



HILLINGDON
LONDON

London Borough of Hillingdon Adult and Community Learning

Self-Assessment Report 2020-21

Grade 2: Good with outstanding elements

Adult and Community Learning, Residents Services
Hillingdon Council, Brookfield, Park Road, Uxbridge, UB8 1NP
www.hillingdon.gov.uk/adult-courses

The context of the provision

Hillingdon is London's largest and most Western borough. Although Hillingdon is a highly skilled borough overall with lower than London average unemployment, the south of the borough has more unemployed/low-income families and a lower qualification base than the north. Approximately 90% of organisations are micro-businesses but there are significant large organisations in the borough, such as Heathrow Airport and Glaxo Smith Kline. Key employment sectors include wholesale and retail; administration and support services; human health and social work activities; and professional, scientific and technical activities. Addressing the significant levels of diabetes, obesity, dementia, and mental health issues which are higher than the London average, are all local priorities.

Who are our learners?

- 90% of learners at HACL live in the borough: 42% in the north and 48% in the south. 8% live in other parts of London and 2% live outside London.
- Most have low educational attainment levels and face socio-economic disadvantage.

Number of residents engaging in learning (with enrolment percentages in brackets)				
Residency	2017-18	2018-19	2019-20	2020-21
Hillingdon resident	2437 (91.2%)	2611 (92.8%)	1794 (90.9%)	1409 (90.3%)
London resident	169 (6.3%)	141 (5%)	151 (7.7%)	133 (7.5%)
Out of London resident	66 (2.4%)	62 (2.2%)	29 (1.5%)	47 (2.2%)
Total	2612	2814	1974	1589

In total, 1589 learners created 3298 enrolments in 2020-21.

Breakdown of enrolments	No of learners		No of enrolments		Retention rate	Achievement rate
Female	1346	85%	2850	84%	92.2%	86.8%
Male	245	15%	448	16%	91.7%	85.6%
North of the borough	496	31%	1020	32%	91.6%	85.2%
South of the borough	915	58%	1958	58%	92.4%	89%
Outside the borough	180	11%	320	10%	94.3%	87.7%

We target residents who face disadvantage

- Most of our enrolments are by women who live in the south of the borough.
- Learners often undertake more than one enrolment per year.
- 40% are studying at entry (beginners) level
- 46% are unemployed and looking for work
- 26% are unemployed and not looking for work (low level English, looking after young children, cultural reasons)
- Of those who are working, 51% are earning the London Living Wage or less.

Non-grant funded learners

All figures in this document relate to grant-funded enrolments. However we also recruited 152 residents who created 325 enrolments for provision that was funded outside the grant, such as qualifications for local childminders. Of these 114 were female, 38 male; 63 live in the north, 69 in the south and 20 live outside London.

Breakdown of enrolments (non-funded)	No of learners	No of enrolments	Retention rate	Achievement rate
Female	114 75%	185 57%	97.3%	93.6%
Male	38 25%	140 43%	99.3%	98.6%
North of the borough	63 41%	141 43%	100%	98.6%
South of the borough	69 46%	160 49%	91.7%	84%
Other London	17 11%	21 7%	94.1%	88.6%
Outside of London	3 2%	3 1%	100%	100%

Improvements made in 2020-21

- An innovative curriculum offer that responded to the needs of learners and allowed them to make progress despite the restrictions of the pandemic
- Over 80 staff and volunteers undertook training to gain a deeper understanding of domestic abuse and 20 staff completed a level 2 safeguarding qualification this year.
- Strong support for learners' digital skills through new courses and qualifications, the loan and learn scheme and the use of Digital Champion volunteers
- Very good information, advice and guidance for new learners at the point of enquiry and enrolment, enabled by new online enquiry processes, information sessions and weekly initial assessments throughout the year. This enabled learners to access IAG promptly to inform their learner journey from an appropriate member of staff at any point in the academic year.
- Online enrolments were introduced to provide residents with course information and easier enrolments on courses
- Development of new vocational pathways in response to learner needs, including new qualifications in community interpreting and childcare
- An ILP has been developed to roll out next a/y that captures the progress of targeted learners from course to course for their first year. This is designed to maximise the coherence of their learning and encourage progression from targeted outreach into mainstream provision
- Two new collaborative pilot projects were developed this year ready for delivery in 2021-22: the first working with the NHS to increase take up of annual health checks for adults with LDD; the second using observations of learning to capture the individual distance travelled by learners whilst undertaking their classes.
- Managers led a successful two-year externally-funded project that completed in 20-21, targeting the most disadvantaged in the borough, removing barriers to learning and providing bespoke learning opportunities for residents and 3rd sector organisations. Outcomes included:
 - Fees paid for 713 low-paid/unemployed ESOL enrolments
 - 138 enrolments by adults with LDD on pre-employment workshops and 13 internships
 - 61 volunteers engaged and trained, 35 of whom are still volunteering with the service
 - 63 tutors and 21 community-based 3rd sector partners took up training opportunities to support residents with online access to services through the pandemic

