

Haringey Adult Learning Service

Reinspection report

Reinspection date

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Reinspection number

331341

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Background information

Reinspection 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 reinspection 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 reinspection

In deciding the scope of the reinspection, inspectors consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorate's reinspection monitoring visits, and data and learners and their achievements over the period since the previous inspection. Inspectors also 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.

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 reinspection focused on:

- Information and communication technology (ICT)
- Literacy, numeracy and ESOL
- Family learning

Description of the provider

1. Haringey Adult Learning Service (HALS) provides courses for people living in the London borough of Haringey and the surrounding area. HALS is part of the culture, libraries and learning business unit of the Adult Culture and Community directorate of Haringey council. HALS has contracts with London North LSC for adult and community learning, work-based learning, neighbourhood learning in deprived communities and family learning. Contracts for work-based learning, learndirect and nextstep provision were not re-inspected.
2. HALS is managed by a senior team consisting of the head and deputy head of service, a business, planning and performance manager and a Skills for Life development manager. A team of curriculum co-ordinators supports development and manages programme area leaders and tutors.
3. The service has two learning centres, in Wood Green Library and White Hart Lane. Courses also take place at schools, libraries and community centres. During the reinspection 894 learners were enrolled across the provision, including 157 in ICT, 356 in literacy, numeracy and English for speakers of other languages (ESOL) courses and 160 in family learning.
4. Haringey has an estimated population of 225,000. The west of the borough has very affluent areas whereas the east has high levels of poverty, deprivation and educational underachievement.
5. At the previous inspection, overall effectiveness was inadequate, as were capacity to improve and self-assessment. Leadership and management, and provision in family learning were inadequate. Provision in literacy, numeracy and ESOL was satisfactory, and provision in ICT was good. Previously inadequate provision in arts, media and publishing has been discontinued.

Summary of grades awarded at previous inspection

Effectiveness of provision	Inadequate: Grade 4
Capacity to improve	Inadequate: Grade 4
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Leadership and management	Inadequate: Grade 4
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

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

Summary of grades awarded at reinspection

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

ICT for users	Good: Grade 2
Literacy, numeracy and ESOL	Good: Grade 2
Family learning	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

6. The overall effectiveness of the provision has improved since the previous inspection and is now satisfactory. Achievement and standards, the quality of provision and leadership and management are all satisfactory, as are measures to ensure equality of opportunity.
7. Provision in ICT remains good. Provision in literacy, numeracy and ESOL has improved from satisfactory and is now good. Provision in family learning has improved and is now satisfactory.

Capacity to improve

Satisfactory: Grade 3

8. Haringey Council has demonstrated satisfactory capacity to improve. Sound progress has been made in dealing with most areas for improvement identified at the previous inspection. Inadequacies in the overall quality of family learning provision and the leadership and management of the service have been successfully addressed. A well managed re-structure of the service has been undertaken, and a clarification of management roles has helped improve communication and quality assurance. Data reliability is now much improved, and managers use data successfully to monitor performance. Most staff have a good overall understanding of enrolment, retention and achievement data, and course tutors routinely use data in reviewing learners progress and achievement. HALS successfully continues to attract learners from under-represented groups, though men remain under-represented in some areas. Across the service marketing, information, advice and guidance, and responsiveness to stakeholder views have improved.
9. HALS' self-assessment arrangements have improved since the previous inspection and are now satisfactory. The self-assessment process is thorough and is now suitably inclusive and consultative. Staff, learners and external stakeholders are involved at appropriate stages of self-assessment. The most recent report provides a self-critical and comprehensive view of provision. The strengths and areas for improvement identified in the report broadly match those found by inspectors. Self-assessment grades in most areas matched those given at reinspection.

