

London Borough of Havering

Reinspection report

Reinspection date

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Reinspection number

333081

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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.

This reinspection reports on specialist provision in:

- Sport, leisure and recreation

Description of the provider

1. London Borough of Havering's adult and community learning service, known as Havering Adult College (HAC), was founded in 1965. Adult and community learning (ACL) services form part of the Department of Learning and Achievement and are led by the lifelong learning manager. In January 2008, management of HAC was restructured and the senior management team was reduced in size. It now comprises a lifelong learning manager, a quality and development manager, a curriculum and strategy manager and a deputy curriculum manager. Each sector subject area is managed by an assistant curriculum manager (ACM).
2. HAC manages and delivers all its ACL provision. It offers programmes in 10 sector subject areas at 43 venues across the borough, predominately local schools. All programmes are funded through London East LSC. It currently has 2484 ACL learners, of these, 176 are enrolled on sports, leisure and recreation programmes. Non-accredited learning accounts for half of HAC's provision.
3. At the previous inspection in March 2008 all overall grades were satisfactory. Grades for the six sector subject areas were good for education and training, literacy and numeracy, and family learning, satisfactory for performing arts and classical and modern foreign languages and inadequate for sport, leisure and recreation.
4. Havering is a Greater London local authority with a population of approximately 230,000. Of the London boroughs, it has the highest proportion of older residents and the lowest proportion of minority ethnic residents. Havering has an average level of unemployment and below that for London as a whole.

Summary of grades awarded at previous inspection

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

Sport, leisure and recreation	Inadequate: Grade 4
Performing arts	Satisfactory: Grade 3
Classical and modern foreign languages	Satisfactory: Grade 3
Education and training	Good: Grade 2
Literacy and numeracy	Good: Grade 2
Family learning	Good: Grade 2

Summary of grades awarded at reinspection

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

Sport, leisure and recreation	Satisfactory: Grade 3
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Key strengths

- Good leadership and direction
- Very effective arrangements for observing teaching and learning

Key areas for improvement

- Narrow curriculum offer for sports, leisure and recreation
- Incomplete development and use of management information

Main findings

Achievement and standards

Satisfactory: Grade 3

5. Achievement and standards of learners are satisfactory. All but one of the present courses for sports, leisure and recreation are non-accredited. Procedures for ensuring quality in the monitoring and reviewing of learners' progress have improved. Target-setting within individual learning plans has improved and the process for recognising and reporting on learners' progress and achievement is more reliable. For non-accredited sports, leisure and recreation programmes, achievement rates for learners' primary learning goals were 77% for 2006/07 and 70% for 2007/08. Retention of learners has risen steadily. Retention rose from 76% in 2006/07 to 84% in 2007/08 and is currently 88%. Success rates for the levels 1 and 2 accredited football coaches' programmes are high. In 2007/08, 77 of the 80 starters completed the course with a 93% success rate up from 72% in 2006/07. Six courses have been completed so far in 2008/09 with all 55 learners achieving the qualification.
6. Learners generally enjoy their courses. They reach satisfactory standards and display enthusiasm in sessions. Attendance is satisfactory overall. A recent survey indicates that 85% of learners are very satisfied with their learning experience.

Quality of provision

Satisfactory: Grade 3

7. The quality of provision is satisfactory. Teaching and learning are satisfactory. In the better sessions tutors are motivating and manage sessions well to involve all learners. Tutors generally prepare well for sessions. Schemes of work and lesson plans are detailed and include identified learning objectives. For example, in the fitness and sports sessions observed on inspection, tutors took time to discuss and agree the aims and objectives of the session. Monitoring of individual learners' performance in learning sessions is satisfactory. The procedures used by tutors have improved since the previous inspection when insufficient monitoring took place. Skills and techniques demonstrations are given frequently by tutors and these provide clear and accurate instruction. Badminton learners were individually challenged to an appropriate level in a mixed ability class, however, in other classes general corrections are given to learners. For example, where poor performance was observed in fitness sessions, this was corrected by tutors as a general class observation, rather than providing specific support to individual learners.
8. Initial assessment of learners' health and fitness has been improved and arrangements are now satisfactory. Although some learners sign up for courses before their health assessment takes place, plans have been put in place to ensure that this does not happen in the future with the recent introduction of a

centralised procedure that ensures all prospective learners are interviewed by sports, leisure and recreation staff at enrolment. Appropriate health and fitness assessments, including testing of learners' strength and flexibility, are completed at the start of courses. Findings are recorded on the learners' individual learning plans and used to set agreed progress targets with learners.

9. Previously, target-setting for individual learners and review of their progress was judged to be weak. New procedures have been introduced and individual target-setting is satisfactory. Better use is made of recorded baseline fitness and skills levels when setting targets, although in some cases tutors do not specifically refer to learners' personal individual targets when reviewing their progress. The frequency and quality of recording of learners' progress reviews have improved and these now concentrate on their progression from initial assessments of skills, strength and flexibility. If learners have missed initial tests, however, monitoring of their progress throughout the course is difficult.
10. The curriculum for sport, leisure and recreation is too narrow, with only a limited range of provision. At the time of inspection only 10 non-accredited courses covering badminton, keep fit and exercise, tai chi and yoga were running. Six of the planned 16 courses for this term had been cancelled owing to lack of enrolments. Most courses run for between 10 and 25 weeks. No short or taster courses or weekend programmes are offered. Current provision does not provide good opportunities for learners to progress to higher skills levels, most courses are at a beginner level and are aimed at personal performance rather than coaching or officiating. The football coaches' programme, however, gives learners good opportunity for accreditation and for progression to level 2. A range of fitness sessions are run which are popular with older learners, however the long break between courses from May to late September does not support older learners who wish to maintain gains made in their mobility.
11. Procedures for giving learners initial advice and guidance have improved and these are satisfactory. Learners are given detailed advice and guidance and pre-course information at enrolment and most learners make choices appropriate to their needs and interests, however they are not routinely given advice about other sports, leisure and recreation programmes provided by other adult and community learning providers in the borough.