- 291 enrolments in courses targeted at specific groups of residents such as 'How to run online meetings'
- Over 3000 information, advice and guidance appointments taken up by residents during the project and the development of the Education and Careers Hub, a free online resource for residents.

Service strengths

- Very effective support for learner progression internally on accredited courses through well planned pathways and strong progression focus throughout each course. Managers know learners personally and have individual conversations with learners about their next steps.
- Strong support for staff and a culture of continuous development through training, mentoring and sharing good practice are well supported by online staff forums that encourage professional discussions.
- A flexible targeted outreach model that responds effectively to changing needs, including supporting the staff and volunteers of community organisations
- Strong focus on learner wellbeing and a model of provision that enables current and new learners to get swift and effective wellbeing support to help them stay on course and achieve.
- Learner voice influences decision making as a result of good capture of feedback and effective engagement with course representatives and the learner council
- Learners progress into volunteering, developing skills and strengthening their CVs.
- Creative solutions and clear, reinforced messages to staff and learners enabled the transformations needed to transition to online learning
- A strong, service-wide team ethos that puts the learners at the heart of everything, combined with skilled and experienced staff and volunteers, led to a safe, inclusive and welcoming environment for learners

Areas for development in 2021-22

- Improve the capture and reporting of progression data following the renewal of the MIS reporting system next academic year
- Re-engage groups of learners who did not continue their enrolments due to the pandemic, re-energising particular curriculum areas where this had the greatest impact
- Re-build relationships with local employers following the pandemic to support micro-businesses and increase placement offers to learners as they move into work
- Engagement with stakeholders to maximise future service resources in order to meet the needs of learners.

The intention of the provision

"They say that dreams have to be fulfilled because thanks to this we feel that our life is valuable and important. That is one of the things I have learned from the Brookfield Adult Learning Centre. I started out as an insecure, afraid of everything person. Gradually, thanks to a teacher, I started to believe not only that I would learn English, but also that I would find a job and start living as a full member of society. And so it happened! Today, I can say that I am an accountant with appropriate English certificates and a full list of completed English language courses, including Functional Skills level 2. Thank you very much." (DR studying English in Brookfield).

The service vision is that every learner,

‘...receives an outstanding learning experience that supports them towards clearly identified and ambitious goals and encourages their economic, social and emotional wellbeing.’

HACL targets residents with the lowest skills levels, those who face socio-economic and emotional disadvantage, and those who are from deprived areas. Locally, women are the most highly represented group in these categories. The service has two main centres (one each in the north and south of the borough) and two centres in libraries. Courses are also delivered at a range of community venues to meet the needs of 3rd sector partners.

There are five main provision types. The intent of each is distinct but they all build towards the service goals, which in turn reflect national and local priorities.

- **Provision for adults with learning difficulties and disabilities**, some of whom have high needs and/or profound and multiple difficulties. This provision aims to develop the skills needed for each person to live as independently as possible and for those most able to prepare to enter the workplace.
- **Community engagement: provision targeted at the most disadvantaged and deprived residents and those with mental health issues**, most of which is outreach. This is designed to engage those least likely and/or able to engage in learning, building their confidence and skills so that they can progress into further learning or engagement with work or the community.
- **English, maths, ESOL and digital skills qualifications**, 67% of whom enrol with entry level skills. These classes aim to help residents develop the basic skills needed to progress into further learning, volunteering and/or work.
- **Vocational qualifications**, including Childcare and Early Years, Health and Social Care, Floristry, Horticulture, Community Interpreting, Bookkeeping and Accountancy. Aimed at progressing learners or career changers, this provision develops and hones learners’ knowledge, skills and behaviours so they can progress into or within the workplace in their chosen sector.
- **Courses for personal development**, designed to reduce social isolation amongst our older learners and provide a release from stress for those who are still working.