Key strengths

- Effective work to address existing weaknesses
- Good internal and external communications
- Good information, advice and guidance
- The development of learners' social skills and confidence

Key areas for improvement

- Continue to improve learners' success rates
- Improve the monitoring of learners' progression
- Raise the proportion of good or better teaching
- Increase the participation of men in the provision

Main findings

Achievement and standards

Satisfactory: Grade 3

10. Achievements and standards are satisfactory overall, as at the previous inspection. Retention is good in all areas, and particularly so in ICT courses, at 95% during 2007/08. Attendance at the time of reinspection was satisfactory in all areas. The number of learners entered for, and achieving, accredited qualifications is increasing in literacy, numeracy and ESOL and family learning courses, and is now satisfactory overall. Success rates on ICT courses are satisfactory, with a rate of 82% in 2007/08 for provision made up mostly of short courses.
11. Learners in all areas develop confidence and social skills, a strength maintained since the previous inspection. Family learning courses help to develop social inclusion and social cohesion in the borough. Learners gain confidence, play a fuller role in the life of their communities, and are able to access resources and facilities in the wider community.

Quality of provision

Satisfactory: Grade 3

12. The quality of provision is satisfactory overall. Teaching and learning are satisfactory in family learning, good in ICT and in literacy, numeracy and ESOL. Most sessions observed were good or better, though too many sessions overall remain satisfactory. In the better classes, schemes of work and lesson planning are thorough. Homework is an integral part of most skills for life courses and is routinely assessed. The standard of learners' work is good overall, and learners use newly acquired skills at home, at work and in the community. Tutors use questioning techniques effectively to engage all learners, check understanding and reinforce learning. Initial assessments are satisfactory in most cases. Tutors have a good understanding of the different cultural, ethnic and religious backgrounds of the learners and often reflect this in their choice of learning strategies and resources. In less successful family learning lessons, learners do not have enough opportunities to practise and consolidate language skills.
13. Improvements have been made to systems for recognising and recording progress and achievement. However, in ICT the process of identifying and agreeing individual learning goals against which attainment is measured lacks precision .
14. The range of courses meets learners' needs adequately. Programmes are delivered at a wide range of times during the day and evening with an increased range delivered on Saturday. Short course times are often rotated throughout the year to maximise accessibility for learners.

15. Provision is situated in a good range of accessible community venues. Centres are safe and welcoming, and learners appreciate the positive learning environment. Good links exist between the service and the Haringey libraries. A good range of drop-in facilities are available at the borough's libraries, which are well used. At most venues, free crèche or childcare facilities are available.
16. Guidance and support for learners is good overall. Learners are provided with satisfactory individual support from tutors and learning support staff. Information, advice and guidance (IAG) is good across the provision. Classes are visited by IAG staff, and clear promotional leaflets and posters are available in venues to help inform learners about available programmes, progression and support. However, the service does not thoroughly monitor the patterns of learner progression from HALS courses.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

17. Leadership and management are satisfactory. HALS managers have worked hard to resolve areas for improvement identified at the previous inspection, when leadership and management were inadequate. The management structure has been revised and a thorough analysis of the provision undertaken. A good range of improvements has been made, but the service recognises that further work is needed. It is too early for some changes to be fully effective.
18. Internal and external communication is good. Senior managers have worked effectively to engage staff with the changes in strategic direction and operation which have been put in place since the previous inspection. Lines of accountability and support have improved. Communication has improved between curriculum teams and with support staff and is now generally good, supported particularly by the development of a central staff base at Wood Green learning centre. The exchange of information about learners and the sharing of good practice have improved. A well written handbook now provides a significantly improved resource for staff. Communication with partner organisations has improved considerably since the previous inspection. Partnership working is well developed and productive. HALS' association with the council's library service and other departments has expanded, particularly in the delivery of skills for life and work related learning. Partnerships with local community organisations effectively targets hard to reach learners.
19. Curriculum management has improved since the previous inspection and is now satisfactory in all the areas inspected. Target-setting is satisfactory. All staff now have a clear understanding of team targets, although not all staff have individual performance targets set. At the previous inspection, data analysis and monitoring were inadequate. Use of data to manage the provision has improved and is now

satisfactory. Significantly more information is now analysed and clearly presented for staff and managers, including information on learner progress within non-accredited courses. HALS does not analyse learners overall progression or the impact of initial advice and guidance sufficiently.