Leadership and management

Satisfactory: Grade 3

12. Leadership and management are satisfactory, matching HAC's self-assessment of this aspect of provision. At the previous inspection leadership and management were judged to be inadequate. Changes in the management structure have provided greater clarity to management roles and placed greater emphasis on managing quality improvement. Senior managers provide good leadership and direction and strong support and guidance to the ACMs in curriculum development. Senior managers have brought greater cohesion to subject sector

areas and introduced more opportunities for ACMs to share common objectives and contribute to strategic planning. Generally HAC's strategic objectives are generally well understood and supported by ACMs and tutors.

13. Arrangements for observing teaching and learning are very effective and the quality of teaching and learning has improved. Procedures have been revised and now provide well planned observations and follow up. Reports for sport and recreation sessions are detailed, evaluative and particularly well written, providing well defined action points for tutors, helping them to improve learners' progress towards their personal learning goals. Sports, leisure and recreation tutors are now adequately qualified and experienced. HAC has introduced a teaching qualifications policy to drive up standards. Tutors who elected to achieve the necessary specialist level 4 qualifications have been well supported by HAC.
14. Support arrangements for learners' literacy, numeracy and language needs are satisfactory. An HAC Skills for Life working party has drafted a policy and an action plan with clear objectives to introduce assessment and support of learners' needs into all subject areas. These are providing good impetus for appropriate staff training. Effective assessment of learners' literacy and numeracy needs was observed at the start of an accredited football coaches course.
15. Communications between ACMs and tutors are satisfactory with termly departmental team meetings and frequent informal contact to discuss teaching and learning topics.
16. Opportunities for staff training and continuing professional development are frequent. Managers have given tutors good support to help them implement new procedures to address areas for improvement identified at the previous inspection.
17. Arrangements for quality improvement within the curriculum area have improved and are satisfactory. HAC's overall procedures for ensuring quality in the monitoring and reviewing of learners' progress have been revised and this has improved many aspects of course management, including the initial assessment of learners' fitness levels and needs, the development of individual learning plans and ensuring that adequate health and safety arrangements are satisfactorily completed.
18. Procedures for recognising and reporting on learners' progress and achievement are still being introduced to non-accredited learning. Essential training has been arranged to support staff in improving the planning, assessment and recording processes. HAC has made good use of an external consultant to work with the ACM in the development of procedures to evaluate learners' achievement and progress on non-accredited courses.
19. HAC's self-assessment process is satisfactory. Procedures for completing the self-assessment report have been revised and staff are now better involved in the process. ACMs complete curriculum overviews which are reviewed each term and

are used by senior managers to draft the annual self-assessment report. The report is detailed and evaluative and largely accurate in its judgements. The associated action plan is closely aligned to the findings of self-assessment and the previous inspection.

20. Management information systems are incomplete. Managers make more use of data to monitor performance than before, collecting and analysing learners' participation and attendance data routinely and using them to help develop the improvement strategy. However HAC is still developing its management information systems so that they can produce comparative data that is accessible to managers for strategic planning and departmental target-setting.
21. Arrangements for equality of opportunity are satisfactory. Policies and procedures for equality and diversity are detailed and adequate guidance and training is provided to staff. HAC has a policy for promoting the inclusion of equality and diversity topics in schemes of work. In one session for football coaches, discussions on equality of opportunity and safeguarding were included in the lesson plan. HAC routinely collects and analyses participation data for different groups of learners, findings are then used to plan initiatives to improve participation. However low participation of learners from under-represented groups persists and initiatives to widen participation have made little impact. For example participation by male learners remains low at 22% and only 3% of learners are from minority ethnic groups compared with an estimated 8% representation in the community. HAC's use of comparative data to evaluate the achievement of different groups of learners is not routine. HAC's marketing literature promotes diversity well, using the slogan 'Something for Everyone'. Its access to learning venues is good and the needs of learners with disabilities are well assessed and supported.
22. HAC's procedures for safeguarding learners meet current government requirements. HAC has clear procedures and policies for safeguarding children and vulnerable adults, mapped to Every Child Matters objectives. Appropriate training for staff has taken place and the completion of enhanced Criminal Records Bureau (CRB) checks for staff is routine. A central register of safeguarding activity, including risk assessments, is in place.

What learners like:

- 'I like having a second chance to achieve my goals'
- 'Having fewer people in the keep-fit class allows us to move freely'
- 'I like the social side of sessions and the support I get from tutors'
- 'I like being able to play against people with different abilities'

What learners think could improve:

- 'There's too much testing for the older folk'
- 'The gap between ending courses in the summer and starting again is too long'