed assessment criteria to move learners from one level to the next. Marked work contains few constructive comments to inform learners of their progress or give guidance on how they could improve. Assessment of portfolios is not sufficiently thorough and there are no comments on the portfolios by the assessors, or internal and external verifiers.

181. The programmes are inappropriate for the needs of Jobcentre Plus and adult and community learning learners. The range of programmes is narrow. HALS only provides classes at entry level 1 to entry level 3. There is no provision for learners at level 1 or above. Many of the learners are capable of study at level 1 but have no opportunity to progress to a class at this level. There are no evening classes on offer. There are no intensive short courses to meet specific needs of learners. There is no workshop or drop-in facility for learners to develop and reinforce their skills independently.

182. Jobcentre Plus courses and programmes do not meet the needs of the learners. The focus of the courses is on developing language skills first and then job-seeking skills. The learners on entry level 1 and 2 do not do jobsearch. On entry level 3, staff do jobsearch activities with learners as a separate session. Employment officers teach jobsearch skills and other teachers do not see this as their role. Staff members do not encourage learners sufficiently to develop their own skills in looking for jobs. The programmes run on a roll-on roll-off basis, but new learners are not effectively integrated in classes. There are very few alternative activities such as work tasters or work placements to motivate learners. They have no opportunities to gain qualifications in areas such as food hygiene, first aid or health and safety that could enhance their chances of getting jobs. Staff have not identified

HARINGEY ADULT LEARNING SERVICE

core employment skills and possible jobs. Learners have no alternative learning opportunities when their funding period ends. The onus is on the learners to find a job or further training and inform the provider. Some learners have requested more classes after their funding period ends but they have not been allowed to continue or been offered alternatives.

183. ESOL classes in the community are also narrow in their offer. Most schools have only one class and learners are taught as a mixed-ability group.

Leadership and management

184. There has been much recent effective action to build the capacity to run ESOL courses in the community. HALS has successfully set up an infrastructure from which ESOL can be further developed. Some examples include the production of joint publicity for the provision and the linking of ESOL, literacy and numeracy and ICT on courses. A course in helping in school for volunteers will increase the number of tutors in the community. The achievement rate on this course so far is very good, at 81 per cent. There are very effective links with the local Somali community group. HALS provides professional support and training for a Somali tutor and contributes financially to the centre's running. This has enabled the tutor to provide effective ESOL and bilingual family learning.

185. The leadership and management of ESOL programmes in Jobcentre Plus and adult and community learning are weak. There is inadequate quality assurance of programmes and little sharing of good practice. Most teachers do not evaluate the effectiveness of their lessons. There are no observations of teaching and learning. There is no overall review of programmes to establish if the existing offer is still meeting the needs of the learners.

186. Professional support to tutors is ineffective. There is insufficient staff development focused on classroom practice. Cover arrangements for staff sickness and absences are inadequate. Many classes were cancelled during the inspection. There is insufficient planning for meeting local ESOL needs. Many learners are waiting to start classes. There are too few teachers in community classes. Teachers' understanding of equality of opportunity issues is sometimes narrow. Inspectors found several examples of staff patronising learners and having low expectations of them. Learners also have a poor understanding of equal opportunities and do not recall their induction on the topic. They do not know that they have legal protection from harassment and discrimination.

The following strengths and weaknesses were identified during this inspection:

E2E roll-out

Strengths

- very good progression for Life Skills learners
- good-quality work placements for level 1 learners
- good pastoral support for learners

Weaknesses

- much unsatisfactory teaching and learning
- ineffective progress reviews
- poor support for literacy and numeracy development
- inadequate planning and promotion of E2E
- insufficient monitoring of equal opportunities in the workplace

Achievement and standards

187. In 2002-03, a very good proportion, 65 per cent, of the 29 learners who started the Life Skills programme progressed to further education, training or employment. Many went on to level 1 NVQ courses either with HALS or other local providers. The employment they found included retailing, nursery work and painting and decorating. Three learners achieved units towards a basic computer literacy and information technology qualification and HALS's Life Skills certificate for their overall performance on the programme.

