

# London Borough of Hammersmith and Fulham

Inspection report

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Unique reference number: 53121

Name of lead inspector: Harmesh Manghra HMI

Last day of inspection: 25 June 2010

Type of provider: Local authority  
Adult Learning and Skills Service

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## Information about the provider

1. The London Borough of Hammersmith and Fulham has a contract with the Skills Funding Agency to provide learning for qualifications and for social and personal development. Operationally, Adult Learning and Skills Service (ALSS, the service) provides learning on behalf of the borough. The head of the service reports to the assistant director for regeneration and housing strategy.
2. At the time of inspection, the service is providing 986 courses to 6,312 adults, a broadly similar number of learners as in the previous year. Some 23% of the learners are on qualification-based provision. The service employs 60 staff and a team of 190 part-time tutors to provide learning from two main centres and 20 other schools and community venues during the day, evenings and weekends.
3. The service provides learning in all subject areas except construction. Inspectors separately graded the provision in preparation for life and work, arts, media and publishing and modern foreign languages, and graded several strands of the borough's work under community development.
4. The London Borough of Hammersmith and Fulham is full of contrasts. It has the fourth highest property prices in the United Kingdom and several of the wards are amongst 10% of the most deprived wards in the country. Whilst it has the highest number of graduate residents in the United Kingdom, 27% of adult residents have some of the lowest basic literacy and numeracy skill levels in London. Employment rates are relatively high across the area, although in some specific wards levels of worklessness exceed 35%. Some 22% of the borough's residents are from minority ethnic groups, with large numbers of migrants from the 'new' eastern European countries and refugees from Somalia and Eritrea.

| Type of provision                                       | Number of learners in 2008/09 |
|---|-------------------------------|
| Young learner provision:<br>14-16                       | 10 part-time learners         |
| Adult learner provision:<br>Learning for qualifications | 1,424 part-time learners      |
| Learning for social and personal development            | 4,400 part-time learners      |

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

|  |         |
|--|---------|
| Overall effectiveness of provision           | Grade 2 |
| Capacity to improve                          | Grade 1 |
|  | Grade   |
| Outcomes for learners                        | 2       |
| Quality of provision                         | 2       |
| Leadership and management                    | 1       |
| Safeguarding                                 | 1       |
| Equality and diversity                       | 1       |
| Learning for qualifications                  |         |
|  | Grade   |
| Preparation for life and work                | 2       |
| Learning for social and personal development |         |
|  | Grade   |
| Arts, media and publishing                   | 2       |
| Modern foreign languages                     | 2       |
| Community development                        | 1       |

## Overall effectiveness

5. The outcomes for learners are good. Learners improve their confidence and self-esteem significantly by participating in learning. They improve their health, economic and social well-being by developing a good range of sustainable personal and vocational skills. Their prospects for employment improve alongside their ability to help their children and support their communities. Where courses lead to qualifications, the large majority of learners succeed. Attendance, retention and success rates are good. Learners feel safe in pleasant and secure environments and enjoy their learning.
6. Teaching and learning are good with outstanding features. Most tutors use a variety of techniques to inspire and challenge learners. A few tutors do not make effective use of information learning technology (ILT) to use a broader range of learning resources to liven up the lessons. Strong and long-established partnerships extend learners' choice and aid their progression. Tutors provide

outstanding personal and study support including information, advice and guidance to learners. Although most learners gather a broad range of evidence that demonstrates their progress, a few tutors in arts, media and publishing and in modern foreign languages do not encourage all learners to gather relevant and more easily available evidence. Most of these learners see this as paperwork rather than as evidence of their progress.

7. The service has a very clear vision and mission and is fully supported by the council. It is making an excellent contribution to engage learners into learning from the most deprived wards and communities to gain new skills and improve their life chances. Through joint working with various partners, the managers secure an extensive range of resources and use them well to provide outstanding value for money. Quality improvement, safeguarding and the capacity for making further improvements are outstanding. Under the inspiring leadership of the head of the service and the efficient stewardship of the assistant head, highly experienced and qualified staff work extremely productively as a team to provide an inspiring learning experience.

