


<p align="center">London Borough of Hammersmith & Fulham</p> <p align="center">ECONOMIC REGENERATION, HOUSING AND THE ARTS POLICY & ACCOUNTABILITY COMMITTEE</p> <p align="center">26 April 2017</p>	
<p align="center">Review of Adult Learning's recent Ofsted Inspection and Recommendations</p>	
<p align="center">Report of the Cabinet Member for Economic Regeneration, Councillor Andrew Jones and the Acting Cabinet Member for Education, Councillor Sue Fennimore</p>	
<p align="center">Open Report</p>	
<p>Classification - For Information Key Decision: No</p>	
<p>Wards Affected: All</p>	
<p>Accountable Director: Jo Rowlands Lead Director for Regeneration, Planning & Housing Services</p>	
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1. EXECUTIVE SUMMARY

In November 2016 the Hammersmith & Fulham Adult Learning & Skills Service was inspected by Ofsted. The service was rated as good overall. This report sets out the results of the inspection and explains how the council has used the results to improve the service further.

2. RECOMMENDATIONS

That the PAC review the Ofsted recommendations following the recent inspection of Hammersmith & Fulham Adult Learning & Skills Service (HFALS) in November 2016.

3. PROPOSAL AND ISSUES

- 3.1. Hammersmith & Fulham Adult Learning & Skills Service (HFALS) provides learning and training opportunities for LBHF borough residents and others to help them achieve nationally recognised qualifications, support their progression into employment and develop their social, economic and person skills. In 2016-17 HFALS received an annual grant of £2.7M from the skills Funding Agency (SFA) to deliver both accredited courses and community learning programmes.

3.2. In January 2012, the service became part of the Economic Development, Learning & Skills team. In academic year 2016/17 HFALS recruited almost 7000 learners (78% are LBHF residents) delivered over 450 courses from Entry Level to Level 5, covering 14 subject areas. The curriculum and course provision continues to have broadly three strands:

- 1) *Skills for Work and Employment*
- 2) *Personal and Community Development for Health & Well-Being*
- 3) *Entry into Learning and Skills.*

3.3. An Ofsted short inspection in November 2016 found that our HFALS service had maintained a Good grade overall with many outstanding features. This was despite the previous inspection having taken place over six years previously in July 2010.

Some of the highlights of good practice identified by Ofsted included the following:

- 3.4. Senior leaders and managers have successfully maintained good-quality provision for learners. Managers have maintained the strengths identified at the previous inspection in 2010 and successfully addressed the key areas for improvement.
- 3.5. Senior leaders, managers and staff are highly committed to delivering the best possible experience for learners and to supporting learners to achieve good outcomes.
- 3.6. Senior leaders and managers have high ambitions for learners and are successfully developing new programmes that meet the needs of learners well.
- 3.7. The curriculum reflects well the corporate objectives of the council and is increasingly meeting the local employment and personal development needs of learners.
- 3.8. Learners enjoy their learning. Learners take great pride in their work; they develop their self-esteem and improve their confidence as they acquire new skills and knowledge. Those with additional needs, such as learning disabilities and/or difficulties, and those on arts and crafts and well-being courses, achieve very well.
- 3.9. Learners receive very effective support from teachers to help them overcome their barriers to learning. Many make good progress, develop new skills and knowledge and broaden their interests. Learners gain many social benefits as a result of the courses they take, including making new friends, developing social networks and maintaining and improving their physical and mental health.
- 3.10. Safeguarding is very effective. The management team has ensured that safeguarding arrangements are fit for purpose, and it takes effective action to

safeguard learners. Managers are effectively implementing plans to prevent extremism and radicalisation. Training for staff is effectively building their ability to promote British values and take appropriate action should they be concerned about the radicalisation of learners.

- 3.11. Managers effectively monitor the quality of teaching, learning and assessment through thorough and accurate observations in classes. They have ensured that high standards in teaching are maintained and they have a good understanding of the quality of provision.
- 3.12. Managers accurately identify the development needs of teachers and use this information well to inform training and professional development opportunities. Managers accurately identify the development needs of teachers and use this information well to inform training and professional development opportunities.
- 3.13. Clear information and pre-course guidance are easily accessible to learners. Staff provide good advice and guidance that support learners' progress well. Staff use their initial assessment of learners well to direct them to courses that meet their ambitions and abilities.
- 3.14. Managers' well-established relationships with a range of partners, including the National Careers Service, local employment agencies and Job Centre Plus (JCP), ensure that learners have good access to independent careers advice and guidance.
- 3.15. The progression of learners to employment is good, particularly so for those completing childcare courses.

4. RECOMMENDATIONS FROM THE OFSTED INSPECTION REPORT

Ofsted had 4 Recommendations following the inspection of HFALS in November 2016:

1. Prioritise the recruitment of a suitably qualified mathematics teacher so that the number of mathematics courses is increased.

Two sessional (hourly paid) Maths tutors have been recruited for terms 2 and 3 this academic year 2016-17. An established Maths tutor will be recruited in term 3 ready start for September 2016-17. Recruitment for this established post has started. Ofsted recognised this in their Inspection report:

“Managers have worked hard to ensure that they have a sufficient number of teaching staff to deliver a full mathematics curriculum. 2 new sessional Maths tutors have been recruited for the spring and summer terms and an established Maths tutor will be recruited for the beginning of the academic year 2017-18 in September 2017.”

