

REINSPECTION REPORT

Hillingdon LEA Reinspection

22 October 2004



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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DESCRIPTION OF THE PROVIDER

1. Hillingdon Adult Education Service (HAE) is part of Hillingdon Local Education Authority. HAE provides adult and community learning in the London borough of Hillingdon. HAE is part of a team in Hillingdon council's education, youth and leisure group (EYL). Adult and community learning is one of several areas that are the responsibility of the head of lifelong learning. The head of lifelong learning is one of four assistant directors. Planning for adult education is carried out in EYL's strategic planning and the three-year development plan. During 2003-04, there were 6,672 learners accounting for 10,023 enrolments on accredited and non-accredited adult education courses across all areas of learning.

2. During summer 2003 the service was restructured. A new deputy head of service post and three new teams were created. The curriculum team and the management information systems and finance team are now managed by the head of service. The support staff team is managed by the deputy head of service. There are eight curriculum teams, each of which is managed by a programme manager and supported by curriculum and tutor co-ordinators. There are over 290 part-time staff working across the borough. The service also works alongside other borough services including libraries, social services, the arts service, and schools. HAE has four adult education centres which offer day and evening provision and four centres which only offer evening provision. Adult education is also provided using a number of schools, libraries and community venues.

3. Since 2001, HAE's adult education has been funded through a contract with London West Learning and Skills Council (LSC). The proportion of people from minority ethnic groups in Hillingdon is 21.9 per cent, compared with 9.1 per cent nationally. In September 2004, the unemployment rate was 2.4 per cent in Hillingdon, compared with 2.2 per cent nationally.

SCOPE OF PROVISION

Information & communications technology

4. There were 419 learners enrolled on information and communications technology (ICT) programmes at the time of the reinspection. In 2003-04 there were 1,143 enrolments, which was a reduction from the 1,534 enrolments in 2002-03. ICT courses are offered at 11 locations in Hillingdon in venues such as adult education learning centres, public libraries, schools, community centres and the local authority's training centre. Most of the courses are scheduled to run for up to six weeks and take place during the day, in the evenings and at weekends. Twelve-, 24- and 34-week courses are also offered. On average there are eight learners in each class.

5. Of the 124 courses delivered in 2003-04, 107 were adult and community courses, and 17 were accredited further education courses. The further education courses are

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accredited through a number of external organisations, and learners work towards qualifications at levels 1 or 2. Courses offered range from introduction to information technology (IT) to level 2 courses. In 2003-04, taster and cross-curricula family learning and ICT courses were run in response to learner demand. Sixty-eight per cent of the current learners are women. Twenty per cent are from minority ethnic groups.

Hospitality, sport, leisure & travel

6. In 2003-04 there were 693 learners in this area of learning. At the time of inspection there were 591 learners of whom 128 were new learners. This accounted for 13 per cent of all enrolments. Twenty-two per cent were men, 9 per cent were from minority ethnic groups and 2 per cent had declared disabilities. Forty-one per cent of learners were aged over 65. Food hygiene courses and a yoga course lead to accredited qualifications. The non-accredited courses include keep fit, body toning, yoga, bowls, badminton, tai chi, cookery, sugar-craft and golf. These courses are offered at a range of levels.

7. Twenty-nine courses were running at the time of inspection. Most courses last for a term which is an average of 10 weeks. Courses are offered on weekdays, during the day and in the evening. There have been some taster sessions at weekends. Lessons last from one to two hours. They take place at five locations which include schools and adult learning centres. Part-time tutors who work between two and 12 hours a week teach the courses. The programme is co-ordinated by a programme manager.

Visual & performing arts & media

8. At the previous inspection there were 975 learners. At the time of inspection there were 888 learners. Of these learners 19 per cent are men. Nine per cent of learners are from minority ethnic groups and 5 per cent have declared disabilities. The area has a programme manager, three assistants and 52 sessional staff.

9. The range of mainly unaccredited arts courses has increased to approximately 329, including long, short and taster courses. Classes include calligraphy, art, pottery, singing, drama, dance, interior design, photography, video, woodwork, French polishing, soft furnishing, upholstery, patchwork, bobbin lace making, embroidery, dressmaking and a prestigious violin-making course.

10. Classes are offered at four major sites in the borough. In addition, partnership arrangements exist with local radio stations, Healthy Hillingdon, Southlands Art Centre, the borough art service and the Compass Theatre, which provides opportunities for art exhibitions and end of course productions.

English, languages & communications

11. HAE currently offers 84 courses including 72 modern foreign languages courses, five English as a foreign language courses, three British Sign Language (BSL) courses, one Latin course, one course for a general certificate of secondary education (GCSE) in English, and two creative writing courses. Currently, 57 per cent of courses in this area take place in the evening. Most classes take place once a week and last for two hours. Courses run for up to 30 weeks. Courses are provided at seven venues in the borough. There are 53 part-time language tutors, managed by a full-time programme manager and two part-time curriculum co-ordinators.

12. In 2003-04, there were 1,153 learners, accounting for 1,680 enrolments. Since September 2004, 886 learners have been recruited, of whom 324 are new learners and 52 are enrolled on accredited courses. Some 817 learners have registered on modern foreign language courses which run from beginner to advanced levels for Spanish, French, German and Italian. Eight learners attend accredited GCSE English classes and 22 attend creative writing courses. Approximately 67 per cent of the learners are women, 12 per cent are from minority ethnic groups and 2 per cent have declared learning disabilities. Twenty per cent of learners are aged over 65.

Foundation programmes

13. Foundation programmes include adult learning for learners with learning difficulties and/or disabilities, literacy and numeracy, and English for speakers of other languages (ESOL). Since September 2004, 239 learners have enrolled on courses for adults with learning difficulties and/or disabilities, 161 in literacy and numeracy courses, and 297 in ESOL classes. At the time of inspection there were 22 literacy and numeracy classes, 44 courses for adults with learning difficulties and/or disabilities and 52 ESOL classes. Literacy, numeracy and ESOL courses are mostly provided at four main centres. There is one outreach centre for literacy and eight for ESOL, including schools. Provision is focused on the southwest of the borough where the most deprived wards are situated.

Family learning

14. At the time of the inspection, the family literacy, language and numeracy (FLLN) provision included two family literacy courses, seven keeping up with children literacy courses, three keeping up with children numeracy courses, two keeping up with children ICT courses and one early start course. The wider family learning provision is mainly delivered through taster sessions, workshops and short programmes, often in partnership with other agencies. The term's programme included nine specialist courses for partner organisations, two short language courses and a half-term programme for all family learning families. The October family learning weekend offered 22 different taster activities over 86 sessions. Course enrolments to date were made by 379 adult learners and 292 children. In the academic year 2003-04, 298 learners attended FLLN courses and 226 wider family learning programmes.

15. Courses are provided free of charge. Childcare facilities are available for all FLLN courses. The family learning team comprises the programme manager, who is supported by two curriculum co-ordinators, one for FLLN and one for wider family learning, seven FLLN tutors and expertise from across the service for the wider family learning activities.

