

# Ealing LEA Reinspection

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Adult Learning Inspectorate Inspection Report 10 February 2006

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## Background information

### Inspection judgements

#### Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An outstanding provider should typically have leadership and management and at least half the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A good provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A satisfactory provider should have adequate or better grades in leadership and management and at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be inadequate where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

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

- grade 1 – outstanding
- grade 2 – good
- grade 3 – satisfactory
- grade 4 – inadequate

## Description of the provider

1. The London borough of Ealing (the borough) contracts with the London West Learning and Skills Council (LSC). The borough provides accredited and non-accredited adult and community learning. The borough service responsible for providing adult and community learning is the adult learning service. This service is part of the cultural services division, responsible to the director of cultural services, who is responsible to the executive director of the customer services division, and then ultimately the borough's corporate board. The borough offers provision in seven areas of learning at a range of venues. Unlike at the previous inspection, all personal and community development provision is now directly contracted by Ealing. Some subcontracted provision remains in family and community learning. There were 2493 enrolments in 2005-06. Currently 1184 learners are enrolled for 2006-07.
2. The adult learning service consists of 61 part-time tutors, three curriculum coordinators and one coordinator for information communications, management information and enrolment. They are responsible to an adult learning manager who is responsible to the head of libraries, information and adult learning.
3. The borough has approximately 308,000 residents, one of the largest borough populations in London. The 2001 census shows approximately 41 per cent of the population as being from minority ethnic groups. Some wards within the borough have high levels of social deprivation. Currently, the unemployment rate for Ealing is 2.9 per cent, compared with the national average of 2.6 per cent. The proportion of pupils achieving GCSEs at grades C or above in Ealing in 2006 was 49 per cent, compared with the national average of 46 per cent.

## Overall effectiveness

Reinspection Grade 3

4. The overall effectiveness of the provision is satisfactory. Leadership and management, including equality of opportunity and quality improvement, are now satisfactory. Provision in arts, media and publishing are also satisfactory. Standards are at least maintained in family learning and information and communication technology (ICT). Community learning, new since the previous inspection, is judged to be well managed. However, languages, literature and culture is inadequate, as at the previous inspection.
5. The inspection team had some confidence in the reliability of the self-assessment process. The grades at reinspection mostly matched those in the 2005-06 self-assessment report. The process is now incorporating more views from a wider range of relevant parties. Much of the provision included in the 2005-06 self-assessment report no longer exists or has changed. It is too early to judge the effectiveness of the new processes.
6. The provider has demonstrated that it has sufficient capacity to make improvements. The borough has worked well to resolve key weaknesses and

meet key challenges. Many useful quality assurance systems are in place and the post inspection action plan initiated many of the improvements noted at reinspection.

## Grades

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= inadequate

### Grades awarded at previous inspection

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

Information and communications technology		3
Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		3
Adult and community learning	36	3

Arts, media and publishing		4
Contributory areas:	Number of learners	Contributory grade
<i>Fine arts</i>		
Adult and community learning	10	4
<i>Crafts</i>		
Adult and community learning	32	4

Languages, literature and culture		4
Contributory areas:	Number of learners	Contributory grade
<i>Other languages, literature and culture</i>		4
Adult and community learning	146	4

Family learning		2
Contributory areas:	Number of learners	Contributory grade
<i>Adult and community learning</i>		2
Adult and community learning	129	2

## Grades awarded at reinspection

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

Arts, media and publishing		3
Contributory areas:	Number of learners	Contributory grade
<i>Arts, media and publishing</i> Adult and community learning	41	3

Languages, literature and culture		4
Contributory areas:	Number of learners	Contributory grade
<i>Other languages, literature and culture</i> Adult and community learning	107	4

## About the reinspection

7. Inspectors reinspected leadership and management including equality of opportunity and quality improvement. Inspectors also reinspected arts, media and publishing, and languages literature, and culture. Leadership and management inspectors considered and included provision in preparation for life and work, which was not previously inspected, and family learning, which was previously judged to be good. These areas have grown proportionally to the overall learner numbers and are now approximately half of the provision overall. Leadership and management inspectors also included ICT originally judged as satisfactory. The previous inspection grades for ICT and family learning were considered when judging the overall effectiveness of provision.

