

Slough Borough Council

Inspection report

Unique reference number: 54429

Name of lead inspector: Harmesh Manghra HMI

Last day of inspection: 5 November 2010

Type of provider: Local authority

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Information about Slough Borough Council

1. Slough Borough Council (the council/the service) receives funding from the Skills Funding Agency to provide apprenticeships and learning for social and personal development. Along with three community-based partners, the council provides a range of courses in 11 subject areas. All programmes are provided from two main centres and a range of neighbourhood venues to engage specific groups of learners.
2. The head of lifelong learning manages the service with assistance from a business manager, 4 curriculum managers and 48 part-time tutors. The employment and enterprise manager is responsible for the apprenticeship scheme in business administration and a range of employability-related projects. Managers of these programmes report to the assistant directors of the divisions of economic development and inclusion, and learning and cultural engagement, respectively.
3. According to the mid-year estimates of 2009, Slough's population has increased by 7% to approximately 128,400 including a significant number of new arrivals from Poland. Many of its new residents stay in Slough for a short period. Some 37% of its population is from minority ethnic backgrounds. It has the highest percentage of Muslim and Hindu residents in the South East and the highest percentage of Sikh residents in the country. Slough is very close to all transport networks and is home to many multi-national companies. It contributes £7.5 billion to the gross domestic product of the United Kingdom. The rates of unemployment in Slough in August 2010 were 8% compared with 5% for South East England. The proportion of young people gaining five GCSE passes at grades A* to C including English and mathematics is 59% as against the average of 50% for England.
4. The following organisations provide training on behalf of Slough Borough Council:
 - Workers' Education Association (WEA) (employability, enterprise, English for Speakers of Other Languages (ESOL), community and family learning)
 - Afterhours academy based at Slough Young People's centre (arts, media and publishing)
 - Active Slough (leisure programmes)
 - Aylesbury Training Group (assessment for apprentices)
 - East Berkshire College (literacy and numeracy support for apprentices).

Type of provision	Number of learners in 2009/10
Adult learner provision: Learning for social and personal development	2,291 part-time learners
Employer provision: Apprenticeships	28 apprentices

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	2
Equality and diversity	2
Learning for social and personal development	Grade
ESOL	2
Community learning	2

Overall effectiveness

- The outcomes for learners are good overall and outstanding for apprentices. Learners improve their confidence, self-esteem, health, social and economic well-being by developing a good range of personal and vocational skills. Many learners successfully complete entry-level qualifications. Attendance and retention in classes are good. Learners enjoy their learning in safe and welcoming environments.

6. Teaching and learning are good. Most tutors use a variety of techniques and resources including information and learning technology (ILT) to make lessons lively and fun. Long-established partnerships provide good support and extend learners' choice and progression opportunities. Tutors provide highly effective personal and study support including information, advice and guidance (IAG) to learners. Although learners make good progress, tutors do not help them to set precise targets that can be accurately measured.
7. The council has fully integrated the service into its structures. It values highly the excellent contribution the service makes to engaging learners from the most deprived wards and communities. Although the service has been very successful in improving the life chances of a high percentage of learners from minority groups including newly-arrived migrants, it has been less successful at attracting White learners from deprived neighbourhoods. Through joint working with various partners, organisations have improved significantly the capacity of each other to provide good value for money. Highly committed and experienced staff, many of whom are multilingual, work extremely productively as a team to provide an enjoyable and fulfilling learning experience. Quality improvement remains satisfactory as the service does not not fully understand the principles of recognising and recording learners' achievement of non-accredited learning. The service is not effective at measuring success particularly of non-accredited learning as the data collected cannot be verified.