ABOUT THE REINSPECTION

Number of inspectors	10
Number of inspection days	50
Number of learner interviews	357
Number of staff interviews	130
Number of partner/external agency interviews	12
Number of visits	36

OVERALL JUDGEMENT

16. At the previous inspection, teaching in English, languages and communications was good. Teaching in ICT; visual and performing arts and media; and community learning was satisfactory. The organisation's arrangements for leadership and management, including equality of opportunity and quality assurance, were unsatisfactory. Teaching for hospitality, sport, leisure and travel; foundation programmes; and other adult and community learning was also unsatisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

GRADES

Grades awarded at previous inspection

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management	4
Contributory grades:	
Equality of opportunity	4
Quality assurance	4

Information & communications technology	3

Hospitality, sport, leisure & travel	4

Visual & performing arts & media	3

English, languages & communications	2

Foundation programmes	4

Community learning	3

Other adult and community learning	4

Grades awarded at reinspection

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality assurance	3

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Information & communications technology	3
Contributory grades:	
Adult and community learning	3

Hospitality, sport, leisure & travel	3
Contributory grades:	
Adult and community learning	3

Visual & performing arts & media	2
Contributory grades:	
Adult and community learning	2

English, languages & communications	2
Contributory grades:	
Adult and community learning	2

Foundation programmes	3
Contributory grades:	
Adult and community learning	3

Family learning	3
Contributory grades:	
Adult and community learning	3

KEY FINDINGS

Achievement and standards

17. **Achievements, retention and attendance are generally good on ICT, foundation and family learning programmes.**

18. **Learners on accredited and non-accredited courses achieve well on language**

courses. However, **pass rates on the BSL course are low.** The acquisition of new skills allows learners to make progress and maintain health in sports. Learners' creative work in visual and performing arts is striking, imaginative and of a very good standard.

Quality of education and training

19. Ninety-six per cent of learning sessions observed during the reinspection were judged to be satisfactory or better. **Teaching has improved significantly since the previous inspection.** Visual and performing arts, languages and family learning have very good learning sessions, which are often sensitive to the varied needs of learners. Teaching is satisfactory in other programme areas. There is very little unsatisfactory teaching.

20. While general resources are now satisfactory there is still some poor accommodation in use. **ICT resources at the four main learning centres have been improved since the previous inspection, and are now good.** However, some classrooms used for ICT at outreach centres are poorly resourced.

21. In ICT, learners' computer skills are assessed during the first week of their course, but there is insufficient use of the information gained to plan learning.

22. The newly introduced **individual learning plans are not being effectively used in sports and visual and performing arts. They are well used in languages.**

23. There is a good range of courses across the provision. **The range of provision for learners with learning difficulties and/or disabilities across the borough is good and accessible.** Fifteen languages are taught at different levels, with good opportunities to progress and advance. Access to accredited courses is limited in family learning provision. **All family learning courses have access to good childcare support.**

24. Initial advice and guidance across the service is generally satisfactory. Leaflets are informative, inductions are appropriate, and support needs are identified and met.

Leadership and management

25. **Leadership and management of change are good.** Since the previous inspection, operational management has improved across the service with management of change considered good in most curriculum areas.

26. External partnerships and links with the borough are satisfactory, as are internal communications and staff development.

27. **Management information systems have improved since the previous inspection, but they are still insufficiently developed and used.**

28. **All learners get good access to additional support.** Staff are increasingly aware of how to support learners. A good range of specialist resources are available at all

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centres.

29. Enrolment on courses by learners from minority ethnic groups has not changed since the previous inspection, despite some improved marketing and attempts to increase participation by programme areas. Only recently have equality and diversity targets been set.

30. HAE made good use of the post-inspection plan to deal with weaknesses identified at the previous inspection and to improve the provision.

31. **HAE has good strategies for involving learners in improving the quality of provision.** Questionnaires, learner forums and course representatives contribute to the course review process.

32. **Some aspects of the new quality assurance arrangements, such as course reviews and the use of individual learning plans, are not fully implemented and remain weak.**

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Leadership and management

Strengths

- good leadership and management of change
- effective strategies to support learners with additional learning needs
- good use of post-inspection action-planning to improve provision
- effective strategies to gain learners' feedback

Weaknesses

- insufficiently developed management information systems
- some poor accommodation
- insufficient strategic targeting and monitoring of under-represented groups
- insufficiently established quality assurance arrangements

Information & communications technology

Strengths

- good retention and achievement
- good resources at learning centres
- good programme management

Weaknesses

- insufficient use of formative assessment to plan learning
- insufficient sharing of good practice

Hospitality, sport, leisure & travel

Strengths

- good development of personal and learning skills
- good curriculum planning

Weaknesses

- ineffective use of individual learning plans
- inadequate course reviews

Visual & performing arts & media

Strengths

- good creative achievement
- very good teaching and learning
- good leadership and management

Weaknesses

- inappropriate accommodation at some centres
- poor use of individual learning plans

English, languages & communications

Strengths

- good retention and achievement
- good teaching and learning
- very wide range of courses
- good curriculum management

Weaknesses

- low pass rates on the level 2 BSL course in 2003-04

Foundation programmes

Strengths

- good initial assessment
- good induction process
- good management of change
- wide range of provision for adults with learning difficulties and/or disabilities

Weaknesses

- insufficient use of data
- underdeveloped quality assurance procedures in ESOL

Family learning

Strengths

- good achievement of learning goals
- good retention and high attendance on FLLN provision
- good planning and teaching to enhance learning
- good childcare support

Weaknesses

- insufficient monitoring of learners' and children's progression
- limited access to accreditation opportunities in FLLN
- inadequate wider family learning provision
- inappropriate accommodation for FLLN in many centres

Language of the Adult and Community Learning Sector

Terminology varies across the range of education and training settings covered by the *Common Inspection Framework*. The table below indicates the terms appropriate to Adult and Community Learning

Single term used in the framework	Relating the term to Adult and Community Learning	
Provider	Provider	Any organisation providing opportunities for adults to meet personal or collective goals through the experience of learning. Providers include local authorities, specialist designated institutions, voluntary and community sector organisations, regeneration partnerships and further education colleges
Learner	Learner	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
Teacher / trainer	Tutor	Person teaching adult learners or guiding or facilitating their learning.
	Mentor	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
Learning goals	Main learning goals	Intended gains in skills, knowledge or understanding. Gains may be reflected in the achievement of nationally recognised qualifications. Or they may be reflected in the ability of learners to apply learning in contexts outside the learning situation, e.g. in the family, community, or workplace. Learners' main goal/s should be recorded on an individual or, in some cases, group learning plan. Plans should be revised as progress is made and new goals emerge.
	Secondary learning goals	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
Personal and learning skills	Personal and learning skills	These include being able to study independently, willingness to collaborate with others, and readiness to take up another opportunity for education or training.

Other terms used in Adult and Community Learning

	Relating the term to Adult and Community Learning
Unanticipated, or unintended learning outcome	Adults often experience unanticipated gains as a result of being involved in learning. These include improved self-esteem, greater self-confidence and a growing sense of belonging to a community. Gains of this kind should be acknowledged and recorded in any record of achievement.
Subject-based programme	A programme organised around a body of knowledge, e.g. the structure and usage of the French language or ceramic glazing techniques. Students could be expected to progress from one aspect of the subject to another, to grasp increasingly complex concepts or analyses or to develop greater levels of skill or to apply skills to a new area of work.
Issue-based programme	A programme that is based on the concerns, interests and aspirations of particular groups, for example members of a Sikh Gurdwara wanting to address inter-faith relations in their town, or parents worried about the incidence of drug abuse in their locality. Issue-based learning tends to be associated with geographically defined communities, but the increasing use of electronic means of communication means that this need no longer be the case. Progress is defined in terms of the group's increasing ability to analyse its situation, to access new information and skills which will help it resolve its difficulties and generate solutions and its growing confidence in dealing with others to implement those solutions.
Outreach provision	Provision established in a community setting in addition to provision made at an organisation's main site(s). Outreach programmes may be similar to courses at the main site(s) or be designed to meet the specific requirements of that community.
Neighbourhood-based work	The provider's staff have a long-term presence in a local community with a specific remit to understand the concerns of the local residents and develop learning activities to meet local needs and interests.
Community regeneration	The process of improving the quality of life in communities by investing in their infrastructure and facilities, creating opportunities for training and employment and tackling poor health and educational under-achievement. Community regeneration requires the active participation of local residents in decision-making. Changes and improvements are often achieved either directly or indirectly as a result of the adult learning activities which arise from this.