20. The management of resources is satisfactory. The staff profile matches the ethnic diversity of local residents. Almost 90% of teaching staff have appropriate national registration with the Institute for Learning (IfL)) and have, or are working towards, an appropriate teaching qualification. Staff appraisal is timely and helps develop the planning and delivery of staff development. HALS' fees policy is clearly linked to its strategic aim of widening the participation of under-represented groups. Curriculum planning has improved and is satisfactory. The number of classes cancelled because of poor recruitment has reduced in the past year. Learner retention has continued to improve and is now good on many courses. Accommodation is generally satisfactory and good where recent investment has refurbished or provided new centres. HALS' policy of situating provision in the borough's well used libraries has provided easily accessible, welcoming and flexible learning centres. Investment in computer based learning resources has been extensive and good interactive systems are widely available. These resources are not, however, sufficiently used to enhance learning in some curriculum areas.
21. HALS' Skills for Life strategy has been improved and is now satisfactory. Senior managers have established clear aims for provision, and the strategy expresses a clear view of the role of skills within the borough. However, some implementation strategies lack detail and realistic timescales. Staff are still not sufficiently prepared for the role that they must all play in establishing a comprehensive service for learners.
22. Arrangements for quality improvement have improved and are now satisfactory. The service has a clear and comprehensive quality improvement strategy which is linked effectively to the quality improvement plan and other key documents and processes. The quality cycle is well integrated with the service's business cycle. Managers now review overall service and sector subject area performance against a wide range of performance indicators at monthly intervals. Senior managers review data at least weekly to determine trends in performance.
23. Self-assessment has improved considerably since the previous inspection. Stakeholders, staff and learners are now appropriately consulted. Good links exist between the termly course and yearly programme area reviews, and effective use is made of data to review programme and learners' performance. Inspectors agreed with most of the judgements made in the self-assessment report.
24. Observation of teaching and learning has been significantly improved since the previous inspection. Observers and staff have received training on observation, making judgements, giving and receiving feedback and action planning. An appropriate level of moderation and monitoring is undertaken to ensure that judgements are accurate and standardised across provision. In joint observations

inspectors agreed with grades given by observers, however a minority of observations conducted during the past year were over estimated.

25. The management of equality and diversity is satisfactory. HALS complies with current equalities legislation through the council's Equality Public Duties Scheme which was adopted in December 2006. Appropriate race, gender and disability equality schemes are in place. There has been particularly wide involvement of stakeholders in developing and monitoring the schemes. The council's equal opportunities policy is thorough and well presented.
26. At the previous inspection, equality of opportunity was satisfactory. The identification and targeting of hard-to-reach learners was good and it continues to be so. HALS makes effective use of local partnerships within Haringey Council, community groups and schools, to research, plan and deliver a curriculum responsive to local needs and the council's strategic priorities. Appropriate use is made of wide ranging demographic data to support the location of provision and target groups.
27. HALS has clear and appropriate policies and procedures to promote equality of opportunity, which are suitably communicated through promotional literature, staff and learner handbooks. Arrangements to eliminate harassment and bullying are practical, and a firm and well publicised 'no tolerance' policy is in place. The effective promotion of mutual respect and the celebration of diversity in classes are suitably monitored as part of HALS lesson observation arrangements.
28. Learners have access to, and suitable knowledge of, HALS complaints and compliments arrangements. Complaints and compliments both receive prompt attention from managers. Complaints are appropriately investigated and complainants are informed of outcomes. The service operates the 'Wow!' scheme to celebrate compliments received from learners. Over 40 nominations have been received in the current year. The management of health and safety is satisfactory. Suitably documented risk assessments are conducted on all HALS and partner premises. Health and safety matters are satisfactorily covered at staff and learner inductions. Learners regard HALS as a safe environment in which to learn.
29. Staff training in aspects of equality and diversity is effective. Appropriate equal opportunity awareness training is provided for new staff at induction, and staff development arrangements include timely updating sessions in, for example, disability awareness and safeguarding. The celebration of learners' achievements is frequent and timely. Displays and events during the annual adult learner's week complement the regular presentation of internally produced certificates to learners at the end of many courses. Managers and staff regularly attend events throughout the borough which promote and celebrate learning.
30. The promotion of the service is satisfactory. Since the previous inspection additional staff have been employed to improve market research and better target the promotion of adult learning to under-represented groups. The

participation of women in the Entry to Employment (E2E) programme has been improved. Men are generally under-represented throughout the provision, although there has been a modest improvement over the past three years. Access to learning is satisfactory. Most learning centres provide suitable access for residents with limited mobility.