Main findings

- Outcomes for learners are good. These include development of personal, social, language and vocational skills. An increasing number of learners are achieving nationally accredited qualifications in using computers, ESOL and a variety of vocational areas, a further confirmation that they are developing valuable skills. The proportion of apprentices who achieve their qualifications within their planned timescale is outstanding.
- Learners are very clear about their learning objectives and make good progress towards achieving them. However, most tutors fail to turn these objectives into measurable outcomes that they can use with the learners to assess their progress and achievement. Some tutors do this well, but others see this as an exercise in completing paperwork.
- The centres used by the service are welcoming and pleasant, where learners feel safe and enjoy their learning. Almost all tutors pay appropriate attention to healthy and safe working practices and encourage their learners to adopt these practices in their daily lives and at work.
- Teaching and learning are good. Well-planned lessons make learning accessible to all learners with a good focus on incorporating equality and diversity. Multilingual tutors use learners' mother tongues to accelerate their learning by explaining concepts and reinforcing them in English. They make judicious use of technology to enrich learners' experience and understanding.
- The quality and use of initial assessment to plan for individual learning are variable. During the initial assessment, tutors only check the learners' technical

abilities and do not fully consider their learning style, or their barriers to and motivation for learning. Many tutors do not use the information adequately for planning individual learning.

- The service provides an exceptional range of programmes to meet the needs of the learners including newly-arrived immigrants. Working in partnership with other providers including the voluntary sector, the council plans the provision to avoid duplication and ensure clear progression opportunities. The provision is highly effective at engaging learners from many groups at risk of exclusion from society.
- The service employs many well-qualified and experienced multilingual tutors and support staff whom learners see as role models. They fully understand the learners' needs, barriers, motivation and aspirations as many of them have successfully progressed through similar circumstances. Working well as a team, they provide highly effective and timely support in a culturally rich learning environment.
- Support for learners is good overall. However, IAG is outstanding as it is fully integrated into all courses and the marketing literature. All learners have an entitlement to an individual meeting with an adviser to discuss their qualifications, plans for study and employment. Well-qualified IAG workers refer learners to the most appropriate courses including those offered by other providers.
- Partnership working is outstanding. The council has established particularly effective links with a wide range of partners from community, voluntary sector and professional organisations. It develops their capacity to lead in developing, improving and delivering aspects of the service through sharing good practice and networking. All partners are firmly committed to providing the best service for learners within the community.
- Curriculum management is good. Managers promote ambition and set high standards for the learners. Staff development is extensive. However, the service is not fully clear about setting, measuring and judging the outcomes of non-accredited learning. Tutors use variable methods of recognising and recording non-accredited achievements.
- The service collects an extensive range of data on a variety of topics related to learners. However, it does not conduct a thorough analysis of this information to inform developments. It is unable to provide accurate data about their learners' achievement of non-accredited outcomes.
- The promotion of equality and diversity is good. The council is successful at reaching the marginalised groups and narrowing the gap in achievement for most groups through the provision of valuable education, training and support in the community. However, it has not yet been successful in engaging and narrowing the achievement gap for White learners from deprived communities.

What does Slough Borough Council need to do to improve further?

- Further improve outcomes for learners by empowering them to have full ownership of their learning by setting and achieving challenging and measurable personal learning objectives.
- Further improve the quality of teaching and learning by ensuring that initial assessment is well planned and strongly focused on identifying the personal learning needs, learning styles, barriers to and motivation of the learners, and is used by tutors to plan individual learning.
- Improve the collection and analysis of data by improving systems that enable fuller analysis of the non-accredited and accredited achievements of all learners.
- Improve the council's understanding of the basis on which it judges the outcomes for all learners on non-accredited learning. Ensure that all staff apply the set processes consistently to all classes.
- Engage White learners from deprived wards in learning to give them the opportunity to achieve.

Summary of the views of users as confirmed by inspectors

What learners like:

- the enjoyable courses at affordable prices provided near learners' homes
- the highly inspiring and motivational, helpful and patient tutors who know their needs well
- the opportunity to link up with the outside world through learning
- the experience of meeting and learning with people from different religious and ethnic backgrounds
- the improvements in emotional, physical and economic well-being gained from learning.

What learners would like to see improved:

- the provision of courses at higher levels in local centres
- the duration and frequency of classes and courses
- more computer classes
- the quality of equipment in some lessons
- the large size of some classes
- the marketing of courses
- the parking facilities at one centre.

Summary of the views of partners as confirmed by inspectors

What partners like:

- the excellent support in setting up courses and improved capacity to offer good quality services
- good communications
- the quality of relationships based on mutual respect and trust.

What partners would like to see improved:

- no improvements suggested.