Quality of education and training

188. Learners on level 1 programmes gain work experience in a range of good-quality work placements. Placements are well matched to learners' needs and career aspirations. Employers are supportive and show a commitment to training and good practice. Learners have access to good resources relevant to their NVQ and have appropriate opportunities for assessment and evidence collection. One learner, for example, who is working in a company that publishes a youth magazine, is able to use a wide range of up-to-date software and hardware. Another learner is working in an office of the local NHS mental health service. The previous learner placed there has recently been offered and accepted a full-time position. Learners are regularly reviewed at work and employers or supervisors take part when possible.

189. There are not enough opportunities for all learners to take part in activities to enhance their personal development and widen their range of experiences. Some enrichment activities have taken place, such as a stay in France earlier this year and, more recently, some learners visited a theatre. However, learners' experiences are mainly classroom-based, working in very small groups, and the programme does not always meet their individual needs.

190. Pastoral support for learners is good. Many learners have social needs that could prevent learning and progression. Some learners have missed much compulsory education. Learners appreciate the support that tutors and other staff offer them at the centre. Additionally, all learners have a designated programme support officer who offers personal support throughout the programme, assists with progress reviews and sets up work placements and tasters. HALS's staff have good contacts with a wide range of external agencies and refer learners for specialist advice and guidance. However,

HARINGEY ADULT LEARNING SERVICE

Connexions personal advisers, who are the main referral source for the E2E programme, offer little support for learners on the programme.

191. There is much unsatisfactory teaching and learning. Of the five observed sessions, three were unsatisfactory and two were satisfactory. None was good or better. There is not enough activity-based learning. Few sessions were based around projects and activities designed to engage learners fully. Trainers showed little innovation or initiative during sessions and learners thought that many sessions were boring. Too much use was made of worksheets. Learners' portfolios and folders contain few examples of their own work. Some worksheets are poorly presented and are not relevant to learners' interests or aims. There is some poor classroom management. In one session, the last learner arrived about 50 minutes after the scheduled start time. The trainer did not challenge learners who arrived late.

192. Progress reviews are ineffective. Individual learning plans, as used for Life Skills learners, are incomplete and only a few show targets or milestones. Few learning plans contain information about arrangements for providing learning support. Progress review paperwork does not refer to the individual learning plans and does not contain realistic targets. Many agreed action points are vague and written in a way that make them difficult to measure. One action point, for example, was 'try to cut down on smoking' and another was 'improve attendance'. There is little co-ordination of the reviews by trainers and those of programme support officers. Connexions personal advisers have little input into the review process.

193. Support for literacy and numeracy development is poor. The results of initial assessment are not always used as the basis for planning learning to meet individual needs. There is little individualised literacy or numeracy teaching and no learning materials to cater for learners with different abilities. All learners take part in the same literacy or numeracy sessions and complete the same assignments and worksheets. In one numeracy session, the work was at a level which was too high for many learners. Some learners were unable to answer any questions accurately. In a literacy session, some worksheets contained poor use of language and were grammatically incorrect. There is poor recording of progress and inadequate individual learning plans. The frequency of progress reviews does not always conform to E2E requirements. Learners complete many worksheets, but few are relevant to either their NVQ or their interests. One worksheet about the use of commas drew on examples that would be unfamiliar to most learners. One learning support trainer has not attended any training in the new literacy and numeracy curricula.

194. Resources are satisfactory. Classrooms are small but adequate for the size of groups. Rooms are well decorated but do not have displays of relevance to learners. There are few examples of learners' work displayed. Learners have access to computers, although they were not used during observations other than in level 1 sessions. Learners complain of the lack of recreational facilities during breaks.

Leadership and management

195. Leadership and management are unsatisfactory. There is inadequate planning and promotion of E2E. Some members of staff do not have sufficient knowledge and understanding of E2E. One trainer, for example, incorrectly thought that new learners were to be transferred to a level 1 programme after the first six weeks. Insufficient time has been incorporated into trainers' and managers' timetables for regular meetings to improve the curriculum content and the sharing of good practice. There is little cohesion of topics between learning sessions. There has been little planning of activities to enhance the curriculum, and a lack of understanding that activities should also include level 1 learners. Learners on level 1 NVQs are not aware that their NVQ is part of their E2E programme. The E2E programme has not been promoted effectively to employers. Although the programme started in early August 2003, employers have little information about the programme and the flexibility that it offers to them and their learners. Teaching staff are still placing old paperwork into new learners' files instead of using the new E2E Passport documents.