31. HALS' procedures for safeguarding learners meet current government requirements. Since the previous inspection, considerable time and resources have been devoted by the council to building the capability of staff to recognise and respond to matters of safety related to children and vulnerable adults on HALS courses. Enhanced Criminal Records Bureau (CRB) checks are conducted on all HALS staff regardless of their role. Appropriate records are maintained by the council's human resources department. Recent staff training in safeguarding is systematic and ongoing. The council has established a three tier training scheme. It is a requirement that all staff complete the level 1 awareness training and most HALS staff have completed this. Contact numbers for advice and reporting are well publicised throughout the centres. HALS staff have a satisfactory understanding of their role in safeguarding.

What learners like:

- The supportive tutors.
- The accessibility of learning centres and venues.
- Clear information about provision.
- The visits from advice staff.
- The quality of ICT equipment.
- The range of ages involved in learning.

What learners think could improve:

- The lengthy queues during enrolment.
- The temperature in some classrooms.
- The pace of some classes.

Sector subject areas

ICT for users

Good: Grade 2

Context

32. HALS offers programmes in information and communications technology (ICT) from entry level to level 1. Currently 157 learners are following a range of short programmes which include introductory courses in the use of computers and the development of basic computing skills. Other courses include those enabling learners to use traditional software packages such as word processing and spreadsheets, and also specialist software programmes for editing of digital photographs.

Strengths

- Good teaching and learning.
- Good range of initial courses meeting learners' needs.
- Good range of accessible community based venues.

Areas for improvement

- Insufficient setting of realistic and evidence based targets.
- Insufficient analysis of learner progression or impact of IAG

Achievement and standards

33. Achievement and standards are satisfactory overall. The retention rate is good, increasing from 87% in 2005/06, to 95% in 2007/08. For the period 2007/08 enrolments totalled 1131 with a success rate of 82%. Attendance at the time of reinspection was satisfactory.

34. Most learners develop good levels of confidence and social skills. Tutors provide clear explanations when learners ask for help. Learners appreciate the secure learning environment and the tutor support. Learners are well motivated and in most sessions they stay beyond the end of classes to complete their work. Motivation is enhanced by the high levels of support offered by most tutors. Many learners improve their lifelong learning skills, attending one course and moving on to another either at the same time or soon after completion of their first course.

Quality of provision

35. The quality of provision is good. Teaching and learning are good, as identified in the provider's self-assessment report. Schemes of work and lesson plans are standardised with good planning of tutor and learner activity. Question and answer techniques are used effectively to engage all learners, to check

understanding and to reinforce learning. Most learners complete appropriate initial assessment. Individual learning plans are reviewed at the end of each lesson by the learner and the tutor. Schemes of work include good references to reading, writing and speaking from the skills for life core curriculum, however this information is not carried across into plans for individual lessons.

36. Insufficient realistic and evidence-based targets are set for learners.

Improvements have been made to arrangements for recognising and recording progress and achievement (RARPA), which is now used systematically to set individual learning goals and to record achievement and success rates. However, the process of identifying and agreeing individual learning goals against which attainment is measured lacks precision to enable the validation of success rates across all non-accredited provision. Individual learning goals are not always measurable and in a small number of cases are not clearly related to the course.

37. A good range of initial courses exists to meet learners' needs. The curriculum offered includes a range of tasters leading to first steps, nextstep, improvers and a level 1 accredited programme. The programmes are delivered at a wide range of times during the day and evening with some Saturday delivery. Course times are rotated throughout the year to maximise accessibility for learners. Good relationships exist between the service and the Haringey libraries, which offer drop-in tasters for learners and provide a referral service to those wishing to further develop their IT skills.