Main inspection findings

Capacity to make and sustain improvement

Grade 2

8. Outcomes for learners are good and the number of learners gaining accreditation has improved significantly. Outcomes for apprentices remain outstanding. The total provision has improved to a good standard, including the subject areas not inspected at the previous inspection. Teaching and learning have also improved from satisfactory to good. The vastly expanded ESOL provision remains good. Both the quality of provision and leadership and management of work-based learning and adult and community learning remain good with further improvements since the previous inspection. The council has improved the capacity of its partners further and they continue to provide an excellent range of provision for the particularly diverse community of Slough. The service provides good value for money as most learners, often from challenging environments or with little experience of recent learning, achieve well and make good progress.
9. Self-assessment is inclusive, with improved involvement of partners since the previous inspection. The draft self-assessment reports for the subject areas are detailed and use broad-ranging evidence including thorough course reviews. The quality improvement plan is detailed and working well. The self-assessment report has accurately identified key areas for improvement. However, it fails to support its claims to the grades awarded with sufficient clarity and appropriately balanced supporting evidence.

Outcomes for learners

Grade 2

10. Outcomes for learners, including the achievement of nationally accredited qualifications, are good. Apprentices continue to make outstanding progress. A high proportion of learners on accredited information and communication technology (ICT) and community learning courses also achieve their target qualifications. Similarly, the number of learners on entry level 2 and 3 ESOL courses who gain their qualification is good and increasing. Most learners stay until the end of their planned learning programme.
11. All learners, regardless of their age, disability or gender make good progress and gain useful skills and knowledge, often for the first time. For example, learners on ICT courses demonstrate a good understanding of the internet after just one session. Learners on community learning programmes and in ESOL classes make good progress.
12. The recognition and recording of non-accredited personal learning objectives are variable across the service. Some tutors do this very well with clear, specific and measurable learning goals; others do not set learning goals that are sufficiently detailed and measurable. Nevertheless, learners continue to improve their self-confidence and employability skills.

13. Apprentices in business administration improve their economic well-being to very high levels. Despite poor economic conditions, in the current year 56% of apprentices have found employment in the private sector and a further 21% have progressed into full-time training. Newly-arrived migrants on United Kingdom Border Agency - European Integration Fund projects, Migration Works and its successor programme Migration Connect, improve their economic well-being to exceptional levels. Many learners in community learning and in ICT use their newly developed skills and knowledge to help their families, gain employment or start their own businesses.
14. Learners feel comfortable and safe in the centres. The centres are welcoming, many with multilingual receptionists, and appropriate systems are in place to ensure learners' safety. Learners use safe working practices. All learners on ICT courses receive basic training on safe computer use, such as ensuring the right posture and the need to take regular breaks whilst working.

The quality of provision

Grade 2

15. Teaching and learning are good. Most tutors plan their teaching well and make lessons enjoyable. Many tutors are multilingual and they make highly effective use of their language skills to illustrate points and concepts. Many tutors make good use of interactive whiteboards and other technologies to enhance lessons. However, a small number of tutors do not plan their lessons well and use a narrow range of activities. Such lessons do not inspire or engage learners. Most tutors are appropriately qualified with a teaching qualification and an appropriate qualification or experience in their subject area.
16. The planning of individual learning is variable across the provision. Some individual learning plans have clear and measurable learning goals, but the majority of the objectives are insufficiently precise to enable learners and tutors to make judgements about learners' progress or achievement. In particular, the processes to recognise and record non-accredited learning are used inconsistently and do not provide accurate information about how well learners achieve their personal learning objectives.
17. The provision meets the needs and interests of the learners from the targeted groups exceptionally well. In a recent survey, 82% of those who responded said that the provision met their needs. The council plans the offer carefully in conjunction with other providers to ensure clear progression routes whilst minimising duplication of courses.
18. Support for learners is good overall with outstanding IAG. The council has placed advice and guidance at the core of its learning provision and has fully embedded it in all courses. In many classes, an IAG adviser visits the class to offer individual interviews to discuss next courses or possible employability courses such as writing a curriculum vitae and interview techniques. Learners with significant needs to develop their language, literacy or numeracy are directed to discrete courses.

