

# The Bournemouth and Poole College

## Inspection report

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**Unique reference number:** 130652

**Name of lead inspector:** Janet Mercer HMI

**Last day of inspection:** 4 March 2011

**Type of provider:** General further education college

**Address:** North Road  
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## Information about the provider

1. The Bournemouth and Poole College is a large general further education college located on five sites in Bournemouth and Poole. Most of the provision is at the two main sites at Lansdowne, Bournemouth and North Road, Poole. The college offers courses in all 15 sector subject areas, although numbers of enrolments are very small in land-based studies, history, social sciences and languages, literature and culture. The largest numbers of enrolments are in preparation for life and work; health, social care and early years; business, management and administration; arts and media; and, retail and commercial enterprises.
2. Around three quarters of full-time students are aged 16 to 18 and 90% of adults study part time. Approximately half of 16- to 18-year-olds and one third of adults are on advanced-level, mostly vocational, programmes. Over 9% of learners come from minority ethnic backgrounds, much higher than the 3% seen across the population of Dorset. The college has a larger proportion of female students than males. Of the students, 13% declared a learning difficulty and over 10% declared a disability.
3. The proportion of 16-year-olds in the local area who achieve five or more grades A\* to C at GCSE, including English and mathematics, is just above the national average, although this masks significant variations in performance between local grammar and non-selective schools. A high proportion of the college's students comes from schools where GCSE performance is below local authority and national averages, and a large proportion is in receipt of the educational maintenance allowance (EMA). Dorset has a high proportion of small- to medium-sized employers and employment opportunities are mainly in the service sector. Manufacturing and construction account for 17% of all employment.
4. The college provides higher education on behalf of the following providers:
  - Bournemouth University
  - Southampton Solent University
  - University of Southampton
  - The University of Winchester.
5. The following organisation provides training on behalf of the college:
  - Premier Training (fitness programmes).

<b>Type of provision</b>	<b>Number of enrolled learners in 2009/10</b>
<p><b>Provision for young learners:</b> 14 to 16</p> <p>Further education (16 to18)</p> <p>Foundation learning including Entry to Employment</p>	<p>438 part-time learners</p> <p>3,324 full-time learners 510 part-time learners</p> <p>493 full-time learners 107 part-time learners 77 learners</p>
<p><b>Provision for adult learners:</b> Further education (19+)</p>	<p>1,109 full-time learners 4,447 part-time learners</p>
<p><b>Employer provision:</b> Train to Gain Apprenticeships</p>	<p>954 learners 1,198 apprentices</p>

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
<b>Capacity to improve</b>	<b>Grade 2</b>
	<b>Grade</b>
Outcomes for learners	3
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
<b>Subject Areas</b>	<b>Grade</b>
Health, social care and early years	3
Engineering (work-based learning)	2
Information and communication technology	3
Hospitality and catering	2
Performing arts and music	1
Literacy, numeracy and English for speakers of other languages (ESOL)	2
Business, accounting and finance	3

## Overall effectiveness

6. The Bournemouth and Poole College offers a good standard of education and training. The proportion of students gaining their qualifications has improved since the last inspection more quickly than seen nationally, and is now around the national average. Students aged 16 to 18 generally achieve better than adults. Pass rates are good, but the college is aware that too many students do not complete their courses. Students do not make the expected progress on AS- and A-level courses, and too few successfully complete their qualification. Recent actions to improve attendance and retention rates are beginning to bring about improvements in the current year. Students enjoy college, develop good practical skills and are well prepared for progressing to further study, higher education and employment.
7. Strategies to improve teaching and learning over the last few years have been effective and teaching and learning are now good. The college acknowledges that there remains a few areas where teaching is still only satisfactory and is working to secure further improvements, for example through sharing best practice and providing additional training and support. The college has excellent links with local employers, which ensure that apprenticeship training is relevant and students benefit from work experience and placements. Students value the good support they receive and feel safe in college and their workplaces.
8. College managers are successfully creating a culture of higher expectations amongst staff and students and the college has good capacity to improve further. Senior managers monitor the college's performance closely to ensure that actions for improvement are having a positive effect. They act on feedback from students and employers and know the strengths of the college and which areas need further improvement. The college manages its finances well to improve accommodation and resources for the benefit of students, and value for money is good.

## Main findings

- The proportion of students who complete their courses successfully has improved more rapidly than in similar colleges nationally in the last four years, and is in line with national averages overall. Students aged 16 to 18 are more likely to complete successfully than adults on substantive programmes. Pass rates are generally good, but too many fail to complete their courses and retention rates are often below average.
- On foundation and intermediate level courses, the proportion of 16- to 18-year-olds completing successfully is just above average. However, on advanced-level courses, successful completions remain below average, owing to continuing low success rates on AS- and A-level provision. Success rates on advanced vocational courses are just above national averages.
- The proportion of adults who complete their courses successfully is around national averages on foundation- and advanced-level courses, but below average at intermediate level. Success rates for apprentices are around national

averages, although there is some variability in different subject areas. Train to Gain success rates improved significantly in 2010 to reach the national average.

- Standards of practical work are good in most curriculum areas and outstanding in some, for example in performing arts and music and work-based engineering courses. Students acquire good subject knowledge closely related to their vocational areas and develop a good understanding of industry requirements. A high proportion of students progresses to further study or training, higher education or employment.
- Teaching and learning have improved in recent years and are now good. A significant majority of lessons observed was good or outstanding, although the college recognises that the quality of teaching remains only satisfactory in some areas. Whilst enthusiastic and experienced practitioners disseminate good practice and support individual teachers, managers acknowledge that they need to share best practice more widely to improve teaching further.
- In the best lessons teachers use their strong subject knowledge and current vocational experience to challenge and inspire students, and create a culture of high expectations. Carefully-planned and well-paced activities generate enthusiasm and excitement about learning and students make very good progress.
- Students make slower progress when the pace of activities and the content do not keep them interested and engaged throughout the lesson. Teachers do not always tailor the work sufficiently to stretch more able students and support those who need more help.
- The college listens carefully to the views of students, employers and the local community to ensure provision meets diverse local needs. The wide range of courses available for younger students, adults and work-based learners ensures clear progression routes to further and higher education and employment.
- The outstanding range and quality of partnership working lead to clear benefits for students and employers, through extending the choice of courses, providing opportunities for work-related learning and additional support from external agencies, where appropriate.
- Care, guidance and support are good. The identification of learners' support needs is thorough. Staff tailor the support for individuals' additional learning needs in an effective and flexible way. The recent introduction of a team of learning coaches is helping to improve retention. Learners receive appropriate and impartial information, advice and guidance.
- Good leadership and management are successfully raising standards across most of the college. Senior leaders have created an open and self-critical culture where problems are identified and addressed speedily. Governors and managers work well together and have planned a realistic strategic direction for the college.
- Clear policies and comprehensive staff training contribute to good promotion of equality and diversity throughout the college. While many teachers develop students' understanding of equality and diversity within their subject or