38. Provision is situated in a good range of accessible community venues. Venues are situated in communities where need is most evident. Centres have suitable parking and good public transport links. The venues are safe and welcoming, and learners appreciate the positive learning environment. A good range of drop-in facilities are available at the borough's libraries, which are well used. Most venues provide free crèche or childcare facilities.

39. Guidance and support for learners is satisfactory overall. Learners are provided with good individual support from tutors and learning support staff. Class visits by IAG staff and clear promotional leaflets and posters in venues have helped inform learners about available support. This is reinforced by tutors at induction and throughout the course. The provision of impartial information, advice and guidance and referral of learners to other appropriate providers is improving but remains under-developed. This was an area for improvement at the previous inspection.

Leadership and management

40. Leadership and management are satisfactory. All staff already have, or are working towards, an appropriate teaching qualification and most are registered with the IfL. The team has benefited from the recent restructure and the addition of a programme area leader post. This new role includes developing information learning technology (ILT) to support teaching and learning, including the use of

e-individual learning plans (e-ilps) and an ICT infrastructure to manage the sharing of teaching and learning resources.

41. Frequent graded observations of teaching and learning are carried out. The emphasis of some of the observations is on teaching and tutor activities, with insufficient reference to the learning taking place. Some 2007/08 observation forms identified strengths that are expected norms. Inspectors judged that a minority of observations had been overgraded.
42. Progression by learners is not monitored or measured effectively. Performance data is routinely analysed, however HALS does not analysis progression data sufficiently to identify learner progress from first steps to introductory or accredited provision. The self-assessment report correctly identifies that the RARPA process has improved, but not all tutors are using it effectively to record progression. HALS also undertakes insufficient analysis of the impact of information, advice and guidance. It has no process in place to measure the impact of end of course information, advice and guidance on future enrolments or on the take up of face-to-face guidance.
43. Measures to provide for equality of opportunity are satisfactory. Learners and staff have a good understanding of equality procedures. Staff have a good understanding of the variety of learners' backgrounds and cultures.
44. HALS has a satisfactory self-assessment process, including termly reviews of the courses, which helps develop the programme area review and self-assessment. Staff, learners and partners are consulted adequately in the self-assessment process.

Literacy, numeracy and ESOL

Good: Grade 2

Context

45. At the time of this reinspection 333 learners were on skills for life programmes, with 63 learners on literacy programmes, 47 on numeracy programmes and 223 in ESOL classes. This compares with 68 learners enrolled on literacy or numeracy courses and 161 on ESOL courses at the time of the previous inspection. Approximately 84% of learners are women, as at the time of the previous inspection. ESOL learners come from a range of minority ethnic groups, with many from Turkey, Eastern Europe and Africa. A full-time skills for life co-ordinator has been recently appointed and manages the provision, supported by a part-time programme area leader and 13 part-time tutors. Provision is targeted at meeting the needs of residents in Haringey's most disadvantaged wards and those in hard-to-reach groups. Daytime and evening classes are located at seven venues across the borough, in schools, libraries and community organisations.

Strengths

- Good acquisition of speaking and listening skills.
- Good teaching and learning.
- Good information and advice for learners.

Areas for improvement

- Insufficient monitoring of attendance.

Achievement and standards

46. Achievement and standards are satisfactory. Retention has improved since the previous inspection and is now good. Achievement on accredited courses remains satisfactory and is improving quickly, with pass rates now above 75%. Data for the current year shows that more students remain on literacy and numeracy courses and are successful in their assessments. Learners make good progress in acquiring speaking and listening skills and make significant gains in confidence. For example, one learner had gained sufficient self-esteem from a short numeracy course at Level 1 to enable progression to a counselling course. Learners enjoy their learning and talk positively about the new ways they are able to take part in community life, talk to their children's teachers and gain employability skills.

47. Since the previous inspection most programmes are now accredited. Programmes at entry levels 1 and 2 in literacy and numeracy now follow national accreditation with only some pre-entry level programmes in ESOL remaining un-accredited.

