Haringey Adult Learning Service

Inspection date   7 December 2007

Inspection number   316647

Contents

Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades
Grade 1   Outstanding
Grade 2   Good
Grade 3   Satisfactory
Grade 4   Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Information and communication technology
- Arts, media and publishing
- Preparation for life and work
- Preparation for work
- Business, administration and law
- Family learning

Description of the provider

1. Haringey Adult Learning Service (HALS) is part of the culture, libraries and learning business unit of the newly formed Adult Culture and Community Directorate of Haringey Council. Until January 2007 HALS was part of children and young people's services. HALS maintains its links within the new structure through its family learning, extended schools and Entry to Employment (E2E) programmes and frequent networking meetings.

2. HALS is managed though a senior management team (SMT) comprising the head of service, access and progression manager, curriculum manager and quality assurance manager. The SMT is responsible for strategic planning, quality improvement and decision making. An extended management team of middle managers, reporting to the SMT, supports development and manages day to day operations. Programme area leaders support teaching staff on curriculum development in skills for life and fashion.

3. The service has two learning centres in Wood Green Library and White Hart Lane. Courses also take place at a range of venues including schools, libraries and community centres. **learndirect** provision is offered at Northumberland Park Neighbourhood Centre and Wood Green Library.

4. During the week of inspection 862 learners were enrolled. In adult and community learning provision (ACL), there were 158 learners in information and communication technology (ICT), 70 in arts, media and publishing, 229 on literacy, numeracy or English for speakers of other languages (ESOL) classes, 188 in family learning and 60 on ACL business courses. In work-based learning there were 12 E2E learners, 17 business administration apprentices and seven on Train to Gain programmes. Provision in sport and leisure was not inspected. A subcontract in this sector supports exercise classes for stroke victims through a charity. HALS provides internal courses for Haringey council which are not publicly funded.

5. HALS has contracts with North London LSC for ACL, work-based learning, neighbourhood learning in deprived communities (NLDC) and family learning. Contracts for **learndirect** and **nextstep** were not inspected.

6. Haringey is a North London borough with an estimated population of 225,000. The West of the borough has very affluent areas such as Highgate, whereas the east has high levels of poverty and deprivation and educational underachievement.

Summary of grades awarded

Effectiveness of provision	Inadequate: Grade 4
Work-based learning	**Contributory grade: Satisfactory: Grade 3**
Adult and community learning	**Contributory grade: Inadequate: Grade 4**

Capacity to improve	Inadequate: Grade 4

Achievement and standards	Contributory grade: Satisfactory: Grade 3
Work-based learning	**Contributory grade: Satisfactory: Grade 3**
Adult and community learning	**Contributory grade: Satisfactory: Grade 3**

Quality of provision	Contributory grade: Satisfactory: Grade 3
Work-based learning	**Contributory grade: Satisfactory: Grade 3**
Adult and community learning	**Contributory grade: Satisfactory: Grade 3**

Leadership and management	Inadequate: Grade 4
Work-based learning	**Contributory grade: Satisfactory: Grade 3**
Adult and community learning	**Contributory grade: Inadequate: Grade 4**

Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject area

Information and communication technology	Good: Grade 2

Arts, media and publishing	Inadequate: Grade 4

Preparation for life and work	Satisfactory: Grade 3

Preparation for work	Satisfactory: Grade 3

Business, administration and law	Satisfactory: Grade 3

Family learning	Inadequate: Grade 4

Overall judgement

Effectiveness of provision

Inadequate: Grade 4

Work-based learning   Contributory grade: Satisfactory: Grade 3
Adult and community learning   Contributory grade: Inadequate: Grade 4

7. The overall effectiveness of the provision is inadequate. Achievement and standards are satisfactory. Learners develop good skills and confidence. Success rates are high on apprenticeships and business courses and progress on ICT courses is good. Progression and achievement rates are high for E2E learners. However, learners on skills for life and family learning courses have insufficient opportunity to accredit their skills. Attendance on E2E training is low.

8. The quality of provision is satisfactory. Oral feedback to arts learners is good, as is teaching on ICT courses, with a variety of activities and lively approaches. However, not enough teaching and learning is good or better. Many learning sessions are dull and uninspiring. Learning session plans in family learning are not sufficiently individualised to meet the variety of learner needs and some learners make slow progress. Off-the-job training for apprentices is insufficiently challenging for learners that are more able. Although E2E learners receive good personal support, targets set are insufficiently detailed. HALS does not adequately record progress and achievement on any non-accredited course. Target-setting is weak, with few definite measurable goals for learners. The identification of learners' needs is satisfactory but tutors do not use this information effectively. Individual learning plans are not based on learners' prior knowledge and aspirations and do not relate sufficiently to learning session plans.

9. Advice and guidance are generally satisfactory and for literacy, numeracy and ESOL learners it is good. ICT learners have a wide choice of beginner courses that meet their needs, however, ICT and business learners have insufficient external sign posting to further courses.

10. Leadership and management are inadequate. HALS has effectively maintained and expanded its provision in a volatile environment. The service's promotion of equality of opportunity is satisfactory and its approach to social inclusion is good. HALS very successfully targets hard to reach learners using demographic data systematically, however, its use of data to analyse and manage performance is inadequate. Systems to manage quality are insufficiently critical. Curriculum management is poor in the arts and family learning.

Capacity to improve
Inadequate: Grade 4

11. Haringey Council has demonstrated inadequate capacity to improve. It has made some progress towards addressing areas for improvement identified at the previous inspection, but other areas for improvement remain. Data are still unreliable and are not used effectively by managers for performance monitoring. Poor recording and monitoring of learners' progress, identified in previous inspections, continue to be areas for improvement in a number of sector subject areas. HALS continues successfully to attract learners from under-represented groups.