196. There is insufficient monitoring of equal opportunities in the workplace. HALS's staff collect employers' equal opportunities policies. However, there is not enough monitoring and HALS's approach is generally reactive. There is little reinforcement of equality of opportunity for learners on work placements.

The following strengths and weaknesses were identified during this inspection:

Learners with learning difficulties and/or disabilities

Strengths

- good retention rate
- good teaching and learning

Weaknesses

- weak initial assessment
- incomplete written records of learners' progress
- ineffective monitoring of subcontracted provision

Achievement and standards

197. The retention rate is good. The target set for retention in 2002-03 was 75 per cent and 84 per cent was achieved. The retention rate for 2001-02 was 95 per cent and for 2000-01 it was 91 per cent. Learners choose for themselves whether they wish to attend and continue on a programme. For one group with moderate learning difficulties and a short span of concentration, a drop-in facility is available so they can come and go as they wish. In spite of the relaxed attitude to attendance, learners attend regularly and throughout the programme. Learners are extremely pleased to resume classes after the long summer break and are disappointed that classes have to stop at all.

198. Achievement is satisfactory. Learners are very clear about their individual attainments. Learners learn new skills such as how to sew, knit, crochet, paint, act and dance. In several cases, learners with no experience of such activities have now reached reasonable or good levels of proficiency. Some work of a very good standard is produced. Some examples include extremely detailed and well-finished embroidery and paintings. Social and personal skills are developed, such as personal hygiene, team-working and time-keeping. Learning of soft skills, such as communication, is stimulated by drama sessions. Learners' development in these areas is clear. Learners are challenged and respond well to support and encouragement from teachers and each other. One learner has helped to teach another how to cook advanced dishes.

Quality of education and training

199. Eighty per cent of the teaching and learning was good or better. Teachers plan sessions very well and employ a good variety of teaching methods to interest the learners. The teachers are experienced practitioners and they convey their enthusiasm extremely well. They demonstrate techniques in an easily understood manner and use effective questioning to motivate learners. Teachers use appropriate strategies to develop and reinforce learning. There is encouragement of peer learning. The learners interact well and focus on the tasks given. There is mutual respect and a good rapport between teachers and learners.

200. Initial assessment is weak. It does not take fully into account learners' individual, social, financial, personal and learning needs. There is no formal assessment of literacy, language or numeracy ability. Tutors personally know many learners and are aware of their individual needs, but such information is not routinely recorded. They also informally gather information from other staff. However, this is not in a format that allows it to be used to plan appropriate individual programmes of study. Some learners are unable to derive maximum benefit from the programme and to receive support as and when required. For example, some learners are late for class because of travel difficulties. Tutors are unaware of this and are therefore unable to plan learners' programmes to take account of this problem.

201. There are incomplete written records of learners' progress. It is difficult to judge how far the learners have progressed. Reviews are infrequent. Learners are set targets that are reviewed at the end of the year. There are no records of any formal assessment or ongoing reviews. Some targets are generic and descriptive, such as 'get better'. Where set, targets do not usually have timescales for completion to ensure that progress is made at an appropriate rate and to allow learners to engage in personal planning. Learners do not get detailed advice and guidance on their future plans for study and progression. They do not have a named personal tutor to meet their support needs. There is insufficient literacy, language and numeracy support. Some teachers attempt to give assistance during sessions but this is unsatisfactory because of lack of time, lack of appropriate learning materials and competing demands of other learners. No individual support sessions are timetabled.