Number of inspectors	4
Number of inspection days	16
Number of learners interviewed	58
Number of staff interviewed	24
Number of employers interviewed	8
Number of locations/sites/learning centres visited	5
Number of visits to the provider	3

## Leadership and management

Grade 3

### Strengths

- Good management of family and community learning programmes
- Good work with partner organisations to provide a beneficial range of programmes
- Very positive and constructive action to resolve weaknesses
- Good social inclusion

### Weaknesses

- Some ineffective programme planning for personal and community development provision
  - Ineffective use of data
  - Some unsuccessful quality improvement work in personal and community development provision
  - Insufficient promotion of equality of opportunity in personal and community development provision
8. Management of family and community learning programmes is good. At the previous inspection family learning was judged to be good and standards have been maintained at reinspection. At the previous inspection family learning was approximately 15 per cent of the provision but is now 26 per cent. The borough has developed its community learning significantly since the previous inspection and it now accounts for nearly 21 per cent of the provision overall. Managers plan, monitor and review this provision well. The borough works with over 15 organisations, most of which act as subcontractors. Contracting arrangements are good, and detailed, relevant service level agreements are used effectively. Arrangements for initial assessment are good and satisfactory use is made of individual learning plans.
9. Good partnership work is carried out with a wide range of organisations, such as community groups and schools. The borough's managers use group meetings well to set up, manage and monitor the provision. For example, the borough established an effective community forum as part of its restructuring of the adult learning service. Innovative and successful projects include a garden project that aims to improve individual health and promote healthy eating. Many of the projects successfully attract learners from identified target groups, such as those with disabilities or from disadvantaged backgrounds, and learners from many different age groups. These projects focus well on developing learners' employability skills and promoting healthy living and cultural development.
10. The previous inspection highlighted the borough's commitment to adult and community learning as a key weakness. This has improved significantly and is now satisfactory. Adult and community learning is now recognised as an important part of the borough's strategy for service development. The council

cabinet has agreed to review the provision later in the year, and to examine how it can integrate adult learning into long-term capital plans and cultural strategies. Support for staff, the availability of resources, and links with other borough services, are satisfactory.

11. Advice and guidance is satisfactory. In family and community learning, learners receive helpful specialist advice. Learners receive good information on progression opportunities including those offered by schools and partner organisations. In the personal and community development provision initial advice and guidance is broadly satisfactory, although some learners do not receive sufficient information.
12. Communication overall between staff and managers, to evaluate and plan provision, is satisfactory. Staff use frequent individual and team meetings well to consider a relevant range of topics. The borough's appraisal and personal development system provides staff with appropriate motivation and support. Training for permanent staff is satisfactory. Tutor induction, and training for part-time tutors, has improved significantly since September 2006. However, specialist training for tutors working in arts and languages is ineffective.
13. The development and implementation of systems for recognising and recording progress and achievement is satisfactory. This has been a priority in management planning and in staff training and development. The use of learners' profiles, detailed individual learning plans, and the methodical recording of achievements on plans and on registers is appropriate. In community and family learning the review system is detailed. However, assessment and progress reviews are not as well developed in personal and community development provision.
14. Aspects of planning for personal and community development provision have been ineffective. As a response to the previous inspection, the provision was greatly revised in 2006-07, and courses were offered in a wide range of venues. However, many courses were undersubscribed, with 60 per cent of planned courses cancelled. Programming arrangements have been reviewed and revised and the spring and summer term cancellations have reduced to 46 per cent and 34 per cent respectively. The family learning and community development learning programmes have built on previous experience to provide well-subscribed and relevant courses.
15. Data is still not used effectively to manage and improve the provision overall. At the previous inspection data for subcontracted provision was unreliable. Although this weakness remains, the borough has, since September 2006, taken responsibility for data for all provision. Managers now use data better to evaluate participation rates. Some local progression and achievement data in family and community learning is available. Recently an external partner was used to provide a useful management information system for the adult learning service. However, there is not yet a complete year of data. It is too early to judge the effectiveness of the new arrangements in recording and using key retention and achievement information.