12. HALS's self-assessment arrangements are inadequate. The collection of learners' and tutors' views of programmes is satisfactory but the process for compiling the report is not sufficiently inclusive. External partners and other stakeholders do not have enough involvement. The report identifies some of the same strengths and areas for improvement as the inspection. However, it is not sufficiently critical and is ineffective in identifying key areas for improvement. Self-assessment grades in most areas were higher than those given at inspection.

Key strengths

- Good development of skills
- Good actions to maintain and expand provision
- Good targeting of hard to reach learners

Key areas for improvement

- Insufficient good teaching
- Inadequate analysis and monitoring of performance data
- Insufficient curriculum planning
- Inadequate recording of learners' progress and achievement
- Insufficiently self-critical arrangements for quality improvement

Main findings

Achievement and standards

Satisfactory: Grade 3

Work-based learning   Contributory grade: Satisfactory: Grade 3
Adult and community learning   Contributory grade: Satisfactory: Grade 3

13. Achievement and standards are satisfactory. Apprenticeships and accredited courses have high success rates. Achievement on E2E is high. Presentation events celebrate success. On non-accredited courses learners develop skills but these are not recorded reliably. Although retention appears satisfactory, attendance during inspection was low. The self-assessment report rates achievement too highly.

Quality of provision

Satisfactory: Grade 3

Work-based learning   Contributory grade: Satisfactory: Grade 3
Adult and community learning   Contributory grade: Satisfactory: Grade 3

14. The quality of provision is satisfactory. Teaching and learning are satisfactory overall and good in ICT. Most sessions observed were satisfactory. Too few were good or better. Some learning sessions were well planned with a good range of activities, but others were too tutor-led, and many made poor use of individual learning plans. The better learning sessions in ICT are thoroughly planned with detailed learner outcomes and include a good mix of formal instruction and individual coaching. Apprentices receive good on-the-job training with help from their employers to develop useful work related skills. However, apprentices that are more able are not sufficiently challenged by off-the-job training sessions.

15. Target-setting for learners is ineffective across the provision. Tutors do not use initial assessments or learning plans effectively to set useful goals during learning sessions. Learners' progress is not adequately recorded or measured against starting points, and most tutors fail to adequately plan for or record achievement on courses.

16. Arrangements to provide courses that meet learner and community needs are satisfactory overall. Managers collaborate well with partners to identify need and recruit learners from under-represented groups. The good range of beginner ICT courses encourages learners into further learning, however, the programme offer is too narrow in business and arts. Work-based learning and accredited business programmes provide a good focus on increasing employability skills. Mapping of progression routes to further training or employment is poor, and records of learner progression are inadequate. The proportion of learners from minority ethnic groups recruited annually is broadly in line with the local population. The number of male learners recruited remains low, and the service has recognised this as a priority for action.

17. Guidance and support are satisfactory overall. Most ACL learners receive adequate programme information and some receive good individual guidance. Information about progression routes is generally poor. Arrangements to provide personal support to work-based learners and to review progress, are satisfactory. Main learning centres have

appropriate adaptive technologies and crèche facilities that learners value and use extensively.

Leadership and management

Inadequate: Grade 4

Work-based learning	Contributory grade: Satisfactory: Grade 3
Adult and community learning	Contributory grade: Inadequate: Grade 4
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

18. Leadership and management are inadequate. Against a background of reduced funds and efficiency savings, the service has increased enrolments and exceeded income projections in 2007/08. Managers regularly review fee policies to offset funding shortfalls. Budget management is good. A rationalised management structure has introduced more flexible job descriptions and roles. The new directorate structure has increased the possibilities for effective partnership working. A successful marketing strategy has increased local interest and awareness of HALS and more than 10% of learners live outside the borough.

19. Equality of opportunity is satisfactory and targeting of hard-to-reach learners is good. HALS demonstrates a strong commitment to widening participation, identified through self-assessment. There are clear criteria to recruit learners on low incomes and demographic data is used well to locate provision in areas of deprivation and places easily accessible to learners. Over 50% of learners pay nothing and 37% more receive concessions. Most learners inhabit priority postcodes. Successful partnerships help women from black and minority ethnic groups to progress from literacy courses to further learning and employment. The ethnic profile of learners matches the local population, but HALS does not recruit enough men.

20. The promotion of equality of opportunity is satisfactory. It is reinforced strongly in learning sessions. Learners demonstrate clear understanding of equality and diversity. Marketing materials reflect local ethnicity. Classroom displays promote diversity well. Partnership working with local museums to promote cultural projects is good. HALS adopts appropriate equality and diversity policies. Managers do not sufficiently analyse the achievement of different groups of learners.

21. Data analysis and monitoring are inadequate. The service has no clear view of non-accredited achievement or external progression. Some managers are not sufficiently aware of important performance data, definitions of achievement and success rates, or trends in performance. Individual course performance is insufficiently monitored. The service has done no detailed evaluation of its NLDC-funded work.

22. Target-setting overall is weak. Targets in key plans and strategies are insufficient. Where they exist, they do not always accurately reflect current performance. Short- and medium-term priorities and targets in operational plans are insufficiently detailed. Some managers do not use appraisals to set detailed and challenging targets to improve staff and service performance. Targets for NLDC-funded staff posts are too general and target-setting for learners is poor.

