

REINSPECTION REPORT

Haringey Adult Learning Services Reinspection

14 December 2005



ADULT LEARNING
INSPECTORATE

HARINGEY ADULT LEARNING SERVICES REINSPECTION

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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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Haringey Adult Learning Service (HALS) provides accredited and non-accredited courses for young people and adults. The provision reinspected is directly contracted with the Learning and Skills Council. The allocated budget for HALS now is similar to that at the time of the previous inspection in 2003.
2. HALS is part of the children's service directorate of Haringey Council. The service is accountable to the chief education officer, locally elected members of the council and to local community groups. The head of community services and regeneration and the deputy director for resources and community represent HALS on the children's service management board and senior management team. The service is operationally managed by an acting head of adult learning. The main site is the Wood Green learning centre in Haringey's central library. Courses exist at a wide variety of other locations, including libraries, community centres and schools, and a new centre in North Tottenham.
3. At 5.4 per cent, unemployment in Haringey exceeds national figures. The census for 2001 indicates 34 per cent of Haringey's residents are non-white. Local information indicates that over 160 languages are spoken in the area. The Department for Education and Skills achievement and attainment tables for 2003-04 show 43 per cent of pupils achieve grade C or above in their general certificates of secondary education, 10 per cent below the national average for that year.
4. HALS works with a range of local partners to plan provision for Haringey's residents. These partners include the College of North East London, adult learning centres, area/ward-based steering groups and networks, schools, libraries and community organisations and employers' groups.

SCOPE OF PROVISION

Business administration, management & professional

5. HALS offers training in business administration for 22 learners on apprenticeship programmes. Learners come from a diverse range of ethnic and social groups. All learners are unemployed and attend work placements in various departments of Haringey council four days each week. Learners receive on-the-job training during this time. Off-the-job training is carried out at Wood Green library two days each week. Each learner attends on one of these days for sessions on communication and application of number, key skills and business administration background knowledge. Key skills and business administration tutors provide the training. A qualified internal verifier samples judgements made by the assessor. The curriculum manager is also a qualified internal verifier. The post of curriculum co-ordinator is vacant and the curriculum manager covers these duties.

Foundation programmes

6. HALS offers part-time English for speakers of other languages (ESOL) classes based at three sites, with seven classes in the day and three evening sessions. Classes run weekly, with four hours of class tuition in two weekly sessions each followed by individual or group tutorials. They are offered at four levels from entry level 1 to level 1. Learners are able to join classes at any time of year, if places are available. The Jobcentre Plus provision and Pathfinder project are no longer running. At the time of the reinspection, approximately 110 learners were enrolled on courses from over 17 different minority ethnic groups. Since the previous inspection, the ESOL provision has been focused on provision of community classes. A skills for life co-ordinator, who is also the programme area leader, has been appointed to manage the development of the ESOL provision.

7. Nineteen learners currently attend an Entry to Employment (E2E) programme of 16 hours a week. Learners develop their literacy, numeracy and information technology (IT) skills and improve personal and social skills with a focus on employability. Learners can gain IT qualifications or units towards a qualification at level 1. Learners can take certificates in first aid, health and safety, or food hygiene. The programme offers a weekly sports session as an enrichment activity and regular input from partner organisations on issues such as alcohol misuse or sexual education. Seven learners are on work placement with an employer or short vocational training tasters. Learners combine work placements with continued attendance in the centre. The programme does not currently offer national vocational qualification (NVQ) at level 1 training. The pathfinder E2E programme became part of the mainstream E2E-funded programme in January 2004.

ABOUT THE REINSPECTION

Number of inspectors	6
Number of inspection days	17
Number of learners interviewed	33
Number of staff interviewed	37
Number of locations/sites/learning centres visited	8
Number of partners/external agencies interviewed	4

OVERALL JUDGEMENT

8. At the previous inspection in October 2003, HALS's provision was judged to be adequate to meet the needs of those receiving it. Its provision in family learning was good and its provision in visual and performing arts and media, information and communications technology, and in English, languages and communication were satisfactory. HALS's provision in business administration, management and professional, and foundation was unsatisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

AREAS OF LEARNING

Business administration, management & professional

Grade 3

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	22	3

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

Strengths

- good office skills demonstrated by learners
- effective action to improve involvement of the workplace supervisor

Weaknesses

- inadequate internal verification and assessment arrangements

Achievement and standards

9. Learners demonstrate good office skills in the workplace. They communicate very effectively by telephone, when speaking and during presentations in preparation for key skill assessment during off-the-job training. Their word processing is very accurate. Learners have a good understanding of office procedures and resources. Workplace supervisors value the learners' development of business administration skills. Learners have good professional working relationships with work colleagues. They use the skills they develop to make good progress into employment. For example, progress into employment for 2004-05 is 85 per cent. Most of the learners have been previously unemployed.

