

# Redbridge Institute of Adult Education

Local Authority

## Inspection dates

1–2 and 8–9 May 2018

Overall effectiveness		Outstanding	
Effectiveness of leadership and management	<b>Outstanding</b>	Adult learning programmes	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>		
Personal development, behaviour and welfare	<b>Outstanding</b>		
Outcomes for learners	<b>Outstanding</b>		
Overall effectiveness at previous inspection			Good

## Summary of key findings

### This is an outstanding provider

- Leaders, managers and governors have inspired staff to create a culture of excellence, tolerance and respect, where learners and staff express their individuality and thrive in a harmonious, high-quality learning environment.
- The quality of teaching, learning and assessment is outstanding. Teachers have extremely high expectations of their learners, their enthusiasm to pass on their knowledge to learners is infectious and lessons are fun.
- Teachers assess learners' starting points exceptionally well. They provide clear and comprehensive guidance to learners on how to improve and develop and so learners make excellent progress.
- Leaders and managers maintain highly effective regional partnerships and subcontracting arrangements. This helps ensure that the curriculum addresses local priorities and that courses take place in a wide range of high-quality and accessible venues within the community.
- Leaders and managers have a clear and accurate understanding of the quality of provision. They have successfully raised standards and addressed the significant majority of weaknesses identified at the previous inspection.
- Teachers promote the development of English and mathematics skills particularly well and a very high proportion of learners who take these subjects achieve their qualifications.
- Learners acquire high-level self-evaluation and critical thinking skills and learn how to take responsibility for their own development.
- The quality of learning support for those learners who need extra help and support is excellent.
- Teachers support learners to develop their confidence, pride in their work and motivation to learn, as well as a strong sense of belonging and well-being.
- The proportion of learners who complete and achieve their qualifications has remained high for several years.
- Learners receive highly effective advice and guidance. They access a comprehensive range of activities and events to develop their skills and widen their employment opportunities.
- On completion of their courses, a high proportion of learners progress to the next stage of their education or training, or into employment.

## **Full report**

### **Information about the provider**

- Redbridge Institute provides community learning from entry level to level 4 for learners drawn predominantly from the London borough of Redbridge. The vast majority of learners are adults, and most study at entry level or levels 1 and 2. Lessons take place both at the main adult education campus in Gants Hill and at 47 community settings across the borough. The Institute also subcontracts a small amount of training to Redbridge Council for Voluntary Services.
- Although there are areas of affluence in Redbridge, seven wards in the borough are among the most deprived in England. Unemployment rates are higher than the London rate. Around 40% of the population of the borough were born abroad. As a result, a high proportion of the local population have low levels of English skills.

### **What does the provider need to do to improve further?**

- The inspection team found no key areas for improvement.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- As a result of inspirational leadership, excellent management and high-quality support from governors, Redbridge Institute comprehensively achieves its mission, which is to provide outstanding learning that meets the needs of learners, communities and local businesses. Governors and the principal have set extremely high standards for themselves, staff and learners, and have created stimulating learning environments in which learners excel. Leaders communicate their vision well to staff and to their local partner organisations. A culture of high expectations and professional standards permeates the organisation. The working relationship between leaders, managers and teachers is extremely positive. Staff are highly motivated and morale is high.
- Leaders use thorough strategic planning processes to shape the direction of the organisation. They analyse the local and regional context accurately and use this information to review and adjust the curriculum so that it addresses local priorities very well. Teachers successfully engage with learners who would otherwise be unlikely to participate in education and training, such as the long-term unemployed, those with mental health difficulties, learners with low skills in English and mathematics and learners who speak English as an additional language. The innovative and inclusive curriculum helps improve learners' chances of gaining employment and promotes community cohesion.
- Managers maintain a strong network of partnerships across the local community. This network includes libraries, children's centres, Jobcentre Plus, Working in Mind Partnership and Redbridge Concern for Mental Health. Managers widen participation well by programming courses such as an 'edible garden' project and willow weaving to help encourage learners into education. They also run courses in a wide variety of community settings, such as community English for speakers of other languages (ESOL) lessons at a local supermarket and free digital family learning based in local libraries.
- Leaders and managers have successfully established the development of English and mathematics as a high priority within the institute. They have put into place a range of measures to ensure that an increasingly high proportion of learners achieve high grades, particularly in GCSE examinations in these subjects.
- Leaders and managers have highly effective quality assurance procedures in place. They accurately analyse their own performance and that of their subcontractor. They set challenging targets for improvement and monitor their progress against key performance indicators thoroughly. As a result, they have maintained very high standards for all groups of learners and have addressed the significant majority of areas for improvement identified at the previous inspection.
- Performance management systems are effective. Leaders have high expectations of staff and provide them with very good support and guidance to improve. Leaders have created an environment of trust and autonomy, in which middle managers are highly motivated and have the skills they need to lead their teams effectively.
- Since the previous inspection, leaders and managers have developed a more rigorous approach to evaluating the quality of teaching, learning and assessment and they now

