

# Short inspection of Hillingdon London Borough Council

Inspection dates:

4–5 December 2019

## **Outcome**

Hillingdon London Borough Council continues to be a good provider.

## **Information about this provider**

At the time of the inspection, there were 1458 learners on roll. Most learners study on courses at level 1 and below with around two hundred and seventy studying at level 2. Around fifty study at level 3. A small proportion of these learners use an advanced learner loan to fund their learning.

Courses are provided to build learners' vocational skills, primarily in childcare and supporting teaching and learning in schools. English for speakers of other languages (ESOL), English, mathematics, arts and crafts form a large part of the curriculum on offer. The service also delivers provision aimed at building the independent living skills of adults with a learning difficulty or disability and provision for learners with mental health concerns. Courses are taught at three main sites, plus several outreach locations across the borough. The previous short inspection in February 2016 confirmed that the service continued to provide a good quality of education.

## **What is it like to be a learner with this provider?**

Learners look forward to attending their classes. Whatever type of course they attend, they learn much that helps them in their daily lives, their well-being or in their search for a job or further training. Many greatly develop their self-confidence and esteem. Learners say that the centres are great places to learn and they would recommend them to their friends.

Learners feel safe and are safe wherever they study. They benefit from learning in an environment where there is mutual respect whatever background you come from.

Experienced and skilled tutors make topics easy to follow because they explain things clearly. Tutors are patient and work through topics at a pace that suits learners. They are easy to approach when learners need guidance or assistance.

Learners develop their enthusiasm for learning whatever subject they follow, including subjects in which they may have had negative experiences while at school.

## **What does the provider do well and what does it need to do better?**

In line with local priorities, leaders and managers ensure that learners from the borough's most disadvantaged communities take part in the courses they offer. Working with a wide range of partners, they ensure that the curriculum meets effectively the needs of many different communities in the area. Leaders and managers introduce new courses that respond well to newly identified needs, such as the emotional health and wellbeing of residents.

Tutors teach their subjects in a logical order. They teach fundamental concepts first and check that learners understand these before moving on. For example, those on childcare courses are taught about basic child development before learning about the more specific needs of children, such as those with learning difficulties and disabilities. In ESOL, tutors help learners' recap on prior learning to ensure they have learned the language skills they need before moving on to the next stage.

Most learners receive effective advice and guidance that helps them plan their next steps. Learners seeking employment receive good guidance from external agencies, such as the national careers service, to help them get jobs. A few learners following the arts curriculum are not made aware of other courses that are available elsewhere.

Learners attend regularly and produce good-quality work. Those taking qualifications are successful and achieve well. A high proportion of learners on courses without qualifications achieve their personal goals. They gain pride and a sense of achievement in their work. Learners, such as those who are retired, gain a sense of purpose from attending classes. Those with mental health conditions build their resilience very well. They make friends, become more active in their community and learn to cope better with everyday life.

A few tutors do not provide helpful feedback on learners' written work. As a result, at times learners do not know what they need to do to improve. Too often, tutors do not correct spelling and grammar mistakes that learners make. This hinders learners improving their writing.

Managers have good expertise in adult learning. They have a good track record in making improvements and in ensuring that the quality of education that learners receive is good. However, senior leaders and the relatively new governing body do not provide enough support and challenge to managers to help them develop further the quality and impact of the curriculum. They are not sufficiently informed about the impact that the curriculum has on learners once they complete their courses.

## **Safeguarding**

The arrangements for safeguarding are effective.

Learners know how to report any concerns they have about their own or others' safety. Staff report any safeguarding concerns appropriately. These concerns are dealt with effectively. Managers and staff closely monitor and support learners where there are safeguarding concerns.

Managers provide effective oversight of safeguarding practices in the service through their 'staying safe' board. They have in place a suitable range of policies and procedures aimed at safeguarding learners. They meet their obligations under the 'Prevent' duty.

### **What does the provider need to do to improve?**

- Managers should ensure that feedback from tutors helps learners improve the standard of their writing, including their spelling, punctuation and grammar.
- Managers should establish measures that more effectively capture the impact of the curriculum on learners.
- Senior leaders should put in place arrangements that provide the support and challenge managers need to improve further the quality of education provided.

## Provider details

<b>Unique reference number</b>	53129
<b>Address</b>	Adult and Community Learning – Hillingdon London Borough Council Park Road Uxbridge UB8 1NP
<b>Contact number</b>	01895 676 690
<b>Website</b>	<a href="http://www.archive.hillingdon.gov.uk/adultlearning">www.archive.hillingdon.gov.uk/adultlearning</a>
<b>Principal</b>	Debbie Scarborough
<b>Provider type</b>	Local authority
<b>Date of previous inspection</b>	18 February 2016

## Information about this inspection

The inspection was the second short inspection carried out since Hillingdon London Borough Council was judged to be good in February 2016.

The inspection team was assisted by the service manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

Jon Bowman, lead inspector	Her Majesty's Inspector
Kanwaljit Dhillon	Ofsted Inspector
Saher Nijabat	Her Majesty's Inspector
Christina Christou	Ofsted Inspector

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