23. Curriculum planning is insufficient. The service has no clear strategy to identify the purpose of provision in some curriculum areas. The skills for life strategy does not identify with sufficient clarity how HALS will improve adult literacy, numeracy and language skills across the borough. Some staff and learners are unclear about target groups for particular courses and curriculum management is poor in two subject areas.

24. Management of assessment practices on non-accredited courses is inadequate and this is recognised by HALS. Staff have attended training on recognising and recording learners' achievements but recorded learning outcomes and starting points in individual learning plans are weak. Learner progress is poorly recorded and monitored and course file audits are too informal, limiting the impact on the quality of assessment practices.

25. Arrangements for quality improvement are insufficiently self-critical. HALS has an appropriate framework and calendar of activities for quality improvement, but very few written procedures for parts of the teaching and learning process. Managers do not have a critical view of the quality of provision, which varies considerably. Staff development and training do not contribute sufficiently to improvements in teaching, learning and assessment, and the sharing of good practice is under-developed. Observations of teaching and learning provide an inaccurate view of classroom practice and actions identified by observers are not formally monitored. Monitoring of subcontractor arrangements is insufficient. Self-assessment grades do not accurately represent the quality of the provision.

What learners like:

- Helpful and knowledgeable tutors
- Getting qualifications and learning new things
- The interdependency of learning and work
- No two days the same. I get a good range of experience at work
- 'With what I've learned so far, I can sit in on finance meetings at work'
- Sharing different experiences with other learners
- 'My children are surprised. My son said "You got it right, Mum!"'
- 'Before I couldn't speak, but now I talk to you'
- Courses take place at local venues which are accessible
- Good hours for learning – fits in with domestic life

What learners think could improve:

- Late cancellation of courses
- More evening and weekend courses
- Some confusion over who courses are targeted at
- Learner feedback should not be given to classroom tutor
- 'My class was too slow – I didn't learn enough'
- Poor communication between centres when re-enrolling
- Learning resources and cold rooms in some classes
- 'One session a week is not enough'
- ESOL learners want to take exams to prove their skills
- More productive training while other apprentices do key skills
- More pre course information for apprentices
- Opportunity to practice ICT outside class times

Sector subject areas

Information and communication technology

Good: Grade 2

Context

26. HALS has three adult learning centres that provide ICT instruction, currently supporting 158 learners. Courses currently lead to unit qualifications at levels 1 and 2 of the European Computer Driving Licence. In addition HALS has a range of short introductory courses to introduce learners to the use of computers and to develop basic computing skills. These include word processing, spreadsheets, databases, using emails and the internet, and using software required for digital photography. HALS employs an ICT associate co-ordinator and five ICT tutors all of whom teach on other sector courses.

Strengths

- Good progress and development of learners' skills
- Good teaching and learning
- Good range of initial courses which meet learners' needs and interests

Areas for improvement

- Inadequate recording of learners' targets and reviews of progress
- Insufficient signposting to external progression routes

Achievement and standards

27. Learners develop good ICT skills while attending HALS courses. Attainments range from well formatted word processed documents to comprehensive web designs. Many learners with no previous experience of computers quickly develop useful keyboard and mouse skills. Learners of all ages are well motivated to learn and succeed and attendance and punctuality is good. Beginners grow in confidence and develop useful new skills as the course progresses. The number of learners who do not have sufficient attainment is small.

28. Many learners with very low entry ability make very good progress through the qualification units. Learners do not enrol for whole qualifications but select units, at level 1 and 2, relevant to their employment, employability, family circumstances and personal preferences. The unit achievement rate has improved by 5% since the previous year and the success rate is close to the national average for 19+ learners. It is not possible to determine the achievement rate on non accredited courses, but the retention rate is high.

Quality of provision

29. Teaching and learning are good. Most learning session plans are effective and contain detailed learner outcomes. Learning sessions have a good mix of formal instruction followed by individual instruction and good coaching. Tutor explanations are consistently

clear and concise. Question and answer techniques are used to good effect to extend and reinforce learning. Good use is made of data projectors and smart boards. Learning sessions are stimulating and assignments in IT and computer based projects are used to good effect. Learners participate well in discussions, can work independently and are encouraged to self-evaluate their work. The standard of handouts and exercises is high. For example, one tutor took the class through a project on web forms using a very well designed handout. Learners benefit from a high standard of individual instruction. Additional effective exercises provide reinforcement for more able learners, while tutors give additional one-to-one help to slower learners. The provider's self-assessment report identifies teaching as a strength.

30. The needs and interests of the learners are well met by a good range of courses. Learners benefit from short entry level courses including those requiring very basic instruction. Progression to more advanced internal unit-based courses usually follows. Courses are effectively arranged to meet the needs of learners with family commitments by being organised during school hours. Additional courses are well planned at other times to meet the needs of learners who are in employment, unemployed or are retired. Assessment of learners' work is satisfactory. Tutors examine the individual learners' results in detail and praise good work. They handle errors in learners' work with care, sensitivity and a great deal of encouragement.

31. Most learner support is undertaken within the classes and focuses on help and coaching, leading to good development of skills. Personal support is satisfactory. All tutors also teach and provide support in language, literacy and numeracy and can provide additional brief instruction during ICT learning sessions if necessary. Induction arrangements are satisfactory. Initial assessment is undertaken but not in depth and the findings are recorded on the individual learning plans. This approach has recently been reviewed but individual learner targets are not set. A general course objective is agreed with learners but few individual short-term targets are set. Learners are unable to measure their own rate of progress against clear milestones. Reviews are not undertaken until the end of the course and mainly for evaluation purposes.