vocational context, in a few lessons and work-based progress reviews equality and diversity are not sufficiently well promoted.

- Students feel safe in the college and arrangements to ensure that they stay safe are good. These include very strong links to external agencies which can provide expert support to students with particular problems. Health and safety aspects are routinely covered through induction, but occasionally, in lessons and work-based reviews, students' understanding and implementation of good health and safety practice are insufficiently reinforced.
- Self-assessment is based on an effective quality assurance process and provides an accurate view of the college. Managers draw on students' views effectively to inform their decisions. They use data well to evaluate performance and set targets for improvement. However, a few areas of the college are not improving quickly enough, particularly the AS- and A-level provision.

### **What does The Bournemouth and Poole College need to do to improve further?**

- Improve the proportion of students who complete their courses by ensuring that curriculum teams monitor each student's progress rigorously and frequently, setting clear targets and ensuring they are met.
- Develop and implement an effective strategy to secure rapid improvement of the quality and standards of A- and AS-level provision.
- Implement effective strategies to spread the excellent practice in some areas of the college more widely, especially in teaching and learning.

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

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

- the friendly learning environment, where they feel safe
- being treated like adults
- the supportive tutors, who care for them and ensure their well-being
- being able to access support when needed
- teachers' high expectations of them and being encouraged to be ambitious
- the good opportunities, and support, for progression to higher education and employment
- the help in building their self-confidence.

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

- some aspects specific to particular courses or curriculum areas.

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

#### **What employers like:**

- the service provided by the college

- knowledgeable and helpful assessors
- the ease with which college staff can be contacted
- the excellent employers' forums
- the help the college provides in recruiting new apprentices
- the college's positive response to requests for programmes to suit specialist needs.

**What employers would like to see improved:**

- opportunities to host college staff for periods of industrial updating
- the level of detail in the termly progress reports sent to employers
- the regularity of contact with tutors.



## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

9. The college has been largely effective in improving the proportion of students who complete their courses successfully and in most areas this is now at least in line with national averages. In a few areas, especially AS- and A-level provision, there has been insufficient improvement. Managers now make good use of accurate data to set targets and monitor college performance, for example through the quarterly performance review with each curriculum area. The quality of teaching and learning has improved and is now good.
10. Managers and staff apply quality assurance and performance review systems much more consistently than they did at the last inspection. Self-assessment is rigorous and is leading to better implementation of college-wide improvement strategies, but further consistency in quality of provision and outcomes is needed. In some curriculum areas quality and outcomes are outstanding, but these remain no more than satisfactory in others. Spreading the outstanding practice across the college remains a priority for the college.

### Outcomes for learners

**Grade 3**

11. The proportion of students who successfully completed their courses has improved significantly since the last inspection and was at the national average in 2010. Students aged 16 to 18 are more likely to complete successfully than adults. In 2010, success rates improved significantly for students aged 16 to 18 on entry- and intermediate-level courses, and were above the national average. Although success rates improved on advanced-level courses, they remained below the national average, due to continuing poor performance on A-level, and particularly AS-level, courses.
12. For adults, success rates are broadly average on foundation- and advanced-level courses. They declined to below average at intermediate level because of poorly performing provision in an outreach ICT centre, which the college has decided to close. Success rates on short courses are just below average for 16- to 18-year-olds, but above average for the significantly higher number of adults on short courses. Little variation is evident in the performance of different groups of students.
13. Where success rates are below average, it is due to low retention rates. In 2010 they were below average for adults on long courses at all levels and for 16- to 18-year-olds on advanced-level courses. Pass rates are generally at least at or above average for both age groups at each level, with the exception of AS-level pass rates which are below average. In-year retention rates for 2010/11 show early signs of improvement, compared to a similar time last year.
14. Students make good progress compared to their starting points. Value-added data indicate that students on advanced-level vocational courses achieve better

grades than predicted from their GCSE attainment, and the proportion achieving merit and distinction grades on national diploma courses is above average. However, students on AS- and A-level courses achieve much less well than expected. Over half the students on intermediate-level courses achieved higher grades, but on first diploma courses the proportion achieving merit and distinction grades is below average.

15. Success rates for work-based learners on apprenticeship and Train to Gain programmes are in line with national averages. Apprenticeship success rates have remained fairly constant since the last inspection at just over 70%, but vary between employment sectors. They are high in child development, engineering, and hospitality but below average in vehicle repair, construction and hairdressing. Success rates on Train to Gain programmes improved sharply in 2010.
16. Success rates for students aged 14 to 16 are good at over 80%, with good rates of progression to full-time post-16 courses in the college. Results for key skills improved in 2010 and were a little above the national average.
17. The college places a strong emphasis on developing students' employment skills, and offers extensive work experience programmes for full-time students, and other diverse opportunities for students to meet and engage with employers, prepare CVs and develop interview skills to help them progress to employment. The college provides internal work placement and job-shadowing opportunities for those who do not have work experience or part-time jobs. These strategies, along with the wide range of provision at different levels within the college, contribute to high rates of progression. Over 90% of foundation and intermediate level and 87% of advanced-level students progress to further study or employment. Learners on Train to Gain programmes develop a good understanding of their job roles and more confidence in contributing to employers' targets and working as a team.
18. Standards of work are good in most curriculum areas and outstanding in some, for example in performing arts and music and engineering, where students' work and skills are often above the level expected. Students also describe how their confidence and self-esteem improve during their time at college, and they develop important personal and social skills, which enable them to work well together and play an active role in college life and in their communities. ESOL students develop good language skills and confidence in speaking in different social contexts. Many students make a positive contribution to the college and wider community and develop organisational and leadership skills, for example through organising charity fundraising events and participating in local school and community activities. Students' views make an important contribution to developments and improvements in the college.
19. Students feel safe in the college and value the security provided. They understand important aspects of personal safety, and a large number have benefited from sessions on internet safety, including safe use of social networking sites and dealing with cyber bullying. Work-based learners feel safe