Relating the term to Adult and Community Learning	
Community capacity building	The process of enabling local people to develop the knowledge, skills and confidence to take advantage of opportunities for employment, training and further education and to become selfmanaging, sustainable communities.
Active citizenship	The process whereby people recognise the power they have to improve the quality of life for others and make a conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good leadership and management of change
- effective strategies to support learners with additional learning needs
- good use of post-inspection action-planning to improve provision
- effective strategies to gain learners' feedback

Weaknesses

- insufficiently developed management information systems
- some poor accommodation
- insufficient strategic targeting and monitoring of under-represented groups
- insufficiently established quality assurance arrangements

33. Overall leadership and management of change are good. Since the previous inspection the head of service has successfully restructured HAE to improve operational management. The service now operates in three teams: curriculum, support, and management information and finance. The new structure introduced the role of deputy head of service, and increased the number of programme managers and curriculum co-ordinators. It also strengthened the role of centre managers, and introduced deputy centre managers and administrative assistants at each of the four centres. This new management structure has been instrumental in successfully introducing wide-ranging changes to the operational management of HAE. Some of the appointments to curriculum posts are very recent, but even those have been effective in introducing significant changes quickly. The head of service provides strong leadership for these changes. Four steering groups have been formed to help with the speed and implementation of change. Steering groups for quality assurance, equality of opportunity, marketing and continuous professional development have been operating in the past year. Each steering group includes members from the three teams, staff based in each of the four centres and staff from different levels in the organisation. Members of the steering groups are motivated and have a strong sense of ownership of the changes that they have introduced. For example, the marketing group takes pride in its achievements in introducing new strategies to publicise HAE more effectively. These include the distribution of postcards, advertising on buses in the areas of the borough that have historically had low enrolment rates, and recruitment events in shopping centres. Changes which affect staff have been introduced sensitively, such as the changes made to the contract for sessional to staff clarify the range of responsibilities included in their hourly rate of pay, and to outline additional payments available for

attending curriculum meetings.

34. Operational management and planning were a weakness at the previous inspection, and are now satisfactory. However, some curriculum areas are more advanced than others. Some curriculum areas have experienced difficulties in making some appointments.

35. Links between the borough and HAE are satisfactory. The head of service meets every three to four weeks with her line manager, the head of lifelong learning. The head of service also attends other meetings in the EYL directorate. Strategic planning has improved, and is no longer a weakness as identified at the previous inspection. There are clear links between the local authority's three to five-year strategic plans, which include one-year targets, and HAE's three-year development plan, accommodation strategy and business plan. There is evidence of closer working between the two organisations and increased partnership work to deliver shared objectives. Effective partnerships in the teams in the EYL division have helped to develop curriculum provision.

36. Partnership work and external communications are satisfactory. There are some well-developed partnerships, which have a positive impact on the experience of learners, such as those with learning difficulties and/or disabilities. However, partnerships in other curriculum areas, such as skills for life and family learning, are not well established.

37. Communication across the organisation is satisfactory. There is a regular cycle of meetings, including management meetings which take place every month and curriculum meetings which take place every term. Meetings are minuted, and minutes are circulated to all appropriate staff. Formal meetings are supplemented by informal contacts. A publication is circulated to all staff every month, and all staff are now accessible by e-mail. However, communication channels are not always effective, such as those for clarifying the importance and value of individual learning plans.

38. Staff appraisal and development are satisfactory. HAE has adopted the borough's procedures for the annual appraisal of permanent staff. An annual professional development review has been introduced by HAE for all sessional staff. The review includes the outcomes of observations. However, to date, not all staff have been observed or have attended a professional development review. Specific and measurable performance targets have yet to be introduced.

39. The financial management of HAE is satisfactory. A recent increase in expenditure on resources has improved specialist facilities as well as general teaching resources. Resources, which were identified as a weakness at the previous inspection, are now satisfactory.

40. The provision of literacy and numeracy support is satisfactory. Learners' need for additional support, including literacy and numeracy support, is identified at induction or through initial assessment. Appropriate support is provided by the skills for life team according to the course, and the support available to learners ranges from classroom

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support to open learning.

41. Management information systems have improved since the previous inspection, but are still insufficiently developed. HAE has made significant improvements in the collection and availability of relevant data. Data is more reliable and regular reports have recently become available to managers. However, they are not sufficiently targeted to the needs of curriculum decision-making. Managers are in the process of refining their information requirements. Currently, there is insufficient use of data to monitor the provision, set specific targets, analyse trends or effectively inform decision-making.

42. Some poor accommodation is still in use by HAE. This was an aspect of a weakness identified in the previous inspection. Although substantial redecoration and maintenance has been carried out since the previous inspection, accommodation is still unsatisfactory. There is a clear accommodation strategy which includes the opening of new centres in the south of the borough in the next few months. One of the current centres in the north of the borough does not comply with the requirements of the Disability Discrimination Act 1995, and will be replaced with alternative accommodation in the next year. Currently, there is some unsatisfactory accommodation in use at a number of sites. The range of inappropriate accommodation identified by inspectors includes noisy and cramped rooms and rooms which are not accessible to wheelchair users or are difficult to access for people with restricted mobility.

Equality of opportunity

Contributory grade 3

43. A far greater proportion of learners on mainstream courses now make use of the additional learning support available to them. In 2002-03, 48 learners received additional learning support and in 2003-04, 81 learners received it. To date in 2004-05, 22 learners have received additional support, compared with three learners at the same time last year. HAE has effectively promoted learning support across the service for people with learning difficulties and/or disabilities and other learning needs. HAE has focused on raising staff awareness of disability. In the past year, 11 curriculum co-ordinators, 79 part-time tutors and 16 support staff have attended disability training events. Every tutor has received a detailed leaflet outlining the implications for the service of the Disability Discrimination Act 1995. All tutors have received a leaflet which suggests practical strategies to support learners with disabilities in the classroom. A good range of specialist resources are available at all centres, including adapted desks, hearing loops, specialist keyboards and speech synthesisers. Learners are encouraged to apply for support from the learning support unit.

44. Equality of opportunity policies are satisfactory. Hillingdon LEA has an equality and diversity policy which takes account of recent legislation. The LEA has made an appropriate response to the Race Relations (Amendment) Act 2000. The LEA's race equality scheme describes adequately how the council fulfils its statutory duties. HAE reports to the LEA on its equality practice under the scheme. The LEA has also raised the profile of racial harassment and bullying by requiring the service to record and report all racially motivated incidences. So far, three incidences have been reported and

adequately dealt with.

45. HAE has responded appropriately to the demands of the Disability Discrimination Act 1995 and has carried out an audit of its premises. Currently, most sites are accessible to people with restricted mobility. However, one main site provides no access for people with restricted mobility. The accommodation strategy states how the organisation will make all sites fully accessible by September 2005.

46. HAE has its own equality policy, which sets out a clear set of principles and intentions but does not include an implementation plan. In the past year, an equality steering group has met every term to oversee equality and diversity matters. HAE promotes the use of its complaints procedure to learners and encourages them to provide feedback through a form in the learner handbook. In 2003-04, HAE received 25 complaints. Complaints are generally well recorded but there is still no analysis of trends or formal reporting of complaints to the senior management team or the LEA. There is no written policy linked to the complaints procedure.

47. There is insufficient targeting and monitoring of under-represented groups. The previous inspection report identified poor participation by socially excluded groups. Participation rates have not changed significantly since the previous inspection. The participation of minority ethnic learners, for instance, has remained constant at around 20 per cent in the past three years. This is similar to the representation of minority ethnic groups in the borough's population. Despite some initiatives by programme managers to remedy the situation, foundation learners account for over half of this proportion. The average participation in other areas of learning is only 10 per cent. Additionally, the retention of learners from Asian and black minority groups in 2003-04 was 71 per cent, compared with an overall retention of 81 per cent. Achievement for Asian and black groups was 84 per cent, compared with 92 per cent overall. There has been a slight increase in the number of male learners from 25 per cent in 2002-03 and 2003-04 to 27 per cent to date in 2004-05.