## Equality of opportunity

## Contributory grade 3

16. Social inclusion and the strategy for inclusion are good. The borough is committed to engaging and serving a wide range of people in Ealing. There are good strategies to improve the quality of life for service users. The borough has continued to build on the good work identified at the previous inspection in family learning. Its approach to providing a range of community learning programmes is good. The provision engages with people from a range of backgrounds in Ealing and is offered in many wards, venues, estates, schools and nurseries. Curriculum managers, particularly in family and community learning and community development, are developing useful and sustainable provision for people with barriers to learning, and hard to reach learners, such as Irish travellers. There are good partnerships with a number of different agencies and voluntary sector groups. Different stake holders and interested parties contribute well to planning through a community forum. The community forum is identifying and developing useful strategies to tackle under representation of certain learner groups.
17. The borough's skills for life strategy contains is sufficiently detailed. It provides a useful start point to help meet national objectives and local needs in literacy, numeracy and language provision. The strategy is updated well. It provides continuity and a useful background for managers to evaluate provision and identify areas for improvement and development. The equality and diversity policy is satisfactory. The child protection policy is thorough and adequately sets out the requirements for working with children and vulnerable adults. The borough requires all staff to have criminal record bureau checks and there is a designated person responsible for child welfare. The organisation has responded adequately to the Special Educational Needs and Disability Act 2001. Access to accommodation is generally satisfactory and reasonable adjustment is made to accommodation with difficult access. The response to the Race Relation Amendment Act 2000 is satisfactory. Data is available for the participation rates of different groups. Local data in community and family learning is recorded on the success of different learner groups. This has not yet been entered onto the new management information system.
18. The borough has responded adequately to, and been reasonably successful in, meeting the key challenges from the previous inspection. It is developing better approaches for responding to different local needs. There is a better range of courses on offer in personal and community development provision. The borough provides good community development and family learning provision through mutually beneficial partnerships. The previous inspection judged the monitoring of subcontracted provision in personal and community development provision to be ineffective. This provision is no longer provided and that which remains in community and family learning is now adequately monitored. There is a satisfactory complaints procedure and a student's charter.

19. Insufficient promotion of equality of opportunity remains a weakness in personal and community development provision. The borough has improved its promotion of equality of opportunity. Good practice is not systematically shared although there are plans to share good approaches in initial assessment across the provision. Comments recorded in personal and community development monitoring visit forms are not particularly useful. Equality of opportunity training for personal and community development staff, and the use of equality and diversity in the curriculum, is insufficient. The equality and diversity action plan is in the process of being updated.

## Quality improvement

## Contributory grade 3

20. The borough has responded very positively and constructively to major weaknesses identified at the previous inspection. It now has a better strategic view of adult and community learning. After careful review the borough carried out a major restructure of the provision. A substantial amount of work was completed between the February inspection and the start of courses in September 2006. Most new structures, policies and procedures are now in place and provide a sound framework for the management and quality monitoring of the provision. The borough identified that some quality monitoring processes were not successful. It has worked very effectively to improve these processes. The post-inspection action plan was comprehensive, with clear responsibilities for action. Much of the identified work has been completed.
21. Monitoring of the adult learning provision is generally satisfactory. Monitoring of the community and family learning programme is effective and successful quality improvements have been carried out. For example, the 13 subcontracted providers, mainly in community learning, now have detailed contracts. Appropriate targets, along with data and mid- and end-of-course evaluations, are properly reviewed and discussed with providers. Links with family learning partners are good. The outcomes of all programmes are carefully reviewed and improvements made. Premises for all courses are routinely checked for suitability, though in some cases shortcomings in space, security or heating are noted rather than actioned. Learner feedback and surveys of potential learners are used to guide and improve the provision.
22. The previous inspection team had some confidence in the self-assessment process. The process for 2005-06 is the same as that at the previous inspection. The 2005-06 self-assessment report contained more detailed leadership and management information. The community and family learning provision received a thorough assessment. The report gave a reasonably accurate overall assessment of the provision. The borough also produced a detailed post-inspection action plan. This has been used as a useful starting point for quality improvement. The self-assessment report did not cover the curriculum areas in sufficient detail and the data used is unreliable. The current self-assessment report includes a wider range of stakeholders and makes better use of the views

of tutors and learners. The recently introduced management information system is producing reliable data.

23. Most of the borough's provision is now at least satisfactory. Leadership and management, and arts media and publishing, are improved and no longer inadequate. Family and community learning now accounts for approximately 50 per cent of the adult and community learning provision, and the standard of this provision, re-inspected as part of leadership and management, has been maintained. The community learning provision, developed since the previous inspection, is satisfactory. ICT is satisfactory as at the previous inspection. Languages, literature and culture is still inadequate.
24. Quality improvement is satisfactory overall, but some aspects of work in the personal and community development programmes have been unsuccessful. A reasonably effective structure is now in place to enable the borough to monitor most aspects of performance, and to identify improvements. Observation of teaching and learning is mostly satisfactory. However, the observations in personal, community, and development learning are not sufficient. There is insufficient input from specialist curriculum management, particularly in arts and languages. Quality monitoring visits and other reviews identify causes for concern, but appropriate follow-up action is not always identified.