## Main findings

- Learners develop good personal and vocational skills. They are making excellent use of these skills to improve their employability, health and economic and social well-being. However, many learners in arts, media and publishing and languages are not producing a sufficient variety of evidence to measure their progress against their individual learning plans.
- Overall success rates on most accredited courses are good and improving. Success rates on one course in computing are satisfactory and improving. Attendance is good. Learners apply skills and knowledge very effectively in the workplace, with their children and the wider community. Progression to further learning including into apprenticeship programmes, higher education and employment into the childcare field is good.
- The quality of teaching and learning is good with a few outstanding lessons. Tutors make very good use of initial assessment to plan a variety of learning activities to meet individual needs. Highly professional and skilled tutors inspire and challenge learners in classes. However, several tutors do not make effective use of ILT to make teaching exciting.
- The recognition and recording of progress and achievement (RARPA) processes are outstanding. The service has been highly successful at changing the culture among its tutors. Initial assessment is good at identifying the needs and starting points for all learners. Learners are encouraged to gather 'fit-for-purpose' evidence. For example, in Agewell programmes, learners aged over 50 use personal journals.
- The range of the provision is excellent. The classes engage learners onto programmes in their neighbourhood and inspire them to continue into lifelong learning. The service has a well-established learners with learning difficulties and/or disabilities (LLDD) programme, courses focused on community development, 10 foreign languages and a large arts and crafts programme.

- Care, guidance and support for learners are outstanding. Learners benefit from excellent specialist facilities and a good range of adaptive equipment and in-class support. Learners make excellent use of free study support sessions and subject specialist support at both main centres. Highly qualified staff offer good guidance and advice to learners at all stages of their learning to aid progression.
- Partnerships with a range of organisations and services are very strong. These are working very well to the mutual benefit of the service users of all partners. These include extensive provision for learners aged over 50 in partnership with the local primary care trust, extensive family learning in schools and a mentoring programme.
- Operational management is outstanding. Managers have worked extremely well to translate the vision of the council into a range of learning programmes. They have inspired the staff and provided them with the resources and support to establish a highly efficient and effective service. The council has provided highly effective support, resources and networks. Monitoring is both thorough and challenging.
- Equality and diversity are outstanding. Learners from marginalised communities and disadvantaged groups are making significant progress on a variety of learning programmes, and make highly effective contribution to their personal health and well-being and that of their families and communities.
- Quality improvement is exemplary. Managers evaluate and improve all aspects of the provision. These processes include good use of data, robust course reviews, analytical self-assessment reports at subject area level and extensive use of learners' and users' views. The service is excellent at sharing good practice with a highly productive peer review group of adult and community learning (ACL) providers.

What does the London Borough of Hammersmith and Fulham need to do to improve further?

- Further improve outcomes in arts, media and publishing and languages, by empowering learners to have full ownership of setting and achieving challenging goals.
- Further improve the quality of teaching and learning by ensuring that: all learner journals are rich and detailed; all staff make effective use of ILT; and literacy, numeracy and language support is properly embedded in all lessons.

## Summary of the views of users as confirmed by inspectors

### What learners like:

- the way the courses open up opportunities for social interactions and improve employment prospects
- the very high standard of teaching
- the excellent support from tutors, volunteers, peers and support workers
- the opportunities to learn with learners from different cultures
- well-prepared lessons taught by highly enthusiastic tutors
- the very wide range of opportunities that help maintain and improve physical, mental and emotional well-being of the retired people
- the development of new skills and knowledge and gaining qualifications.

### What learners would like to see improved:

- the amount of paperwork that does not seem to have clear relevance to their learning
- the frequency of language lessons
- the length of some lessons
- the size of a few rooms, acoustics and quality of tape recorders
- more computers and better ventilation in a few rooms
- the number of sessions in the day.

## Summary of the views of stakeholders/partners as confirmed by inspectors

### What stakeholders/partners like:

- the sharing of information and capacity building of the third sector organisations
- the partnership approach that improves flexibility of the organisations and their ability to offer a comprehensive provision and support package to learners
- the joint planning and development of programmes to offer in schools to parents and families
- the sharing of good practice, new ideas and networking
- the real benefits to the learners that reduces their dependency and demands on the health service
- the very positive outcomes for the clients.

### What stakeholders/partners would like to see improved:

- the further involvement of partners in using borough-wide data to improve the services.

## Main inspection report

### Capacity to make and sustain improvement

Grade 1

8. The service has made strong improvements to the provision since its previous inspection in 2006, monitoring visit in 2007 and an enhanced monitoring visit in 2009. Overall effectiveness of the provision has improved from satisfactory to good. The unsatisfactory provision in literacy and numeracy has now improved to good. Underperformance on a few courses with a very small number of learners has been successfully improved. The courses in question are now correctly coded on the greatly improved management information system. The service has made strong progress to deal with any outstanding issues. Success rates have improved to good levels in all provision and satisfactory on one course in business administration. The grade for community development is outstanding. The grades for the other three subject areas have also improved from satisfactory to good. Teaching and learning are now good with several outstanding lessons.
9. The self-assessment process is inclusive and the self-assessment report is exemplary. It is highly accurate with a comprehensive quality improvement plan. Judgements in the report accurately reflect inspection findings. Inspectors awarded a higher grade for leadership and management, including equality of opportunity and safeguarding. Quality improvement and the use of learner engagement in improving the provision is outstanding. By sharing good practice with other similar services in London West, ALSS has made a significant contribution to improve the quality of ACL provision to set benchmarks and improve the quality of provision.