48. Until very recently HAE had not produced its own equality and diversity targets. The organisation's equal opportunities policy does not have targets attached or action plans identifying how the policy will be implemented. The newly formed equality steering group does not systematically monitor the equal opportunities policy.

Quality assurance

Contributory grade 3

49. HAE made good use of the post-inspection plan to systematically deal with the weaknesses identified at the previous inspection and improve its provision. HAE has maintained a strong focus on carrying actions through. Some actions have had an immediate and positive impact. For example, a commitment to improving resources has had a direct impact on improving teaching in many curriculum areas. Some actions, such as the organisational restructuring, have taken longer to implement than

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anticipated. However, the commitment to implementing this part of the plan was instrumental in driving the process through to completion. HAE's actions to improve teaching following the previous inspection has been well supported by an external consultancy. These have focused on more thorough lessons observations and effective strategies to improve unsatisfactory teaching. The post-inspection plan included a week of lesson observations in April 2004, which was particularly effective in focusing attention on the need to improve teaching, and has been followed up with a sequence of other actions which have maintained a process of continuous improvement. Since the previous inspection, there has been a 20 per cent improvement in good or better grades and a 9 per cent decrease in unsatisfactory grades for lesson observations. HAE has made significant progress in remedying the weaknesses identified at the previous inspection.

50. Since the previous inspection, HAE has improved its use of feedback from learners. HAE has good strategies for involving learners in improving the quality of provision. Post-enrolment questionnaires have been newly designed and there is now an adapted version for learners with learning difficulties and/or disabilities and pre-entry level ESOL learners. The feedback from these forms is analysed and used as a measure of satisfaction early in the course and to deal with any key issues of concern. In addition, two course representatives are chosen by each group to act as intermediaries between learners and HAE. This is an effective mechanism for raising and dealing with issues of concern in a safe and non-threatening way. Course representatives are asked to complete mid-course reviews in consultation with their group. The results are collated and used as a basis for the curriculum mid-course reviews. Feedback is gathered from the course representatives for each of the curriculum areas and is used as part of the self-assessment process. An advocacy forum has been developed for learners on courses designed for people with learning difficulties and/or disabilities, as an alternative to course representatives. The forum is co-ordinated by a member of an external organisation. It provides a confidential and secure pathway for learners to participate effectively in improving the provision, such as through extending the range of courses available to meet learners' requests. These mechanisms are being developed further to improve their effectiveness.

51. The self-assessment process is satisfactory. The self-assessment report for 2003-04 was produced in September 2004. The views of learners were included in the report and staff participated in the self-assessment process. However, not all sessional staff understood the purpose of self-assessment and some were not effectively involved in the process. The report was insufficiently critical and was not based on firm statistical evidence to identify trends or problems.

52. At the previous inspection, quality assurance arrangements were a weakness. HAE now has a satisfactory quality assurance framework which is overseen by a new quality assurance steering group. However, some aspects of the new arrangements are not fully implemented and remain weak. Some procedures are not being used consistently throughout the organisation, such as curriculum quality files, course reviews and the completion and use of individual learning plans. The quality of teaching has improved, but is insufficiently monitored through the performance management process. There is

some sharing of good practice in some curriculum areas, but overall there is insufficient sharing of good practice. The use of performance targets is underdeveloped. There is insufficient use of data to monitor the impact of quality assurance arrangements. The effectiveness of policies and procedures is yet to be monitored and reviewed.

AREAS OF LEARNING

Information & communications technology

Grade 3

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	419	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good retention and achievement
- good resources at learning centres
- good programme management

Weaknesses

- insufficient use of formative assessment to plan learning
- insufficient sharing of good practice

Achievement and standards

53. Achievement rates are good. In 2003-04, pass rates for externally accredited courses were 96 per cent, having risen from 55 per cent in 2002-03 and 52 per cent in 2001-02. Achievement rates are also good on non-accredited courses where tutors set their own achievement criteria. The average rate of attendance in classes during the inspection was 71 per cent. Significant numbers of learners re-enrol to take additional, similar or more advanced ICT courses. Learners develop good skills, appropriate to the level of study, a strength identified at the previous inspection. Most learners use computers and software with confidence. Many learners are proud that they have overcome their anxieties about using ICT, and enjoy using and sharing their new skills and knowledge with their families, for personal use, at work and in their local communities.

54. Retention is good. Retention rates on further education courses have risen from 81 per cent in 2002-03 to 87 per cent in 2003-04. Retention on adult and community learning courses decreased from 97 per cent in 2002-03 to 91 per cent in 2003-04.

Quality of education and training

55. ICT resources at the four main learning centres are good, which is a significant improvement since the previous inspection. Learning centres have been equipped with industry-standard networked computers with scanners, colour printers and a range of up-to-date software. New furniture including ergonomically designed computer desks and

adjustable chairs have been purchased. Workstations at three centres have been designed to accommodate people in wheelchairs. Three of the learning centres have access for people with restricted mobility, and all have access to specialised equipment for learners with dyslexia and visual or hearing impairment. Good technical support is provided at learning centres by HAE's own technician. Tutors have been trained to use the new software and presentation resources. Learners can use the resources at two learning centres for independent study.

56. Similar to the previous inspection some of the classrooms used for ICT at outreach centres are poorly resourced, with inappropriate furniture and slow, out-of-date computers and software. Partnerships are being developed to offer provision in more acceptable venues, and replacement sites are being developed.

57. Health and safety is adequately promoted and observed in each lesson. This was identified as a weakness at the previous inspection and is now satisfactory. Health and safety is covered at induction, and is reinforced at each lesson. Learners, where possible, make adjustments to their workstation at the start of each lesson and adhere to health and safety guidelines. There is sufficient peripheral equipment such as footrests, wrist rests and document holders at learning centres. Seventy-five per cent of tutors have a teaching qualification, and the remainder are being supported to achieve one. Tutors without an ICT qualification are encouraged and sponsored by Hillingdon LEA to complete one as part of their continuing professional development.

58. Standards of teaching are satisfactory. Thirty-three per cent of lessons observed during the inspection were judged to be good or better. Most lessons enable learners to understand the mechanics of ICT by using practical computer-based activities. There is sufficient planning to meet the different needs of learners in most lessons, but insufficient planning to meet the personal objectives of some individuals. Most tutors use a good range of teaching techniques. However, some use a limited range, such as for the demonstration of new features of the hardware or software. Tutors demonstrate good subject knowledge.

59. The range of courses is adequate to meet learners' needs. Learners are able to progress onto higher-level courses, or to study additional courses at the same level. There is an adequate mix of courses during the day, evenings and weekends. Effective strategies are in place to build partnerships to deliver ICT provision in the community, a strength identified in the self-assessment report. Consultation with community groups and schools is effective in identifying and recruiting new learners. Taster courses have been introduced to widen participation in learning. ICT provision is dispersed throughout Hillingdon, and learners are able to attend classes close to their homes. Since the previous inspection there has been a focus on providing accredited courses to meet learners' requests and as a motivational tool. Thirty-six per cent of learners enrolled on accredited courses in the first half term of 2004-05, compared with 12 per cent in 2002-03, and 11 per cent in 2003-04.

60. Overall advice, guidance and support for learners are satisfactory. Information leaflets provide sufficient information to enable learners to choose an appropriate

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course. Leaflets list the qualifications and experience required before enrolment and the progression opportunities available on completion. Learners also have access to personal advice and guidance if they require additional information. Learners on accredited courses are assessed during induction, and those that are identified as needing support are invited to take advantage of the support available. These include use of adapted equipment, help with skills for life, and in-class support from learning support assistants or adapted learning materials.