10. Achievement rates have improved significantly and are now satisfactory at 55 per cent in 2003-04, from 18 per cent in 2002-03. Achievement rates for 2004-05 are 42 per cent, with a maximum possible 64 per cent. More learners are achieving key skills at a faster rate than at the time of the previous inspection. Retention rates remain satisfactory.

Quality of education and training

11. HALS has taken effective action to improve the involvement of workplace supervisors on the apprenticeship framework. It provides them with a very good induction. Those who do not attend inductions are recalled to attend on another occasion. HALS provides workplace supervisors with a useful apprenticeship information pack for future reference. They are extremely aware of the commitment to training, developing skills and providing opportunities for generating evidence essential to learners' achievement. They are invited to attend programme review team meetings to express their views on the learning programmes. Their feedback is sought at learners'

progress reviews and through evaluation forms at the end of each course. HALS takes positive action in response to workplace supervisors' feedback. For example, when more information was requested on the learning programmes, the organisation made it available.

12. On-the-job training is adequately planned to link with learners' progress. Key skills sessions are good, using a range of teaching methods that include a high level of learner participation. Learners particularly enjoy communication training. Key skills are now introduced earlier in the programme than at the time of the previous inspection. Initial assessment for learners is thorough and includes literacy, numeracy, key skills and business administration aspects. Literacy and numeracy support is provided within key skills training. Practical assessment is satisfactory, but records are minimal for this year. Planning and integration of key skills into vocational evidence is insufficient. The review process is satisfactory overall. However, the targets on some reviews, and some individual learning plans, are insufficiently specific.

13. Learners are well motivated towards gaining their target qualifications and have a good rapport with their assessor and work colleagues. The current type of provision matches the local needs of employers and learners well. Work placements are relevant and interesting for learners.

14. Workplace supervisors, the new start team and HALS's staff provide the high level of support that is required for learners to complete all aspects of the framework. Communication between all parties is effective in identifying personal barriers to achievement. Access to pastoral support for learners is well managed.

Leadership and management

15. HALS's leaders have managed change well. Curriculum managers now understand and use data to measure learners' performance well, particularly in accurately recording and responding to poor achievement rates identified at inspection. Observation of teaching and learning provides critical yet constructive feedback for tutors. HALS's most recent self-assessment report broadly reflected inspection findings and much action has taken place since the previous inspection. For example, the current self-assessment correctly identifies that insufficient staff are allocated to sustain delivery and monitoring of the programme and auditing is deficient. Development plans, as a result of the inspection in 2003, have initiated improvement in key skills delivery and attainment, and framework completion rates. The self-assessment process uses feedback from staff, learners and workplace supervisors.

16. Learners gain a satisfactory understanding of equality of opportunity in the business administration programme. This is reinforced at learners' progress reviews.

17. Internal verification and assessment arrangements are inadequate. HALS's managers have responded slowly to the new business administration standards implementation. Internal verification sampling has not been planned for the current intake of learners. Core and optional units are discussed, planned, and cross-referenced. However, no

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practical standardisation exercises have been carried out. The tutor/assessor who usually carries out most of the business administration training and assessment is on leave due to illness. Another assessor has been appointed to cover these duties. Current learners have now only just received their first workplace assessment visit. Historically, observation evidence is referenced, but it is not recorded on unit records in the portfolio at the time of assessment. Some portfolios contain little or no evidence, no assessment plans or records of feedback or completion of assessment documents. There is insufficient checking of learners' progress. Learners are unaware of the progress they are making towards the NVQ at level 2. Learners do not have ownership portfolios as they are kept securely at Wood Green library, where off-the-job training takes place. Portfolios are not taken to learners' workplaces at the time of assessment. The previous inspection report identified that insufficient assessment took place in the workplace. No observation of assessment or candidate interviews has taken place for current learners.

Foundation programmes**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	110	2
Entry to Employment	19	4

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

Strengths

- good development of learning skills in ESOL
- good IT skills development in E2E
- much improved teaching and learning in ESOL
- good tutorial process in ESOL
- effective management of ESOL programmes

Weaknesses

- weak target-setting in ESOL
- poor management of the E2E programme
- unsatisfactory implementation of external accreditation arrangements in ESOL

Achievement and standards

18. Learners develop good learning skills on ESOL courses. They all receive useful files at the start of their programmes. They are helped and encouraged to organise their work appropriately and take note of their progress and new skills learnt. Learners gain confidence in working independently and with others in learning, and learn how to seek information and record it in a variety of ways, such as in charts, maps and tables. They are well motivated and take work home to practise new skills and develop their language skills further.