32. Learners benefit from a satisfactory standard of information advice and guidance in the initial stages of their courses. They receive comprehensive information on further HALS courses but little or nothing on higher level external courses offered by other providers. Course information sheets do not give a comprehensive list of external organisations where learners completing their course could progress. External destination records of learner progression are not used. Both areas for improvement are identified by the provider in the self-assessment report.

Leadership and management

33. The management of the provision is satisfactory. There have been significant improvements in the past year. Internal communications are effective. Meetings are held frequently and actions agreed are implemented quickly. All tutoring staff can instruct on all ICT courses and are able to teach a range of other skills. Each tutor receives an annual appraisal that sets clear objectives for the coming year which are effectively reviewed at six-monthly intervals. Tutors are observed during class teaching by the associate co-ordinator and outcomes and actions are agreed. Records of the teaching observations are maintained. Staff training is well planned and is considered a priority. Some staff are working towards additional qualifications.

34. Course reviews are effective and lead to improvements. The arrangements for collecting views from learners are satisfactory, however, the process is not always sufficiently confidential. The culture within the ICT courses values diversity. Good practice is effectively shared. Good IT equipment and suitable furniture are used and there is a good range of adaptive equipment for learners with disabilities. However, the good resources at the White Hart Lane centre are underused. The self-assessment report is accurate in identifying key strengths and areas for improvement but under graded the provision.

Arts, media and publishing

Inadequate: Grade 4

Context

35. HALS offers courses in fashion and sewing, festive crafts, knitting and crochet, combat dance, voice & personal presentation and some digital art courses. The provision is non-accredited except for City & Guilds dressmaking at levels 1 and 2. There are 30 learners enrolled on fashion and sewing courses. Of these, eight are on the accredited programme. In the other subjects seen there are 40 learners enrolled.

36. Classes take place in three centres. One full-time curriculum manager has responsibility for this and other provision. A full-time tutor has one day allowed for programme area leader duties and there are four sessional tutors. Courses are offered daytime and evenings including one accredited 30-week course. Other courses are of four and 10 weeks' duration.

Strengths

- Good development of learner skills
- Good feedback given to learners on their progress in class

Areas for improvement

- Poor curriculum management
- Inadequate recording of learner progress and achievement in non accredited learning

Achievement and standards

37. Learners attending classes develop good skills. They value their learning and gain confidence through acquiring a range of personal and practical skills, including voice and speaking, garment making, craft items and digital skills. Some learners apply these at work in small businesses, in nurseries and libraries with their clients. The standard of work is satisfactory.

38. Attendance is low. Average attendance across all observed classes was very low at 50% and attendance in one learning session was 25%. No class had attendance in double figures.

Quality of provision

39. Learners receive good feedback on their progress in class. Tutors correct mistakes and support learners in achieving better results. One-to-one guidance and support is good in most classes seen. Learners express confidence in their tutors and progress is evident in the skills they acquire and artefacts they produce. In fashion and sewing learners receive individual written feedback with a photograph of their achievement at the end of the course. Learners report high levels of satisfaction in a survey.

40. Teaching and learning are satisfactory. The better learning sessions are well planned with good feedback to learners, well planned handouts, and a range of activities to engage

learners. In the weaker learning sessions schemes of work and learning session plans are incomplete and do not synchronise well. Learning session plans are undated and do not contain timings. Learning outcomes are poorly written as lists of tasks or do not exist at all. Links with previous or following learning sessions are poorly defined.

41. Teaching resources are satisfactory overall. The digital arts studio is well equipped with 14 computers, digital projector and large screen. In the fashion area, a well equipped fashion room contains industrial and domestic machines and an over-locker. There is a small collection of craft books at this centre, however, a craft class in this room has no water supply and is limited to basic creative processes.

42. The recording of learner progress and achievement in non-accredited courses is inadequate. Recognising and recording progress and achievement documentation is used for accredited as well as non-accredited provision, but without clear understanding of its purpose. Effective learning outcomes do not feature on individual learning plans in most classes. In some learning sessions some learners do nor have individual learning plans. There are some examples of group profiles at the start of courses, but this information is not transferred to individual learning plans as individual goals. There are no adequate records of progress kept. Achievement is regarded as being the same as retention. No evidence was seen of the use of photographic or other media to record stages of progress and achievement.

43. The range of provision is very small with limited opportunities for progression. This area is currently undergoing development to extend the provision. There is one accredited course in fashion at level 2 for a maximum of eight learners. A beginners' course with the option of completing a level 1 certificate is offered in the spring term for 10 weeks, but learners have to wait until September for the level 2. Learners move between digital and fashion courses, but there is no opportunity to progress beyond improvers level. Signposting to other local provision is poor.

Leadership and management

44. Curriculum management is poor. Data on enrolments, retention and achievement are not used effectively for programme planning. There has been a sharp decline in enrolments in the fashion and sewing offer compared with 2006/07. Four out of nine classes in fashion and crafts were closed in term one due to low enrolments. A formerly successful pattern cutting class at a secondary school was unexpectedly closed due to low enrolments. A one-year accredited course that started in September currently has six learners in a room with a capacity of eight. Destination data to measure learners' progress to further education and training with other providers is not available.

45. Accommodation for classes is inadequate. Classes are isolated in buildings and have no facilities for refreshments. Some classes are hard to find. Facilities in some areas are cramped or not fit for purpose. For example, there is room for only three learners on cutting tables. The range of crafts is limited by using a room with no water supply. There are insufficient measures in place to protect learners' health and safety. Induction checklists are present in most teaching folders, however, in two classes visited there was insufficient supervision of learners during movement sequences and when using machinery. Risk assessment is generic and covers the premises but there are no risk

assessments dealing specifically with equipment, materials or processes used in teaching rooms.

