

# London Borough of Lambeth

## (Adult Learning Service)

### Inspection report

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**Unique reference number:** 53135

**Name of lead inspector:** David Martin HMI

**Last day of inspection:** 19 November 2010

**Type of provider:** Local authority

**Address:** Ivor House  
1 Acre Lane  
London  
SW2 5TB

**Telephone number:** 0207 9267412

## Information about the provider

1. The London Borough of Lambeth (the borough) is the second largest inner London borough. It secures provision for adult and community learning predominantly through the Lambeth Adult Learning Service (the service), located within the division of regeneration and enterprise. Most funding is through a contract with the Skills Funding Agency.
2. The only direct delivery provided by the service is for short courses in information and communication technology (ICT). Most provision is subcontracted to two local further education colleges and five community/voluntary sector organisations. Courses are provided at over 100 locations across the borough. Family learning provision is delivered through a service-level agreement with the borough's children and young people's services division. The service makes extensive use of the borough's adult guidance services.
3. During 2009/10 the service offered a total of 641 courses in 8 of the sector subject areas. Provision is from pre-entry to intermediate levels, with the majority of courses at pre-entry and entry levels. In 2009/10 there were 8,035 enrolments by 6,025 learners. The service has implemented planned reductions for accredited courses and only around 9% of learners are enrolled on these.
4. Lambeth is the fifth most deprived borough in London and the nineteenth most deprived in England. It has a very diverse population with around 130 languages spoken in the community. Currently, 38% of the population are from minority ethnic communities. The unemployment rate in the borough is significantly higher than both the national and London averages.
5. The service's mission is 'to widen participation in lifelong learning and promote social inclusion in Lambeth through working in partnership with other learning providers and voluntary organisations'.
6. The following organisations provide training on behalf of the provider:
  - Lambeth College
  - Morley College
  - High Trees Community Development Trust
  - Independance
  - Stockwell Community Resource Centre
  - Spires Centre
  - TBG Learning South London
  - The London Borough of Lambeth, Children and Young People's Service.

| <b>Type of provision</b>                                       | <b>Number of learners in 2009/10</b> |
|--|--------------------------------------|
| <b>Adult learner provision:</b><br>Learning for qualifications | 542 part-time learners               |
| Learning for social and personal development                   | 5,843 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 2 |
|  |  | Grade   |
| Outcomes for learners                        |  | 2       |
| Quality of provision                         |  | 2       |
| Leadership and management                    |  | 2       |
| Safeguarding                                 |  | 3       |
| Equality and diversity                       |  | 1       |
| Learning for social and personal development |  | Grade   |
| Literacy, numeracy and language              |  | 2       |
| Family learning                              |  | 2       |

## Overall effectiveness

7. The London Borough of Lambeth is a good provider of adult and community learning. Good leadership and management place the adult learning service at the heart of the local community. Its outstanding partnerships are used to excellent effect to help the borough achieve its objectives, especially for social and economic regeneration. The service and its partners make an outstanding contribution to meeting the needs and interests of users and work very well together to achieve good outcomes for learners. Quality improvement and the service's self-assessment of its own strengths and areas for improvement are good. Equality and diversity are outstandingly promoted.
8. Outcomes for learners are good. Success on courses for social and personal development is good. Success rates on courses for qualifications are satisfactory and improving. Learners' skills and standards of work are good. Learners make good progress, achieve their own objectives and apply new skills in their daily lives. Learners enjoy their studies and are often strongly motivated to study further. Learners feel safe. The services arrangements for safeguarding learners are satisfactory'

9. Teaching and learning are satisfactory, but with much more good or better teaching than at the previous inspection. Tutors successfully motivate learners to get the best from their classes, but insufficiently use the results of learners' initial assessments to help plan their teaching. The use of information learning technologies (ILT) in teaching is underdeveloped, but increasing. Arrangements to provide information, advice and guidance to learners are good.