19. Learners on the E2E programme develop good IT skills. They use a well-resourced IT suite in a new purpose-built learning centre for their core learning programme. Learners receive effective individual monitoring and support. They work hard and make good progress towards units or full qualifications. The training is highly motivating and pitched at the right skill level for all learners. Learners can describe clearly how they have developed and what they have learnt. There is some integration with related components across the core sessions, such as practice in developing pie charts both in numeracy and in IT. Learners participate well in sessions and develop confidence and enjoy their learning. They attend lessons promptly and their attendance is satisfactory. Learners on work placement gain experience and improve work-related skills.

20. Retention rates on ESOL courses are good and have improved from 69 per cent in

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2002-03 to 84 per cent in 2004 to 2005. Learners attend regularly and punctually. In observed sessions, attendance was good and ranged from 90 per cent to 100 per cent in classes. Most learners carried out the reading and writing modules of the national ESOL test. At 63 per cent, the achievement rate for this qualification is satisfactory.

21. Achievement of level 1 IT qualifications is good, with 43 per cent of learners in 2004-05 gaining full awards and a further 48 per cent achieving one or more units. Progression rates of learners on E2E programmes into training, further education or jobs are satisfactory, at 38 per cent for 2004-05. Further progression from this year is expected within a nine-month follow-up period. This was a key strength at the previous inspection. Achievement of learners' planned objectives is poor, at 19 per cent for 2003-04 and 34 per cent in 2004-05.

Quality of education and training

22. Teaching and learning on ESOL courses are much improved. At inspection, 42 per cent of classes observed were unsatisfactory. At reinspection, 43 per cent of classes observed were satisfactory and 43 per cent of classes were good or better. In the best classes, the learning is well planned, with a satisfactory range of different activities to engage learners in developing language skills. Learners work confidently in pairs and groups in practising their speaking and listening skills. Tutors share clear session objectives with the learners. Activities take account of differing ability levels of learners. In one observed session, learners worked together to name items of food and group them into categories such as vegetables, groceries and dairy products. They then had to place picture or word cards of items in appropriate aisles on a local supermarket plan. Learners with good spoken language work with those with stronger literacy skills to complete the tasks successfully. Activities take account of the needs and interests of learners.

23. HALS has developed good tutorial arrangements for ESOL courses. These enable tutors to work individually with learners on more challenging activities or to support learners with specific skill gaps. Tutors have been allocated half an hour at the end of each class to meet individual learners' language and personal needs and discuss a range of issues, including their attendance and punctuality. In one outstanding individual tutorial session observed, the tutor sensitively recognised a learner's level of commitment to homework and steered her towards the correct strategy to enable the learner to check her own work accurately. The tutor reviewed the learners' attendance and punctuality and praised her for her work effort. Frequent negotiation with the learner on the ways she liked to learn, successfully motivated the learner to try new strategies to develop spelling and spoken English.

24. Teaching and learning on E2E have improved since the previous inspection and they are now satisfactory. The learning materials are appropriate, contextualised around topics of relevance to young people and with established literacy and numeracy. Lessons focus on improving the learners' employability and understanding the world of work. Some sessions continue to rely too heavily on completing worksheet tasks without

sufficient interaction between learners or checking of their learning. Learners are grouped according to a vocational interest but not all learning is sufficiently differentiated to meet the range of literacy and numeracy needs and levels present within the group. Some learners indicate a need for more challenging work at a faster pace. HALS provides a satisfactory range of enrichment opportunities, and it plans for further development through visits, speakers and sporting activities. Some learners add an adult class at HALS to their learning programme, such as sewing, ICT or additional jobsearch and employability sessions.

25. ESOL learners have access to a satisfactory range of programmes. Class content covers a range of topics relevant to local issues, employment opportunities and the needs of individual learners. Since the previous inspection, learners have an effective initial assessment of their language skills, including their spoken and written strengths and weaknesses. The learners' induction is thorough. HALS provides them with clear information about their rights and responsibilities, including attendance, health and safety, and equal opportunities. Induction materials are translated into 17 languages for learners with little English, and HALS plans to translate them into more languages. Tutors report a great improvement in learners' confidence in reporting absence at classes in advance by telephone or note. The organisation provides learners with satisfactory information and guidance relating to further progression to learndirect, college courses or employment opportunities. Learners have satisfactory access to IT classes in all centres.

26. Learners' progress reviews on the E2E programme have improved and are now satisfactory. The learner support officer and a tutor carry out reviews regularly. They set and record satisfactory short-term targets with an agreed timescale. HALS checks and updates review documents so that the individual learning plan is a working document. The learner retains a copy of the review summary.

27. HALS uses a suitable range of work placements with supportive employers, which it matches well to E2E learners' needs. Satisfactory reviews are carried out in the workplace and employers participate. In 2004-05, most learners participated in a work placement or vocational taster.