have an accurate understanding of the quality of teaching across the organisation.

- Managers structure the staff development programme around teachers' developmental needs. They have designed a creative and varied programme of activities which support and inspire teachers to improve their practice. This includes a range of activities including staff conferences and initiatives to share good practice with staff from other London boroughs. This has enabled teachers to develop confidence and to explore new and innovative ideas in their teaching. Managers have demonstrated a particularly strong commitment to the development of teachers' digital skills, which supports the effective use of information learning technology (ILT) in teaching.
- Leaders maintain the high quality of accommodation and physical resources very well. All classrooms are decorated to a high standard and are suitably equipped for the activities that take place. For example, at the Redbridge campus, there is a series of very well-equipped and high-quality creative workshops for ceramics, stained glass and jewellery making, as well as classrooms and information technology suites. Learners respect and value the resources available to them.

### **The governance of the provider**

- Governance is very strong. Governors are enthusiastic and knowledgeable about the organisation. They are confident to support and challenge senior leaders and have sustained a strong focus on securing improvements in all aspects of the provision.
- Governors are fully committed to the values of Redbridge Institute and its role within the community. They strongly promote the organisation's vision to target the most disadvantaged learners and increase participation from the most deprived neighbourhoods. Governors and senior leaders work effectively together to achieve the positive standing of the Redbridge Institute in the community. They are rightly proud of the positive contribution it makes to the local area.

### **Safeguarding**

- Leaders, managers and governors have a high regard for the safety of learners, and they safeguard learners very well. Members of the safeguarding team, including the designated safeguarding lead, have received suitable training for their roles. They have a very good understanding of safeguarding and of the 'Prevent' duty. Managers liaise closely with local safeguarding groups and the Metropolitan Police. They understand local issues well and provide learners with relevant information to help keep them safe. Managers have established robust critical-incident and site-security arrangements. The highly inclusive culture that permeates the organisation ensures that learners of all abilities from across the community feel safe and valued. Learners are extremely tolerant and understanding of each other's cultures and beliefs.

### **Quality of teaching, learning and assessment**

### **Outstanding**

- Teachers have extremely high expectations of their learners. Their enthusiasm to pass on their knowledge to learners is infectious. As a result, learners engage in learning exceptionally well, are highly motivated to learn and the vast majority make excellent progress. Teachers have extensive experience and are very well qualified in their

respective subject areas.

