

Short inspection of Ealing London Borough Council

Inspection dates:

10–11 February 2020

Outcome

Ealing London Borough Council continues to be a good provider.

Information about this provider

At the previous inspection in March 2016 Ealing Adult Learning Service was judged to be good. In December 2019, the service moved into the Place Directorate under new management arrangements. The service delivers courses to around 1,500 learners each year. At the time of the inspection there were 809 learners on roll. Most learners study on courses that are level 1 and below, with around 50 studying at level 2 and 3. The service subcontracts with the Ealing School of Languages to deliver courses in modern foreign languages at beginner, intermediate and advanced level. At the time of the inspection there were just over 250 learners taking these courses.

Courses are delivered in 45 community venues across Ealing. Around 70% of learners take courses to develop their interests and promote their health and well-being. These include arts, crafts and exercise courses. Courses that lead to a qualification complete the curriculum offer. These include vocational courses in health and social care, and supporting teaching and learning in schools. Around 100 learners who speak English as an additional language take qualifications to improve their written and spoken English. A small number of learners take functional skills qualifications in English, mathematics and information and communication technology.

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

Learners attend courses that are easy for them to get to as they are close to where they live. They find that teachers nurture their talents in, for example, arts and crafts. Those taking courses that lead to a vocational qualification become more motivated to seek work. Learners would recommend to others to take a course with Ealing Adult Learning Service.

Studying in adult education has a good personal and social impact on learners. Many gain confidence, or feel better about themselves having mastered a new skill or built

new friendships. Once they have completed their course many move onto further learning and employment and a few develop their own small businesses.

Learners benefit from courses that are well designed to meet their specific needs. For example, bespoke courses for learners with a disability or learning difficulty promote learners' good health and independence.

Learners feel safe and know who to contact if they have any concerns about themselves or others.

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

Teachers plan and deliver the curriculum in ways that help learners to build their skills and knowledge. For example, learners new to using a computer start with the basics of starting and shutting down a computer. They then move to more complex tasks such as creating, saving and storing files, using naming conventions, writing text and editing.

Teachers ensure that learners retain what they have learned. They question learners effectively and use repetition to ensure that learners develop their knowledge. For example, in French lessons teachers ensure that learners new to the subject understand the use of the future tense by getting them to repeat verbs and pronouns out loud. More advanced learners speak fluently and confidently and can articulate the forms of verbs in different tenses. English for speakers of other languages (ESOL) teachers ensure that most learners make good progress because they frequently get learners to recall and practise what they have learned. As a result, learners develop a wider vocabulary. They become more confident to use English at work and at their children's schools.

Learners receive very effective advice and guidance. This helps them move onto their next steps in learning and employment. Careers advisers help those on vocational courses to write curriculum vitae and complete job application forms. Careers advisers provide ongoing support to learners for up to a year after they have completed their course.

Leaders and managers have a good understanding of local needs. They make changes in the delivery of the curriculum so that the offer continues to reflect the economic ambitions that the council has for its residents. For example, they now offer more vocational qualifications and have increased the number of courses held in areas of higher levels of deprivation.

Managers have a good understanding of the strengths and weaknesses of the provision. They analyse accurately the weaker areas, such as teaching in mathematics. They take well-considered action to make the improvements needed and ensure that learners achieve the qualifications they need.

Through regular monitoring of the provision, managers ensure that learners receive a good quality of education wherever they learn. This includes those who study modern foreign languages at the Ealing School of Languages.

Managers invest well in developing the skills of most teachers. They ensure that the content of training equips teachers with the strategies they need to teach effectively. For example, teachers are improving the use of use technology to support what they teach in the classroom.

Whilst most ESOL learners make good progress and achieve well, a few do not. This is because over the duration of their course teaching does not always meet the needs of all learners. Those with low levels of English and those who are more able are not set work at a level that supports them to make good progress.

The majority of learners attend regularly. However, those in small classes on courses aimed at building their skills, knowledge and behaviours to gain employment do not attend frequently enough.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are suitably trained in safeguarding. They have in place the necessary policies and procedures to safeguard learners. Teachers and managers respond to safeguarding concerns effectively. Managers ensure that they meet their responsibilities under the 'Prevent' duty. All necessary pre-employment checks are undertaken on new staff to ensure that they are suitable for their role.

What does the provider need to do to improve?

- Ensure that all ESOL teachers are sufficiently skilled to meet the needs of the full range of abilities that learners have.
- Improve the attendance of learners who are on courses designed to increase their chances of employment, so that they develop good behaviours for work.

Provider details

Unique reference number	50162
Address	1st Floor SW, Perceval House 14–16 Uxbridge Road W5 2HL
Contact number	020 8825 5577
Website	www.ealing.gov.uk
Principal	Cristi Gonzalez
Provider type	Local authority
Date of previous inspection	10 February 2020
Main subcontractors	Ealing School of Languages

Information about this inspection

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

The inspection team was assisted by the head of service, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. 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

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