Quality of provision

48. Teaching and learning are good. Tutors plan sessions carefully, detailing how the learning needs of small groups or individuals in the class will be taken into account. They use a varied and appropriate range of active learning strategies and lessons proceed at a challenging pace. Learners enjoy their classes and receive detailed feedback on progress towards their learning goals. Tutors routinely set and assess homework in most skills for life courses. The standard of learners' work is good, with learners able to use newly acquired skills at home, at work and in the community.
49. Information, advice and guidance is good. Pre-course information is accurate and helpful and learners complete a useful induction. As learners complete their courses, advisors visit their classes to provide impartial advice on how they might progress their studies or seek employment. Learners know how to use the service. Many arrange individual interviews following the group session and receive clear and helpful advice.
50. All learners have an initial and diagnostic assessment. Tutors use the results of assessment well to plan learning and make subtle changes to courses so that activities better reflect the needs of those who enrol.
51. The range of provision is satisfactory. Classes are located in areas of the highest need across the borough. The service is aware that some hard-to-reach groups, such as men, are not represented sufficiently in the provision, and it is working with local partners to attract these groups into learning. Crèche facilities at some learning centres have had a positive impact on recruitment, however the lack of a crèche at some locations has discouraged some potential learners from enrolling and led to others leaving the programme early.
52. Actions to improve RARPA have proved effective since the previous inspection and this aspect of the provision is now satisfactory. Individual learning plans contain well constructed curriculum targets, as well as targets that reflect the personal needs of the learners. For example, one learner's personal aim was to gain sufficient language skills to talk with, and understand, her daughter's doctor. The regular review of individual learning plans enables learners to measure their progress and appreciate their achievements.
53. Resources and accommodation are satisfactory. Good use is being made of information learning technology facilities in some classes and paper based resources are well produced. However, computing facilities are not readily accessible in most classes. Building works being carried out at two of the seven locations makes some accommodation unsuitable. Most locations are fully accessible to learners with restricted mobility.

Leadership and management

54. Leadership and management are good. Managers lead the curriculum area with drive and have an appropriate focus on quality improvement. They communicate well with tutors, who appreciate the support they receive. Processes are in place to counter poor attendance but these are not systematically employed by all tutors, and attendance monitoring is variable. Processes for quality assurance are comprehensive. The observation of teaching and learning is frequent and constructive. Actions resulting from the observation of teaching and learning are followed up in a timely manner. Observation of teaching has led to improvements in tutors' classroom delivery. Most staff in this curriculum area are very well qualified in their specialisms.
55. Equality of opportunity is good. Staff have a good understanding of the different cultural, ethnic and religious backgrounds of the learners, and this is often reflected in the choice of learning strategies and resources. However, men are significantly under-represented on skills for life courses, making up only 16% of learners. The service recognises its difficulty reaching men and is working creatively with local partners to address the imbalance.
56. The skills for life strategy is in early stages of implementation. The strategy document is clear in its aims but lacks sufficient detail about the actions required to achieve these. It has a useful emphasis on staff training and development. It is too early to assess the impact and success of the strategy.
57. The self-assessment report is broadly accurate, well evidenced and has benefited from the involvement of most staff in the area. The strengths and areas for improvement contained in the report were broadly similar to those identified at reinspection.

Family Learning

Satisfactory: Grade 3

Context

58. Currently there are 160 learners, 134 on Family Language, Literacy and Numeracy courses (FLLN) and 26 on Wider Family Learning (WFL) courses. Most of the FLLN programme consists of 'Keeping up with the Children' courses, and many of these have an ESOL dimension. Approximately 80% of learners do not speak English as their first language. Women make up 96% of enrolments on FLLN courses, and 93% of enrolments on WFL courses. Learners reflect the wide diversity of ethnic and racial groups in the borough. Of the current learners, 34% on FLLN courses and 46% of learners on WFL are of minority ethnic origin. Approximately 74% of learners are in the age group 25 to 39 years.

Strengths

- Very good promotion of social inclusion and social cohesion.
- Good information, advice and guidance for learners.
- Clear strategic direction.
- Particularly effective relationship with partners.