61. Formative assessment is not used sufficiently to plan learning. Learners' computer skills are assessed during the first week of their course, but there is insufficient use of the information gained to plan learning. Schemes of work and lesson plans are not planned to meet the specific needs of individual learners. Some learners are on courses that are unsuitable, despite having taken an initial assessment which indicated that the course was not suitable.

62. The use of individual learning plans as a basis for planning programmes is underdeveloped. All learners complete an individual learning plan during their first week on a course in which they record expected learning outcomes related to the features of the software or hardware being covered on their course. Learning outcomes are identical for all learners in a group. Learners assess their own progress against the learning outcomes using a numerical score, at the beginning, in the middle and at the end of the course. Tutors score learners' progress separately without discussing the outcomes with them. Learners are encouraged to list their personal learning goals in the individual learning plan. The goals are not discussed with the tutor, but are monitored by learners themselves. The individual learning plans are kept by tutors, and learners are not given their own copy for reference. All tutors complete an additional record sheet which records the progress made by learners against completed work. Learners receive satisfactory feedback on their progress from tutors in class. Learners are assessed at regular intervals, and receive satisfactory oral and written feedback on their progress.

Leadership and management

63. Programme management is good with staff well deployed and supported. The recent appointment of a programme manager and a curriculum co-ordinator has introduced a clear leadership structure. Eighty-three per cent of the tutors in this area of learning have recently been appointed. These tutors have been well supported and introduced to the work of the department and HAE. A line management structure exists and all part-time tutors have a line manager. New tutors have been supported through mentoring, work shadowing, and with regular communication through newsletters and e-mail. The ICT team meets every month. The meetings take place during the day or in the evening to enable maximum attendance. Minutes are not routinely circulated to all tutors. All staff are encouraged to take part in continuing professional development activities to ensure that their teaching and occupational competence are up to date. A manual for tutors has been updated to include training-related practices, policies and procedures. There is satisfactory quality assurance of teaching. All new tutors are required to deliver a micro-teaching session as part of the recruitment process. Further

lesson observations take place shortly after the appointment. Tutors are given comprehensive oral and written feedback. Arrangements for equality of opportunity are satisfactory.

64. There is insufficient sharing of good practice. There are good teaching techniques being used by tutors but they are not sufficiently shared to improve the quality of teaching across the area of learning. There is insufficient sharing of resources between tutors that deliver similar courses. Tutors spend a lot of time preparing resources of differing quality. Managers have recognised this weakness and have started to provide opportunities for staff to share good practice and resources.

65. The self-assessment process did not acknowledge the recent changes that had been made to the ICT provision and did not identify some of the strengths and weaknesses that were identified by inspectors.

Hospitality, sport, leisure & travel

Grade 3

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	591	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good development of personal and learning skills
- good curriculum planning

Weaknesses

- ineffective use of individual learning plans
- inadequate course reviews

Achievement and standards

66. Learners gain good physiological and psychological benefits through classes such as yoga, tai chi and cookery. The acquisition of new skills allows learners to make progress and maintain their health. For example, in yoga classes learners aged 60 and 70 perform stretching, stepping and bending movements that are above the level expected of them.

67. Learners demonstrate good co-ordination and balance. Timing and pace of movements in relation to music in keep fit classes are all good. Stamina and suppleness are above those that would be seen in a non-exercising group. The performances of bilateral movements are effective and learners showed good body awareness during classes. Some learners describe gains in self-confidence and apply learning to their daily life.

68. There are social benefits for older learners who develop good relationships and friendships through the classes. Achievement rates for the two accredited courses in food hygiene and yoga are satisfactory. Retention rates in the non-accredited area have remained high on courses. However, many learners repeat classes year after year. The overall attendance figure at the time of inspection was 78 per cent.

Quality of education and training

69. Teaching is satisfactory or better on most courses, with 45 per cent of lessons graded as good or better. The better classes are well organised, with good preparation, pacing, timing and variety of activities appropriate to learners' needs. In some lessons, learners showed high levels of concentration and were fully involved in their own learning. Learners are encouraged to develop their own creative approaches in classes

such as bridge and tai chi. In the unsatisfactory classes, learners are not sufficiently challenged and there is too little focus on individual needs. Since the previous inspection there have been improvements in the planning of teaching.

70. Resources are satisfactory. Most tutors have good experience and hold appropriate occupational qualifications. All yoga staff received funding to attend a national yoga conference. Accommodation used is satisfactory. A new health suite has been purchased for complementary therapy courses. Learners on sport and leisure courses have access to this facility when they make progress in their chosen subject. There have been good improvements in accommodation since the previous inspection.

71. There is satisfactory access to centres. The classes take place in suitably sized rooms and the rooms have adequate floor surfaces and sufficient space in which learners work. Staff have access to music equipment in most of the centres. The service has purchased course equipment such as yoga mats, microwaves, cookery utilities and tables for learners with physical disabilities.

72. The range of provision is satisfactory. At the time of inspection, 30 per cent of the provision is for yoga, 20 per cent is for cookery and 20 per cent is for keep fit. Bridge, tai chi, wine appreciation and badminton make up the rest of the provision in this area of learning. There are progression opportunities that allow learners to move from entry level and level 1 courses to more advanced courses. However, most courses are at level 1 or entry level. This has improved since the previous inspection. There are courses dedicated to older learners and retired learners. Fifty-seven per cent of the provision takes place during the day and 43 per cent in the evenings. There is some weekend provision and some taster days.

73. Guidance and support is satisfactory. Learners get an induction to their courses during the first lesson and the tutor completes a checklist. On the non-accredited programmes there are informal arrangements for assessing individual learning needs. The tutor identifies any support required during the first few lessons. For accredited programmes learners are assessed in week zero. This assessment enables HAE to identify learners who can progress through the course quickly and those learners who will require additional support. However, there are no learners receiving support for literacy, numeracy or language needs in this area of learning. Recently a standardised document for the screening of health and medical conditions was introduced. This form is being completed satisfactorily and tutors are aware of learners' health issues.

74. The new system for monitoring individual learning is not being systematically applied. Individual learning plans and progress reports are used inconsistently by teaching staff. Individual learning plans and progress review records do not have any influence on the learners' experience. Goal setting and monitoring of progress is poor. Learners do not take the responsibility for the goals they are set. Few learners are able to describe how much progress they have made against their learning goals. Individual and group learning outcomes are not used to plan the teaching programme. Individual assessment is often ineffective. Many tutors complete the assessment for the group as a whole. Tutors have adequate knowledge of learners' individual needs and can see the

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progress they make. However, this is not always fed back to learners. This weakness was identified at the previous inspection but some progress has been made.

Leadership and management

75. Operational management is satisfactory. Curriculum planning is effective and the management of change has been good. The provision available has changed considerably since the previous inspection and some classes have been removed from the programme. This has released resources to develop other areas of the curriculum. Access to classes has been improved. Learners can now enrol each term. New learners have been able to enrol on classes that had previously been fully booked from the start of the year. Class sizes have been reviewed and maximum numbers set. There are waiting lists for the more popular classes and these are used to benefit the learners. HAE has a new accommodation strategy. There are now new classrooms for some programmes and improved equipment for others.

76. The lesson observation scheme is satisfactory. Staff are observed over a two-year cycle. Most staff in the area of learning have been observed. There is a clear schedule of observations planned for the coming year. A number of new staff have not yet been observed. Weaknesses identified on the observation reports are in many cases concerned with the tutor's lesson plans, schemes of work and individual learning plans. Written comments on the reports are often narrative and insufficiently challenging.

77. Lesson observation grades form part of tutors' personal development plans. Where lessons are identified as unsatisfactory, there are a variety of measures used to support the tutor, including professional development, mentoring, and mandatory attendance at teacher training courses that lead to qualifications which are funded by the authority. Staff whose lessons are graded as good or better are invited to become lead tutors and mentors.