in their work places and those working in care settings or with vulnerable adults have a good understanding of their safeguarding responsibilities. While health and safety are promoted well, for example during induction and in introductions to using new equipment, there are a few occasions in lessons and reviews when staff do not sufficiently reinforce best practice. The college emphasises the importance of healthy lifestyles through tutorials and cross-college events. A large number of students take part in sports activities and team events and many have taken advantage of routine health screening opportunities.

## **The quality of provision**

## **Grade 2**

20. Teaching and learning are good. A significant minority of lessons are outstanding and such lessons are vibrant, with lively student participation, and students make excellent progress. They respond very positively to teachers' high expectations and to challenging activities which really extend their knowledge and ideas. Teachers skilfully guide students to investigate new material and work independently, rather than over-direct them, and this fosters a culture of discovery and builds their confidence. Good practical demonstrations help students acquire relevant skills and develop sound subject knowledge. Opportunities for self- and peer-assessment help students to evaluate their own learning, and identify future learning goals. In the best lessons, teachers tailor the work carefully to support those who need most help, and to stretch the more able students, so that all can make the best possible progress. They promote students' awareness of equality and diversity matters very effectively through relevant links to the curriculum.
21. However in weaker lessons, the pace of learning is too slow to maintain students' interest and they make slow progress. Teachers too often use a narrow range of learning activities, which do not always suit students' different interests and abilities. They do not always use questioning effectively to check and extend learning. Too many AS and A-level lessons are no more than satisfactory. Strategies to improve teaching and learning are securing improvements. Internal lesson observations effectively identify strengths and areas for improvement for each teacher. The college provides good support to improve teaching and encourages teachers' aspiration towards outstanding classroom practice. Managers acknowledge that the quality of teaching and learning is still only satisfactory in some curriculum areas and are taking appropriate actions to remedy this.
22. Information and learning technology (ILT) 'champions' effectively support teachers in the use of digital learning technology and the virtual learning environment (VLE). Most courses now make effective use of these resources to enhance learning. Students value opportunities to access resources on the VLE to help them extend or reinforce their learning outside lessons, but in a few areas the VLE is not sufficiently well developed to support this.
23. Teachers prepare students for assessment well, using clear assignment briefs, and return marked work promptly. However, they do not all provide sufficiently detailed written feedback to ensure that students fully understand how to

improve their work further. Work-based learning assessors plan assessment around learners' working patterns and workplace assessment opportunities. Progress reviews on apprenticeship programmes are generally satisfactory, but do not always involve employers. Reviews do not check and develop learners' understanding of health and safety and equality and diversity matters sufficiently. Learners on Train to Gain programmes do not have individual progress reviews.

24. The wide choice of courses at different levels and the extensive range of employer-related provision enable the college to meet local needs well. The college has developed a good range programmes for 14- to 16-year-olds from 30 local schools, and well-designed provision for those at risk of not continuing in education, employment or training. Most curriculum areas have clear progression routes, often from entry level to higher education.
25. Managers have introduced some innovative provision, such as the specialist academies for football coaching, surf and watersports. A significant proportion of students participate regularly in cross-college and curriculum-specific activities, which contribute to their enjoyment and achievement. Students have frequent opportunities to evaluate their courses and make suggestions for improvement.
26. Provision for, and communications with, employers are very good. Employers value the support provided, for example on safeguarding and assistance in the recruitment of apprentices. Employer forums are well established in the main areas of provision, and are purposeful and well attended. The college has a thorough process for developing new courses and makes good use of its employer forums, links to sector skills bodies and employment information in course planning.
27. The college's outstanding work with partners leads to clear benefits for students, through expanding and enhancing provision and work-related learning. Staff throughout the college engage constructively with partner organisations, developing and maintaining sustainable partnership arrangements. The college has established strong links with many local schools and a local land-based college; it tailors its work with partners well to support each initiative effectively. Collaborative work with local schools for 14 to 16 provision and the delivery of the 14 to 19 Diplomas is good.
28. Care, guidance and support are good. The identification of students' support needs is thorough, with close attention given to the identification of physical and mental health support needs, and good individual support provided. The college provides appropriate adaptive technology, laptops and relevant software for those with specific disabilities. In the current year, earlier screening for basic skills needs has enabled staff to provide support more promptly.
29. Students with learning difficulties and disabilities visit the college for orientation sessions before starting their course. Staff provide additional learning support which is flexible and tailored well to meet most students' needs. The recently-

appointed learning coaches provide good support to students at risk of not completing their courses and are having a positive impact on improving retention in the current year. Pastoral support is very good, as are the arrangements for welfare and counselling. However, as the college recognises, tutorials are not fully effective in monitoring students' progress on AS- and A-level programmes and supporting students to achieve well.

30. Most students receive appropriate impartial information, advice and guidance. Many participate in taster days prior to enrolment, or take up the opportunity to shadow students on vocational courses. Within each vocational area, careers education is integrated into the course programmes. Two Connexions personal advisers are based at the college main sites. The college has recently introduced more systematic processes to measure the effectiveness of initial advice and guidance.