### Outcomes for learners

Grade 2

10. Adult learners' success rates are good on courses leading to qualifications. Success rates have consistently improved year on year and have improved to 88% in 2008/09. All learners achieve equally well regardless of their age, gender, ethnic heritage, disabilities and cultural and social backgrounds. For example, success rates on motor vehicle maintenance for learners aged 14 to 16 from special schools were good in 2008/09. All current learners are progressing on to a motor vehicle apprenticeship programme.
11. Achievement of personal goals for learners attending social and personal development courses is very high. Some 90% of learners attained all their course and personal learning goals in the same year. Attendance and retention are outstanding. Retention rates were 96% in 2008/09. Learners develop good employability skills. Many use them to gain employment or progress within employment. Progression onto higher level courses and further education is good.
12. All learners make significant gains in personal and social skills, including improved confidence and self-esteem. They gain a thorough understanding of their rights and responsibilities and develop a broad range of very useful skills

to improve the quality of their life at home and at work. Attainment of skills is good. Many learners have no previous experience of the vocational skills. Learners produce good quality work in a range of practical subjects. They are justifiably proud of their achievements. Inspectors observed many good examples of the exhibition of learners' art and craft work around the centres. Learners look forward to their classes and enjoy learning tremendously. The service celebrates learners' success very well.

13. Learners feel extremely safe attending courses. Working practices are exemplary in most lessons. Learners speak highly of the careful and nurturing environment in which they learn. Staff and learners are very knowledgeable about health, safety and safeguarding issues. Standards of housekeeping are extremely high. Safe working practices are rigorously enforced. Risk assessments are thorough and learners are fully involved in developing a set of procedures.
14. Learners demonstrate an excellent awareness of health and well-being. Most lessons incorporate health and well-being issues. The cookery tutor works well with the learners to promote healthy cooking and eating habits. Learners with learning difficulties and/or disabilities (LLDD) on independent living courses have detailed discussions about food content. The service supports and promotes good quality healthy food options in its café and restaurant.
15. Learners make a strong contribution to their communities. Regular public performances involve many learners, particularly those with learning difficulties and/or disabilities. These events raise public awareness and celebrate the abilities of the learners rather than focusing on their disabilities and/or difficulties. The dance class for this group is highly regarded locally and also around the city. Family learning learners use their new found confidence and skills to work with school teachers to help their children. Learners on mentoring programme become highly effective in encouraging greater participation from the local community. Languages learners establish links with other community groups. Learners on Agewell programmes (for learners aged 50 or above) make a significant contribution to the community through lobbying for better services for older people.

## The quality of provision

## Grade 2

16. Teaching and learning are good. Tutors plan their lessons very well, paying particular attention to the initial assessment and learning goals of the learners. Many lessons run at a lively pace to effectively challenge learners and maintain their interest. Learners receive good support to help them work and learn independently. In many cases, learners support each other in their learning. However, tutors do not reinforce literacy and numeracy support in a few programmes. A few tutors do not feel confident in using ILT.
17. Tutors are very well qualified and highly experienced. The staff development programme is extensive and linked well to a very effective observation programme. Tutors make good use of assessment and feedback to help



learners develop. However, in a few modern foreign language lessons, tutors do not put sufficient emphasis on learners to develop correct pronunciation, stress, and intonation. They make very effective use of the RARPA process to monitor and record learners' progress. Learners keep detailed journals to record their progress and achievements. In a few cases, journals lack sufficient pictorial detail.

18. The range of programmes is excellent. The service works well to establish the needs of learners and potential learners. Working closely with the local authority, the service has focused on delivering programmes against the identified priorities, such as family learning and community development, and has extended the provision in modern foreign languages against the national trends. The service has increased the number of learners marginally and maintained the range of provision with a substantially reduced budget. Learners are very positive about the good range of provision for all ages and abilities. However, they feel that there could be more science and mathematics provision. The service monitors course take-up well, and is effective in creating alternative opportunities when numbers fall too low, for example by establishing and supporting clubs for that activity.
19. The service has very strong partnerships with a wide range of groups and organisations. Outcomes are very positive for all clients, particularly so for the clients of the local primary care trust. For example, more people with mental health issues than ever before are benefiting from learning. Partners exchange information, share training needs analysis and firm up support arrangements for their staff and client groups. Schools are very positive about the tangible impact of the work of the service on the parents and children in their schools. All partners fully recognise and endorse the substantial extension of provision in local areas. The service is fully aware that some aspects of partnership working are still to be developed, for example full integration with the quality improvement process.
20. Learners receive outstanding care, guidance and support both within the classroom and beyond. Arrangements for initial advice and guidance are comprehensive. Extremely clear and plentiful guidance related to their programmes is available to learners at all stages of their journey. The service has appointed a highly qualified specialist adviser and eight well-qualified guidance workers to support learners. Learners are on the right courses and are fully aware of their future options. The service provides many study support lessons on a drop-in basis as well as individual additional support whenever needed. Support is well used and learners receiving it make faster progress. Partners provide valuable training to the service staff that has improved the ability of the service staff to support learners with mental health issues more effectively. All staff members are particularly attentive, helpful and supportive. Support for LLDD learners is exceptional.