202. Resources are satisfactory. Most staff are appropriately qualified and experienced. Some do not hold teaching qualifications but demonstrate appropriate skills for working with this learner group. A satisfactory range of learning resources is available at all centres. The centres have an appropriate number of experienced and trained support workers to help teachers in class. HALS has invested in additional mainframe computers and the subcontractor is testing the use of a mobile computer bus to increase learners' access to IT. An appropriate range of programmes is delivered such as arts and crafts, drama, batik, yoga and keep fit. These stimulate and challenge learners and aid their development. Not all programmes are available to all learners because of access difficulties such as transport and/or learner mobility. However, many learners are transported by the provider on a regular basis. Some programmes are only available to residents of particular centres.

Leadership and management

203. The monitoring of the subcontractor is inadequate. It does not assure the quality of provision or ensure that the learning needs of those with disabilities or learning difficulties in Haringey are met. The service level agreement is brief. It does not identify what the subcontractor will provide and to what standard. It does, however, give targets for retention and for participation levels by minority ethnic groups. There is no ongoing monitoring of the quality of the provision or of performance against the targets. HALS has no overall curriculum leader for this area of learning and there is no designated person to link with the college. There are several instances of learners requesting additional programmes that have not been provided. For example, six months ago, a group of learners requested a keep-fit class. Review meetings are infrequent and not well planned by HALS to get the best overview of the provision and its quality. The subcontractor provides an annual report but no critical evaluation of the impact of the provision on the learners.

204. There is satisfactory promotion of equal opportunities. Published social and economic data are used to identify and target disadvantaged groups. Eight per cent of learners have learning difficulties, sensory impairments and physical difficulties but the ambitious target of enrolling 75 per cent of learners from minority ethnic groups has not been met. Physical access is adequate and learners are aware of their rights. Posters and other displays are clear and informative. To ensure that more vulnerable learners attending remote sites have access to facilities such as a canteen and advice workers, the subcontractor provides them with an entrance pass to its main site. There has been some analysis of learners attending centres, for example, in terms of gender, but there is no comprehensive analysis that would provide information on, for example, whether some centres are more popular with particular groups of learners than others.

Family learning	2
Contributory grades:	
Adult and community learning	2

The following strengths and weaknesses were identified during this inspection:

Strengths

- good development of personal and learning skills
- imaginative ways of celebrating learners' achievements
- highly effective teaching and learning
- particularly effective guidance on progression opportunities
- highly effective collaboration between HALS's tutors and school staff
- good programme management

Weaknesses

- insufficient recording of individual progress
- unsatisfactory accommodation and classroom furniture in a third of learning centres

Achievement and standards

205. Learners make good progress in achieving group learning goals and personal objectives. Many learners have had little or no formal education and some are illiterate in their native language. Learners develop confidence in their ability to help their children and this in turn raises their self-confidence. They develop good attitudes to learning and play a greater part in school activities. Learners can identify the impact that returning to learning is having on their daily lives and are positive about the differences the courses make to them. Some learners progressed to a Helping in Schools course and have gained jobs as classroom support staff. Other learners have moved to further literacy and numeracy classes or ICT. In one school, parents re-established the Parent Teacher Association. Teachers and parental involvement workers see raised self-esteem and achievement by the children of learners on family learning programmes.

206. Learners' achievements are celebrated imaginatively across all programmes. There are very good displays of parents' and children's work in schools. Learners have put together booklets of photographs that celebrate the work of each group. There is a parental involvement day where learners' achievements are celebrated and parents across the Borough participate in joint workshops.

207. The retention rate is not high, at 63 per cent, and the family learning team has introduced a new strategy to improve this. Many learners are asylum seekers and refugees who are in short-term accommodation and liable to be moved at very short notice. This accounts for poor retention figures on some courses. Accreditation is available for learners in the form of National Open College Network ESOL, literacy and numeracy units

administered through London Open College Network and other units that the family learning team considers appropriate to learners' needs.