- The vast majority of lessons are interactive, lively and fun. Teachers plan and teach so as to inspire and challenge learners. Teachers design activities that enable learners who learn quickly to tackle complex tasks and give those that need extra help excellent support. For example, in a mathematics lesson, teachers supported learners very effectively to solve problems at their own speed and at different levels of difficulty, depending on their confidence and ability.
- Teachers support learners to develop their confidence and to play an active role in lesson activities and presentations. Learners listen intently to their teachers and ask questions frequently to deepen their understanding. Learners often work well in pairs and small groups to put into practice what they have learned. For example, in an ESOL lesson, learners practised newly learned vocabulary with each other that was related to seeking medical advice. This helped them consolidate their vocabulary and improve their understanding and confidence.
- Teachers use the assessment of learners' starting points exceptionally well to plan and personalise learning. Teachers set learners very clear, meaningful and relevant targets that address all aspects of their learning and skills development. As a result, learners progress quickly onto the next level of learning or vocational skills course. Teachers closely monitor learners' progress and achievements and identify quickly if learners fall behind. If they do, teachers deliver effective additional revision sessions and one-to-one coaching to ensure that learners get back on track.
- Learners receive excellent feedback on their work and understand very well what they need to do to improve. Teachers regularly correct learners' spelling and grammar in their written work, and give very helpful prompts on where learners can gain more information to improve their answers.
- Learners are adept at reflecting on what they learn in lessons. At the end of every session, learners identify and evaluate the key learning points and reflect on how they could improve. As a result, learners develop high-level self-evaluation and critical-thinking skills. For example, in a 'computers for beginners' lesson, learners reflected on their learning in the session. They clearly articulated, without prompting, the new skills they had acquired in editing and using bold font and borders. Teachers encourage learners to take responsibility for their continued development by setting their own targets for improvement.
- Learning support is excellent for learners who need extra help and for those in receipt of high needs funding. Support staff and teachers work very closely together to identify when learners need help. They provide intensive individual guidance and support to ensure that learners make very good progress. Support staff also make very good use of specialist additional learning resources, such as voice recognition software and a zoom recorder, to provide further support for learners where it is beneficial.
- Teachers and support staff use an excellent range of ILT to enhance their teaching. Teachers use ILT particularly well in lessons for learners with learning difficulties and disabilities. For example, teachers advised learners how to use a phone-based 'travel app' to plan their independent travel to and from the centre.
- Teachers also make very good use of high-quality online resources, interactive whiteboards and portable tablets to support learners in developing their independent

learning skills. For example, teachers in ESOL, English and mathematics lessons taught learners how to use online resources effectively so that they could work at their own pace and check their work as they progressed.

- Teachers promote the importance of developing English and mathematics skills to learners exceptionally well. They focus closely on adapting teaching materials to make English and mathematics directly relevant to the topics they are teaching.
- Teachers prepare learners very well for examinations and pay close attention to how learners may gain maximum marks. Teachers constantly reinforce key topics that learners need to practise. For example, in a level 1 mathematics lesson, the teacher encouraged learners to experiment with a variety of methods so that they could correctly calculate percentages when solving a tax and insurance question.
- Teachers' promotion of equality of opportunity and diversity in lessons is highly effective. Teachers' resources and teaching strategies reflect the diversity of their learners and so learners gain a comprehensive understanding of the different cultures in their communities. For example, in a childcare lesson, learners compared childcare practices in the UK with those in Bangladesh in relation to supporting parents and children during transition into school.
- In a small minority of instances, learners' writing and note-taking skills are weak and, on occasions, teachers do not check the quality of learners' notes in lessons.

## Personal development, behaviour and welfare

## Outstanding

- Teachers establish a purposeful, industrious and mutually supportive atmosphere in lessons. As a result, learners' attitudes towards each other, staff and visitors are exemplary. Learners work diligently and collaboratively together. They demonstrate high levels of respect for each other's views and a real sense of pride in their work. Former learners often return to volunteer in arts and crafts lessons to help others develop their technical skills and to master key competences.
- Learners on accredited programmes develop very good understanding and grow increasingly confident in their application of English, mathematics and information and communication technology. For example, learners on the gardening course carried out mental calculations to establish the number of seedlings required in a raised bed.
- Learners also receive excellent support to develop their vocational and technical language skills. For example, in a community interpreting course, teachers provided targeted guidance to improve learners' English in the aspects they found most challenging. These included singular, plural, nouns, articles, narrative tense and language of contrast. As a result, learners were able to use sector-specific terminology with increasing confidence and accuracy.
- Teachers support learners on employability courses extremely well in the 'employability hub' to help them acquire the skills, attitudes and behaviours they need to gain employment. Learners enhance their curriculum vitae (CV), receive help with job applications and practise interview techniques. Those learners who have never been employed in the UK benefit from a range of additional qualifications, such as first aid and food safety. These complement their CVs and increase their chances of securing work. Staff also arrange for learners to access a wide range of activities, such as job fairs, work

experience and volunteering, to help them identify the job opportunities available.