## Leadership and management

## Grade 1

21. The local authority has developed a very clear vision to be 'a borough of opportunity' that enables all residents to fulfil their potential and contribute economically and socially to their locality. The service is making a substantial contribution to help the council realise this vision. The head of service has communicated this vision to all staff, who share his passion for adult learning. The managers make highly effective use of a broad range of data to meet the local and national priorities. They have set and met ambitious targets for recruitment, attendance, retention and achievement. All tutors are fully aware of the targets for their courses and they are working extremely well as a team to meet them.
22. The assistant director of regeneration provides strong challenge, extensive support and rigorous scrutiny to the head of the service. She receives regular reports on the performance of the service along with reports on the progress of some specific projects, for example work with the refugees. The leader of the council is a strong advocate of the service as he recognises the extremely valuable role it plays in the area.
23. Procedures for safeguarding learners are outstanding. The service meets and exceeds all government requirements for children aged up to 18 and vulnerable adults. These include checks on all staff through the Criminal Records Bureau and including their records in a single register. A designated senior member of staff has overall responsibility for safeguarding. The service has further extended the scope of its comprehensive safeguarding policy by including institutional abuse by leadership and management as a safeguarding matter for staff members. The service has strong links with the local safeguarding board and with the relevant agencies for making referrals and support. All staff members have undergone safeguarding training. Managers have conducted thorough risk assessments and identified vulnerable adults in all of its provision. Learners are fully aware of the safeguarding matters and processes. Tutors reinforce and check their understanding during enrolment, induction, learner forums and during the observations of teaching and learning. Learners feel extremely safe.
24. The service has been extremely effective in narrowing the achievement gap and improving outcomes for learners. For example, it increased the participation rates of learners from minority ethnic backgrounds from 20% in 2008/09 to 39% in 2009/10. Through effective targeting of the provision in specific areas of the borough, such as White City, North Fulham and Hammersmith, the service has increased participation in learning for marginalised learners from deprived communities. This has had a very positive impact on developing sustainable skills and improving community cohesion. The progress of learners is commendable, particularly on wider family learning programmes, dedicated LLDD programmes, Agewell, and for English for speakers of other languages (ESOL) and literacy and numeracy learners. Learners understand their rights and responsibilities as well as issues of bullying and harassment. This

knowledge, combined with the skills developed, enables learners to make life-changing decisions for them and excel in all aspects of their lives.

25. The range of programmes of study is socially and educationally inclusive and leads to very good progression for learners. The race, gender and disability profile of the staff of the service reflects the borough's wider community. The tutors are highly knowledgeable and aware of the equality and diversity issues. They work well to identify and remove any barriers and ensure all learners are welcomed to the centres and make good progress.
26. The use of the learner voice to improve provision is exemplary. Most subject areas have learner representatives and well-established and strong learner forums. They make timely and highly pragmatic suggestions for improvements. For example, when asked for suggestions for the room usage, all learners overwhelmingly requested more classrooms and classes instead of a student common room. Learners on Agewell programmes hold a regular meeting with the chief executive of the borough and the primary care trust. Disability advocates for LLDD learners secured substantial improvements to the content of the lessons and support services. A large number of learners email their suggestions for improvement to the termly 'Learner Voice' newsletters. Learners also make valuable comments through the website, postcards and surveys and during the observations of teaching and learning.
27. Quality improvement of the service is excellent. Tutors conduct thorough reviews of their courses at mid-term and at the end. The self-assessment process is highly inclusive. Tutors conduct rigorous analysis of programmes in their subject area and produce an accurate and critical self-assessment report. The service and subject area quality improvement plans are comprehensive, with clear objectives, milestones, and impact measures. Tutors use data well to monitor their own progress against the targets. Observation of teaching and learning is thorough and accurate. The service moderates the judgements and grades to maintain consistently high standards. Findings from the observations lead to extensive staff development and support for tutors to raise standards of teaching. The service works well with a number of partner organisations such as Birkbeck College, the London Language Network, Ealing, Hammersmith and West London College to plan the curriculum and share expertise in subject areas such as modern foreign languages and ESOL, literacy and numeracy.
28. The service provides outstanding value for money. The service has maintained the level of provision and the number of learners has increased marginally. It has maintained its provision in some subject areas, such as modern foreign languages, at a time of financial austerity. The closure of one main centre and the proposed closure of crèches have been managed well by allocating vouchers for learners with children and improving the usage of rooms. All staff make efficient use of a good range of resources including various school and community venues.

## Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: *early years care, motor vehicle, information communication technology and business administration.*

### Preparation for life and work

Grade 2

#### Context

29. Currently 970 learners attend a range of courses in English for speakers of other languages (ESOL) and literacy and numeracy and bespoke courses for LLDD learners. Of these, 450 are on ESOL programmes, 284 on adult literacy and numeracy courses and 236 learners on independent living programmes. Courses range from pre-entry level to level 2. Classes are held in the daytime, evening and on Saturdays.

#### Key findings

- The outcomes for learners are good. Success rates are good and have improved in the past three years. The standard of learners' work is good too. Many feel confident of securing employment and others progress to further education.
- All learners make good progress to improve their language, reading, writing and numeracy skills and use them daily to improve their quality of life. Numeracy learners use mental arithmetic to calculate percentages and discounts. ESOL learners gain confidence and use their language skills effectively when visiting the doctor or discussing their children's progress at school.
- The quality of teaching and learning is good. Tutors know their learners well and plan lessons very well to meet individual learning needs. They use a range of challenging activities to stimulate and motivate learners. The pace of lessons is good. Tutors provide constructive feedback to learners to accelerate their learning by using everyday situations to consolidate their learning.
- Tutors make very good use of initial assessment to allocate learners to groups and devise individual learning plans. Learners are involved in setting and reviewing their personal learning outcomes. Learners with learning difficulties and/or disabilities keep a journal of their progress with statements and pictures.
- Teaching and learning resources are satisfactory. Many tutors use ILT effectively to enhance learning. However, a minority of rooms do not have appropriate computers and a few tutors make rather limited use of the interactive whiteboard.
- The programme provides a good match to meet the needs of learners. They can study literacy, numeracy, ESOL, GCSE English and mathematics and independent living and learning at foundation and intermediate levels from many venues. The service has made plans to provide language, literacy and numeracy alongside vocational courses in subject areas such as business and care.

- Support is extremely good. Individual support in lessons is good. Learning support assistants support learners with additional learning needs in classes. Additional workshop sessions are very popular with the learners, where they can seek support on any aspect of their learning. Open sessions are available for dyslexic learners. Learners have access to crèches at the centres.
- Information, advice and guidance are particularly good. This includes pre-course information and ongoing advice on the value of their qualifications gained from their mother countries. Learners receive valuable information and guidance on their future learning and career options.
- Curriculum management is good. The curriculum manager and programme leaders work effectively with their team to develop the programme and improve provision. Tutors are highly qualified, many with a specialist qualification. The service has a comprehensive staff training programme to develop tutors' expertise further.
- The self assessment process is inclusive. All tutors complete a thorough course review twice a year, which informs the self-assessment report. The self-assessment report is highly accurate and identifies most of the strengths and areas for improvement identified by the inspectors.
- The promotion of equality and diversity is outstanding in classes and in centres. Learners learn about their rights and responsibilities in the community, including how to challenge bullying, harassment and discrimination effectively. The service celebrates the achievement of learners from diverse backgrounds very well.

What does the London Borough of Hammersmith and Fulham need to do to improve further?

- Ensure all learners have access to ILT to support their learning and tutors are trained to use technology.

## Learning for social and personal development

Other social and personal development learning provision considered as part of the main findings but not separately graded: cookery, computing

### Arts, media and publishing

Grade 2

#### Context

30. During the inspection week, 1,797 learners were on 94 programmes at foundation, intermediate and advanced levels. Most of the provision is non-accredited. Some 45 learners are on accredited courses in woodwork and carpentry, jewellery and life drawing. Women make up 42% of the learners and 10% are from minority ethnic groups. The programmes are run from two main centres and two outreach centres during the day, twilight and evening, and on Saturdays.

#### Key findings

- Learners achieve a very high standard of creative work and develop good personal and social skills. New learners progress quickly and gain good skills and techniques. Many learners have started small businesses successfully and improved their order books by enhancing their skills. Many learners go on to further and higher education. Attendance, retention and achievement of qualifications are good.
- Learners enjoy learning and the productive group discussions after their visits to various events and exhibitions. The visits are inspiring and learners gain knowledge of historical and cultural design. Learners enjoy and benefit from outdoor sketching activities as a group. The service is excellent at celebrating learners' work through exhibitions. Learners are proud of their achievements.
- Learners feel extremely safe in the centres and use safe working practices. Tutors constantly reinforce and monitor strict adherence to health and safety standards. The service has produced excellent learner handbooks for each of the practical subjects, which learners use regularly to remind them of the health and safety rules in that subject.
- Teaching and learning are good with some outstanding lessons. The tutors are highly qualified and many are practising artists and specialists in their field. Some tutors use challenging techniques to inspire and stretch their learners' perceptions. Many tutors use excellent demonstration techniques to extend the learners' knowledge. Learners raise standards by making highly evaluative comments on their peers' work.
- Initial assessment is good and ongoing assessment is satisfactory. Learners have plenty of good quality evidence. However, they do not record it sufficiently in their journals to inform progression. Some learners and tutors do not understand the relevance of pictorial evidence in learners' journals.