28. The E2E induction is satisfactory. Learners complete satisfactory initial and diagnostic assessments. Tutors build good working relationships with learners, administer a range of assessments, and identify priorities for improvement in, for example, timekeeping. Pastoral support is satisfactory and the learners value the support that they receive from staff and the adult ethos of the programme. Partnership arrangements with Connexions personal advisers are improved. One personal adviser visits every month to support learning and advise the team about local progression opportunities. A newly appointed work-based learning personal adviser spends two half days a week in the centre to support learners with a broad range of personal and social problems.

29. In poorer lessons, learners are unclear of the lesson objectives. Lessons are carried out at one pace and dominated by tutor-led activities. Learners get few opportunities to practise speaking and listening skills in groups or pairs. In those lessons, tutors use a

limited range of resources. Some rely heavily on worksheets and poorly photocopied exercises from textbooks. Learners with few literacy skills are not always given appropriately adapted written work. Tutors make little use of information learning technology to enhance ESOL learning sessions and take account of the full range of learning styles. Classrooms often have computers available but their use is often limited to work in higher-level groups typing up written work.

30. Target-setting to support learning on ESOL courses is weak. All learners have individual learning plans to set individual targets, review and monitor progress. However, HALS does not always use these plans well. The organisation does not record the learners' achievement of targets sufficiently and does not support them with clear evidence. Some learners have no targets set. When targets are set they are often unspecific and not easily measurable. Targets are not always reviewed in an appropriate timescale. The target-setting process often does not contribute to the lesson planning process.

Leadership and management

31. HALS manages its ESOL provision effectively. Clusters of carefully graded language level classes have been placed in three strategic locations across the borough, to enable ease of access and appropriate progression routes. Strategies to improve retention have been successful. The organisation has implemented a systematic and comprehensive programme of staff training. It has standardised schemes of work and lesson plans and cross-referenced them to the national curriculum and they take account of the needs of individual learners. Lesson plans build in sections for evaluation. HALS systematically collects, analyses and acts on learners' views. It observes tutors each term and clearly identifies their areas for improvement. Further areas for staff training are clearly identified in the self-assessment report.

32. The self-assessment process is thorough and involves all teaching staff, both sessional and permanent. Inspection findings accurately match the strengths and weaknesses identified in the organisation's most recent self-assessment report. Development planning is good and much effective action has taken place to resolve the weaknesses identified in the previous inspection and to improve the quality of the ESOL provision.

33. HALS has taken some effective action to improve aspects of leadership and management on E2E programmes since the previous inspection. Learners, staff and employers have a good understanding of the purpose of the E2E programme. Managers have improved programme planning, regular team reviews of learners' progress and checks on documents, through a weekly meeting of tutors, learner support officers, advisers and managers. There is now satisfactory monitoring and promotion of equality of opportunity in the workplace with learners and employers. The self-assessment report is thorough and identifies weaknesses and improvements accurately but overstates the strengths. Staff have a good understanding of the key weaknesses from the previous inspection and have taken actions to improve these.

34. Overall management of the E2E programme is poor. The introduction of external

accreditation in literacy, numeracy or language has been slow and learners do not have opportunities to gain skills for life qualifications. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. HALS does not have a systematic process for monitoring progress against the national standards validating a learner's non-accredited improvements in literacy, numeracy or language. HALS has an inadequate overview of the learners' planned learning programme. The organisation does not have a system for moderating end-of-programme achievements against key objectives. Tutors make insufficient use of the outcomes from initial assessment to set key objectives around which an individual learner's programme is planned. For example, some learners who are accurately assessed as needing significant development of literacy or numeracy have no key objective set for improvement in this area. Objectives do not always cover the three strands of the curriculum. The key objectives agreed with learners at the start of their programme are not sufficiently individual. HALS's analysis and use of appropriate data to evaluate retention, achievement and progression, or to plan action and set targets for improvement, are poor. Data collated and presented is not useful. A recently introduced system is already showing improvement in managers' access to quality information, but this is not yet used to measure end-of-programme performance.

35. HALS's implementation of external accreditation for ESOL provision is unsatisfactory. Opportunities to gain external accreditation of language skills development were introduced in June 2005. Most learners were entered for the reading and writing modules regardless of their capabilities. Learners at entry level 1 have a very low achievement rate. Some of these learners have very low levels of literacy and the reading and writing module test was inappropriate at their current stage of learning. Some learners are uncertain as to the level of the test or if they had passed their tests. Some had not yet received their certificates. Learners are unaware of when they will be entered for other national tests. HALS is introducing speaking and listening modules and national tests early in 2006. Learners will be able to take external national tests on a termly basis.

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.

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	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.