46. Procedures are in place for dealing with poor attendance on non-accredited courses but the impact of efforts to improve attendance is unclear. It is not clear if all tutors participate. Observation of teaching and learning is satisfactory and grades are generally consistent with feedback, but where action plans exist, there is no follow up to action points. Equality of opportunity is satisfactory overall. Learners from diverse communities attend courses. Enrolment was poor for the basic sewing class with ESOL and was cancelled.

Preparation for life and work

Satisfactory: Grade 3

Context

47. At the time of inspection there are 229 learners on skills for life programmes. Literacy is studied by 36 learners, 32 take numeracy and 161 are in ESOL classes. In 2006/07, 299 learners enrolled on ESOL and 109 on literacy or numeracy courses. Approximately 82% were women. ESOL learners come from a range of minority ethnic groups, mainly Eastern Europe, Africa, and Turkey. A skills for life co-ordinator manages the provision, supported by a programme area leader and ten part-time tutors. Provision is designed to meet residents' needs in Haringey's most disadvantaged wards. Daytime, evening and weekend classes are in main learning centres and in schools, libraries and community organisations.

Strengths

- Good development of learners' skills
- Good information and advice for learners

Areas for improvement

- Inadequate access to accreditation at entry levels 1 and 2
- Insufficient recognition and recording of learners' progress and achievement

Achievement and standards

48. Achievement and standards are satisfactory. Learners on skills for life programmes develop their skills well and make substantial gains in confidence. Most ESOL learners demonstrate a good level of speaking and listening skills in class and use their skills well in group work and in their everyday lives. Learners have greater confidence in approaching teachers in school and in using public transport. Most learners develop a good understanding of numeracy concepts such as place value. They are confident to apply this knowledge outside the classroom. Literacy learners in an advanced level class use a range of reading techniques appropriately to skim and scan texts. Literacy learners at entry level 1 and 2 make satisfactory progress. Attendance and retention are satisfactory.

49. HALS does not offer accreditation below entry level 3 to literacy, numeracy and ESOL learners. Most skills for life learners are at entry levels 1 and 2 and do not have access to accreditation to formally recognise their achievements. Systems are not in place to provide reliable evidence of learners' progress and the achievement of individual learning goals on non-accredited programmes.

Quality of provision

50. The quality of provision is satisfactory. Information, advice and guidance (IAG) for learners are good. Learners receive appropriate pre-course information and complete a useful induction. IAG staff visit all courses and learners receive impartial information about a wide range of learning and employment opportunities. Learners have a good understanding of how to use the IAG service. Many arrange an individual interview following the group session and receive good guidance in planning progression. Tutors refer learners appropriately to specialist support agencies for counselling and advice, however, the service does not collate data on its use by learners to measure impact.

51. Teaching and learning are satisfactory. Learners are well motivated and extend their learning through regular homework activities. In better sessions tutors structure teaching well and use a good range of strategies to practice skills. The pace is lively and engages and challenges learners. Many tutors give learners constructive written feedback on their work with helpful suggestions for improvement. In weaker sessions differentiated tasks are not used to meet the range of learner needs. Tutors do not sufficiently check and reinforce learning. Learning session planning is generally satisfactory but some tutors do not plan effectively to meet individual needs. Initial assessment is satisfactory. The results are used to place learners on appropriate courses.

52. Resources and accommodation are satisfactory. Most learners have access to laptop computers. Staff are suitably qualified or are working towards appropriate teaching qualifications.

53. The range of provision is satisfactory. The provision is small but offers internal progression from entry level 1 to level 1. Provision is targeted to areas of deprivation which have high levels of literacy, numeracy and language need. Additional funding supports ESOL provision in community settings offered in partnership with community organisations. However, HALS provides little evening and weekend provision, taster courses or intensive programmes.

54. Support for learners is satisfactory. Tutors have good relationships with learners and support them well in class. Crèches are available on some courses but elsewhere limited childcare is a barrier for some learners. Learners complete a self-assessment of support needs and the service provides a satisfactory range of adaptive technologies and specialist equipment. The service does not provide specialist dyslexia assessment and support but can refer learners to the local college for specialist support.

55. The recognition and recording of learners' progress and achievement is insufficient. Some tutors set appropriate targets but many ILPs do not contain specific, measurable, small step targets with timescales for completion. Learning goals and targets do not support learners in assessing the progress they are making. Many tutors do not systematically record the progress of individual learners. Assessments of progress and achievement record work completed but most do not document skills achieved or the progress made by the end of a course.

Leadership and management

56. Leadership and management of skills for life are satisfactory. Communication within the team is good. Regular formal and informal contact and support for part-time tutors are good. Programme planning has improved and there are better internal progression routes for learners. The programme of staff development focuses appropriately on local priorities and national requirements.

57. Equality of opportunity is satisfactory. Provision is targeted to areas of high deprivation. Main learning centres are accessible to learners with limited mobility. Staff have an appropriate understanding of equality issues and how to work with learners but equality and diversity are insufficiently promoted in some learning sessions.

58. Quality improvement arrangements are satisfactory. Course evaluations are thorough and tutors' and learners' views are used well to plan and make further improvements. Observation of teaching and learning is well structured. Observations are appropriately evaluative and areas for improvement are monitored carefully. However, some observations are over graded. Good practice recognised during observations is insufficiently shared. Data is collected but not used effectively to monitor all aspects of the provision and arrangements to recognise and record learners' progress and achievement are insufficiently thorough. Self-assessment is inclusive and informed by staff and learner feedback. The self-assessment report is broadly accurate and recognises some strengths and weaknesses identified by inspectors.