## **Leadership and management**

## **Grade 2**

31. The Principal, governors and senior leadership team provide good direction for the college. They have devised an ambitious strategic plan and are generally achieving improvement targets. Success rates have improved in most areas, with the exception of AS- and A-level provision. Managers and staff actively expose problems and then devise rapid and generally effective solutions, supported by improved quality assurance and an effective management development programme. Curriculum management is good and leading to further improvements in the current year.
32. Governors are well informed about financial and academic performance. They challenge senior managers effectively and work closely with them in setting the strategic direction of the college. Reports to governors regarding student performance, equality of opportunity and safeguarding of students are clear and present an accurate picture.
33. Arrangements for safeguarding young people and vulnerable adults are good. The college's safeguarding group is advised by the chair of the local children's safeguarding board for the two local unitary authorities. This arrangement supports excellent collaborative working between the local authorities and the college. Staff receive safeguarding training appropriately matched to their job roles. Safeguarding has a high profile across the college and internet safety is well promoted. Procedures to monitor health and safety, including risk assessments, are comprehensive. However, health and safety practice is insufficiently reinforced in a few lessons and during progress reviews for work-based learners.
34. The promotion of equality and diversity is good. The implementation of the single equality scheme is closely monitored by a designated manager and a cross-college group and an annual report clearly identifies the impact of equality and diversity work. Staff receive good training and there are specific cross-college events to raise awareness. Thorough analysis of the performance of different groups shows no significant differences in achievement. Where

issues are identified, such as lower retention rates for students with disabilities, actions are in place to remedy this. Inspectors observed much good practice in promoting equality and diversity in lessons. However, staff missed opportunities to extend students' understanding in a few lessons observed and in progress reviews for work-based learners.

35. The college effectively ensures that students' views are heard and used to improve provision. Well-trained student representatives make use of some tutorial time each week to gather the views of their group. Regular college-wide student forums and surveys of students' and employers' views take place and are acted upon, for example in revising course and assignment content. Around 30 student ambassadors visit local schools, attend college open events, observe lessons and are involved in the recruitment process for teachers. In 2010, the college received a provider of the year award in 'Leading the Learner Voice' from the Learning and Skills Improvement Service. Most curriculum areas have effective approaches to gathering employers' views, but the college acknowledges that this is not consistently good in all areas. Links to local community groups are strong, and the college is seeking to strengthen these further as it develops its role as a community college.
36. Since the last inspection senior managers have introduced frequent and systematic performance reviews, where senior managers and subject teams discuss detailed reports prepared by faculty managers and course leaders. This rigorous process focuses on teaching and learning and students' progress and attainment. Managers use timely performance data well to inform the reviews and to set future targets. Reviews form the basis for the self-assessment process, which generates action plans designed to secure timely improvements. Progress towards implementing these actions is carefully monitored. The self-assessment report presents a largely accurate picture of the college.
37. Staff are generally well qualified and many have current vocational expertise which gives them credibility with their students. Arrangements for appraisal and staff development are good. The standard of accommodation varies across the college, but it is fit for purpose and well maintained. A good property strategy is already leading to some significant improvements across the college. Finances are well managed and the college provides good value for money.

## Subject areas

### Health, social care and early years

### Grade 3

#### Context

38. The college offers courses from foundation to advanced levels, including diplomas and certificates in health and social care, children's care, learning and development, childcare and education, counselling and access to higher education in health and social care. Most students are aged 16 to 18 and a smaller number of adults study on the access and counselling courses. Most students are female and approximately 13% are from minority ethnic backgrounds.

#### Key findings

- Outcomes for learners are satisfactory. Success rates improved from below national averages on most courses in 2008/09 to be at or above average in 2009/10. Success rates on the national diploma in health and social care declined to well below average in 2009/10 and the college has decided to discontinue this course. Retention rates have varied from below to above average in recent years, but pass rates on most courses are high. In the current year, data indicate that attendance and retention rates are higher than at a similar time last year.
- Students are well motivated and enjoy their work. They develop good work-related skills through work placements. The recent reorganisation of placements into one- or two-week blocks enables students to gain in-depth experience of working in care or childcare settings, through working in realistic shift patterns and undertaking a variety of workplace tasks.
- The quality of teaching and learning is satisfactory overall, with some good practice observed. The best lessons are well planned and group work is used well to stimulate students' interest and concentration. Teachers demonstrate their good subject knowledge by questioning students to check their understanding of key points. They use information and learning technology well in most lessons and encourage students to develop their information technology skills.
- In the less effective lessons, students were not always clear about, or fully concentrating on, tasks set. Teachers did not make best use of the detailed student profiles to plan activities to meet the varied needs of mixed-ability groups. Teachers did not develop their questioning sufficiently to draw out or extend students' knowledge. They return assessed work promptly, but some of the feedback they provide is insufficiently detailed to enable students to improve their performance.
- The curriculum is well planned to ensure that students develop the appropriate knowledge and skills to work in care and early years settings. The college offers progression routes from foundation to advanced level courses and a higher level

counselling course. Distance learning courses in dementia awareness, safe handling of medicines and nutrition and health are offered to meet the specific needs of care sector employers and employees.

- The college's productive partnerships with local businesses and community groups ensure students have relevant work placements. College staff are developing relationships with hospital science laboratories, drug and alcohol rehabilitation workers, schools and nurseries to place students in appropriate work-related settings.
- Students receive good guidance and support. Learning support is effective for those with specific learning difficulties, such as dyslexia. Learning support staff work closely with teachers to provide good individual and group support in lessons. Learning coaches follow up absences and support those students identified as at risk of not completing their course.
- Curriculum management is good and provides clear direction for staff in setting high expectations for students. Teaching staff are enthusiastic and keen to build on the improvement in success rates achieved in 2010. Good tracking systems are now in place to monitor students' progress and achievement, so that prompt action can be taken to support those at risk of underachieving.
- The promotion of equality and diversity is satisfactory. This is promoted well at induction and through displays throughout the college. However, its importance and relevance in the care context is not always sufficiently reinforced in lessons to ensure that all students have a well-defined understanding of relevant issues.
- Managers ensure that safeguarding of students is covered thoroughly in student and staff induction, with effective promotion of internet safety including cyber safety. All staff have safeguarding training and promote safeguarding well through the curriculum, and in preparing students for work placements. Students feel safe and know what to do should they have any concerns about safeguarding matters.
- Self-assessment accurately identifies strengths and areas for improvement. Students' views inform self-assessment and improvement planning and students feel that the college is responsive to their views.

