

Inspection of East London Advanced Technology Training

Inspection dates: 25 to 28 June 2024

Overall effectiveness	Good
<hr/>	
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Education programmes for young people	Good
Adult learning programmes	Outstanding
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Outstanding

Information about this provider

East London Advanced Technology Training (ELATT) is an education charity established in 1984. ELATT operates from a main site in Hackney, East London, where staff teach students on education programmes for young people and those with high needs. ELATT has a range of community and partner venues across London for the adult learning provision. Staff mainly teach English for speakers of other languages (ESOL) courses at these venues. Other adult learning courses are taught online.

At the time of the inspection, there were 70 students on education programmes for young people, of whom 35 have high needs. Students take courses ranging from level 1 to level 3 in subjects, including information, communication technology (ICT), ESOL, business administration, creative and media, personal and social development, English and mathematics. There were 287 adult learners studying ESOL, English, mathematics and courses in education and training. There were 68 adult learners on vocational courses, such as ICT, creative and media.

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

Adult learners and young students, including those with high needs, enjoy and take part in a comprehensive range of extra-curricular activities. Learners and students on ESOL courses visit museums, art galleries and famous London landmarks. This helps them practise their English skills and gain confidence to use public transport. Leaders and staff motivate young students to contribute to the college community. For example, students create very well considered and professional proposals for student clubs, such as the book and chess club, which they present to leaders for assessment. Students run these clubs successfully.

Learners and students benefit from the strong partnerships leaders have with employers. Employers set students, including those with high needs, work-related tasks to complete as part of an extended project qualification. Young students work with employers in drama to make interesting short videos to promote and understand appropriate healthy relationships. They attend fun informative 'space for all' talks in partnership with the UK Space Agency, where they learn about opportunities in science and engineering. Adult learners attend motivational employability workshops with a large investment bank. This helps them understand the types of jobs available in this sector, write their CVs and practise their interview skills.

Learners and students are highly motivated to learn. They enjoy learning in the very inclusive and calm learning centres. Young students and those with high needs work harmoniously together. They are highly respectful of each other's differences, show tolerance and patience and enjoy their studies. Most students have very good attendance at lessons. Adult learners, who learn online, take part in break-out room discussions enthusiastically. They encourage each other to talk about their experiences. Adult learners have excellent attendance. They recognise how their studies and the support they get from teachers has improved their confidence, resilience and lives. A high proportion of adults achieve their qualifications.

Learners and students feel safe and very well supported. They understand the specific risks to their safety, for example the risks online. They do not experience bullying or harassment. They know how to report any concerns.

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

Leaders, managers and those responsible for governance are clear and passionate about their vision and mission. They are highly committed to help support students and learners from disadvantaged backgrounds to go on to their next steps in education and work. They work with and support people who have particular needs and barriers to learning, and who would not typically attend other education establishments. Leaders, managers and staff have high expectations for their students and learners.

Leaders and managers have considered carefully their curriculum offer so that it meets the specific needs of local residents and employers. Adult learners have a good choice of options to study in a range of community learning centres and online. For example, adult migrants have a wide choice of ESOL courses and places to learn. Students and learners study a good range of digital and creative vocational courses, where they learn the skills that local employers need.

Leaders have implemented individual learning programmes for students with high needs effectively. They work very closely with schools to ensure that learners have a seamless transition onto their courses. Teachers understand students' needs very well. They use this knowledge to adapt their teaching appropriately to meet these needs. For example, teachers facilitate frequent discussions to encourage learners to communicate. Most students stay on their course and achieve their qualifications. They gain in confidence and independence and improve their communication skills. Parents recognise the positive change in their son's and/or daughter's attitudes and behaviours.

Teachers teach young students, including those with high needs, a challenging vocational curriculum which develops their knowledge and skills overtime. For example, students on the level 2 information computer technology course learn the foundation knowledge of computer networking, how to extract network information and then how to build a computer network. Students on creative media courses apply their knowledge of software in games design. However, leaders have not ensured that students benefit from a well-planned and sequenced mathematics curriculum. As a result, students do not receive the specific support and teaching that helps them secure their mathematics knowledge.

Teachers have good subject expertise and knowledge. They use this effectively to make their lessons interesting. They give students and learners clear explanations, relevant scenario-based tasks, and recap prior knowledge frequently to help students and learners consolidate what they have learned. This includes teachers who teach learners online. Consequently, students and learners recall accurately technical and academic knowledge and can apply this in practice. For example, adult learners on software development courses use their knowledge of coding to structure the design of interactive web pages.

Teachers use assessment methods effectively. This includes the initial assessment of students' and learners' prior knowledge at the start of the course. Teachers adapt their teaching based on what students and learners know. For example, in adult education and training courses, teachers use the outcome of their assessments very well to set specific group tasks to fill the gaps in learners' knowledge, in topics such as child development. Teachers use questioning skilfully to check that students with high needs understand and accurately apply their knowledge in their written work.

The feedback that students, including those with high needs, receive about their work is not consistently helpful. While some teachers give students feedback on how to improve their writing skills and the detail in their work, others do not mark work correctly or encourage students to produce better work. As a result, students do not

always know what they have answered incorrectly or how to produce work to a higher standard.

Leaders and staff give students with high needs, and those with additional learning needs, good specialist support. This includes an educational psychologist, speech and language therapy and key workers in the classrooms. As a result, students enjoy a full range of pastoral care, which helps them cope with their studies. Staff use students' educational and healthcare plans effectively to set students personalised targets. While they discuss these targets frequently, they do not always evaluate the progress students make consistently well. As a result, some students are not sufficiently challenged or clear on how to exceed their targets and learning aims.

Learners and students access a highly effective careers and guidance programme. Young students and those with high needs attend useful one-to-one sessions with external career advisors. Teachers use their in-depth knowledge to inform students about potential career options. Adult learners have a clear plan in place for their next steps. They discuss this frequently with their teachers, receive excellent support and many go on to further courses and higher levels. Consequently, students and learners are clear about their next steps and how to achieve them.

Staff are proud to work at ELATT. They are proud of their students' and learners' achievements. Leaders and managers support staff well. This includes support with their well-being and professional development. Teachers complete ongoing training to help them with their teaching and assessing skills. For example, they complete assessor awards, coaching and mentoring training. Some teachers enjoy specific training, such as how to be a tour guide at the Tower of London. This allows them to facilitate trips and visits for their students and learners successfully.

Leaders have put in place suitable governance arrangements. Governors know the provider very well and share the mission and vision of leaders. Governors give leaders and staff effective support and challenge. For example, they challenged leaders to supply more information about potential safeguarding concerns, which they review frequently.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Implement and teach an effective mathematics curriculum.
- Give students and learners helpful and development feedback about their work.
- Review and evaluate the personalised targets for students with high needs effectively and consistently.

Provider details

Unique reference number	51646
Address	260 Kingsland Road London E8 4DG
Contact number	02072756750
Website	www.elatt.org.uk
Principal, CEO or equivalent	Anthony Harmer
Provider type	Independent learning provider
Date of previous inspection	14 January 2015
Main subcontractors	n/a

Information about this inspection

The inspection team was assisted by the Chief Executive, 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

Jane Hughes, lead inspector	His Majesty's Inspector
Ramin Narimani	His Majesty's Inspector
Elena Diaconescu	Ofsted Inspector
Kay Hedges	Ofsted Inspector
Christina Christou	Ofsted Inspector

The Office for Standards in Education, Children’s Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children’s social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024