Leadership and management

Grade 2

19. Slough Borough Council has a clear vision and priorities that focus on making a positive difference to communities and the environment as outlined in the latest draft of the service's adult learning and skills strategy. This provides a challenging yet realistic direction to the service. Target setting is good with regular reviews at all levels of the organisation. Council staff, volunteer organisations and sub-contractors clearly understand their roles and responsibilities in developing, delivering and improving the service. The service is meeting the local needs and national priorities. Accommodation and physical resources are satisfactory, including effective use of many schools and community venues across the borough.
20. Supervision of the service by elected members is thorough. They provide useful insights and appropriate levels of challenge and scrutiny to the managers as they monitor their performance. They take an active role in strategic planning, in the self-assessment of the service and training in important aspects such as safeguarding.
21. Safeguarding arrangements are good. These include thorough checks on all staff through the Criminal Records Bureau. Training for all staff has raised their awareness of safeguarding issues. Arrangements for referral in safeguarding cases are sound as are the risk assessment of centres, activities and signing-in procedures at all venues.
22. Slough is good at promoting equality and diversity through engaging many vulnerable groups such as the homeless, people with mental health difficulties, substance abusers, young people not in employment, education or training, lone parents and women at risk of domestic violence in many kinds of learning opportunities and enhancing their skills and confidence. It also helps well-educated migrants gain confidence in using English to contribute better to society. Learners gain substantial pleasure from learning alongside people from other religious, linguistic and cultural backgrounds. This enhances their understanding of each other and leads to friendships and a sense of belonging that contributes strongly to social inclusion. By targeting provision at specific groups, the council has empowered them greatly and enabled them to compete in open employment or contribute to the society, and their families. However, the council has not been effective at engaging with White groups from the deprived wards.
23. External partnerships with a wide range of community, voluntary sector and professional organisations are outstanding. The council's arrangements to engage and empower the partners to lead in developing and delivering aspects of the service are good.
24. The service is very effective at consulting with its partners to work to everyone's strengths, particularly adapting the service to an environment of reduced public spending. Informal methods of consultation with learners to

improve the service are far more effective than the recently improved traditional paper-based surveys.

25. The use of self-assessment to improve the quality of the provision and outcomes for learners is satisfactory. Evaluation of particular projects is thorough. For example, teaching and learning on courses for mental health service users have improved following thoughtful evaluation. Arrangements for the observation of teaching and learning for its tutors and subcontractor staff are adequate.
26. The service does not make sufficient use of data to monitor the provision. While it has made progress since the previous inspection in developing appropriate systems, they remain limited in their scope. For example, the council is unable to measure accredited and non-accredited learning separately due to software limitations.
27. The managers and staff are unclear about what is involved in recognising and recording prior achievement. For example, the recent pilot project to define achievement, purely based on learners' own assessment of their progress, was misguided as many of the learners chose not to define personal learning goals on their individual learning plans. Inspectors did not agree with the council's claims of a high level of achievement of non-accredited learning.
28. The council provides good value for money. Most learners achieve well and make good progress. Resources are used effectively to support learning. The council has invested heavily in the development of new learning accommodation planned for completion in 2013, to increase the take-up of lifelong learning.

Learning for social and personal development

Other social and personal development learning provision considered as part of the main findings but not separately graded: *Information and communication technology, media, arts and publishing, horticulture, catering*

Community learning

Grade 2

Context

29. Slough Borough Council offers part-time courses and workshops of varying lengths in 9 subject areas including family learning to 381 learners. Some 82% of these learners are from minority ethnic groups and 15% are men. Most courses are for social and personal development, although learners have an opportunity to gain accreditation in both vocational programmes and family learning. The largest group of learners is on family literacy and language courses. During the inspection, the council ran 26 courses in vocational subjects and 21 courses or workshops in family learning.