2. Routinely scrutinise plans to improve outcomes for learners taking basic qualifications in English, Mathematics and ESOL to ensure that actions are fully effective.

The QDIPs are regularly scrutinised at 1-2-1 sessions with tutors managers and the QDIP steering group meetings. Also action plans are scrutinised and followed up during learning walks by managers and full observations of teaching learning (OTL).

Initial assessments and diagnostic assessments are more robust to ensure learners are on the right courses and extra support classes put in place to ensure they achieve.

Progress and achievement of all learners at class level is regularly scrutinised by managers on MIS system and OTLS/learner walks and remedial action implemented where necessary. (See QDIPs)

Once again Ofsted recognised the progress that was being made in these areas.

“Senior leaders and managers have rightly identified the underperformance of a significant minority of learners on courses for English and mathematics and ESOL. Managers have a sound understanding of the reasons for underperformance and are undertaking well-conceived actions to increase the achievement rates of learners on these courses. These are included in the Quality Improvement & Development plan (QIDP for 2016-17).”

“Managers are implementing a range of measures to raise the achievement rates of learners in English, mathematics and ESOL. Staff are better assessing learners’ abilities, and the advice they provide ensures that learners are on courses that best match their abilities. Staff provide extra support for those at risk of not successfully achieving their qualification, through additional small group-work activities. Managers have set challenging targets for individual teachers to improve their performance. Managers and teachers are successfully implementing strategies that are improving the attendance of learners.”

3. Review data regularly to ensure that new learners whom the service is targeting are participating in learning.

A weekly progress against targets report is produced and traffic lighted to ensure we deliver against our targets and support learners to successfully achieve.

There are monthly data monitoring meetings taking place with managers and tutors to monitor progress against targets and identifying learners at risk of not achieving.

Specific reports are produced on our Tribal MIS system which highlights those courses which are falling below the minimum level performance and

those learners at risk of not achieving. This is monitored by HFALS SMT meetings on a fortnightly basis.

4. Ensure that the Recording And Recognition of Learners' Progress and Achievement (RARPA) are undertaken consistently well by all teachers.

RARPA training is delivered as part of our weekly CPD workshops. This CPD is delivered specifically to those tutors identified at OTLs and course file audits as needing support to improve RARPA targets and followed up with Action Plans. All tutors' course files are audited for RARPA each term. Ofsted recognised the following in their report in relation to these recommendations:

“Within the service, there is some very good practice in recording the progress of learners on which to build, for example where learners use diaries, journals, photographs and notes to evaluate and record their progress.”

5. OPTIONS AND ANALYSIS OF OPTIONS

- 5.1. HFALS is currently implementing the full recommendations of the November 2016 Ofsted report to ensure further improvement to teaching and learning. All the recommendations are currently being addressed through our Quality Development and Improvement Plan (QDIP) and the impact of this will be reported back in our Self-Assessment Report 2016-17 submitted to SFA in November 2017.

6. CONSULTATION

- 6.1. HFALS has worked closely with our West London ACL peer Review Group, Holesx the national Network for all Adult Community Learning providers, National Institute for Adults in Continuous Education (NIACE) and the Learning & Work Institute to support continuous improvements to teaching and learning.

7. EQUALITY IMPLICATIONS

- 7.1. HFALS delivers over 450 courses to nearly 7,000 learners annually and boasts an excellent offer to all members of the community; whether residents, employers in the borough, or a borough business or enterprise. There are targeted programmes including initiatives aimed at deprived areas of the borough (e.g. dedicated White City housing estate provision), Age well, aimed at learners over 50 years and a programme for Learners with Learning Difficulties & Disabilities.
- 7.2. In addition HFALS operates within a strong equalities ethos in which learners, staff, tutors and visitors are encouraged to support the HFALS values and standards.

- 7.3. Following the merger of the HFALS service with the Economic Development section a greater emphasis has been based on linking skills training and employment outcomes. Specific employability support and vocational skills programmes targeted at low income/skills residents and job seekers are now delivered and promoted by HFALS.

8. FINANCIAL IMPLICATIONS

- 8.1. Following a Good Ofsted in November 2016; along with the full delivery of our SFA 2016-17 targets and the fact that we are currently on target to deliver our full SFA allocation for 2017-18, SFA confirmed on 30th March 2017 that HFALS will receive the same SFA grant for AEB of £2.7M with no reduction in 2018-19.

9. IMPLICATIONS FOR BUSINESS

- 9.1. HFALS is part of the Economic Development Learning & Skills (EDLS) team and will continue to support Local Businesses with Business Start-Up courses and Business Enterprise Clubs hosted at our Macbeth Centre. HFAL also contributes to local employment opportunities through the courses it offers and its close work with Work Zone team.

10. APPENDICES

Appendix 1 – Ofsted Report

11. BACKGROUND PAPERS USED IN PREPARING THIS REPORT

No.	Description of Background Papers	Name/Ext of holder of file/copy	Department/ Location
1.	HFAL QDIP Plans 2016-17	Eamon Scanlon 6321	EDLS Macbeth Centre