

MONITORING VISIT: MAIN FINDINGS

Name of Provider: Haringey Adult Learning Service

Date of visit: 21 October 2008

Context

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. 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. HALS has contracts with North London LSC for adult and community learning, work-based learning, neighbourhood learning in deprived communities and family learning. Almost all of the provision is delivered by HALS, with only 1% delivered by a specialist subcontractor. In 2007/08, HALS had 2,050 learners and a total of 3,429 enrolments in adult and community learning and work-based learning. A further 400 learners attended 2,013 learndirect courses.

At the previous inspection in December 2007, the overall effectiveness of the provision was inadequate. Achievement and standards and the quality of provision overall were satisfactory. Leadership and management were inadequate. Equality of opportunity was satisfactory and targeting of hard-to-reach learners was good. HALS demonstrated an inadequate capacity to improve, and self-assessment arrangements were inadequate. Specialist provision in information and communication technology (ICT) was good, provision in preparation for life and work, preparation for work, business, administration and law was satisfactory. Arts, media and publishing and family learning were inadequate.

Achievement and standards

Have achievement and standards been maintained or improved across the provision?	Reasonable progress
--	---------------------

At the previous inspection, achievement and standards were satisfactory. The service has been successful in maintaining success rates across the provision, with the exception of family learning, where data remains unreliable and success rates for 2007/08 are unknown. Overall figures for retention, achievement and success rates rose slightly in 2007/08 to 91%, 82% and 74% respectively. The success rate on apprenticeships was previously high and remains so at 85% overall. The rate is 83% for timely success in 2007/08, about 20% above the national rate. Success rates on

business and ICT courses remain good. Progression and achievement rates remain high for Entry to Employment learners. Effective measures have been introduced to improve staff's understanding and use of achievement and success data. Internal benchmark targets of 80% for retention and achievement have been in place for all programmes since January 2008. Common processes are now in place for the recording and validating of achievement on non-accredited courses. Managers review data on enrolments, retention, achievement and success several times each week. Data, other than for family learning, are reliable and frequently updated. Measures to provide learners in skills for life provision with opportunities to accredit their skills have been successfully introduced, though it is too early to judge achievements.

Quality of provision

What is the success of actions taken to deal with poorly performing provision in arts, media and publishing?	Significant progress
--	----------------------

At the previous inspection, provision in arts media and publishing was inadequate, with falling enrolments, poor retention and achievements, and poor or inappropriate accommodation. Since the inspection, HALS has undertaken a thorough review of its provision, identifying falling demand for courses that once met a local economic need. Provision in fashion and sewing and in dance combat has been discontinued. Learners on accredited fashion and sewing programmes were able to finish their studies, and were given clear and comprehensive information about progression routes to further accredited courses. A good range of information and guidance material is made available to enquirers and prospective learners, directing them to alternative local provision. Two arts courses are continuing at one venue which provides good specialist accommodation. Both of these courses have satisfactory enrolments and retention rates.

What is the success of actions taken to improve provision in family learning?	Insufficient progress
---	-----------------------

HALS has made some suitable changes to the provision, including the streaming of classes to reduce the number of mixed ability courses. The number of learners taking accredited courses has increased, and there are improved pass rates for those taking tests. HALS has introduced standardised individual learning plans and provided appropriate guidance and training for tutors. All learners are initially assessed to determine an appropriate level. However, there is still insufficient linkage between the results of initial assessment and the learning objectives in some individual learning plans. Management of family learning programmes remains inadequate. Family learning data are either unreliable or incomplete. Managers can only measure the achievement of those entered for exams rather than success rates. The quality of target-setting for learners on non-accredited programmes is weak. There have been only two observations of teaching and learning since the previous inspection, both

held too early in the year to effectively quality assure many aspects of the learners' experience. Self-assessment contains insufficient judgements about teaching and learning. Good practice is now shared more frequently, and expertise from learndirect tutors is used. Staff have received training that has been more focused on improving teaching and learning. However, in recent observations of teaching and learning, staff development and professional updating needs are evident. Three tutors have, or are working towards, levels 4 or 5 qualifications.

Leadership and management

What improvements have been made in the monitoring and analysis of data	Reasonable progress
---	---------------------

A planning and performance team has been established to improve data collection and its use throughout the organisation. Appropriate retention and achievement targets are in place across the provision. The retention and success rates show a small increase from 2006/07 to 2007/08. Managers recognise that targets need to be further refined, and plan to introduce specific programme area targets, using baseline retention or success rates. Monthly key performance indicator meetings have been introduced to more closely monitor progress by programme area and across the provision. Trends in data are discussed and recorded. Managers can easily see which courses are at risk of poor attendance or recruitment. However, the data used in family learning are unreliable. HALS has recently introduced mandatory training for staff on using management information. Approximately half of the staff have now attended it. The service has a clearer view of non-accredited achievement, but does not yet have reliable data on external progression.

Has the provider made progress in improving curriculum planning?	Reasonable progress
--	---------------------

HALS has strengthened the curriculum planning process. Managers have evaluated the offer and made appropriate changes to the arts provision. HALS has developed aspects of the provision to meet the identified needs of the community, especially in language provision and personal and community development learning. Improvements were made to the outreach provision based on learners' evaluation forms following family learners' week. Course data, including enrolment and retention rates, are used to identify future provision, and to make changes to the existing provision. There are plans to further increase the use of data for planning of courses. Course information sheets have been standardised, and now contain clearer information about entry points and progression routes. The organisation has developed strategies to set the direction and operational management of the provision within, for example, skills for life distinct courses, family learning and learndirect. HALS does not yet have a skills for life strategy to consolidate these separate strategies and identify how they will improve adult literacy, numeracy and language skills across the borough.

What is the effectiveness of steps taken to improve quality improvement and self-assessment?	Reasonable progress
--	---------------------

HALS' self-assessment and quality improvement arrangements were inadequate at the inspection. These have now improved in most areas. A more effective process of course review and programme-area review is well moderated by senior managers. The process for compiling the self-assessment report is more inclusive, involving external partners, learners and other stakeholders. The current draft report is more critical and effective in identifying key areas for improvement. HALS has maintained an appropriate framework and calendar of activities for quality improvement, and a range of well integrated written procedures are now in place for all parts of teaching and learning. A useful staff and tutor handbook now covers key aspects of the service's activities. Managers and staff have a more realistic and critical view of the quality of provision, though provision in family learning has yet to show clear improvement. Training has been undertaken to develop staff awareness of the new quality, self-assessment and data monitoring processes. Through a programme of frequent briefing events for all staff, the sharing of good practice has been enhanced. Improvements have been made to the teaching and learning observation system in all areas except family learning, where too few observations have been carried out.