## Areas of learning

Arts, media and publishing

Grade 3

Contributory areas:	Number of learners	Contributory grade
<i>Arts, media and publishing</i> Adult and community learning	41	3

25. The borough offers a range of arts, media and publishing courses. The provision for 2006-07 is much smaller overall than at the previous inspection. Currently 41 learners are enrolled on five non-accredited courses in fine art and craft. Of these eight are male, 17 are from minority ethnic groups and four are disabled. The courses take place in three venues comprising community centres and secondary schools. Courses are scheduled to run in the morning, afternoon and evening and last between 10 and 15 weeks. Five part-time tutors are managed by a part-time curriculum manager.

### *Strengths*

- Good attainment of skills and techniques
- Good development of learners' critique skills through assessment

### *Weaknesses*

- Insufficient specialist curriculum management

### Achievement and standards

26. Learners acquire good skills and techniques. They work with enthusiasm and gain confidence in their abilities. Learners are articulate and enthusiastic about the work they produce. They keep up-to-date sketchbooks and portfolios to use as reference tools. Learners progress well and show increased knowledge and understanding of making art.

27. Attendance and punctuality are satisfactory. Data from the previous years is unreliable and therefore no judgement is made on retention, achievement or success rates. However, recent data shows retention for those courses completed in 2006-07 is currently at 88 per cent.

### The quality of provision

28. Learners develop good critique skills through assessment. Tutors make effective use of purposeful debate and constructive critique to help inspire and encourage learners. Learners are encouraged to take part in peer critiques, making good use of ICT to enlarge and highlight different art work on white boards for group discussion. Learners discuss their chosen subject clearly and in considerable

detail. Some good references are made to the work of other artists. Tutors provide some useful reference books and facilitate visits to galleries and museums to enrich learners' understanding of the arts. Learners use this improved knowledge and understanding to contribute well to class discussions.

29. Standards of teaching and learning are at least satisfactory. Most tutors have comprehensive lesson plans and schemes of work. Learners enjoy their classes and there are good working relationships between learners and tutors. Tutors manage mixed ability groups well. They use a range of effective teaching techniques and coach and support learners well to help them understand and develop their skills. They provide good general information and advice to help learners develop their own creative ideas. ICT is used well to record learner's work in art and pottery well. In art progress is recorded for display on computers to clearly show the distance travelled by individual learners. Pottery learners skilfully use digital photography to record their finished work. Initial and ongoing assessment is satisfactory. However, some individual learning plans are not used sufficiently well.
30. Additional learning activities are used adequately to support learning. Learners in art visit galleries and exhibitions. Learners in dressmaking classes exhibit their garments in a community centre. The digital camera class visit interesting locations to stimulate ideas. The three centres for learning in arts, media and publishing are spread across the borough. Satisfactory curriculum planning matches adequately the needs of the local population. For example, older learners make good use of the borough's personal and community development classes. Some classes now enable learners to progress during the same year to a more advanced level. There is a satisfactory range of courses. The borough has used taster courses to analyse interest in new subjects. However, these were poorly planned and were not successful.
31. Learner support is satisfactory overall. Tutors are aware of the support on offer and help, for example, those learners in the classroom with dyslexia. However, where extra support was required by one learner with language difficulties, no support was provided.

### Leadership and management

32. Accommodation and resources are adequate and provide te learners with a satisfactory learning environment for skills development. However, one classroom is too small for the number of learners using it. The borough has resolved most of the weaknesses identified at the last inspection. Tutors have good industry experience and regularly practice their skills and exhibit their work.
33. Currently there is insufficient specialist curriculum management and planning for arts provision. Tutors' files contain little planning to celebrate cultural diversity. There is insufficient sharing of good practice. Tutors do not meet on a regular basis to discuss and share ideas with other staff. Subject specialist training for tutors has been deferred until June 2007. Records of observations of teaching

and learning are not sufficiently judgemental and action plans are often not recorded. There is too much emphasis on process rather than outcomes. Quality monitoring reports of the sessions do not identify specific improvements.

## Languages, literature and culture

## Grade 4

Contributory areas:	Number of learners	Contributory grade
<i>Other languages, literature and culture</i>		4
Adult and community learning	107	4

34. The borough currently provides 14 courses in modern foreign languages. Of the 107 learners currently attending the programmes, 37 per cent are from minority ethnic groups. The five intermediate courses are in French, Spanish and Italian. One new course has been set up for people with a basic understanding of Polish. The one advanced course, in Italian, lasts for 30 weeks and takes place during the day. Except for the two intermediate courses, and the course in sign language, the other courses are run for 10 to 15 weeks and take place in the evening.