78. The promotion of equality of opportunity is satisfactory. The curriculum team has a strategic aim of increasing the participation of under-represented groups in learning. For example, there are now courses in rock climbing for men and cookery courses to tackle obesity. Assessment of additional support needs takes place through an initial assessment and a referral scheme. Staff awareness of equality and diversity is promoted through training days, although staff attendance at these events is poor.

79. At the previous inspection, inadequate risk management procedures was identified as a weakness. There has been staff updating training and a clear improvement of staff awareness of health and safety.

80. The curriculum review process is inadequate. There is a system for gathering and recording information about course performance, although it is not used consistently by tutors. For example, the end of course reviews, which are intended to collate and summarise course statistics on retention, achievement and progression and tutor evaluations, have not been completed for the past year. Course reviews have not been

used adequately to identify improvements in the provision or as a basis for the self-assessment report.

Visual & performing arts & media**Grade 2**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	888	2

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good creative achievement
- very good teaching and learning
- good leadership and management

Weaknesses

- inappropriate accommodation at some centres
- poor use of individual learning plans

Achievement and standards

81. There are high levels of achievement in the area of learning and the standard of creative work is good. Partially sighted learners at Harlington work with confidence on three-dimensional and inventive clay projects. For example, one learner designed a letterbox, and another designed a child's chair. In an art class aimed at developing new painting skills, watercolour techniques were quickly learnt after learning the theory of colour selection and mixing. The theory was applied to studies of seascapes copied from subjects chosen by the learners. Some learners progress to foundation art courses, while others go into art-related employment. Learners on the bobbin lace course created exquisite pieces with apparent ease, some designing their own patterns. In the ballroom dancing class, learners demonstrated a natural sense of style, a good sense of rhythm, and learnt the rumba in half an hour. In acting, learners improvised with confidence and energy. Violins, which are made by learners, are used in national orchestras and other public performances. The standard of work and the development of technical skills were also a strength at the previous inspection.

82. Attendance at classes observed during the inspection was good, averaging 86.6 per cent, compared with 66 per cent at the previous inspection. Punctuality was good in most classes. Retention in 2003-04 was 87.1 per cent, compared with 89.2 per cent in 2002-03. Tutors contact absent learners and send handouts of work missed. There is a waiting list for some art classes, with existing learners unable to find a place on spring-term courses.

Quality of education and training

83. Teaching in the visual and performing arts area is very good. Of the lessons observed during the reinspection, 88 per cent were judged to be good or very good. This has improved significantly since the previous inspection at which 53 per cent of the lessons were good or better. The rapport between learners and staff is friendly and clear guidance is given, reinforced by good, attractive handouts. Teaching for technical skills is very good. Tutors act as excellent role models and demonstrate their skills as dancers, lace makers or artists with ease. Teaching is well differentiated and sensitive individual support is the norm.

84. Methods of assessment are appropriate. For example, performing artists and scenic painters have public, assessed performances at the Compass Theatre. External verifiers provide excellent feedback on provision for a qualification accredited by an external organisation and internal verification. Assessment practice was a weakness at the previous inspection.

85. The previous inspection identified a limited range of courses. However, a broad range of largely unaccredited, visual and performing arts courses are now offered. There are approximately 329 courses but only five are for performing arts. As a result of public responses to a community carnival, and requests from learners, the number of performance courses on offer next term will be greater. Many of the courses offered are suitable for learners with restricted mobility or other special needs. There is an increased emphasis on the course content reflecting the ethnic diversity of the area. In 2003-04 there were 12 accredited courses with progression routes from entry level to external accreditation at levels 1 and 2. Several learners are now on art foundation courses.

86. Initial advice and guidance is satisfactory. Course leaflets outline details of courses, their learning outcomes, the potential for progression, and the skills needed by learners. Applicants are interviewed and advised on the appropriateness of their choice. Where necessary, a health check is made, such as for the ballroom dancing course and drama courses. After initial assessment, any learning support is identified. The standard induction course includes health and safety advice and fire procedures.

87. Some accommodation for this area of learning is unsuitable. Pottery and art classes use the same room at Harlington. This arrangement is unsatisfactory. There is no wall space to display learners' work, little natural light and dusty work tables. At another centre, which is shared with a local community school, some elderly learners are intimidated by the noisiness and carelessness of the children. Stairs at one of the older centres are inaccessible to people with restricted mobility and fire doors are awkwardly placed.

88. Individual learning plans are still in the process of development. At present they consist of course aims, against which learners assess themselves and are assessed by their tutor three times a year. There is also a panel in the individual learning plan in which learners identify their personal aims. Personal aims are not assessed or monitored

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by staff. Not all tutors apply the paperwork as intended and not all learners understand the purpose of the individual learning plans, though some value them as indications of their progress.

Leadership and management

89. Operational management is good. A good quality assurance system is in place with improved course reviews and monitored action plans. Tutors are regularly observed and mentored through lesson observations, which are carried out using a checklist to ensure standard practices such as induction, health and safety rules and the development and use of individual learning plans are covered. There are regular lesson observations. Each tutor has an annual appraisal which leads to the development of a professional development plan, which includes a record of courses and meetings attended and further training needs, which are regularly reviewed. The internal verification process for accredited courses is effective. Lesson observations and a mentoring system ensure consistent standards on non-accredited courses. There are regular, minuted staff meetings. The team leader keeps staff updated through e-mails, visits and a staff notice board. Staff are encouraged to share good practice through reports at subject-specific meetings and new tutors are encouraged to observe more experienced colleagues. Equality of opportunity is satisfactory. The programme manager has increased equality and diversity in course content. All religious festivals are celebrated and often HAE offers courses specific to these festivals, such as the course in making Asian garlands.

English, languages & communications**Grade 2**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	886	2

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good retention and achievement
- good teaching and learning
- very wide range of courses
- good curriculum management

Weaknesses

- low pass rates on the level 2 BSL course in 2003-04

Achievement and standards

90. As identified at the previous inspection, learners achieve well. Learners value their courses highly and report better confidence in speaking the language they are learning. Speaking and listening skills are well developed and some learners have excellent pronunciation skills and an extensive vocabulary. Learners have good understanding of language structures. They gain better knowledge of cultures in other countries and many apply their new skills at work and become better communicators with relatives and friends abroad. One learner, who had just completed a one-year introductory course, was able to communicate effectively and spontaneously when interviewed on holiday for an Italian television programme on tourism. Learners on the few accredited courses achieved very well in 2003-04 with 100 per cent pass rates on English and Spanish GCSE courses and French AS level courses and 75 per cent pass rate on the level 1 BSL course. Attendance during inspection was good at 83 per cent and retention has increased to 92 per cent in 2003-04.

91. Pass rates on the level 2 BSL course were very low in 2003-04. Only 22 per cent of learners passed the course, which is 8 per cent below the national average.

Quality of education and training

92. As identified at the previous inspection, a high proportion of teaching is good or better, with very effective use of the target language, well-structured learning sessions, extensive use of pair work, good peer support and varied tasks at the appropriate level. There is good use of authentic and well-produced materials. Learners are well focused and participate fully in activities using the target language extensively and with

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confidence. At levels 3 and 4, learners express complex ideas, conduct extensive discussions accurately and demonstrate good understanding of grammar. However, in the weakest sessions, over-reliance on paper-based materials prevents the production of spontaneous language. Schemes of work have improved and now make reference to accompanying resource materials. Lesson plans are detailed with clear timescales and a good range of activities. However, it is not always clear how the needs of learners identified during the initial assessment are to be met.