Preparation for work

Satisfactory: Grade 3

Context

59. Twelve learners are enrolled on the E2E programme of which 75% are female and 75% are from minority ethnic groups. Most are referred by word of mouth and attend for 16 hours each week for approximately 23 weeks. The programme is taught by two staff and a support officer provides learner support and manages work-placements. Learners join at any time during the year. During 2006/07, 47 learners enrolled.

Strengths

- Good achievement and progression
- Good personal support

Areas for improvement

- Insufficiently detailed target-setting to usefully inform teaching and learning
- Low attendance

Achievement and standards

60. Achievement and progression are good and have improved over the previous two years. In 2006/07, 68% of learners achieved their learning objectives. Most had low prior attainment. In 2004/05 and 2005/06, achievement rates were lower, at 28% and 47% respectively. Learners gain nationally recognised qualifications. During 2006/07, 29 learners took ICT qualifications and 15 passed. A level 1 literacy qualification was taken by 16 learners and all but one achieved. Of nine learners who took a numeracy test at the same level, seven gained their qualification.

61. Progression into employment, further education or training is good. In 2006/07, 64% of learners progressed compared with 59% in 2005/06 and 42% in 2004/05.

62. The standard of learners' work is satisfactory. Written work is appropriate and checked for accuracy but there is over-reliance on completing worksheets to develop skills. Attractive displays of learners' work in the E2E base room and corridors demonstrate a range of learners' ICT and writing skills.

63. Attendance is low. For the second half of 2006/07, average weekly attendance was 69%. Attendance improved during the first half of 2007/08, but the average rate remains low at 72%. Poor punctuality is a feature of all learning sessions, with 50% of learners in one observed learning session arriving over 25 minutes late. The provider has identified this and actions are in place to bring about improvements.

Quality of provision

64. Personal support for learners is good. All staff encourage learners to develop the skills that will enable them to enter the world of work. Learners know and trust the small E2E staff team and feel comfortable talking to them about sensitive personal concerns. Good personal support is provided for learners needing additional help to resolve problems and to overcome barriers preventing them from progressing. For example, learners who have trouble with punctuality receive text messages or telephone calls when it is time to get up in the morning. Learners value the very effective additional personal support offered on-site twice a week by Connexions staff. Concerns and problems are handled promptly and in familiar surroundings. Learners experiencing more complex problems such as homelessness and domestic violence are well supported to remain on programme. Learners make good and frequent use of support services.

65. Teaching and learning are satisfactory. Learning sessions take place at a good pace and retain learners' involvement and interest. A wide variety of resources is used appropriately. However, checks on learners' understanding and progress are insufficient. Tutors place too much focus on task completion and give insufficient attention to specific skills individual learners need to develop. Some tasks are insufficiently well linked to learners' experiences or to employment.

66. Initial assessment is satisfactory and takes place appropriately over several weeks. Learners' employment aspirations, barriers to learning and support needs are identified and recorded. Assessment of learners' literacy and numeracy skills are appropriate.

67. The E2E programme is satisfactory. Good youth service links provide interesting additional personal development activities enhancing learners' work readiness and their ability to make a positive contribution. Learners access a wide range of good quality work-taster placements. Literacy and numeracy qualifications are available for learners able to achieve a level 1 standard, but there are none for learners progressing through entry level. Learners develop useful employability skills by working towards nationally recognised ICT qualifications. An adequate range of jobsearch activities such as interviewing skills, curriculum vitae preparation and writing application letters help learners gain work experience and employment. The learning needs of some individuals are not always sufficiently met. For example, one learner with GCSE English grade B attends literacy classes as part of in-house training.

68. Information, advice and guidance are satisfactory. Staff provide learners with appropriate information and check eligibility before joining E2E. However, the current E2E programme insufficiently challenges one high achieving learner who wanted to join an apprenticeship course. Learners remember induction appropriately and there are frequent reminders at the time of review in terms of equality and health and safety. Learners receive appropriate guidance on progression routes towards the end of the programme.

Leadership and management

69. The management of the curriculum is satisfactory. Line management responsibilities and roles are clear and well understood. Documentation is comprehensive and well structured but is not always completed well enough to ensure effective teaching and learning take place. Good team working and communication ensures that issues relating to learners are quickly and effectively addressed. Links with external agencies such as Connexions, the youth service and employers are good. Relevant data is collected although not always

fully analysed or used sufficiently well to enable effective planning. Learners' views are well used to inform curriculum planning. Observations of teaching and learning are satisfactory overall. Some are clear and constructive whereas others do not relate sufficiently to what is happening in the learning session, referring inappropriately to documentation. The quality of the completed documentation is insufficiently monitored. Staff and learners have a good awareness of equality and diversity although it is not sufficiently promoted in some learning sessions.

70. Resources are satisfactory. Learners use a variety of high standard teaching and learning resources, including ICT, appropriately. Accommodation is spacious and well furnished. However, poor soundproofing, and learners walking through the teaching room to get to other parts of the building, disrupts learning sessions. Staff have good interpersonal skills for working with the client group although not all staff have teaching qualifications or sufficient literacy and numeracy expertise. This is recognised by the service and specialists are supporting staff to improve their literacy and numeracy teaching.