HACL was graded good at its last Ofsted inspection in 2019. This year, the service has self-assessed that the quality of education remains good overall, with outstanding provision in the Childcare and Early Years curriculum area.

Quality of Education

The quality of education is good overall at 86.6%, with outstanding elements (Childcare learners achieved at 93.1%). Curriculum content is well planned and sequenced and learners progress well through their courses to achieve their potential. They are encouraged and supported through a learning journey that helps them to achieve life goals, whether that is being able to speak to a teacher confidently or start a new career.

Tutors go beyond the syllabus and use their expertise and industry knowledge very well to adapt their teaching to meet the needs of individual learners and prepare them to use their skills for future learning, work and life. For example, in an ESOL Entry 2 observation, learners reported that the course helped them feel more independent and confident when speaking in everyday situations, such as to the GP or their children’s teachers. They also said it was helping them

understand the emails they received from schools, and they were able to explain topics they had covered, such as the learner council elections and global diversity amongst others.

Learners can access the service easily and are offered appropriate advice and learning opportunities. Robust initial assessments throughout the year support accurate placement and regular start dates in-year enable flexible enrolment schedules that meet the needs and commitments of adult learners, leading to a 92.1% retention rate. The challenges posed by Covid-19 and the associated lockdowns led to reimagined and creative service improvements, including the development of online course information sessions. These improvements enabled managers to provide bespoke internal progression options for learners before they complete their existing course, such as stepping-stone courses for learners who needed additional time to consolidate their skills before moving into the next level of qualification.

“Thank you. You explained the learning journey well. I agree. It is a long journey and in keeping with my goals ACE would be best next step for me” (MK, learner)

Tutors use their subject knowledge well, search out innovative resources and share good practice to plan and deliver courses that meet learners needs. Good use of online Individual Learning Plans supports regular communication and feedback between learners and tutors. Most learners accessed online resources which they used well in class and independently at home. 56 borrowed Chromebooks through the new Loan and Learn scheme, helping them to adapt to the changes between classroom based and online learning in-year and leading to a 97% achievement rate for this group, significantly above the service standard.

The development in-house of a non-accredited forerunner to the new digital skills entitlement qualifications enabled the service to create referral pathways for learners who needed to improve their digital skills. Learners were further supported by ‘How to’ guides, input from volunteer Digital Champions and the creation of the Online Learning Advice Hub. Staff worked hard and were well-equipped to support learners through training and an online CPD forum which was developed early in the academic year.

“This term's course (English for work) has gone really well. All the learners have passed all the exams in the first instance. They learned how to work online really well. It took some patience at the start but they all learned how to use digital skills in their learning, from learning about Google docs and Meet to uploading pictures in their individual work documents. They were able to ensure they kept up with the sessions as I recorded each one so they could go back and watch it. They are now all ready to move on to the next level in their learning journey.” (JB, English tutor)

Learners report that the outstanding individualised support they received from support staff and trained volunteers frequently made the difference as to whether they attended or not and whether they achieved. This was particularly true of learners with disclosed mental health issues, although these learners were still less likely to achieve on course.

Es family recently moved to the UK. With no background in English language, she has been finding life exceedingly difficult here. She joined ESOL classes with Hillingdon Adult Education and says, “I have an excellent tutor and I received phenomenal support from RW, the lady on the front desk, who speaks Hindi. I could go to her and converse in my language with any issues that I had. She gave me time, heard me patiently and extended support. She helped in booking for my daughter’s PCR test, she would help set up the computer in the centre for my online class and she would always encourage me to use English

words while conversing with her. I now have learned to read and fill my own forms. I would like to thank her for being there for me and encouraging and supporting me to learn and improve my skills in English.”

RW says, “I am so proud and happy as a Student Services Officer to be part of E’s learning journey and feel that we are here to support our students in their welfare. I am sure E will continue her studies with us and we as a Service will support her through her journey.” (EK, studying ESOL in Harlington).

Learners benefited from a flexible and supportive approach to assessment that allowed qualifications to continue and necessary assessments to take place, including transferring written portfolios to online and preparing for end of year exams. The requirements with the Extended Extraordinary Regulatory Framework issued by Ofqual and those necessary to submit calculated grades on GCSE courses were implemented well by managers and staff to enable learners to complete their qualifications. ESOL learners appreciated being able to take their speaking and listening exams online as planned, even during the lockdown period, and the timetable for other exams was adjusted to allow learners to prepare sufficiently, although some learners felt unable to attend dates for mock and final exams.