### **What does The Bournemouth and Poole College need to do to improve further?**

- Improve teaching and learning by ensuring that all teachers make effective use of the detailed student profiles to plan tasks to support lower ability students and to challenge more able students, so that all make the best possible progress.
- Ensure that assessment feedback to students is sufficiently detailed and specific to enable students to know what and how to improve.
- Ensure that equality and diversity are strongly promoted within care and early years lessons so that students develop a clear understanding of how it relates to their areas of work.



## Engineering (work-based learning)

## Grade 2

### Context

39. Approximately 150 learners are currently enrolled as engineering apprentices. Around half of these are on advanced-level programmes. Apprentices specialise in areas such as welding and fabrication, engineering technical support, electrical, electronic and mechanical engineering. The large majority are aged 16 to 18; only two are female and 4% are of minority ethnic heritage. Over 60% of learners are employed by companies based in Dorset, with nearly 30% based in Poole. The remainder are employed in Bournemouth and Hampshire.

### Key findings

- Outcomes for work-based learners are outstanding. Despite a decline between 2006/07 and 2008/09, success rates for all apprenticeships remain high and improved in 2009/10 to levels significantly above national averages. Train to Gain success rates also improved significantly over three years and were outstanding in 2009/10.
- Learners are highly motivated and develop very good standards of skills for the workplace. Many work for world-class engineering companies and respond well to employers' high expectations. Much work is of a high standard, particularly in fabrication. One first-year apprentice recently gained a national award for outstanding achievement.
- Learners feel safe at college and at work. They wear appropriate personal protective equipment and use tools and machinery safely and confidently. Some learners do not systematically use barrier cream before starting practical work. A few are insufficiently aware of the risks associated with digital technology.
- Practical training in college workshops is good. Tutors check progress frequently and provide expert guidance for learners. Occasionally they do not check learners' understanding of practical demonstrations or the theoretical knowledge that underpins their practical work. On-the-job training is very well planned and managed.
- Theory teaching is satisfactory. Lessons are well planned, but some teachers do not make learning objectives clear or use targeted questions to check and extend learners' understanding. Activities such as research into the properties and processing of materials capture learners' interest. Occasionally progress is hindered by a slow pace or needless interruptions. Teachers do not always use opportunities in lessons to reinforce learners' understanding of equality and diversity.
- Workplace assessment is planned frequently and flexibly to meet learners' needs, and feedback is detailed and constructive. Regular and supportive progress reviews, well attended by employers, result in learning targets that help learners to complete within the expected time. However, repetitive use of the same questions in reviews fails to explore effectively, and promote learners'

deeper understanding of, health and safety and equality and diversity issues in the context of the workplace.

- The apprenticeship provision is particularly responsive to the needs of engineering companies. College programmes are adapted to meet specific needs, for example the introduction of apprenticeships in electrical work and electronics. Employers contribute to the development of provision and express high levels of satisfaction with the service provided by the college.
- The highly successful employer forum is well attended and very effectively promotes the work of the college and the region's engineering expertise. The forum is instrumental in encouraging the involvement of partners and building links with schools. The forum supports valuable events, such as an engineering showcase featuring innovative engineering, as well as effectively collecting employers' candid views.
- Learners receive satisfactory support in the workplace from employers and college assessors. At college, staff effectively identify additional learning support needs and provide support. In one class observed, support was ineffective, as the allocated support started 30 minutes after the start of the class. The lesson plan lacked clear identification of the purpose and nature of the support.
- Work-based leadership and management are good. Managers and staff from the engineering and apprenticeship training teams work very effectively together. There is a well-established culture of setting and achieving challenging targets. Systems enable staff to record and monitor apprentices' progress satisfactorily, but lack a central database which would help managers to monitor this more effectively. Self-assessment is accurate and correctly identifies the main strengths and areas for improvement.
- Specialist resources are good, with significant recent investment in updating workshop equipment and the purchase of computer-controlled machinery. Donated tools and materials from employers further enhance resources. Staff are appropriately qualified and experienced, although some employers would welcome the opportunity for them to spend more time in the workplace experiencing the latest engineering techniques.

### **What does The Bournemouth and Poole College need to do to improve further?**

- Improve theory teaching through using peer observation and sharing good practice in questioning techniques.
- Provide additional equality and diversity training for staff so that they are better able to develop learners' understanding in reviews and lessons.
- Further improve learners' wider understanding of health and safety issues through including internet safety in induction and through discussion of themes or workplace scenarios in reviews.
- Improve the effectiveness of additional learning support through better planning, timing and clearer identification of its purpose.

## Information and communication technology

## Grade 3

### Context

40. Vocational courses in information and communication technology (ICT) include the foundation-level certificate for IT users and 'IT @ work' courses, the diploma in IT user skills at intermediate and advanced levels, the national certificate and diploma for IT practitioners and AS- and A-level applied ICT. Of the 354 students, 200 are aged 16 to 18 and 154 over 19. Just over one quarter are from minority ethnic backgrounds and one third are female. The provision is managed across three faculties in the college.

### Key findings

- Outcomes for students are satisfactory. Success rates are high on foundation-level courses, and on the national certificate for IT practitioners and A-level applied ICT. They are at the national average on the national diploma for IT practitioners course, but below average on intermediate-level courses and AS-level applied ICT.
- The standard of students' work is satisfactory. Students enjoy their learning, particularly in practical lessons, and attendance is good. Students enjoy coming to college and feel safe. They develop good social and discussion skills through productive collaborative working. Group tutorials promote a wide range of activities to support the development of personal, social and work skills.
- Foundation-level students progress well to higher-level courses within the college, and a significant majority of advanced-level students progress to higher education or employment. However, progression rates for intermediate-level students are low.
- The quality of teaching and learning is satisfactory. Lessons are planned in detail and students understand what they will learn. In good lessons, teachers use varied activities which maintain students' interest. In practical lessons, students develop good skills relevant to employment, for example in hardware installation and website development. In satisfactory lessons, teachers' questioning is not always effective in extending learning, the pace of work is too slow and students do not make as much progress as they could.
- Information and learning technology is used very imaginatively in the better lessons. The virtual learning environment (VLE) contains many interactive resources to support learning and teachers often use interactive methods to assess learning, for example using hand-held voting systems in lessons. Some teachers record speech and diagrams from lessons, which are stored on the VLE to support learning outside the classroom.
- The range of provision is satisfactory. The college is revising the ICT curriculum; it has discontinued some full-time vocational courses and is in the process of developing replacement programmes. These significant changes to the provision are planned to provide suitable progression routes to higher education or employment at all levels.