*Strengths*

- Improved retention of learners

*Weaknesses*

- Narrow range of learning and assessment activities and materials
- Slow development of tutors' expertise in improving learners' speaking skills

## Achievement and standards

35. Retention has improved since the previous inspection, when retention was between 31 and 66 per cent. Data for 2006-07 currently shows 70 per cent of learners have completed a programme. In April 2007, four courses were continued for an additional 10 weeks to allow learners to develop their language skills at pre-intermediate level. Attendance rates are satisfactory at 75 per cent. The borough still does not adequately measure the achievements of learners on these programmes.

36. Learners make satisfactory progress in learning useful vocabulary and conversational phrases in modern and foreign languages. However, learners' progress in developing speaking skills is slow. Although learners develop satisfactory skills in using some basic rules of grammar, many rely on written prompts when speaking. Learners on British Sign Language (BSL) courses develop useful skills in finger spelling, asking questions and understanding the replies. Many learners make good use of these signing skills at work, at home or in their local communities.

## The quality of provision

37. Teaching is satisfactory. Most tutors are native speakers of the languages they teach, and they make good use of it during learning sessions. Learners quickly become used to hearing the language and develop a good understanding of useful basic phrases and vocabulary. Tutors teaching BSL use a good range of learning activities to help learners develop their signing skills. Some tutors teaching foreign modern languages are particularly skilled at providing useful tips to help learners understand and remember grammar rules. However, most tutors use an inadequate range of learning materials to develop learners' speaking skills. Tutors do not provide sufficient non-verbal prompts for learners to use in role-play and other speaking activities. Tutors rely on text books and handouts. Some handouts are poor and difficult to read. The borough does not provide tutors and learners with sufficient access to resources such as computers and multi-media.
38. Many tutors teaching modern foreign languages do not adequately plan learning and assessment activities. Most individual learning plans include satisfactory generic group learning goals and some tutors successfully encourage learners to identify relevant individual goals. However, most tutors do not make adequate use of the information they collect about learners' reasons for joining the courses, and their educational backgrounds, to plan learning sessions. Many learners speak more than one language, but tutors do not discuss how they can build on their existing approaches to learning languages. Many schemes of work are still based primarily on published textbooks or set course objectives. Some tutors still do not check that these contexts are relevant and appropriate for all their learners. The borough has carried out training to develop tutors' skills in assessing and recording learners' progress. However, implementation of the national procedure for recording learners' progress and achievements is still slow. Tutors are aware of the borough's systems for this process, but most of the recorded comments in course files are not sufficiently detailed. They do not provide learners with enough feedback on the specific skills they have developed or what they need to do to achieve their overall goals. Similarly, learners still do not receive sufficient feedback about their performances during learning. Learners on the shorter courses do not receive a permanent record of their achievements.
39. Support and guidance for learners is still not fully established. Most learners receive satisfactory information before they join a course, but the borough still does not provide learners with sufficient information about progression routes. The borough provides learners with satisfactory written information about the support available to them to help them complete their courses, such as additional support in literacy skills. However, tutors do not routinely check that learners receive this appropriate support.

## Leadership and management

40. Some aspects of leadership and management have improved since the previous inspection. Since September 2006, the borough has directly managed all language programmes. It has introduced a sound structure for the induction and development of part-time language tutors. Tutors have now had a few structured opportunities to develop their practice in using the borough's paperwork, such as individual learning plans, and to share ideas and practices. The range of language courses is still too narrow. It focuses primarily on courses previously provided or requests from learners. Most of the provision covers only the main languages used in Europe. Courses offered from April 2006 in Arabic and Hindi or Punjabi did not recruit sufficient learners. However, the borough has maintained the number of learners attending language courses overall in 2006-07 and has increased the spread of the provision across the borough.
41. The borough has been slow to develop tutors' expertise in improving learners' speaking skills. Tutors have appropriate qualifications in teaching adults. However, their specialist expertise in many aspects of teaching modern foreign languages has not been sufficiently developed. Tutors use a narrow range of learning materials. Monitoring visits to learning sessions in November and December 2006 were used well to evaluate general aspects of provision, such as the use of individual learning plans, and the inclusion of all learners during learning activities. However, the observations of learning sessions to monitor the quality of teaching and learning are not sufficiently thorough. Tutors do not receive sufficient feedback about specialist aspects of teaching modern foreign languages. Few judgements are made on how well learners develop their language speaking skills through participation in learning activities. Most observation records fail to identify these key weaknesses and do not support the grades given for learning sessions. Shortly before the final reinspection week the borough arranged effective specialist support for language tutors and had identified appropriate areas for development. However, it is too early to evaluate the effectiveness of this work.

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