

Short inspection of Haringey London Borough Council

Inspection dates:

1 and 2 March 2023

Outcome

Haringey London Borough Council continues to be a good provider.

Information about this provider

Haringey Learns, previously Haringey Adult Learning Service, is part of Haringey local authority. Haringey Learns provides a range of accredited and non-accredited courses that take place during the day and in the evenings. It offers courses for adult learners in English as a second or other language (ESOL), digital skills, English and mathematics and vocational training in areas such as counselling, health and social care, and bookkeeping. Learners study from entry level to level 2, with ESOL and digital skills being the largest curriculum areas.

Most teaching takes place at Wood Green Library. A few courses are delivered remotely, and learners have the option to join some courses online that are also taught in person. A small amount of provision is subcontracted each year to five organisations. At the time of the inspection, there were approximately 500 adults on roll, with a very small number learning with subcontractors.

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

Learners enjoy studying with Haringey Learns because teachers and staff ensure that learning takes place in a warm, welcoming and positive environment. They say that they would recommend that their friends take a course with Haringey Learns.

Learners develop positive relationships with each other and their teachers. For example, ESOL learners listen to each other, work collaboratively and are respectful of each other's opinions. They are motivated to learn and achieve their goals.

Learners get the help they need from skilled and caring staff who aspire for every learner to succeed. Staff provide additional support for learners when they need it, both with their studies and with personal matters that might hinder their progress. Learners feel safe and know whom to talk to should they have any concerns about their own or others' welfare.

Many learners gain increased confidence and independence as they develop their skills and knowledge. For example, ESOL learners use their newly acquired English skills to communicate with their children's teachers, in shops and in the wider community. Learners use their new digital skills, gained through courses and peer mentoring, to complete online transactions, such as for vehicle licensing.

Learners are prepared well for their next steps in learning or employment. Dedicated employment and training advisers at the centre give support to individuals and regularly visit classes. Tutors carefully guide learners to access courses to further their skills and knowledge. Learners attend a range of careers events and job fairs that help them explore their career options and local job opportunities.

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

Leaders and managers have a comprehensive understanding of the strengths and weaknesses of the provision. They take effective action to maintain a good quality of education and make continuous improvements when needed. Leaders and managers have good capacity to maintain and improve the quality of education that learners receive.

Leaders and managers have effective partnerships, including with subcontractors, that help extend the curriculum offer into vocational areas where there are skills needs and where Haringey Learns does not have expertise. For example, they work with a subcontractor that teaches courses in end-of-life care, which builds the capacity of employed learners who work in the health and social care sector.

Leaders and managers plan and sequence the curriculum in a logical order. For example, in teaching pre-entry ESOL, teachers teach learners the alphabet before more complex topics, such as how to write on a line and how to use the verb 'to be' in the first and third person. This contributes to helping learners develop their knowledge and skills securely over time.

Teachers use suitable assessment techniques to check that learners understand what they have been taught. For example, in bookkeeping, teachers question learners effectively to ensure that they understand how to record debit and credit in business accounts. Teachers use tests to establish what learners remember and adapt their approaches based on this information. This ensures that they teach relevant new content and fill gaps in learners' knowledge. As a result, learners remember well what they are taught.

Leaders and managers have suitable arrangements in place for supporting learners with additional needs. Teachers receive effective guidance and support from a specialist adviser to ensure that they provide the help that these learners need. For example, learners with dyslexia are supported with coloured visuals, enlarged scripts and different typefaces. As a result, learners with additional needs make good progress.

Most teachers provide useful feedback to learners on how to improve their work. For example, ESOL teachers use a marking code that indicates errors in grammar, spelling and punctuation and suggest ways of rephrasing misused lexical phrases. However, on vocational courses, teachers do not consistently provide feedback to learners that helps them improve their work.

Most learners who take courses that lead to qualifications achieve well. However, attendance and retention of learners vary across the vocational curriculum and overall are not good enough.

Leaders and managers provide effective support to teachers to improve their teaching and assessment skills, in particular their skills to teach online. Teachers benefit from mentoring, sharing of good practice and regular training. As a result, many are skilled in teaching online. They use breakout rooms, presentations and online resources to good effect.

Those responsible for governance provide effective scrutiny of the performance of the service. In addition to the good-quality information they receive from managers, board members are proactive and seek their own assurance on the quality of education that learners receive. For example, they visit lessons and talk to learners and teachers. As a result, they are well informed about the strengths and areas for improvement of the service.

Safeguarding

The arrangements for safeguarding are effective.

Senior leaders, managers and staff create a strong safeguarding culture. They understand well the prevalent safeguarding issues that impact on their learners. Leaders and managers work effectively with partners, such as those assisting victims of domestic abuse and the Haringey 'Prevent' duty team, to teach an effective safeguarding curriculum. Senior leaders carry out effective checks to assure themselves that learners have a good awareness of how to keep themselves safe. When managers and staff need to act to protect learners' welfare, they do so swiftly and effectively.

What does the provider need to do to improve?

- Leaders and managers should ensure that teachers across all courses provide feedback to learners that helps them improve the quality of their work.
- Leaders and managers should develop strategies so that learners attend well, complete their course and achieve their qualification on those courses where these aspects are currently weak.

Provider details

Unique reference number	53124
Address	3rd Floor Central Library Wood Green 187–197 High Road, London N22 6XD
Contact number	0208 489 0000
Website	www.haringey.gov.uk
Principal, CEO or equivalent	Simon Beer
Provider type	Local authority
Date of previous inspection	1 to 4 November 2016
Main subcontractors	Learning Curve Group Fashion Enter Ltd The Bridge Renewal Trust Different Strokes

Information about this inspection

The inspection was the first short inspection to be carried out since Haringey London Borough Council was judged to be good in November 2016.

The inspection team was assisted by the head of quality and curriculum, 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 visiting 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	His Majesty's Inspector
Andrea McMahon	His Majesty's Inspector
Kanwaljit Dhillon	Ofsted Inspector
Christina Christou	Ofsted Inspector

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