- Tutors do not make effective use of ILT to make presentations or research online. Many tutors do not see the relevance of using technology in their subject. Only a few tutors have attended the relevant training and the equipment in some classrooms is outdated.
- The curriculum offer is wide and varied and provides a good match to the needs and interests of the learners. The service offers subjects at beginners, intermediate, and advanced levels including accredited courses in subjects most in demand. Learners can progress from beginners through to advanced and many learners take more than one course to enhance their skills.
- Tutors are excellent at promoting equality and diversity in classes to respect and value all cultures. Learners use photographs to make presentations about their life in their country. In art classes, tutors place significant emphasis on the work of artists from different cultures past and present. Other diversity illustrations include American children's pop-up books and dance sessions from other cultures.
- Support and guidance are outstanding for learners. Learners receive excellent information and help with purchasing materials for the courses before they begin. Tutors offer good quality advice and guidance about the courses learners can attend to enhance learning. Valuable technical support is available in some subjects. Learners access good crèche facilities at the main centres.
- Curriculum management is good. The leaders meet on a regular basis to discuss strategy to develop the programme. The introduction of clubs has enabled long-standing learners to continue practising with a tutor. The observation of teaching and learning works well to identify strengths and areas for improvement. Grades in the observations matched closely with the inspection team.
- Resources, including accommodation, are good and industry standard for the requirements of the courses. The painting studios are large and well lit with sufficient equipment. Specialist pottery rooms in both main centres and one dance studio are well equipped. However, the upholstery classroom in one centre is too small.

What does the London Borough of Hammersmith and Fulham need to do to improve further?

- Ensure that all tutors and learners fully use the results of assessment to inform individual target setting and recording of progress. Involve learners in effectively using the learner journal.
- Ensure staff skills and knowledge in using ILT are improved by training. Improve the quality of the technology to enhance teaching, learning and progression.

## Modern foreign languages

## Grade 2

### Context

31. Language courses are provided in nine languages: French, German, Italian, Spanish, Arabic, Chinese, Polish, Russian and British Sign Language from foundation to intermediate and advanced levels. Currently 1,260 learners are on non-accredited programmes and a further 50 learners take accredited courses. Approximately 70% of learners are women and 28% speak a language other than English at home. Courses run from two main sites and one partnership centre during the day and evening.

### Key findings

- Outcomes for learners are good. The standard of work achieved in lessons is very good. The learners develop very good understanding of the spoken language against challenging targets. In many classes, the development of speaking skills is also good.
- Learners at entry level make particularly rapid progress. They derive great satisfaction from their learning and are delighted to be able to use the language independently, for example to order a meal in French or to be able to follow a whole lesson in Italian.
- The quality of teaching and learning is good. Tutors and learners use the target language consistently and to good effect in lessons, even at beginner level. Tutors pay good attention to grammar and vocabulary but, in a substantial minority of lessons, tutors do not provide sufficient feedback on pronunciation, word and sentence stress and intonation.
- Assessment is satisfactory and it has improved significantly since the last inspection. Assessment tasks reflect language learning targets well. Tutors carry out initial, mid-course and final assessments consistently. However, in a minority of lessons, tutors do not make sufficient use of the initial assessment and target setting to plan their lessons.
- Tutors set meaningful targets and offer valuable feedback to learners. In a few cases, they are insufficiently specific. The moderation of assessment decisions of learning on internally accredited courses is not yet completely robust. The service has recognised these aspects as an area for development.
- Support for learners is good. Most tutors identify appropriate strategies to meet the needs of individual learners in their lesson plans. The tutors make excellent use of email to inform learners who have missed classes of lesson content and homework. Learners at risk of falling behind receive effective support through individual tutorials.
- The provision meets the needs of the learners very well. The range of languages and levels is good. The provider has responded well to learner feedback by offering new conversation classes at lunchtime. The service has facilitated clubs for learners who wish to continue practising their skills. The range and use of resources has improved to a satisfactory level.



