

Short inspection of Hounslow Adult and Community Education

Inspection dates:

17 and 18 June 2024

Outcome

Hounslow Adult and Community Education continues to be a good provider.

Information about this provider

Hounslow Adult and Community Education (HACE) offers adult education in the London borough of Hounslow. It is part of the local authority's Lifelong Learning, Skills and Employment Division. It has a strong commitment to offering education and training to those from disadvantaged communities.

HACE offers a range of courses that lead to qualifications and unaccredited courses aimed at improving individuals' confidence, well-being and employability. It has two main teaching sites and a number of community learning venues. It teaches courses in the daytime, evenings and at weekends. At the time of the inspection, there were around 2,000 learners enrolled on courses ranging from pre-entry to level two. There were 1,043 learners enrolled on English for speakers of other languages (ESOL) courses, 384 learners on digital courses and 392 on community learning courses, 65 of whom were taking accredited creative arts qualifications.

At the previous short inspection in 2018, HACE was found to be a good provider.

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

Learners have a positive attitude towards their studies. They speak enthusiastically about their expert teachers, enjoy their lessons, and are keen to learn and develop their knowledge and skills. Most enrol on further courses with HACE.

In lessons, learners are polite and respectful of each other and their teachers. They are attentive and participate in class discussions confidently. They develop positive relationships with their peers, and work well together and independently.

Learners learn in classrooms and workshops that are neat, tidy and equipped with good-quality learning resources. For example, in pottery lessons, learners use industry standard kilns to make clay pots. In digital classes, learners use up-to-date software and adaptive hardware. Learners are motivated and make the most out of the opportunities to develop their skills.

Learners value the high-quality support they receive from their tutors. Learners appreciate the time their tutors take to understand their specific needs and the personalised help tutors give to help them learn.

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

Leaders and those responsible for governance have maintained the good quality of education that learners receive. This is because they have effective quality assurance arrangements in place to continually track the quality of their provision. They have a sensible plan in place to guide their improvement actions and routinely reflect on their areas for development.

Managers and tutors sequence their curriculums well. Learners develop their knowledge and skills incrementally over time. For example, learners on beginner baking courses learn how to cream ingredients using the correct quantities of butter and sugar to make shortbread. They then move on to more complex tasks such as baking muffins using the same technique.

Tutors use a good range of approaches to teach learners effectively. They give learners clear explanations and carry out helpful demonstrations of practical skills. They give learners helpful worksheets to practise what they learn. Tutors encourage learners to mark their work with engaging quizzes. Learners become more proficient and increasingly more able to work independently. Most learners achieve their qualifications well.

Tutors plan and use assessment methods effectively to reinforce key concepts. For example, pottery tutors use questions well to help learners understand the difference between types of clay such as earthenware and sandstone. This enables learners to choose the correct clay for the type of pot they want to make.

Tutors give learners constructive feedback on their work. For example, ESOL tutors explain how to form compound sentences using verbs and conjunctions. Tutors indicate clearly to learners when they miss out key elements in sentences. As a result, learners know how to improve their work and do not repeat previous errors.

Tutors do not track the progress and achievement of learners on non-accredited courses effectively. While tutors identify learners' prior knowledge and skills well, they do not consistently set them actions for development or record the progress learners make. As a result, learners do not know how well they are doing on their courses.

Managers have put in place effective support for learners with additional needs. Learning support assistants provide learners with one-to-one bespoke support. Tutors use helpful adapted teaching resources to meet learners' needs. Managers track learners' progress comprehensively and put support in place to help learners if

they fall behind. As a result, learners with additional learning needs achieve their qualifications well.

Staff provide learners with a helpful range of information, advice and guidance to prepare them for their next steps. For example, employment advisers teach learners how to write CVs and prepare for interviews. Digital tutors tell learners about working in cyber security and programming, and this encourages learners to apply for jobs in these areas. Learners on arts and crafts courses complete business courses that help them to create online stores to sell their products. As a result, learners understand how they can progress in training and work. However, staff do not inform learners in digital about how to apply for further training in areas such as apprenticeships or finding an internship.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- On unaccredited courses, record learners' progress consistently and set learners actions for improvement to ensure that they know the progress they are making.
- Provide a broad range of information about further training courses learners can study.

Provider details

Unique reference number	53132
Address	Hounslow House Bath Road Hounslow TW3 3EB
Contact number	020 8583 4179
Website	www.hace.ac.uk
Principal, CEO or equivalent	Margaret Joojo
Provider type	Community Learning and Skills
Date of previous inspection	17 and 18 January 2018

Information about this inspection

The inspection was the first short inspection carried out since Hounslow Adult and Community Education was judged to be good in January 2018.

The inspection team was assisted by the Head of Adult Community Education 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 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

Andrea McMahon, lead inspector	His Majesty's Inspector
Haifa Abdul Amir	Ofsted Inspector
Ramin Narimani	His Majesty's Inspector
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