## Main findings

- Learners' outcomes on courses for social and personal development are good. Success rates, and both retention and achievement rates, are high. Those on the small number of courses for qualifications are satisfactory, but have improved significantly over the last year.
- Learners' skills and standards of work are good. Learners routinely make good progress, attain their learning goals and apply new skills in their daily lives. They enjoy their studies and are rightly proud of what they achieve. They are strongly motivated by their studies and develop the confidence and enthusiasm to engage in further learning.
- Learners feel safe and demonstrate safe working practices. The service's arrangements for safeguarding learners are satisfactory and government requirements are met.
- Teaching and learning are satisfactory, but are significantly improved since the previous inspection. Tutors are often skilled at motivating and including individuals and groups to learn, but the use of initial assessment outcomes to help plan teaching is insufficiently developed. The use of ILT to further improve teaching and learning is underdeveloped.
- The needs and interests of users are outstandingly met. An extensive range of provision meets a wide variety of needs throughout the community. Curriculum design provides well for learners to progress from one course to another. The service responds positively and flexibly to learners' requests for new courses.
- Outstandingly effective partnerships provide learners with a rich variety of learning opportunities and significantly contribute to local economic and social regeneration. Partnerships play a particularly strong role in enabling the service to reach learners from specific communities and other unrepresented groups.
- Arrangements to provide information, advice and guidance to learners are good. Initial and ongoing advice and guidance are expertly given. Staff consistently foster an ethos of care and support for learners.
- Good leadership, within the council and the service, provides clarity of objectives. Working very closely, and highly effectively, with its partners the service fulfils its mission. Management information is well used. The council receives valuable reports from the service on the engagement of learners, although not on their outcomes and progression.
- The promotion of equality and diversity and social inclusion is outstanding. Learners, including the most disadvantaged and vulnerable, are skilfully reintroduced to learning in a supportive and inclusive environment, carefully

nurtured by the service and its partners. The participation of learners from minority ethnic communities is high. Equality and diversity are well promoted in teaching.

- Quality improvement is good. All key areas for improvement at the previous inspection have significantly made progress. Self-assessment and improvement plans are rigorous. Observations of teaching and learning are thorough and accurate, although post observation actions for tutors are insufficiently prioritised.
- Value for money is outstanding. Learners' outcomes and the quality of provision have significantly improved, while the range of provision and learner numbers have increased. The service makes highly effective and efficient use of an excellent range of resources.

### **What does the London Borough of Lambeth need to do to improve further?**

- Improve success rates on courses for qualifications by further rigorous implementation of quality improvement strategies.
- Continue to reduce the amount of teaching that is no better than satisfactory, by clearly identifying areas for improvement through teaching observations. Plan the actions needed to remedy these and ensure rigorous monitoring and follow up.
- Improve the availability and use of ILT, to improve teaching and learning and the recording and assessment of learners' progress, by implementing current plans to introduce a virtual learning environment.

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

#### **What learners like:**

- the quality and dedication of their patient, knowledgeable and highly supportive tutors
- the expertise of tutors, often gained in their own work experiences
- the enjoyment of meeting people and making new friends while learning
- the encouragement and opportunities to help them regain lost confidence
- the friendly and welcoming environment
- the good quality buildings and resources
- feeling safe while studying.

#### **What learners would like to see improved:**

- the reliability of some computers in one or two locations
- opportunities to study for longer on their courses
- locally available course provision at higher levels.

## **Summary of the views of partners as confirmed by inspectors**

### **What partners like:**

- the excellent quality of support from the service, helping them build their capacity
- the networking opportunities presented by their work with the service
- their improved capacity to do things better for their learners
- working with the London Borough of Lambeth has broadened their horizons.

### **What partners would like to see improved:**

- no areas for improvement were identified.

## Main inspection findings

### Capacity to make and sustain improvement

**Grade 2**

10. The service has improved its capacity to make and sustain improvements since the previous inspection. With good leadership and management, the momentum to improve has accelerated. Managers know their provision extremely well and what they need to do to further improve. Quality improvement is now good.
11. All key areas for improvement at the previous inspection have significantly moved forward. Outcomes for learners are now good. The quality of teaching and learning continues to improve as the thorough and comprehensive observations of teaching and learning, with associated staff development, impact positively. The management and support for partner providers are much stronger. Partnership working and the promotion of equality and diversity are now outstanding and the service has grown its provision.
12. Self-assessment is inclusive and comprehensive. The service uses a broad range of evidence, including learners' and partners' views, to produce an accurate self-assessment report and rigorous action plans.