Business, administration and law

Satisfactory: Grade 3

Context

71. Haringey provides training for 17 apprentices in business administration who attend off-the-job training one day a week. Seven learners are working towards NVQs at level 2 on Train to Gain programmes, four in customer service and three in administration. Training and assessment are provided in the workplace. ACL courses take place at the main centre where 48 learners are on accredited courses in computerised accounts and book-keeping and accounts at levels 1 and 2. There are 12 learners on a non-accredited course in computerised payroll. In 2005/06, 88 learners enrolled on non-accredited courses such as starting a small business, computerised payroll, telephone skills and customer care.

Strengths

- Good development of workplace skills by apprentices
- Very high timely success rates on apprenticeships in 2006/07
- Good success rates on book-keeping levels 1 and 2 and computerised accounts level 1 in 2006/07

Areas for improvement

- Insufficiently effective use of targets for learners
- Insufficient challenge in off-the-job training for more able apprentices
- Insufficient signposting to external progression routes

Achievement and standards

72. Apprentices develop good workplace skills which enhance their employability and economic wellbeing. They use specialist software and prepare a range of business documents well. Learners demonstrate good information technology skills, researching the internet and using a variety of office equipment effectively. They gain confidence and develop good personal skills in communication, telephone technique, team working and prioritising work. One apprentice has made particularly good progress in literacy and numeracy. Most apprentices make at least satisfactory progress. Attainment and standards of work are satisfactory. Portfolios are organised well and most of them contain a good range of evidence.

73. Timely success rates are high on apprenticeships. In 2006/07 the timely success rate was 94%, a significant improvement from overall success rates of 56% in 2004/05 and 50% in 2005/06. Progression into employment is satisfactory.

74. Success rates on book-keeping levels 1 & 2 and computerised accounts level 1 are good. In 2006/07 the success rate was 83% for both level 1 courses and 75% for level 2 computerised accounts. Learners on the book-keeping course observed during inspection demonstrate reasonable ability in basic double-entry book-keeping. Retention and achievement rates on non-accredited provision were high at 90% in 2006/07 but most courses were very short.

75. It is not possible to make a judgement on the achievement and standards of learners on Train to Gain programmes as the programme started very recently.

Quality of provision

76. Teaching and learning are satisfactory. Schemes of work, learning session plans and learning materials are appropriate. Tutors and assessors establish a good rapport with learners and employers. Work-based learning assessors have a flexible approach to meet workplace demands. Most employers have a good understanding of learners' programmes and provide a good range of training and variety of experience. Training for key skills and technical certificates is satisfactory. Assessment on work-based learning is thorough and meets awarding body standards well.

77. Initial assessment of literacy, language and numeracy is satisfactory on work-based learning programmes. On ACL courses, learners complete an initial self-assessment but tutors do not carry out formal assessment.

78. The range of provision is appropriate. Accredited ACL courses have been introduced to meet local demand. Non-accredited provision is slowly expanding. Work-based learning is offered only at level 2.

79. Arrangements for support are satisfactory. Learners show appropriate awareness of the available personal and learning support. Satisfactory additional learning support is provided where a need is identified. Induction is satisfactory and helps learners settle into their programmes. Health and safety and equality and diversity are appropriately covered during induction.

80. The use of targets for learners is insufficiently effective and has not improved enough since the previous inspection. Tutors do not agree long-term targets with apprentices for framework components. Short-term actions are clear, but monitoring is insufficient. Progress reviews are satisfactory but identified areas for improvement are not translated into targets or actions. Individual action plans, completed during off-the-job training, are not linked clearly enough to progress reviews or workplace activities. The structure and use of individual learning plans and the recording of progress in ACL are under review and are not yet consistently effective.

81. Apprentices that are more able are insufficiently challenged in off-the-job training. Of the 17 apprentices, six have previously achieved level 3 qualifications. The service does not provide sufficient opportunity for these apprentices to build on their prior attainment. Key skills are not systematically offered at levels higher than framework requirements for all learners who have proxy qualifications. There is insufficient alternative, structured or challenging learning for more able learners during the time that key skills training is delivered to other apprentices. Learning sessions are not planned well enough to meet the needs of all learners.

82. Signposting to external progression routes is insufficient. Advice for learners completing their programmes is too general and only guides learners to make use of Connexions or the IAG service. The advice does not provide enough information on specific progression opportunities. Pre- and on-course IAG is satisfactory.

Leadership and management

83. Leadership and management are satisfactory. Staff have a satisfactory awareness of curriculum strategy. The development of Train to Gain has been planned carefully. Staff are appropriately qualified and experienced and attend an appropriate range of training including in equality and diversity. Internal communication and sharing of good practice are satisfactory. The use of data and targets at management level to monitor performance are adequate. The service collects learner, staff and employer feedback and uses it adequately to make improvements.

84. The self-assessment process is inclusive, but the report is overgenerous in the identification of strengths and areas for improvement. Internal verification is thorough but actions identified in observations of assessors are not linked to the learning session observation scheme or to appraisals. Too few observations of teaching were carried out in 2006/07 and there is too much variation in the quality of observation reports. Judgements are generally clear and match the grade awarded but some actions have not been adequately identified or monitored sufficiently.

85. The promotion of equality and diversity is satisfactory and learners and staff have an appropriate awareness of equal opportunity issues.

Family learning

Inadequate: Grade 4

Context

86. There are 188 learners on family language, literacy and numeracy programmes. Courses are mostly from the Keeping up with the Children programme. No wider family learning courses were available in the autumn term.