“Despite my initial aversion to working online due to my own poor digital skills, I have thoroughly enjoyed teaching, assessing and IQAing and I am grateful for the support that I have received along the way, thank you” (Childcare tutor)

Learners report that they feel safe and well supported to learn. Learners’ were supported well learn online and in classrooms through updated induction materials and guidelines, and tutors and managers emphasised online safety. A survey of 980 learners showed that:

- 97% of learners agreed that their tutor knew their subject well and presented it clearly.
- 96% of learners agreed that their tutor gave helpful feedback and told them how to improve.
- 95% of learners felt well supported to achieve their course.

Learners were prepared well for work and 172 learners undertook 178 employability qualifications this year. Tutors used the online Careers and Education Hub to enhance employability support and learners were enabled to access further support from the National Careers Service.

“The employability course improved my knowledge about looking for a job and helped me to make a decision about suitable jobs to apply for. I learned how to use accurate communication in interviews, how to build a CV, write a personal statement. And what employers look for on the day of interview. Also learned the importance of keeping positive mind set, when looking for a job and after being hired.” (JK – Childcare Level 1)

The difficulty of obtaining volunteer work placements during lockdown periods limited the ability of some learners to join or complete level 2 qualifications and progress into level 3 and work. However, this was mitigated by effective information, advice and guidance and an offer of professional development courses that learners could complete in order to strengthen their skills and CV while they looked for a placement.

Impact of the provision

“I learnt so many new things during my course, even improve my knowledge in computer skills. During employability I learnt new things which helps me make my CV. How to prepare for interview, what questions are important before going for an interview. I even had a mock online

interview which made me more confident. All this information is important and helpful and this helped me find a job.” JS (learner).

In 2020-21, as in 2019-20, significant challenges resulted from the Covid-19 pandemic and subsequent lockdowns. Learners and safety were at the heart of every decision. The strengths of the service, in particular the expertise, integrity, commitment and teamwork demonstrated by staff, motivated as many residents as possible to achieve. New online systems were developed and embedded to ensure that courses planned for centres could run online when necessary. Bespoke training was developed for staff and volunteers allowing learners to benefit from significant levels of support to enrol, to adapt to online classes during lockdowns and to guide them through at times unfamiliar exams and assessment processes so they had the best chance to achieve. The determination shown by learners as a result meant that most will be able to progress to the next level of study in 2021-22.

Service Headline Data	2017-18	2018-19	2019-20	2020-21
Enrolments	5051	5170	3925	3298
Retention	93%	92.6%	84.7%	92.1%
Pass Rate (results of those who stayed until the end of the course)	95.5%	96.6%	92.9%	94.1%
Achievement Rate (results including those who left before the end of the course)	88.9%	89.5%	78.6%	86.6%

Residency	Enrolments		Retention		Pass rate		Achievement rate	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
North	1001	1020	86.7%	91.6%	93.7%	93%	81.2%	85.2%
South	2565	1958	84.6%	92.4%	92.4%	96.3%	78.2%	89%
Outside Hillingdon	359	320	79.6%	94.3%	93.6%	93.7%	74.5%	87.7%
Total	3925	3298	84.7%	92.1%	92.9%	94.1%	78.6%	88.6%

Significant improvements can be seen this year in retention and achievement rates and a smaller improvement occurred in the pass rate. After a challenging year in 2019-20, these rates are approaching what they were in 2018-19. Learners benefited from the experience gained during the lockdown last year. Refining the processes that were introduced, capitalising on the training that we gave to staff, learners and volunteers, and taking a solution-led approach meant that we were able to target support at individual learners based on their needs during the lockdowns and make the most of the time they were able to attend centres by scheduling assessments and exam practises when it was possible to attend in person.

EM, a learner on a Childcare course, made the following comment when she got a job in an Early Year’s setting in July 21,
“Pride will kick in later, for now I am just happy with how things have worked out for me (new CV, qualification and job). Thank you for everything you have done for me in the past few months. Thank you for all your support and understanding you showed me”.

However, there was still some impact of Covid on particular courses, especially for those residents taking low level qualifications like digital skills and ESOL where the shift to online learning had a disproportionate effect on their achievement. This was exacerbated by their lack of study skills experience, their lack of IT resources at home and the transitions in and out of lockdown which

meant that courses moved between online and classroom-based delivery in-year. All of these created additional barriers to learning for some residents, especially those facing disadvantage who are the service's main target group.