Areas for improvement

- Insufficient opportunities for learners to achieve qualifications.
- Slow development of learners' language skills in some lessons.
- Under-developed use of individual learning plans to monitor progress.
- Incomplete processes for evaluating the effectiveness of provision.

Achievement and standards

59. Learners' achievements and progress are satisfactory overall. Family learning provision plays a major role in furthering social inclusion and social cohesion in the borough. Learners gain confidence in their own abilities, play a fuller role in the life of their children's school as well as in the learning of their child. For example, one learner was able to support her child in mathematics by discussing the use of number lines, before this topic was introduced at school. Learners develop peer support networks and learn how to access resources and facilities in the wider community. They also have the opportunity to learn about each other's values, attitudes and cultural traditions in classes.

60. Retention on courses is good. In 2007/08 the retention rate was 79% on FLLN courses and 88% on WFL courses. The number of learners entered for, and achieving, accreditation is increasing, but is still too low, with 15 learners out of 153 achieving a total of 22 modules in the first term. Learners develop English language skills too slowly in some lessons. Learner attendance in some groups is

erratic, and tutors find it difficult to maintain continuity. The attendance rate at the time of the reinspection was low at 63%.

Quality of provision

61. Teaching and learning are satisfactory. Groups provide a socially inclusive learning environment where learners work well together, with good encouragement and support from their tutor. In better lessons, learners are encouraged by being able to see how what they are learning can be applied directly to helping their children. In less successful lessons, where learners have very limited communication skills in English, tutors do not always check that they have understood key concepts before moving on, and learners do not have sufficient opportunities to practise and consolidate language skills. Some larger groups work in rooms that are too small and the few teaching assistants do not provide the necessary level of support in classes with learners of different levels. The resources used in many lessons are very good. A minority of schemes of work are not referenced closely enough to the school curriculum or the core curricula for adults.
62. The provider has taken significant steps to define achievement in non-accredited learning and to improve the monitoring of learners' progress. New individual learning plans have been introduced. Some tutors are beginning to use them effectively, but others are making slower progress. Tutors working with learners at entry level 1 find the paperwork unwieldy. This remains an area for improvement.
63. The range of provision is satisfactory. It is targeted effectively on areas of economic disadvantage. HALS has shifted the balance of provision away from WFL towards more sustained courses. Keeping up with your children courses now extend over two terms to give learners a realistic chance of making progress. HALS has achieved approved centre status for courses at entry level, and learners have access to accreditation on more courses. A further four accredited courses are scheduled for the current year. Men continue to be under-represented in the provision.
64. Information, advice and guidance is good. The quality of promotional literature has been improved. Initial assessment is satisfactory. A visit from an IAG worker is planned into all FLLN courses, and additional one-to-one meetings are available. The IAG worker plays an important role in referring learners to skills for life provision, and family learning learners now have priority in making this transition. The level of crèche provision is good.

Leadership and management

65. Managers have a clear strategic direction that includes curriculum development and the development of work with a wider range of partners. Expertise within the staff team has increased and collaborative working between the family learning and skills for life teams has improved. Staff are well supported.

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66. Arrangements to ensure equality of opportunity are satisfactory in family learning. Provision is well targeted to reach communities in most need, and staff have a good understanding of the diverse communities in the borough. HALS has a good relationship with its existing partners. The service is responsive to partners' needs, and maintains good communication with them. HALS staff are respected because of their skills in engaging with hard-to-reach families.
67. Arrangements for evaluating the effectiveness of provision are incomplete. Weekly team meetings are held to discuss quality improvement. HALS actively encourages professional updating. Tutors have been observed frequently since September 2008. Some have improved their practice, but most action points achieved have not been recorded on observation records.
68. Performance monitoring against service targets has improved. However, managers do not systematically collect feedback from stakeholders about the impact of provision or the service's performance. The impact of information, advice and guidance support is not systematically analysed, and there is little information about the onward progression of learners. HALS does not set targets for the progression of learners.
69. The service self-assessment report acknowledges many of these issues, but underestimates some shortcomings in teaching and learning and the need for more analytical use of data to help develop service planning.