Quality of education and training

208. Teaching and learning are highly effective. Of 12 sessions observed, nine were good or better. Lessons are well planned and have clear objectives that are negotiated with learners. These objectives closely match their individual needs. Family learning tutors and schoolteachers plan stimulating and fun activities that engage and motivate learners. Sessions are highly interactive, with activities that are linked to the abilities of parents and children. Tutors continually check learning and adjust teaching methods to best meet learners' needs. Learners are encouraged to reflect on their own and their children's learning and to continue activities at home. Learners are attentive and work co-operatively together with their children. Learners are set realistic goals and family learning tutors are aware of the learning needs of under-represented groups in their communities. They use feedback from learners to plan future sessions.

209. There is particularly effective guidance on progression opportunities and well-targeted advice about the support available to enable learners to attend courses. HALS has appointed a dedicated guidance worker who attends all family learning groups to give support and guidance on appropriate progression routes. Support given by tutors is sensitive to the individual needs of learners and they give useful detailed information on local and national opportunities. There is good use of support workers and specialist interpreters or advisers. One learner spoke about this advice and said it had given her confidence to go out and exercise with her son.

210. Collaboration between HALS's tutors and school staff is very effective. Head teachers and school staff plan their programmes effectively with family learning tutors. Tutors and schoolteachers produce good schemes of work so that the work of the parents and children in the morning sessions contributes to the effectiveness of the later joint sessions. In the joint sessions observed, tutors and schoolteachers worked particularly effectively to integrate parents and children in joint learning activities. In the Here we Grow sessions there is good multi-agency working with tutors, Sure Start staff, crèche workers and health professionals working in partnership to support parents and children. Sure Start workers, parental involvement workers, early years advisers and school staff all contribute to assisting and recruiting learners on the family learning programmes. Learners have participated in a national training video for family learning.

211. There is poor recording of individual progress. The individual learning plans in use are inadequate to record important small steps in learning. The tutors' session evaluations are a record and evaluation of the whole session but do not record the progress of individuals. Tutors informally monitor the work of learners and are aware of their progress but do not adequately record it.

212. There is some restricted and unsatisfactory accommodation. Some rooms are limited in size and share space with crèche facilities. Some head teachers have difficulty in finding suitable accommodation at their school. One school had problems with timing

the opening of the building where the session was held. At this school, attendance and retention were poor. At another school, there were no storage facilities for resources or learners' work and at another, the family learning room doubled as a store for school staff, leading to interruptions during the lesson. Furniture in some centres is unsuitable. Learners use chairs and tables that are suitable for toddlers and pre-school children.

Leadership and management

213. Management of family learning at the local level is good. There are good communications with tutors, who state that they are well informed and supported. The family learning co-ordinator works closely with tutors and is quick to respond to day-to-day operational difficulties and the needs of learners. HALS recognises that cover arrangements for tutor absence are unsatisfactory and has introduced a new rota system. The new cover arrangements include the production of lesson packs with plans and materials for the substitute tutor to ensure that the quality of cover is satisfactory.

214. Family learning is very effectively promoted in the borough and there are good strategies to involve under-represented groups. During the inspection there were two very successful family learning days, held as part of nationally-promoted family learning weekends, at different community locations in the Borough. Both days were very well attended and highly effective in attracting new learners. They were well staffed and included a range of imaginative activities for children and their parents, such as face painting and puppet making. The events were well publicised in attractive, professionally produced literature. Many of the leaflets and materials were available in community languages.

215. The provision is attractive to, and used by, a wide range of culturally diverse groups. The learning environments are welcoming and all users comment positively on how they feel safe, valued and respected. Not enough has been done to check or keep written records of learners' understanding of equality. There are no formal arrangements to check that learners understand grievance procedures. Staff are very sensitive to the diverse needs of learners, although they have not had recent training to update their knowledge of equal opportunities.

216. Quality assurance arrangements are mostly satisfactory but incomplete. The monthly family learning team meetings are organised so that all tutors are able to attend. These meetings discuss quality assurance matters routinely and are well used to keep staff up to date with developments in the curriculum and to share good practice in teaching methods and learning materials. All staff contribute to the enhancement of the good range of learning materials currently available. The gaps in the arrangements include the recording some key learner processes such as the quality of induction, the use of individual learning plans and progress reviews. End-of-course evaluations are used to plan improvements and raise standards but these are not always sufficiently analytical. Feedback from learners is not always recorded well.