### Outcomes for learners

**Grade 2**

13. Outcomes for learners have significantly improved since the previous inspection. Success rates for learners on the largely non-accredited social and personal development courses are high, at 89% in 2009/10, having improved year on year, with increased enrolments. Both achievement and retention rates are high, at 95% and 94% respectively. Success rates on the very small amount of accredited provision are satisfactory, but improving, from 64% in 2008/09 to 69% in 2009/10.
14. Success rates on courses for learning for social and personal development are high in all substantial subject areas and particularly high in leisure, travel and tourism, and in the arts, media and publishing. The service is reducing poorer performance by partners and only in two cases does the overall success rate fall below 80%, to 72% and 70%. Success rates for Asian and Asian British – Bangladeshi learners are below the average for all learners and some groups on some programmes perform less well. These achievement gaps, however, are being narrowed. Attendance across the provision is satisfactory, at 83% in 2009/10.
15. Standards of work are good, including in practical sessions. Learners develop their skills well, and often apply them in their daily lives. They make good progress and attain their learning goals. They enjoy their studies, value the benefits of studying alongside others and are proud of their achievements.
16. Learners are strongly motivated by their studies and many develop the confidence and enthusiasm to study further. Their progression to further courses is often good, with around 40% going on to further courses within the



service. Staff highlight many cases of individuals successfully progressing to courses or work following their studies, but the service does not systematically track leavers' destinations or ongoing progress.

17. Learners feel safe at their studies. Centres are well organised and professionally run. Community venues offer a safe social and learning environment for learners. This is often their only contact with the wider community. Tutors pay close attention to implementing safe working practices and, where relevant, promote healthy living and well-being.

## **The quality of provision**

## **Grade 2**

18. Teaching and learning are satisfactory and significantly improved since the previous inspection, with more good teaching and little that is inadequate. Inspectors observed much good teaching and learning, but the service's more extensive observations identify too much that is still no better than satisfactory. The scheme of observation is comprehensive, thorough and largely accurate. It is further improved for 2010/11. Sound individual action plans for teachers' improvement are speedily implemented, although actions are not sufficiently prioritised.
19. Tutors are often skilled in motivating, and including, individuals and groups in learning. In many sessions, they provide challenge and praise, regularly checking learners' understanding and progress and ensuring active participation. An inclusive approach to learning accommodates learners with a wide variety of needs well. In poorer sessions, tutors pay insufficient attention to meeting the range of individual learners' needs and to evaluating the success of their teaching on learning. Many learners are assessed for their language, literacy and numeracy needs, but tutors insufficiently use the results of assessments to help plan their teaching.
20. Resources to support teaching and learning are satisfactory and sometimes good. Sufficient computers are normally available for learners. Portable digital technologies are well used but, otherwise, the availability and use of ILT is limited by the nature of community venues. A virtual learning environment is planned for early in 2011. Tutors are well qualified and experienced. They often bring very valuable wider life and career experiences to their teaching.
21. Arrangements for recognising and recording progress and achievement (RARPA) on non-accredited courses are largely effective, but inconsistently applied across the service, including the use of individual learning plans. Sound work is taking place to further improve assessment and recording.
22. The needs and interests of users are outstandingly met. The extensive range of provision is carefully crafted to meet users' needs and to contribute to community priorities, carefully researched in close partnership with delivery partners and wider community organisations. The service has excellent links with the voluntary sector and schools. It provides a rich mixture of subjects and courses for personal and social development. Learning for qualifications courses

has been consciously reduced in the light of the course offer by other major local providers.

23. The service's outstanding and sustained partnerships enable a great many people from different communities and cultures to engage successfully in learning. It has extremely good links with other borough services, effectively facilitating strategically-targeted provision for under-represented learners. Community development venues in deprived areas provide extremely useful additional services.
24. Advice, guidance and care are good. Staff are well trained, helpful and professional. Tutors consistently foster an ethos of care and support to learners. Structured guidance services are available for learners. Applicants routinely receive guidance interviews to make sure they join the right course. Learners are provided with good guidance on progressing to other courses or to work.