Public uncertainty, social distancing requirements and lockdowns reduced the choices and accommodation available to managers, limiting both class sizes and overall capacity. This resulted in fewer enrolments this year, which had a disproportionate impact on a small number of curriculum areas. For instance, the horticulture offer was severely affected when the primary venue (a local authority run garden centre) had to remain in lockdown; older learners were reluctant to commit to courses due health anxiety; and uncertainty about learning online had a significant effect on enrolment numbers in creative and leisure courses. There was also the consequent impact of reduced levels of grant funding drawdown and fee income usually generated by these courses. Some adults with learning difficulties were reluctant to enrol due to health concerns, whilst others had their enrolment options limited due to social distancing in the classrooms.

"During the most difficult of years learners have really benefitted from continuity and having refuge in the familiar. That is not to say that new experiences are not a good thing, they most certainly are- it's how we grow" (LDD tutor).

Learners benefitted from the digital skills courses enabled by the new entitlements, which were initially provided free of charge as non-qualification courses. These courses allowed us to reach residents who faced digital poverty (111 enrolments) and help them develop the digital skills which were essential during the lockdown. However, the late release of the qualifications by awarding bodies meant that those courses could not start until Term 2. This increased the demands of the qualification on staff because they had to develop and deliver them in a shorter timeframe, which limited the capacity for learners to enrol (49 enrolments).

There are no significant achievement gaps in terms of gender, residents who reside in the north or south of the borough, or those who live outside London. However, a few groups achieved at lower levels than their peers, for instance those in the 'Any Other' ethnic group (6.7% below the service achievement rate of 86.6%) and those with disclosed mental health issues (7.9% below).

"Yes, even in bad situation you helped us to continue our learning through online and you did not let us to feel left out" (AS, learner)

Behaviour and attitudes

Behaviour and attitudes of learners reflect the standards set by staff. Learners' attendance and punctuality was high across the service (90%+), despite the interruptions and uncertainty caused by Covid. Learners are expected to treat each other with respect and are encouraged to learn independently outside class. Learners with disabilities gain from the consistent approach to these behavioural standards and social norms which are reinforced by staff across the service.

Learners receive good information, advice and guidance across the service that is relevant and targeted to their needs. Learners on vocational courses are supported by tutors to create their CVs, have mock interviews and take up voluntary work experience placements. These elements combine with their studies to help them recognise the transferable skills they have developed that would be valued by employers.

'Me and a few of the other learners in the class were not offered volunteering placements by our respective schools but the tutor and her managers made sure we were given a volunteering

placement in HACL so that we get the volunteering hours covered and also get the experience we need' (FSR – learner in STL Level 2)

The monthly Jobs Board newsletter is accessed by learners and residents. This continued through the pandemic and 10% of Childcare learners report that they have moved into employment this year; however, we are currently unable to fully track the extent to which this leads to employment. The annual Careers Fair brought over 200 residents together with 14 employers and partners this year, the first delivered online as a result of the pandemic.

'I am very grateful to our teacher for her support and advice outside the course. Once I mentioned about difficult situation at my work and asked for some help with my CV. She immediately passed my details further, so I was contacted by person from the centre and then directed to National Career Service. She also found out that in addition to bookkeeping I can attend a digital course to improve my skills. As a result, I done two digital assessments and just enrolled on Level 2 IT course! That is a great opportunity to boost my CV and my knowledge for future career change! I wouldn't be doing it without support of my teacher so I would like to thank her for advice and care she had shown for her students.' (NG, studying Bookkeeping)

Personal development

Learners enjoy taking part in a wide range of personal development opportunities from World Mental Health Day online yoga sessions to a debate in Parliament Week with a local councillor and an International Women's Day event with a female scientist from the National Space Centre.

British Values are promoted strongly across the service. Learners who are course representatives can stand for election to the Learner Council, promoting democracy and encouraging voting and both learner councillors and course reps play an active part in the service. The service acted as a Census support centre in early 2021 and learners and other residents were encouraged and enabled to take part. 86% of learners in our survey strongly agreed/agreed they had discussed and understood the meaning of British values, and in the childcare curriculum this figure rose to 98.2%.

'I would like to encourage all students at the Adult Community Learning to contribute to the service as a learner councillor so you can gain many skills. It is your opportunity to introduce the issues to staff who are really active listeners to your issues, views and opinions. Do not worry about how formal or high your level of language is!' (Anonymous, Learner Councillor).