93. As identified at the previous inspection, there is a wide range of provision in many languages and at different levels, including BSL up to level 2. Provision includes 15 languages, with a further three due to start in January 2005. Progression routes are well established from entry to advanced levels for French, German, Italian and Spanish, up to level 2 for Japanese and up to level 1 for Greek. The introduction of small-group provision means that many languages can be offered. However, there is too little provision in the evening. For example, Arabic, Chinese, Hindi, Latin, Punjabi and Turkish are only offered at entry level in the evenings and German, Greek and Portuguese are only offered up to intermediate levels in the evenings. Good partnership work secured a contract with another organisation to provide Arabic, French and Spanish courses for 73 learners. Family French and Spanish courses continue to be offered in partnership with a local school on Saturdays during the summer term. Tutors organise trips to France and Germany. Learners organise support language clubs in French, German, Spanish and Greek and trips to embassies enabling them to access films in the target language.

94. Resources are satisfactory. Whiteboards, overhead projectors and tape recorders are in place and have been upgraded. Textbooks are adequate and tutors produce good materials. Rooms are generally adequate. However, in one centre, a language class takes place in a room with poor acoustics which is too small for the number of learners enrolled on the course. Hearing loops are now available, although learners are not always aware of this. Tutors are appropriately qualified, have excellent command of their target language and many have the language as their first language.

95. Arrangements for initial assessment have been further developed since the previous inspection and are effective in placing learners on the right course. However, it is not always clear in lesson plans how identified needs are used in the planning process. Individual learning plans are used in most classes. Plans include precise individual learning goals and are recognised by learners as a useful record of their progress. Records of achievement are used extensively and effectively to record progress.

96. Advice, guidance and support are satisfactory. Induction is effective, although some learners are not always clear about what specialist equipment is available. Homework is set regularly, welcomed by all learners and well marked with helpful comments to improve the learners' language skills. Learners value their courses highly, and are enthusiastic about the lively teaching and encouraging support they receive from their tutors.

Leadership and management

97. Management of the curriculum is good. In addition to the programme manager there are now two curriculum co-ordinators responsible for supporting staff and organising programmes in languages and humanities, and English and communication, respectively. Course planning has remained comprehensive. Managers have effectively analysed local information, learners' views and course evaluations. HAE has recruited a high proportion of new learners following this evaluation. The current development action plan includes the introduction of more community languages and new accommodation at a secondary school. Communication between managers and tutors is effective. Staff development is effective in updating tutors' skills, and workshops enable tutors to share good practice and materials. Retention and attendance are now systematically monitored and analysed. Equality and diversity in this area are satisfactory. The practice of class visits and lesson observation is well established and effective. Development needs are identified, recorded and an action plan is produced. Part-time staff are involved in the development of the self-assessment report, which accurately acknowledges most strengths and weaknesses identified during inspection.

Foundation programmes

Grade 3

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	697	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good initial assessment
- good induction process
- good management of change
- wide range of provision for adults with learning difficulties and/or disabilities

Weaknesses

- insufficient use of data
- underdeveloped quality assurance procedures in ESOL

Achievement and standards

98. There continues to be a high level of achievement on accredited and non-accredited programmes by learners with learning difficulties and/or disabilities, and many learners study a range of subjects concurrently and successively. Additional units have been internally developed for awarding body approval to enhance the range of learning opportunities. There are excellent examples of work, particularly in the art and craft-based subjects, where some very challenging projects have been set for and achieved by learners with learning difficulties and/or disabilities.

99. Although only a few ESOL learners were entered for external qualifications in 2003-04, the pass rate was good at 85.6 per cent. Attainment in ESOL is good in the better lessons, with learners developing their language skills through a range of challenging communicative activities. Activities focus the learner and allow them to practise their skills. Learners on higher-level ESOL courses can develop planning and editorial skills in the 'ESOL News' workshop. In weaker lessons, learners make slower progress towards their learning goals and the targets they are working towards are not specific.

100. Learners on skills for life literacy and numeracy activities gain confidence in achieving their individual goals. Many learners effectively develop literacy and numeracy skills and participate in learning activities that help develop autonomy and self-esteem.

101. Attendance at courses in this area of learning has improved from 51 per cent to 76 per cent. In the ESOL lessons observed during the reinspection, the attendance rate was 70 per cent. A new system is in place to contact learners with poor attendance to

remedy a weakness identified in the self-assessment report.

Quality of education and training

102. Good initial assessments for screening and placement have been introduced across the area of learning. This is delivered in three-hour assessment sessions, and administered in a supportive and friendly manner. There is a detailed guide for the tutor to use. The skills for life diagnostic materials are being introduced. This deals with a weakness identified in the self-assessment report. Other aspects of assessment are generally satisfactory. In the provision for learners with learning difficulties and/or disabilities, literacy and numeracy classes use a fast-track assessment process. Some learners find this difficult to understand, but this problem has been partially resolved by tutors reading out the assessments so that learners can respond verbally. The responses are then scribed by the tutors or other staff. This process was observed during the reinspection and is an effective method of generating evidence for learners' portfolios.

103. There is a good, new induction process, which incorporates good preparation for the learning programme and information about health and safety, equality of opportunity and the complaints procedure. Course files include a completed checklist of information. Tutors reinforce verbally the important issues to learners with learning difficulties and/or disabilities.

104. The curriculum for learners with learning difficulties and/or disabilities offers a diverse range of classes across the borough, at established centres, outreach social services day centres, and at a registered charity. Classes for learners with learning difficulties and/or disabilities are located in a variety of geographical communities and communities of interest. Venues include church halls, community centres and day centres, enabling people who would not traditionally participate in learning to access a variety of provision relevant to their needs. Venues are used imaginatively and flexibly to reflect the social arrangements of the learners. The transport grant is used to enable learners to attend classes, particularly those in the evening, and to go out on educational visits. HAE has been responsive to the learners' views expressed through the forum for learners with learning difficulties and/or disabilities. The provision has been expanded to include holistic therapies, keep fit, digital photography and French conversation classes.

105. Teaching is satisfactory. There are well-planned lessons in literacy and numeracy programmes for the courses aimed at learners with learning difficulties and/or disabilities. Tutors use a variety of activities to engage and motivate learners. There are effective sessions that encourage and enable learners to contribute and participate in meeting their learning goals and personal development aspirations.

106. In the better ESOL lessons, there is good differentiation, demonstrating progress since the previous inspection. Teaching is lively and well paced with clear language aims and good instructions and error correction. Activities are interesting and communicative. In the weaker ESOL lessons, there are too few communicative activities and learners do not participate sufficiently. In these lessons, tutors do not have the skills

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to exploit the learners' own language and experience.

107. Resources for ESOL are satisfactory and have improved since the previous inspection. Materials for the skills for life courses at all levels are available on all sites. A small number of computers are used to support all the foundation programmes at present, but more have been ordered. There is also good use of digital cameras. Most staff are appropriately qualified. However, a quarter of ESOL tutors do not have a specialist ESOL teaching qualification. Arrangements have been made for all tutors to work towards a level 4 qualification.

108. A new individual learning plan format has been introduced to remedy a weakness identified in the self-assessment report. Some completed individual learning plans are good and take into account the initial assessment and include specific and measurable targets negotiated with the learner which lead to relevant long- and short-term goals. Learners have a progress review every month. Individual learning plans are also reviewed and updated in tutorials. Some completed individual learning plans do not contain sufficiently relevant or specific targets, and do not show appropriate steps towards learning goals.

109. To better meet local needs, the ESOL programme has increased in size this year; main site classes have increased in number from 35 in 2003-04 to 44 in 2004-05. Learners can join ESOL courses at any time, and a four-term year has been introduced this year. Most ESOL courses now consist of two, two-hour classes followed by a one-hour tutorial.

110. There is good use of learning support assistants and volunteers in some learning sessions, working in a collaborative and planned manner with tutors to enhance learning opportunities. For example, in one lesson this enabled the tutor to provide in-depth individual teaching for less confident learners while volunteers worked with those learners who were able to work more independently. There is no advice and guidance for progression, and there is no system for monitoring learners' progression to other learning, training or employment.