## **Leadership and management**

## **Grade 2**

25. The service fulfils its very clear strategic vision and mission remarkably well. The borough is highly committed to adult learning. Since the previous inspection, the service has become even more closely aligned to the wider work of the council and it makes a substantial contribution towards the borough's achievement of its strategic objectives. Oversight of the service is sound, with clear and effective lines of management reporting, supported by frequent updates and data reports. The current reports on the engagement of learners lack essential information on learners' outcomes and progression.
26. The service and its partners work very well together, jointly achieving good outcomes. In a significant improvement since the previous inspection, service managers and partners make good use of a broad range of data, gathered through a very flexible data management system. They promptly collect, analyse and use data to set realistic targets for recruitment, attendance and success. The service exceeded its recruitment target for 2009/10, by seven percentage points. It is proactive in gaining external project income to benefit learners.
27. The safeguarding of learners is satisfactory, with government requirements met. Partners and service managers conduct appropriate checks on all staff through the Criminal Records Bureau. All staff have a sound understanding of safeguarding and of their, and others', responsibilities. Risk assessments are sound. All learners feel safe. The service continues its work to ensure that all arrangements are consistently applied to high standards.
28. The promotion of equality and diversity is outstanding. The most disadvantaged and vulnerable learners are very successfully attracted into learning. An outstanding range of learning opportunities, on their doorsteps, improves their life chances and promotes outstanding social and educational inclusion. The progress of learners is commendably good. The participation of learners from

minority ethnic communities is currently 74%, although they only constitute 38% of the local population, and the participation rates from the most deprived wards have increased to 33%. The outcomes for learners, including their personal growth, are good and many learners exceed their expectations. Learners enjoy working alongside those from many countries and cultures. In teaching sessions, and more widely, they learn to challenge their preconceived ideas and stereotypes and better understand each other.

29. The use of the learners' and partners' voice to improve provision is highly effective. The service, including the partners' tutors and curriculum managers, promptly responds to learners' suggestions for improvement, including the structure and content of courses. All work very closely together to plan a curriculum that complements and improves the range of provision.
30. Quality improvement is good, with inclusive, service-wide, quality assurance arrangements consistently applied. Tutors conduct a thorough review of their courses. The self-assessment process is highly inclusive. Tutors and partners have produced an accurate and critical self-assessment report based on rigorous analysis of courses. The service and subject area quality improvement plans are comprehensive, with clear objectives, milestones and impact measures.
31. The service provides excellent value for money. It has significantly improved the quality of provision whilst increasing the number of learners it reaches. It has extended the range and reach of services at a time of financial austerity. The service makes highly effective and efficient use of an excellent range of resources, including various school and community venues.

## Learning for social and personal development

**Other social and personal development learning provision considered as part of the main findings but not separately graded:** *health, public services and care; agriculture, horticulture and animal care; information and communication technology; leisure, travel and tourism; arts, media and publishing; history, philosophy and theology; languages, literature and culture.*

## Literacy, numeracy and language

## Grade 2

### Context

32. Currently, 475 adult learners are enrolled on part-time courses at foundation level. Courses for English for speakers of other languages (ESOL) have 291 learners enrolled, with 184 learners on courses in literacy or numeracy. Courses are delivered in partnership with community, voluntary and statutory organisations during the day, in the evening and at weekends. A small minority of courses lead to external qualifications. Learners are from a diverse range of backgrounds and ethnic origins and the majority are female.