Learners take up volunteering opportunities within the service as a stepping-stone into work or to increase their community engagement. Most of our 28 active volunteers are themselves learners who are well trained as ESOL, Digital Skills or Community (Interpreting) Champions. For example, Community Champions interpret for residents with poor English skills during initial assessments and health and social care learners support adults with learning difficulties in classes. This volunteering helps them build relevant experience for employment in their target sector and encourages them to reflect on their practical experience within their theoretical qualifications. 20 volunteers have since gained employment, 14 of them employed as sessional tutors or learning support assistants at HACL.

'My journey as a Learner and Volunteer has had such a positive and beneficial impact on my life that I successfully gained qualifications...and completed various training and wellbeing courses

as well as presently fulfilling my role as a Volunteer with full dedication and commitment.’ (PM, ESOL Champion volunteer now employed at HACL).

‘I was a bit nervous, not knowing possible challenges whilst fearing the worst. I was pleasantly surprised when I was able to answer the queries and felt pretty proud of myself when all the learners were successfully able to access the platform. Most important enjoy and realise your aspirations as HACL is a safe place to come out of your comfort zone to increase your skills and experiences.’ (LR, volunteer: Digital Champion now employed at HACL).

Learners were invited back to celebrate their success at a presentation event, they were able to share in their inspiring stories and the new pathways they were moving on to. It was encouraging that learners were recommending the service to potential applicants.

Leadership and Management

Good leadership and management ensure that staff work effectively as a team, feel valued and take pride in their work. Managers know their learners well, enabling them to put appropriate, individualised interventions in place to support them to achieve. Learners highly value the range of the outstanding support provided by staff and volunteers across the service, which in turn strengthens the feedback from learners gained through Learner Councillors, focus groups and surveys, ultimately enabling managers to introduce targeted improvements to the provision.

The curriculum is planned well to meet local needs and borough priorities and managers are flexible, adapting to changing circumstances to ensure that new courses are provided in-year as necessary. Learners appreciate the part-time offer delivered within school hours or after work and many study over several years, starting their qualifications at entry level and moving into higher level vocational qualifications, employment or volunteering. The service has a wide reach due to a strong focus on outreach in the local community, which maximises benefit to residents who can begin learning on courses that are accessible and appropriate to their needs, such as family learning and wellbeing courses. Learners are well supported once they have joined courses through effective IAG, good teaching and appropriate learning support interventions.

“I really value these Emotional Health and Wellbeing classes. It allows me to take time out of myself, to realise I can and have other interests and abilities. It gives me an opportunity to meet people and feel like an individual. I look forward to every lesson” (HM, learner on targeted outreach provision)

Progression underpins everything and, as a result, learners have a clear understanding of their next steps. However, progression into work has been limited this year due to the pandemic and whilst there is ample evidence of progression for individuals through case studies, surveys and learner feedback, the service needs to improve the way overall progression data is reported when the upgraded MIS system is in place next year.

Managers invest in the continuing professional development and wellbeing of staff, mentoring new and established members of the team and drawing on their strengths to support their peers. Staff across the service are encouraged to work together to support learners and career promotion from within the service is encouraged.

“HACL is highly organised in informing staff and volunteers of training courses, gives everyone an equal chance to be assessed for courses that are qualifications. They are supportive and

help one to enhance their personal development by encouraging, supporting and empowering.”
ZA (Childcare tutor).

Safeguarding is effective. In this year’s learner survey, 97% learners said they felt safe and respected in their classes and 96% learners said they know what safeguarding is and know what to do if they have a concern about their own and other people's safety. A rise in domestic violence safeguarding disclosures led managers to work with a local partner who provided training to staff and volunteers to ensure that they were able to respond appropriately where necessary.

HACL is governed within Local Authority structures. The service was reviewed by a committee of Elected Members of the council this year and the report with recommendations will go to Cabinet in the autumn. Initial feedback recognises the good work done by the service and its impact on residents, the lower levels of grant funding when compared with some neighbouring boroughs and the demands associated with the inclusion of more blended ways of learning. Senior officers challenge the service manager at regular meetings to ensure good service, value for money for residents and to ensure the service is adequately prepared for challenges in the future.

‘I am very happy in my college. My college is one of the best institution in our area. It enjoys good reputation. Our teacher is very good person. She's also very friendly and helpful. She teaches us with love and care. She is the best teacher I even had in my entire life.’ (LK, studying ESOL Entry Level Reading in Harlington).

D. Scarborough/Dec 2021.