- Many learners progress from beginner level to more advanced classes. While a small number move on to take GCSE and A levels in languages, the service does not have sufficient opportunities to accredit externally language skills at lower levels.
- The languages department works effectively with many partners, both to deliver language courses and to improve the quality of teaching and learning. For example, the department uses its membership of a local peer review group well to review policy and quality aspects.
- Leadership and management are good. The provider uses data effectively to monitor the uptake and quality of provision. Managers have taken effective action to maintain and expand provision to good effect. They make good analysis and use of data. However, they do not use progression data systematically to review the curriculum offer.
- Quality assurance is excellent. The observation of teaching and learning is highly effective. The observers record the outcomes of observation well and offer sound guidance on aspects such as learning and learner progress. Reports are very detailed and sufficiently evaluative. The observers make excellent use of the learner voice to make judgments on progress and identify areas for improvement.
- The quality improvement plan is used well to set targets and improve the quality of teaching and learning. The analysis of course files and lesson observations informs an extensive programme of staff training.

What does the London Borough of Hammersmith and Fulham need to do to improve further?

- Provide the learners with feedback on their pronunciation, stress and intonation, so that they can further improve their spoken language skills.
- Consider offering the option of taking external examinations to language learners who wish to take them.
- Strengthen the use of assessment throughout the learning cycle and its moderation.
- Analyse learner progression data in order to improve the coherence and sustainability of the language programmes.

## Community development

## Grade 1

### Context

32. The aim of community development provision is to improve the life chances of the marginalised hard-to-reach learners in deprived communities within the borough through education, training, and support. The provision has five strands. These include programmes for the learners over the age of 50 badged Agewell; family learning courses; foundation level programmes for learners with a range of disabilities and/or learning difficulties (LDD); mentoring projects; and, motor vehicle provision to encourage learners from special schools to enter apprenticeship.
33. Currently 123 learners attend 16 family learning courses at schools, children centres and community venues. Some 600 older learners attend 40 Agewell fitness-related courses across the borough and 190 learners, with moderate, profound or multiple learning disabilities or difficulties, attend a range of bespoke courses. Fifty learners this year have trained as mentors or learning champions for their local communities. Currently, 78% of family learning learners, 44% of LDD learners and 18% of Agewell learners are from minority ethnic groups. Some 18% of the provision is accredited.

### Key findings

- Outcomes for learners are outstanding. Success rates are high for learners on accredited programmes. Learners gain great enjoyment and a sense of well-being in lessons. They develop new skills that they use thoroughly to benefit their families and communities. They improve their employment prospects tremendously. Learners become highly motivated and value ideal learning experiences and wider social interactions. Attendance is exemplary.
- Progress of learners is commendable. Learners on the mentors' course become perfect role models as learning champions to signpost and support new learners into learning. Mentors and mentees make laudable progress to enter into further education, voluntary work or employment. Learners on family learning programmes greatly improve their language skills and confidence. They take great pride in supporting their children in the school. Many progress to further learning.
- Carers and families of LDD learners learn new skills. They learn to challenge their own perceptions of the learners and their expectations of them. Many now expect more from the learners. Their interactions are highly positive and they discover new ways of supporting them to reach their potential.
- Learners on fitness and health programmes gain an admirable understanding of maintaining and improving their health and well-being. They use this knowledge to develop and maintain positive lifestyles. Their health, confidence, aspirations and social interactions improve as they become highly effective in wider community affairs. Learners feel extremely safe and pay good attention to safe working practices.

- Teaching and learning are good with some outstanding lessons. Tutors are excellent at identifying, and planning for, learners' individual needs. Learners are fully involved in directing their own learning and work constructively in teams to share their skills and promote further learning in fun, lively situations. Tutors deploy many interesting learning activities and resources to motivate and challenge learners.
- The process of recording and recognising learners' progress and achievement is excellent. Tutors make commendable use of photographs and videos to record the learners' journeys. For example, tutors on fitness and health programmes involve learners fully in keeping detailed journals, to set highly relevant individual targets and measure their progress towards these.
- Tutors plan lessons in detail to reinforce literacy and numeracy for individuals in the wider curriculum. However, a few tutors do not place sufficient emphasis on reinforcing the development of literacy and numeracy skills for learners on all programmes.
- The provision is a perfect match to engage specific target groups. It provides creative and exciting opportunities to promote positive attitudes to learning and improve learner aspirations. The curriculum offer includes good accreditation opportunities and a wide range of courses at easily accessible venues throughout the borough. The curriculum is enriched by open days and other related activities.
- The service has developed an excellent network of partnerships to widen participation and promote inclusion with many agencies, such as mental health charities, health service and extended schools services. This has enabled the service to develop a coherent and cohesive provision that attracts hard-to-reach learners in their locality and provides exemplary support.
- Support for learners is outstanding. The service makes exemplary use of talented volunteers, well-trained support assistants, highly skilled and specialist tutors including guidance workers to deal with individual needs of learners and support them in their next steps in learning. They encourage learners to raise their aspirations and achieve their potential.
- Management has developed a highly effective strategy and given a clear priority to the importance of providing access to learning for disadvantaged groups within the local community. They fully utilise other local expertise and funding strands to support the development of a diverse curriculum to address local priority and very effectively engage new learners. Some 70% of learners in the current year are new to the provision.
- Tutors are excellent at promoting equality and diversity through lessons. Learners develop tolerance, respect and deep understanding of the needs of learners from different backgrounds and learning challenges. Tutors plan in detail to ensure all have excellent opportunities to develop their full potential. The mentoring project encourages a very effective, non-judgemental approach in working with mentees and new learners.
- The service has an exemplary record of involving all learners in decision making to improve the provision. Learners are very forceful in communicating their