- Partnerships are satisfactory. School links are well developed, but links with employers, guest speakers, visits to companies and work experience are not consistently well developed across the three faculties. As a result, students in one faculty have better opportunities to develop their understanding of the IT industry than in others.
- Support for students is good. Effective additional learning support is well prepared and organised and available in classes where there is an identified need. Students who receive this support improve in confidence and organisational skills and achieve well. Individual tutorials are supportive. Tutors use personal learning plans well to review progress against targets and help students overcome barriers to learning.
- Leadership and management are satisfactory. Course teams review their work satisfactorily, and monitor the actions arising regularly at team meetings. Managers do not ensure that self-assessment reports and improvement plans focus sufficiently clearly on the specific strengths and improvement areas of the ICT provision, or that all students have consistently high-quality experience and outcomes.
- Equality and diversity are successfully promoted in induction and group tutorials. In some lessons, there are good examples of challenging stereotypes and promoting cultural differences. Few females enrol on full-time courses, but the college is actively promoting ICT to women to increase their participation.

### **What does The Bournemouth and Poole College need to do to improve further?**

- Improve teaching and learning and students' success rates by sharing the best classroom practice across the faculties, and ensuring that all lessons are sufficiently challenging to enable students to make the best possible progress.
- Ensure that course reviews and self-assessment reports identify specific areas for improvement in ICT provision, and monitor the effectiveness of actions for improvement.
- Enable managers and teachers in the different faculties to work more closely together so that students all have the same quality of experience and achieve and progress equally well.

## Hospitality and catering

## Grade 2

### Context

41. The college offers a wide range of full- and part-time courses in hospitality and catering, professional cookery, food and beverage service, front of house reception and patisserie. These include National Vocational Qualifications (NVQs) at levels 1 to 3, the national diploma in hospitality supervision and the diploma for pastry cooks and patissiers. Of the 392 students enrolled, just over half are aged 16 to 18 and just over half study part time. Around one third of students are female and over 10% are from minority ethnic backgrounds.

### Key findings

- Outcomes for students are good. Success rates have been consistently above average on the NVQ professional cookery at level 1 and the diploma for pastry cooks and patissiers, and were at or above average on most courses in 2010. Success rates were below average on the NVQs in front office and food and beverage service at level 2 and the NVQ in professional cookery at level 3. In the current year, retention rates show improvement on many courses.
- Students make good progress and develop very good employment-related skills. Attendance is good. Foundation-level students demonstrate good practical skills and impressive confidence, working at commercial speed in the college brasserie. In kitchen production, students gain skills in producing high quality food and complex dishes. On management courses, students develop good critical thinking skills through evaluating events they have planned.
- A significant majority of students progresses to higher levels of study or employment. Regular opportunities to participate in high-level competitions provide good challenges for more able students and many win awards in national and international events. Some students progress to the Specialised Chefs' Scholarship scheme which trains top chefs of the future and former students have gained employment in some very prestigious establishments.
- Students feel safe in the college and all receive appropriate health and safety training, although training in the use of specialist equipment is not always comprehensively recorded. Good hygiene practice is promoted on all courses, but best practice is not always fully adhered to by all staff and students.
- Teaching and learning are good. Teachers set high expectations and students benefit from their enthusiasm and very good specialist knowledge and skills. In theory sessions teachers use their vocational experience to create interesting and relevant business scenarios which develop students' problem-solving skills, and encourage students to evaluate the success of group events. Teachers are making increasing use of the VLE so that students can access good learning resources outside lessons.
- In a few practical sessions, planning is not sufficiently detailed in identifying the specific skills and knowledge to be gained. Some students do not demonstrate

the expected level of knowledge and are not encouraged to work more independently.

- The college tailors its provision well to meet specific requests from employers. Many students take additional qualifications to enhance their range of skills and improve their prospects of employment. Regional, national and international employers offer vocational work experience. Industry mentors regularly give talks which widen students' understanding of the industry and students also visit their workplaces.
- Outstanding work with external partners has contributed positively to the development of new courses in hospitality. Collaborative work with a range of national organisations provides short courses and taster sessions for younger students interested in catering and supports students' progression to higher levels and specialist training. The college is represented on the 14–19 advisory panel within the sector skills council for hospitality, leisure, travel and tourism.
- Care, guidance and support are good. Staff identify students' additional learning support needs and provide help promptly. Many students benefit from assistance with note taking and coursework. Learning coaches support students well and meet regularly with teams to feed back any concerns. Tutors help students monitor their own progress through regular individual tutorials and reviews of learning targets.
- Leadership and management are good. Coordinators manage their courses very effectively, regularly monitoring attendance, retention and success rates through team meetings and individual tutorials. Teams review their courses comprehensively and use targets to raise expectations. All teachers know targets and areas for improvement for their courses and have personal targets related to improving teaching and learning.
- Self-assessment is largely accurate but lacks analysis of the quality of teaching and learning. Tutors promote equality and diversity through tutorials, but real examples of practical applications are less well developed in lessons.
- Students feel that the college listens and responds well to their views and takes appropriate actions to resolve any concerns. They benefit from working in realistic working environments, often with industry-standard resources and equipment.

### **What does The Bournemouth and Poole College need to do to improve further?**

- Improve the quality and effectiveness of teaching by ensuring all teachers plan practical lessons in more detail and encourage students to use their initiative and work more independently.
- Raise awareness and reinforce good hygiene and safety practices in practical classes at all levels.