Strengths

- Good development of personal skills and confidence

Areas for improvement

- Insufficient progress for some learners
- Inadequate monitoring of learners' progress
- Ineffective curriculum management

Achievement and standards

87. Learners' personal skills and confidence develop well. Levels of learner participation in learning sessions are high, and learners are well motivated to re-engage in learning. School staff report improvement in children's learning and attainment. Learners are more involved with schools, and confidently talk to teachers about their children's progress. Some parents have progressed to becoming volunteers in school. Parents have improved their understanding of how their children learn. They develop transferable skills that enable them to continue working with their children at home. Learners have the confidence to talk to others about their own cultures. Many have made friends with other parents outside classes. Standards of learners' work at entry levels 1 and 2 are satisfactory.

88. Some learners make insufficient progress. They are placed in inappropriate provision, compared with their level of ability. Learners do not receive initial advice and guidance when they are placed in classes. There is a wide range of ability on courses, from pre-entry to level 2. The progress of some learners, for whom English is not their first language, is very slow.

Quality of provision

89. Teaching and learning are satisfactory. Where teaching is good, detailed learning session planning is well adapted to individualised learning. Good practice is given in reading, listening, speaking and writing skills. Previous learning is carefully reinforced, and new vocabulary planned into work to be done at home with the children. One to one support in class is good. There are high levels of peer support amongst the learners.

90. In poorer learning sessions, there is insufficient differentiation to reflect learners' abilities, and learning objectives are unclear. There is insufficient learning session planning to consider learners' needs. The range of teaching methods used is limited. Learners all do

the same tasks aimed at the middle range ability. The less able learners find the work difficult and cannot finish it and the more able learners get bored waiting for the others to finish. More able learners voice their frustration at their slow progress. The self-assessment report makes reference to teaching and learning being good overall, which was not corroborated by inspectors' findings.

91. There is a good variety of teaching resources, although no use was made of e-learning in class. Tutors' skills in implementation of recognising and recording progress and achievement are underdeveloped. The changing learner profile is not being reflected in skills development of staff.

92. Initial advice and guidance is satisfactory. Learners have relevant information on where to go next and what other learning opportunities are available to them in the borough. Some learners take advantage of these learning opportunities to progress to courses outside family learning.

93. The monitoring of learners' progress is inadequate. Although initial assessment is undertaken in most classes, there is little linkage between this assessment and the learning objectives set in individual learning plans. The use of individual learning plans is inconsistent, with insufficient detail given. Target-setting is weak, with not enough small steps identified. There is an inconsistent application of recognising and recording progress and achievement, with little recording of individual progress made. Some individual learning plans contain records of work completed, rather than targets identified or achieved.

94. The range of programmes is narrow and there are limited opportunities to progress to other levels. There is limited access to external accreditation. There are no targeted classes for fathers and children.

Leadership and management

95. Accommodation in school settings is good. Crèches are provided to enable learners with small children to attend. Tutors provide effective personal support for learners with diverse needs and successfully promote cultural diversity. Activities often encourage learners to share their customs and traditions.

96. Equality of opportunity is promoted effectively. Tutors encourage learners to celebrate each other's cultures and to challenge stereotypes of others. New learners are successfully recruited from areas of high deprivation. Few male learners are recruited, and this has not been addressed effectively.

97. Partnership working is satisfactory. There are good links with some partners, leading to innovative curriculum development; for example, museum links have expanded learners' awareness of local history and geographical identity. Some partners feel that there are insufficient progression opportunities for learners.

98. Curriculum management is ineffective. Management information is not effectively used to inform planning processes. Provision tends to be provider-led rather than demand-led. Course reviews are inadequate and there is no clear process for learners' views to feed back into course design. Input of learners is insufficient to help shape the provision to

meet their needs. Few of the programmes provide learners with the opportunity to achieve an externally accredited qualification. Although family learning contributes strongly to children's ability to enjoy and achieve, and sometimes to their ability to stay healthy, its impact on families' economic wellbeing is limited by learners' narrow access to opportunities to accredit their skills.

99. Professional development is inadequately focused on teaching and learning. Staff qualifications have not been recently updated, nor do staff training records reflect changes in current practice. Teaching and learning observations are insufficiently robust, and do not agree with inspectors' grading. They focus on teaching, rather than learning.

100.   Quality arrangements are not robust. Good practice is insufficiently shared within the curriculum area. The self-assessment process is insufficiently evaluative and self-critical. The self-assessment report overstates the strengths of the provision and does not identify all the areas for improvement.

Annex

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by the provider **2004/05** to **2006/07**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate **	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	04-05	overall	6	17%	59%	0	49%
		timely	6	17%	49%	0	41%
	05-06	overall	0	0	72%	0	68%
		timely	0	0	58%	0	54%
	06-07	overall	0	0	N/A	0	N/A
		timely	0	0	N/A	0	N/A
Apprenticeships	04-05	overall	9	100%	64%	56%	56%
		timely	9	56%	43%	56%	37%
	05-06	overall	14	71%	72%	50%	69%
		timely	14	50%	53%	50%	50%
	06-07	overall	18	94%	N/A	94%	N/A
		timely	18	94%	N/A	94%	N/A

Note 'At the time of the inspection - LSC data for 2006/07 had yet to be fully validated'

*   Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

**   College/provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Outcomes on **Entry to Employment (E2E) programmes** managed by the provider **2004/05** to **2006/07**

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
2004/05	67	28%	42%
2005/06	49	47%	59%
2006/07	47	68%	64%
2007/08 (4 months)	12	0	0

Note: 2007/08 data is 'part year' only and is representative of the three months or greater of the LSC contract year

*   These are key objectives identified for each learner following an E2E programme

**   Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period