Leadership and management

111. Staff development and support for staff from the programme managers, together with the new systems and procedures introduced, have started to bring about successful change. Communication is good. In the ESOL provision, examples of good practice, some provided by tutors, are circulated on e-mail. Tutors, learning support assistants and volunteers are well supported and developed by taking the opportunities for continuing professional development. Most tutors attend meetings every term and appreciate the opportunity to contribute and share good practice, and to discuss shared learners. Staff have been fully involved in the self-assessment process. A mentoring system for new and inexperienced tutors has been developed which has enabled the many new staff to quickly become an integral part of existing teams.

112. The management information system is very new and is not used to monitor learners' progress adequately. For example, the system is able to produce reports on attendance across the provision, but this is not used by managers to identify trends or to inform tutors. Although managers have started to set high-level targets for the programme area, available data is not being used sufficiently by tutors to monitor the retention, achievement and progression of learners.

113. In ESOL, some aspects of the quality assurance procedures are inadequately implemented. Lesson observations are being carried out. However, where development needs are identified, action plans are not filled in and no timescales are agreed to monitor this with tutors. HAE's course review systems are not being implemented for the ESOL provision. Tutors are given the appropriate forms but are not using them. Current monitoring systems are not identifying the gap in the use of quality assurance procedures.

114. Equality of opportunity is satisfactory. There is a diverse workforce in terms of age, gender, ethnicity and language. Learners understand their rights, the complaints procedure and the equal opportunities policy following their induction. A successful and well-received disability awareness roadshow raises awareness of all areas of disability throughout the year. Further initiatives are being developed to widen participation in learning by under-represented groups, such as vulnerable mothers with young children and homeless young men.

Family learning**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	379	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good achievement of learning goals
- good retention and high attendance on FLLN provision
- good planning and teaching to enhance learning
- good childcare support

Weaknesses

- insufficient monitoring of learners' and children's progression
- limited access to accreditation opportunities in FLLN
- inadequate wider family learning provision
- inappropriate accommodation for FLLN in many centres

Achievement and standards

115. There is good achievement of learning goals. Learners gain confidence and support the education and development of family members. On FLLN programmes, learners gain a better understanding of their children's learning and develop a range of strategies to enable them to provide effective support. Good course folders are maintained and toys and games are well made and used at home. Many continue to adapt and produce further resources involving siblings and other relatives. One learner made a set of finger puppets to use alongside her child's reading scheme. Learners gain confidence and improve contact with their children's teachers. A number of parents of children with special educational needs emphasised the positive impact of their learning in supporting and discussing their children's development. Learners gain skills in the use and benefits of the internet and how to monitor safe access by children. On the wider family learning programmes, families experience together new skills such as aromatherapy, reflexology and head massage and use them to enhance the quality of their lives. Impressive standards were achieved on the family learning weekend. Learners performed a splendid Bollywood dance routine after 45 minutes of instruction. There is good intergenerational engagement across the family learning provision, encompassing teenagers, grandparents and carers. The effectiveness of the FLLN and wider family learning courses was a key strength in the overall community learning curriculum at the previous inspection.

116. Retention on FLLN courses is good and has been steadily improving over the past

three years to 83 per cent in 2003-04. Retention was a strength at the previous inspection. Attendance during inspection week was 83 per cent or higher. Learners make great efforts to attend, changing work shifts when necessary. One couple alternates attendance to capture all the information between them. Learners inform their tutor or other course members of absence. Tutors follow up absences and set aside copies of handouts to facilitate learning.

Quality of education and training

117. Most teaching is good or better and there is no unsatisfactory teaching. Teaching is well planned and the standard course outlines are effectively adapted to meet the learning needs of each year group. Lesson plans are good, have clear learning outcomes and are explained to learners. The topics are referenced to the adult core curriculum but this is not explained to the learners. Tutors give clear explanations and continually relate the teaching and examples to the children's learning or familiar situations. A good pace of learning is maintained in most classes. There is effective differentiation of teaching to provide all learners with an appropriate challenge. Tutors manage the learning session and the group to achieve the session's aims. Tutors use a range of teaching strategies and make good use of audiovisual aids to engage all learners. A role-play of ways to read with your child was effective in engaging all learners in discussion of familiar experiences without inhibiting less able readers. Learners receive and effectively use appropriate resources.

118. Childcare support is good. The service has remedied this weakness identified at the previous inspection. A wide range of approaches are used to ensure that there are childcare facilities for all family learning provision, including the employment of sessional staff through links with the children and families service. Two qualified staff have been appointed specifically for the family learning provision.

119. Tutors are appropriately qualified in their main subjects and some have higher qualifications. Tutors are well supported, have good opportunities for staff development, and receive support with course fees. All FLLN tutors have attended initial skills for life training and many are awaiting the roll out of national specialist subject qualifications. Tutors drawn in from other curriculum areas for the wider family learning programmes have in-service training to enable effective teaching.

120. Additional language support for learners is satisfactory. The policy on additional support is willingly implemented and learners have the support of volunteers and language support specialists when the need is identified by the tutor. An interpreter is provided for one learner who has no understanding of English.

121. There is inappropriate accommodation for FLLN in many schools. Accommodation is limited and there is often no dedicated space for family learning. In most classes learners use infant chairs and some classrooms are too small.

122. There is insufficient monitoring of learners' progression. This was a weakness at the

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previous inspection. Initial assessment is not used to identify learners' needs sufficiently. For instance, some learners on FLLN courses have good levels of literacy and numeracy and require more challenging targets than others. Little differentiation is made between learners, and individual learning plans are not being effectively used. The impact of learning on the other aspects of adults' and children's lives is not being adequately monitored.

123. Access to accreditation in FLLN is limited with few structured progression routes for learners. Level 1 accreditation is available for learners on the keeping up with the children course in IT. Open College Network units have been introduced for other programmes but have yet to make an impact. The family learning curriculum co-ordinator works closely with the new skills for life team to enable greater coherence and progression between the two areas. Learners can now take the adult national tests.

124. The level and spread of wider family learning provision is inadequate. There is little community-based or long-course provision. Most of the wider family learning provision is delivered at the main centres. Some specialist courses are developed with partner agencies. A range of new service-wide learner evaluation systems and imaginative approaches to taster sessions and the family learning weekend activities are being used to enhance programme planning. The range of FLLN provision is satisfactory. Most of the provision is delivered in partnership with the schools where the teaching is delivered. Seventy-two per cent of the schools in the borough have participated over the years and, at the time of the inspection, classes ran in 14 schools. The family learning programmes are prominently publicised in the service brochure and leaflets for courses are customised with the name of the school and the tutor.

Leadership and management

125. There has been significant growth and development in family learning with provision almost doubling in the past three years. The family learning provision has clear targets and achievements are good. Achievement of the LSC target increased from 79 per cent in 2002-03 to 97 per cent in 2003-04.

126. The management team has been strengthened and has strong professional childcare expertise. A new co-ordinator post for wider family learning has been effective in establishing foundations to deal with the weaknesses identified at the previous inspection. Appropriate partnerships continue to expand with statutory and voluntary agencies engaged in meeting the needs of families to improve social inclusion. It is too early to assess the impact of the management of change in reaching target families and opening up progression routes across the two areas. All tutors have personal development plans and good opportunities for staff development.

127. Equality of opportunity is satisfactory. Good diversity is reflected in the wider family learning taster sessions through henna skills, African drumming, Bollywood and flamenco dancing. There is increased participation by men on some wider family learning programmes, but male learners constitute only 4 per cent of learners on the

FLLN provision. There is a low and uneven spread of participation by learners from minority ethnic and socially excluded groups.

128. Quality assurance is satisfactory and systems have improved since the previous inspection. Annual class observations are supplemented by regular visits. Good attention is paid to health and safety aspects of programmes. Tutors address health and safety on the first session and appropriately reinforce it in the curriculum. Good advice is provided to parents to ensure safety in doing activities at home.