### Key Findings

- Outcomes for learners are good. Success rates for non-accredited courses have improved over the last three years and are now high. Attendance in lessons has improved and is now good. The standard of learners' work is good. Learners make good progress in lessons and progress well between courses.
- Learners, many of whom are overcoming complex difficulties, gain confidence in themselves and their own abilities. They gain skills to enable integration into society and to gain employment. Language learners improve their fluency in written and spoken English. Literacy learners develop good writing skills. Learners' success is celebrated and learners enjoy their learning within a safe environment.
- Teaching and learning, while satisfactory overall, have improved significantly since the previous inspection. Tutors employ a good variety of learning activities, on topics of real interest to learners, and cultural diversity is celebrated. Well-designed, clear and informative tutor-produced resources are used to good effect in teaching sessions.
- The use of ILT in many sessions is insufficient. Tutors and learners do not reinforce language, literacy and numeracy skills, using available web-based materials. Insufficient use is made of real-life reading resources, for example books, newspapers and magazines, in lessons.
- The assessment and monitoring of learners' progress are now good. Learning targets are precise, understood by learners and closely monitored, although they are not always written into teaching plans.

- Provision meets the needs and interests of the learners particularly well. Clear identification of the needs of potential learners leads to speedy development of relevant courses. Drop-in literacy courses and ESOL courses with vocational elements have resulted for example. The range of ESOL programmes is particularly broad, but the range for numeracy is small and insufficiently addresses demand, especially for male learners.
- Partnership working is outstanding. The service works very successfully with a particularly wide range of partners, for example in community resource centres, on housing estates and in day centres for homeless and disadvantaged clients. Successful programmes are developed, such as literacy with IT, ensuring that local people have easily accessible provision which meets their needs and aspirations well.
- Support for learners is good, with good support from tutors in teaching sessions. Many sessions take place within community organisations. They offer additional support in the form of advice, guidance and access to a range of external agencies to users of their centres. Learners appreciate the additional help they receive with, for example, job search.
- The management of provision is good, with very good communications with partners and their tutors. Strategic direction and vision are clearly articulated and understood. Social inclusion and partnership working are outstanding. The safeguarding of learners is good.
- Quality assurance systems are robust and lead to improvements in teaching, learning and assessment. However, the service's scheme of teaching observations identifies that too much teaching remains no better than satisfactory. Self-assessment is rigorous and the process is inclusive. Quality improvement plans have clear and measurable targets and are well monitored.

### **What does the London Borough of Lambeth need to do to improve further?**

- Further improve teaching and learning by ensuring that tutors and learners use ILT in teaching sessions and are able to reinforce language, literacy and numeracy skills using web-based materials.
- Ensure that learners have better access to real-life reading materials, such as books, newspapers and magazines, in lessons to help them gain confidence in using their skills in everyday life.
- Broaden the range of numeracy programmes to better meet the needs of the local community, including male learners.

## Family learning

## Grade 2

### Context

33. Courses cover family literacy and numeracy, wider family learning and family learning impact funded provision. At the time of inspection, 311 learners were on courses. The majority are female and from minority ethnic communities. Courses range from shorter, taster courses to those in excess of 60 hours. They are offered in a wide variety of venues, such as children's centres, schools and community centres. Most courses offer accreditation between entry level and intermediate level.

### Key findings

- Outcomes for learners are good. They achieve their personal learning goals and develop good skills, knowledge and confidence. The retention of learners is good. Learners make good progress during their studies and subsequently. Some are now in paid employment as tutors or managers within family learning, or related areas.
- Parents improve the quality of their children's learning, applying well their good knowledge about the way children learn. They identify the positive impact their personal development and confident parenting has had on their children.
- Parents enjoy their learning and now know how to make learning at home with their children fun. Many comment on the positive changes they have made in the way they communicate with their children, how they support their children's learning and manage their own behaviour. Learners are safe and feel safe on courses, also feeling that their children are safe.
- Teaching and learning are good. Teaching sessions are successfully designed to be fun for learners and to promote good practice in teaching children. Enthusiastic tutors are confident in their teaching, fully engaging learners and encouraging their contributions. Tutors use questioning well to promote learning and use learners' experiences to extend learning and understanding. Resources reflect the multicultural composition of local communities and different community languages.
- The initial assessment of learners' skills is satisfactory, but the outcomes of assessment are insufficiently reflected in tutors' plans for teaching.
- The recording of learners' progress is satisfactory, but it is not always clear what learners need to do to improve their learning. Individual learning plans observed during inspection were satisfactory overall, but not all consistently of good quality.
- Provision is particularly responsive and meets the needs and interests of learners very well. It also addresses local priorities and community needs. The range of courses is wide, extending beyond literacy, language and numeracy courses to include, for example, ICT and health. A 'Laptop Library' course has

successfully developed the skills of users with limited or no previous experience of using computers.