- Managers have led a highly successful project in partnership with the local job centres, targeting some of the most disadvantaged and hard-to-reach learners. These include learners from minority ethnic groups, people aged over 50 who have been unemployed for an extended period and individuals with poor mental health. The specially designed programme has supported a significant proportion of these learners into paid employment.
- Teachers provide excellent opportunities and support for learners on family learning programmes. Learners acquire the necessary skills, knowledge and understanding of the requirements of the national curriculum to enable them to play a more proactive role in supporting their children through education.
- Learners on craft-related community courses develop good higher-level technical skills. For example, learners on a jewellery course became adept at using riveting and chain-mail techniques. Learners also benefit from attending various events, including pop-up markets and local craft fairs. This enables them to sell pieces of art, jewellery and pottery to the public. It also provides the opportunity for learners to develop additional skills, including budgeting, selling and customer service.
- Teachers arrange for learners to take part in a wide variety of enrichment activities, such as children's mental health day, the 'go green' campaign, 'fair trade fortnight' and Holocaust Memorial Day. These help promote in learners a deeper understanding of British values, as well as social and ethical issues which have an impact on their lives. Teachers also encourage learners' participation in wider society so that they develop a very good understanding of local initiatives and become active citizens.
- While attendance in most lessons is satisfactory, in a small number of ESOL lessons, it is poor. This is usually because learners attend straight after work. Managers monitor attendance thoroughly. They have raised attendance rates by using schemes to recognise and reward good attendance.
- All staff have received training on the impact of mild to moderate mental health issues on attendance. They recognise behaviours which may indicate poor mental health and understand how to discuss these issues sensitively with learners. This enables staff to put in place early support interventions for learners who need them.
- Learners know very well how to keep safe. They understand why online safety concerns and the need to be alert to the potential risks of radicalisation are relevant to them. Teachers take the opportunity to raise learners' awareness of safeguarding issues and British values as they occur in lessons. For example, learners on a community interpreting course discussed why it might be appropriate to break confidentiality should clients be at risk of harm or where they have concerns about a potential terrorist threat.

## Outcomes for learners

## Outstanding

- The proportion of learners on accredited programmes who achieve their qualifications has remained consistently very high over the past three years and continues to be high in the current academic year. Different groups of learners perform equally well, irrespective of their gender, level of study or ethnicity.
- Learners on functional skills and GCSE English and mathematics courses perform

particularly well and a high proportion achieve their qualifications at the first attempt.

- Learners on community learning courses, including those with the subcontractor, make excellent progress and acquire a broad range of valuable and relevant knowledge and skills. They rightly speak enthusiastically about the values and benefits they gain from their time studying at Redbridge Institute.
- Teachers accurately identify the starting points of learners, both on accredited and community learning courses. They provide frequent and valuable verbal and written feedback to learners. They regularly engage learners in highly constructive discussions about the progress they make and what they need to do to improve. As a result, learners gain a real sense of pride about their work, grow in confidence and make excellent progress. For example, in a GCSE mathematics lesson, the teacher provided clear guidance and feedback to learners about transformation on trigonometric graphs, which helped learners confidently and accurately solve an increasingly complex series of problems.
- The vast majority of learners' work is of a high standard. Learners take pride in maintaining well-organised folders.
- Learners recognise and appreciate how their courses help develop their knowledge and skills and, where appropriate, improve their longer-term employment prospects. For example, learners on a teaching assistant course volunteer at the college and in schools to support teachers in classes. This enables them to gain essential work experience. As a result, learners gain employment in these areas when they complete their courses.
- On completion of their courses, a high proportion of learners progress to the next stage. For those learners on entry level and level 1 programmes, many progress to the next level of study. Similarly, a high proportion of learners seeking to gain qualifications and to improve their employability prospects gain relevant jobs.



## Provider details

Unique reference number	53141
Type of provider	Local Authority
Age range of learners	19+
Approximate number of all learners over the previous full contract year	4,356
Principal/CEO	Ms Joni Cunningham
Telephone number	020 8550 2398
Website	www.redbridge-iae.ac.uk

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	5	1,517	2	349	-	102	-	10
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	2	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
At the time of inspection, the provider contracts with the following main subcontractors:	Redbridge Community Volunteer Service							

## Information about this inspection

The inspection team was assisted by the principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Peter Nelson, lead inspector	Her Majesty's Inspector
Jane Hughes	Her Majesty's Inspector
David Martin	Her Majesty's Inspector
Lynda Brown	Her Majesty's Inspector
Jules Steele	Her Majesty's Inspector
Francoise Beregovoi	Ofsted Inspector
Kanwaljit Dhillon	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### **Learner View**

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk).

### **Employer View**

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to [www.employerview.ofsted.gov.uk](http://www.employerview.ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018