views and seek improvements. LDD learners make their views known through an advocacy service. Agewell learners are highly effective at communicating their views to the senior managers from the health service and the council.

- The self-assessment and quality improvement processes are comprehensive. The observations of teaching and learning are very accurate and clearly identify areas for improvement. Tutors benefit from an excellent array of training and mentoring schemes.

What does the London Borough of Hammersmith and Fulham need to do to improve further?

- Provide a more varied range of interesting, relevant opportunities for learners to develop, reinforce and practise their literacy and numeracy skills on family learning, mentoring and LDD programmes.

## Information about the inspection

34. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the London Borough of Hammersmith and Fulham's assistant head of adult learning and skills service, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and position statement including development plans, comments from the local Learning and Skills Council (LSC) or other funding bodies, Framework for Excellence indicators, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.
35. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and partners had completed on behalf of the London Borough of Hammersmith and Fulham. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in most of the subjects the provider offers.

**Record of Main Findings (RMF)**  
**London Borough of Hammersmith and Fulham**  
 Learning types: 14-16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships. Social and personal development: all adult safeguarded provision

| Grades using the 4 point scale<br>1: Outstanding; 2: Good;<br>3: Satisfactory; 4: Inadequate   | Overall  | 14-16    | 16-19 learner responsive | 19+ Learner responsive | Social and personal development |
|--|----------|----------|--------------------------|------------------------|---------------------------------|
| Approximate number of enrolled learners  |          |          |                          |                        |                                 |
| Part-time learners   | 8,664    | 7        | 10                       | 1,350                  | 7,297                           |
| Overall effectiveness  | 2        | 1        | 1                        | 2                      | 2                               |
| Capacity to improve  | 1        |          |                          |                        |                                 |
| <b>A. Outcomes for learners</b>  | <b>2</b> | <b>1</b> | <b>1</b>                 | <b>2</b>               | <b>2</b>                        |
| A1. How well do learners achieve and enjoy their learning?   | 2        |          |                          |                        |                                 |
| A1.a) How well do learners attain their learning goals?  | 2        |          |                          |                        |                                 |
| A1.b) How well do learners progress?   | 2        |          |                          |                        |                                 |
| A2. How well do learners improve their economic and social well-being through learning and development?                              | 1        |          |                          |                        |                                 |
| A3. Do learners feel safe?   | 1        |          |                          |                        |                                 |
| A4. Are learners able to make informed choices about their own health and well being?*   | 1        |          |                          |                        |                                 |
| A5. How well do learners make a positive contribution to the community?*   | 1        |          |                          |                        |                                 |
| <b>B. Quality of provision</b>   | <b>2</b> | <b>1</b> | <b>2</b>                 | <b>2</b>               | <b>2</b>                        |
| B1. How effectively do teaching, training and assessment support learning and development?   | 2        |          |                          |                        |                                 |
| B2. How effectively does the provision meet the needs and interests of users?  | 1        |          |                          |                        |                                 |
| B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?                     | 1        |          |                          |                        |                                 |
| B4. How effective are the care, guidance and support learners receive in helping them to achieve?                                    | 1        |          |                          |                        |                                 |
| <b>C. Leadership and management</b>  | <b>1</b> | <b>1</b> | <b>1</b>                 | <b>1</b>               | <b>1</b>                        |
| C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?                     | 1        |          |                          |                        |                                 |
| C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?*                                | 1        |          |                          |                        |                                 |
| C3. How effectively does the provider promote the safeguarding of learners?  | 1        |          |                          |                        |                                 |
| C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap? | 1        |          |                          |                        |                                 |
| C5. How effectively does the provider engage with users to support and promote improvement?  | 1        |          |                          |                        |                                 |
| C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?                             | 1        |          |                          |                        |                                 |
| C7. How efficiently and effectively does the provider use its available resources to secure value for money?                         | 1        |          |                          |                        |                                 |

\*where applicable to the type of provision

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