Key findings

- Outcomes for learners are good on non-accredited and accredited courses. Success rates are high for Open College Network courses for garment-making, flower-arranging and horticulture. Disaffected learners aged 19 to 25 gain high levels of qualifications in subjects like events management, break dancing, music technology and radio production. Achievements of literacy qualifications at entry level 3 are high.
- Learners enjoy gaining practical skills like making their own garments, being able to identify plants in the garden and using ICT skills to make flyers for church and birthday cards. They like learning skills that help their family business or that may lead to a job. Retired learners value attending yoga for improving their breathing techniques to improve their mobility and prevent a decline in their health.
- Tutors do not set precise personal learning objectives for all learners. Some of the objectives are very general and others do not sufficiently challenge them. It is difficult to measure the level of progress a learner has made. Despite this, learners' personal development is good and learners are gaining new skills and knowledge.
- Tutors do not make full use of the findings of the initial assessment of the learners. They do not work with the learners to develop an individual learning plan with short-, medium- and long-term learning objectives. Learners review their progress without any comments from the tutors. Tutors have a poor understanding of the process of recognising and recording progress and achievement.
- Learners make a strong contribution to their families and communities. They value learning new things and take pride in offering something back to the community. For example, horticultural learners spoke of their pleasure in being able to grow produce for the homeless.

- Teaching and learning are good. Knowledgeable tutors provide a wide range of activities, clear instructions, positive feedback and support for learners to engage them fully in learning. However, a minority of tutors do not sufficiently focus on lesson objectives and they rely on a narrow range of strategies such as demonstrations. This does not meet individual needs.
- Most tutors are appropriately qualified and experienced. They share good practice through a cross-curriculum peer observation scheme. A minority of tutors have not yet undertaken advanced teaching qualifications or relevant advanced vocational training. The quality of teaching and learning in their sessions is weaker.
- The range and content of courses are outstanding in meeting the needs of vulnerable and disadvantaged learners. Courses offered, their times, levels, length and venues are changed to suit learners' needs. These include short courses, family learning with ICT, healthy food choices, numeracy and literacy and entry level employability courses.
- The support for learners is exceptional. Learners gain practical tips, employment and enterprise advice in master classes from highly experienced, creative industry professionals. Support workers in family learning classes provide extensive support for learners in different languages to reinforce learning. Specific software for visually impaired learners helps them to use computers.
- Curriculum management is good. The curriculum managers and tutors work well to improve outcomes and the quality of provision for learners. The council does not systematically record the progress and destinations of its learners. Recognition and the recording of progress are underdeveloped and do not always capture either the anticipated or unanticipated learning outcomes.
- The promotion of equality and diversity is at the heart of what the council does. Tutors routinely incorporate cultural diversity into lessons and courses to reflect their learners' lives. The service is successful at reaching new people including those who have not been involved in formal education since leaving school. It provides people with the opportunities and encouragement to improve their lives through learning.

What does Slough Borough Council need to do to improve further?

- Improve individual learning plans by setting precise and challenging objectives for the learners that relate to their future career plan. Ensure that all tutors measure the learners' progress against their planned objectives consistently.
- Improve the understanding of the service of the process of recognising and recording progress and achievement through a staff development programme and implement a means to collect evidence of both expected and unanticipated learning outcomes.
- Enhance the teaching and vocational skills of a few tutors to match the best so that learning is consistently good and meets the needs of the individual.

English for Speakers of Other Languages (ESOL)

Grade 2

Context

30. The council provides 25 ESOL classes throughout the day and evening at the Thomas Gray Centre. The Workers' Education Association (WEA) provides tuition in 11 classes at 8 venues including children's centres and schools. The council also runs a United Kingdom Border Agency - European Integration Fund project that aims to integrate newly-arrived migrants for 90 learners. Sixteen part-time tutors and a full-time curriculum manager provide teaching, training and support for the learners. During the inspection week, there were 374 learners of whom 81% were women. The largest minority groups are Polish, Pakistani, Indian, Somalian and Romanians.