## Performing arts and music

## Grade 1

### Context

42. Currently 366 students study performing arts and music, including 14 students from two local schools working towards the creative and media diploma. Of these, 34 are enrolled on first diplomas in music and performing arts, 291 study national diplomas in music, music technology and performing arts. Almost 80% are aged 16 to 18 and just over 40% are female. Around 9% are from minority ethnic backgrounds.

### Key findings

- Outcomes for students are good. Success rates are very high on first diploma courses and on the national certificate in music, and at national averages on national diplomas in music technology and performing arts. However, success rates are below average on the national diploma in music. Value-added data indicate that students make outstanding progress compared to their often relatively low prior attainment. Attendance rates are high.
- Students develop excellent practical and professional skills that enable them to produce work at, and often well above, the expected standard. They discuss, analyse and critique their work with increasing confidence and these activities support further improvement. In music, the skilful nurture of practical skills enables students to develop their own compositional style and work across different styles with ease.
- Students feel safe in college and know what to do, whom to approach and where to go to seek advice if either they, or their friends, need support or advice. Progression rates to higher levels of study within the college and to higher education are very good.
- The college provides a wide range of opportunities for students to make a positive contribution to their community and performing arts students embrace these opportunities with relish. The high quality performances within performing arts allow for an unusually high level of 'outreach' work, often with challenging and controversial material. Students have numerous opportunities to perform their work in local venues.
- Teaching and learning are outstanding. Teachers use open and targeted questioning very effectively to check and reinforce learning and encourage peer review, particularly to challenge more able students. The strong emphasis on lesson structure, pace, and challenge across the faculty has a very positive impact on students' learning, experiences and outcomes.
- Teachers set challenging learning targets for students and monitor their progress closely. They encourage students to improve their skills through analysing their performance and give personalised, sensitive and instructive feedback. Students are well supported to develop their own style of work and they develop confidence in evaluating, and constructively evaluating each other's work.

- In a small minority of lessons students are not always encouraged or enabled to take enough responsibility for their own learning, for example by not taking notes when required. Music teachers are not fully confident in constructing and sharing learning objectives with students.
- The diverse and varied enrichment programme builds on strong partnerships with external bodies, enabling students to participate in a wide range of vocational opportunities. Students have frequent opportunities to work with practising creative arts professionals, including their own teachers who are also practitioners, and to perform their work publicly in a professional context.
- Well-established partnerships benefit students, for example through work with schools on the creative and media diploma. A Saturday music school for 11- to 18-year-olds benefits young people from every secondary school in the local authorities as well as students from the independent sector.
- Good initial advice and guidance and comprehensive induction ensure that students are placed on the right courses and levels. Music staff are piloting an innovative internet-based method to support young people applying for courses through the audition process. These approaches, along with the support of the learning coaches, are helping to keep students on their courses.
- Curriculum management is outstanding. Staff feel highly valued and contribute significantly to quality improvement through very supportive teamwork. Although there are very good professional development opportunities, managers recognise that sharing and building on good practice across music and performing arts teams is not well established. Self-assessment is realistic and accurate, and clearly identifies areas for further improvement.
- The promotion of equality and diversity is outstanding. Relevant themes and topics are well integrated in the curriculum, through the choice of texts and music and the use of naturally-occurring opportunities relevant to students' everyday lives and interests. Students explore characteristics and impact of gender, ethnicity, cultural diversity, sexuality, social background and disability. Performing arts students experience and perform very challenging and controversial material and this reinforces the open culture that permeates the faculty.

### **What does The Bournemouth and Poole College need to do to improve further?**

- Ensure that all music teachers are confident in constructing, setting and using learning objectives with students to check their learning and progress more effectively against objectives set.
- Share best practice between the performing arts and music teams to support students to take more responsibility for their own learning.



## Literacy, numeracy and ESOL

## Grade 2

### Context

43. The college offers part-time courses in literacy, numeracy and ESOL at all levels from entry level 1 to intermediate level, and full-time foundation learning programmes for students aged 16 to 18 on ESOL programmes. There are 419 students on literacy and numeracy programmes and 470 on ESOL programmes. Of all students, 53% are male and 18% of students on literacy and numeracy programmes are of minority ethnic heritage.

### Key findings

- Outcomes for students are satisfactory. Although retention rates improved on several courses in 2010, they remained below national averages on many courses. Pass rates improved on most courses and were above national averages. Success rates on entry level ESOL courses are in line with national averages and are high for full-time 16- to 18-year-olds and on intermediate level courses.
- While success rates on literacy and numeracy courses improved in 2010, they remain around the average in literacy, but below average in numeracy. The appointment of learning coaches in the last academic year has led to an increase in the proportion of students completing their courses in literacy and numeracy and ESOL. Progression rates to higher levels or mainstream college courses are good.
- Students improve both their social well-being and their potential for economic well-being significantly. Students, particularly those on ESOL courses, are able to articulate how attendance at college has increased their confidence in speaking to their children's teachers, their ability to travel independently, to shop with confidence and to make essential appointments with, for example, doctors and hospitals. They speak highly of the enjoyment experienced in their lessons.
- Students feel safe. Security staff are visible and helpful and students, and their parents and carers where appropriate, understand the arrangements in place to ensure students' safety and welfare. Specific lessons relating to overall student welfare are part of the tutorial curriculum. Health is promoted well, particularly with the full-time students, and students make a good contribution to college life.
- Teaching is consistently good and enables students to develop good oral skills. In the best sessions, effective questioning ensures participation by all and, in ESOL classes, draws out students' understanding of colloquialisms. However, in a minority of lessons, opportunities to extend students' vocabulary are missed and an over reliance on whole-class activities does not enable all students to participate fully.