- Partnership working is outstanding. The service works productively with many partners, including a university, local schools, charities, social services and children's centres. Partners share a strong sense of common purpose with the service to improve the life chances, success and well-being of learners. Family network meetings enhance partnership working. Partnership meetings to discuss strategic planning are to be reinstated.
- Personal support for learners is very good. Learners have a good relationship with their tutors and talk highly of the good personal support they receive from them. Progression of learners is strongly encouraged and learners receive good guidance about opportunities for further development.
- Leadership and management are good. Management of sub-contractor partners is very good. Planning of provision is well informed by local data, research and input from partners. Communication with partners is good. Partners' tutors are well supported by the family learning manager through personal visits and regular communication.
- Quality assurance and improvement are good. The self-assessment report is evaluative and broadly accurate. User evaluations are reviewed and used to inform development of provision. Observations of teaching and learning are well planned and judgements are robust. Frequent network meetings share good practice and develop staff. Some courses provided by new partners are yet to be quality monitored.
- The promotion of equality and diversity is outstanding. The service has an excellent understanding of its local community and the barriers faced by particular groups. Partnership work very effectively reduces barriers for disadvantaged groups and groups such as fathers. The service is successful in addressing the problem of absent fathers within some cultures where interaction with their children is limited.

### **What does the London Borough of Lambeth need to do to improve further?**

- Further improve teaching and learning by ensuring that the outcomes from initial assessment are used well by all tutors to help them plan teaching and learning, taking account of individual learner needs.
- Continue with the work to improve the rigour and consistency of individual learning plans, to better set targets for learners' improvement and facilitate assessment of their progress.

## **Information about the inspection**

34. Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the London Borough of Lambeth's Adult Learning Manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from funding bodies, Framework for Excellence indicators, the previous inspection report, reports from the inspectorate's monitoring visits 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 Lambeth. They also visited learning sessions and reviewed learners' assessments. Inspectors collected evidence from programmes in each of the subjects the provider offers.



## Record of Main Findings (RMF)

## London Borough of Lambeth (Adult learning Service)

**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 <b>using the 4 point scale</b><br>1: Outstanding; 2: Good;<br>3: Satisfactory; 4: Inadequate                                  | Overall  | 19+ Learner responsive | Social and personal development |
|--|----------|------------------------|---------------------------------|
| <b>Approximate number of enrolled learners</b>   |          |                        |                                 |
| Full-time learners   | 0        | 0                      | 0                               |
| Part-time learners   | 3,068    | 205                    | 2,863                           |
| <b>Overall effectiveness</b>   | <b>2</b> | <b>2</b>               | <b>2</b>                        |
| <b>Capacity to improve</b>   | <b>2</b> |                        |                                 |
| <b>A. Outcomes for learners</b>  | <b>2</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?                              | 2        |                        |                                 |
| A3. Do learners feel safe?   | 2        |                        |                                 |
| A4. <i>Are learners able to make informed choices about their own health and well being?*</i>  | 2        |                        |                                 |
| A5. <i>How well do learners make a positive contribution to the community?*</i>  | 2        |                        |                                 |
| <b>B. Quality of provision</b>   | <b>2</b> | <b>2</b>               | <b>2</b>                        |
| B1. How effectively do teaching, training and assessment support learning and development?   | 3        |                        |                                 |
| 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?                                    | 2        |                        |                                 |
| <b>C. Leadership and management</b>  | <b>2</b> | <b>2</b>               | <b>2</b>                        |
| C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?                     | 2        |                        |                                 |
| C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>                         | 2        |                        |                                 |
| C3. How effectively does the provider promote the safeguarding of learners?  | 3        |                        |                                 |
| 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?  | 2        |                        |                                 |
| C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?                             | 2        |                        |                                 |
| 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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Royal Exchange Buildings  
St Ann's Square  
Manchester, M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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