Key findings

- Outcomes for learners are good. Learners develop good listening and speaking skills. Their confidence and self-esteem improve quickly. They feel empowered as they conduct their affairs confidently, such as visiting doctor's surgeries and schools without the need for an interpreter. Outcomes for learners on Migration Works are outstanding. They feel confident to use their skills and qualifications in the United Kingdom.
- Learners enjoy learning. Attendance and retention rates are high despite many learners' challenging personal circumstances. The number of learners gaining qualifications at entry levels 2 and 3 has increased substantially. Learners are justifiably proud of their achievements.
- Tutors do not give sufficient emphasis and guidance to learners, particularly at beginner and intermediate levels, as to how they can continue to learn from the many opportunities they have in their everyday life and at work. Learners do not develop sufficient learning strategies.
- Tutors do not set precise personal learning objectives; some of the objectives are very general. Learners self-assess their progress and record it on their learning plans without any comment from the tutors or sufficient evidence. It is difficult to make a judgment on rates of achievement against the objectives. Learners are however making good progress.
- The Thomas Gray Centre is strategically located within the local community. Multilingual staff make learners feel very welcome. Learners are treated with utmost respect. They learn from each others' culture and learn to appreciate different values in a safe and supportive learning environment.
- Teaching and learning are good with some outstanding features. Tutors make good use of ILT to introduce learners to learning from a variety of media to suit their lifestyle. They incorporate a good range of resources and mix of activities to develop listening, speaking, reading and writing skills at a challenging pace.
- Lesson planning is satisfactory overall. Tutors are appropriately qualified and experienced in teaching. However, they are not sufficiently qualified in the teaching of language and do not include language learning objectives in their

lessons. Consequently, learners do not fully understand the grammatical points and do not develop learning strategies sufficiently.

- Tutors do not make sufficient use of initial assessment to develop personal learning plans for the learners to help them set and achieve short-, medium- and long-term objectives. Initial assessment focuses on testing learners' technical skills to allocate them to classes. Tutors do not pay sufficient attention to their learning styles, barriers, motivation and long-term aspirations.
- The range of ESOL classes is extensive. Learners attend classes at their local venues at times to suit them. They can progress to various linked skills classes such as ICT, employability workshops and higher level classes with other providers. Migration Works is outstanding in offering an extensive range of programmes and enrichment activities that have raised learners' skills and expectations.
- IAG and other support for learners are outstanding. Learners face challenging circumstances and the service offers a number of support services such as a crèche on-site, language support including guidance and support from multilingual workers, and timely and impartial advice and guidance.
- The council is promoting equality and diversity in all aspects of its service. Learners feel empowered as they improve their skills and improve their chances of narrowing the gap of achievement. Tutors incorporate cultural issues naturally into the lessons to promote better understanding between cultures as they introduce learners to life in Britain.
- Curriculum management is good and improving. The newly-appointed curriculum manager is well qualified and experienced. Tangible improvements have been made to the quality of communications, staff development, support and resources as well as sharing of good practice. The service is well aware of the areas for improvement and has plans to remedy shortcomings.

What does Slough Borough Council need to do to improve further?

- Develop lifelong learning skills including study skills by reinforcing ways in which the learners can practise and consolidate their skills in their everyday lives.
- Develop staff expertise in the teaching of language to improve lesson plans so that they incorporate language learning objectives.
- Improve the use of assessment to improve learners' speed of learning by:
 - broadening the scope of initial assessment to include learning styles, barriers and motivation and aspirations of the learners
 - using this information effectively with the learners to set them precise short-, medium- and long-term objectives
 - measuring the learners' progress by collecting a range of evidence.

Information about the inspection

31. Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the Slough Borough Council's head of lifelong learning service, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the Skills Funding Agency or other funding bodies, Framework for Excellence indicators, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
32. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of the Slough Borough Council. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers including the apprenticeship provision and other publicly funded projects that complemented the learners' experience.

Record of Main Findings (RMF)**Slough Borough Council**

Learning types: 14-16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships. **Social and personal development:** all adult safeguarded provision

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive	Social and personal development
Approximate number of enrolled learners			
Full-time learners	30	30	0
Part-time learners	725	0	725
Overall effectiveness	2	1	2
Capacity to improve	2		
A. Outcomes for learners	2	1	2
A1. How well do learners achieve and enjoy their learning?	2		
A1.a) How well do learners attain their learning goals?	3		
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. Quality of provision	2	1	2
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		
C. Leadership and management	2	1	2
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?	2		
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
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?	3		
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	2		

*where applicable to the type of provision

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