- Programmes are very responsive to students' needs. Curriculum content and resources are often topical and directly relevant to students' everyday lives. A productive partnership with the adult education service has enabled the college to locate provision within local communities. Partnerships with local schools and children's centres have increased participation rates of local parents. However, full-time students have insufficient opportunities to enhance their language skills through external work-experience activities.
- Students receive good support. Induction is comprehensive and the student handbook is tailored for the student cohort. Part-time students have ready access to college student services, trained counsellors, the provision of appropriate clothing for work experience and help with financial problems.
- Leadership and management are good. The curriculum review has resulted in carefully-planned initial assessment, good communications and comprehensive staff development, but has not yet had sufficient impact in improving success rates. Staff speak very positively of the ethos of mutual support within the faculty.
- Safeguarding arrangements are very good, with designated safeguarding officers on all sites. Staff understand their role in keeping learners safe and they work effectively with key staff and outside agencies to do so. The tutorial curriculum effectively covers personal safety, including internet safety.
- The promotion of equality and diversity is outstanding and evident in imaginative induction activities and in student-designed equality-related posters. Around one third of the staff are from minority ethnic backgrounds. Staff have been well trained in equality and diversity and are alert to instances of discrimination and harassment, although none have been reported. Data indicate no difference in attainment between different student groups.
- Arrangements to collect and respond to the views of students are good, but not well established in relation to the views of parents or carers and employers. Self-assessment is thorough and accurate, and course reviews are making an increasingly useful contribution to the improvement process.

### **What does The Bournemouth and Poole College need to do to improve further?**

- Ensure consistent implementation of rigorous procedures to monitor and support students so that more complete their programmes successfully.
- Extend the sharing of good practice to ensure that the skilful questioning techniques evident in the best sessions are widely applied.
- Extend the work experience programme to include external activities so that full-time ESOL students can further develop their confidence with spoken English.
- Develop arrangements whereby the views of employers and potential work-experience providers are used to further improve the provision.

## Business, accounting and finance

## Grade 3

### Context

44. Of the 570 students who attend full- and part-time courses in business and accountancy from foundation level to level 4, 318 are aged 16 to 18 and 252 are adults. Provision includes first and national diplomas in business, the certificate and diploma in financial studies, NVQs in accounting and AS- and A-level courses in business studies.

### Key findings

- Outcomes for students are satisfactory. Overall success rates have improved and are now in line with national averages. Pass rates were outstanding on the advanced-level business diploma courses in 2010, but retention rates remained below average on the first and national diplomas in business. Success rates in A- and AS-level business studies courses remain below national averages. In the current year retention rates show improvement, compared to a similar time last year.
- Students enjoy their experiences at the college and they value the opportunity to learn and develop in a safe environment. The standard of students' work is satisfactory. Teachers mark students' work regularly and students are clear about their progress. The proportion of students on track to achieve their qualification in the current year is higher than at the same time last year.
- Students develop good employment-related skills. In business studies and accountancy courses they develop a sound grasp of key concepts such as business planning, principles of marketing and business ethics. Teachers plan assignments well to reflect current practice. Students develop good broader skills such as teamwork and personal financial planning. Progression rates to higher-level courses or employment are satisfactory.
- Students are involved in a good range of events for charity where they can apply their business skills and make a positive contribution to the community. Student mentors act as role models and help others who are having difficulties, for example meeting assignment deadlines. Students participate well in social activities and are active in the student union and as course representatives.
- Teaching and learning are satisfactory overall. In the better lessons teachers use a good variety of methods and stimulating interactive activities to engage students' interest. Teachers review students' progress regularly and use interactive technology well. Students benefit from the good working relationships with teachers which motivate them to progress.
- Too many lessons are not sufficiently interesting to engage all students fully. Such lessons lack variety and sufficient challenge; the more able students become distracted and the less able struggle to understand key concepts. Some teachers do not use questioning techniques sufficiently well to check learning.

- The college provides good opportunities from foundation level to level 4 courses. Full-time students benefit well from work experience, visits to local organisations and talks from employers to develop their knowledge and understanding in practical settings and gain good insights into the business sector. Students' views contribute to the improvement in design and delivery of the programmes, for example the development of more practical methods of assessment in the BTEC diploma programmes.
- Work with external partners and engagement with employers to improve the provision is not well established. The department works with the local authority 14–19 team to develop diplomas and the faculty manager attends networking events with the financial services skills academy, but the college does not seek sufficiently the views of employers to inform programme development.
- Students receive good guidance and support and individual tutorials are very effective. Most teachers and their students agree targets for personal and academic development, but this is not consistent across all courses. The learning coach provides good support for students at risk of not completing their courses. The induction process is thorough and introduces students to the programmes and their rights and responsibilities.
- Curriculum management is good. Staff monitor students' progress closely to identify those who may be at risk of not achieving. Managers have set a realistic agenda for improvement and are monitoring progress effectively. Staff teams communicate well and meetings are productive in promoting improvements and in sharing good practice.
- Actions to promote equality and diversity for staff and students are imaginative and progress is monitored regularly at team meetings. Teams analyse data well to set targets and monitor the performance of different groups of students.

### **What does The Bournemouth and Poole College need to do to improve further?**

- Ensure consistent implementation of rigorous procedures to monitor and support students so that they complete their programmes successfully.
- Improve the proportion of good and outstanding teaching and learning by broadening the variety of methods used, planning effectively for different abilities and providing sufficient challenge to students.
- Ensure that all teachers set students clear targets for their learning and provide clear information on what they need to do to achieve their goals.
- Extend the work with employers and local and regional stakeholders so that the curriculum is closely matched to current and anticipated needs.

## Information about the inspection

45. Four of Her Majesty's Inspectors (HMI) and eight additional inspectors, assisted by the provider's vice principal for academic and student affairs, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
46. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

**Record of Main Findings (RMF)**  
**The Bournemouth and Poole College**  
**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+ Learner responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>					
Full-time learners	4,140	0	3,222	918	0
Part-time learners	3,340	260	193	1,887	1,000
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2				
<b>Outcomes for learners</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	2				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	2				
<i>How well do learners make a positive contribution to the community?*</i>	2				
<b>Quality of provision</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
<b>Leadership and management</b>	<b>2</b>				
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2				
How effectively does the provider promote the safeguarding of learners?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2				
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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