

Wokingham Borough Council

Inspection report

Unique reference number: 50246

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Last day of inspection: 26 November 2010

Type of provider: Local authority
Wokingham Borough Council
Lifelong Learning

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Information about the provider

1. The lifelong learning service manages the adult and community learning (ACL) and is based within the Place and Neighbourhood Services of Wokingham Borough Council (WBC). WBC is a unitary authority situated in a very affluent region of the United Kingdom with low unemployment. However, the borough also contains pockets of deprivation.
2. The ACL provision is planned on a project basis to address the needs of the Skills Funding Agency (SFA) and WBC priority groups. Learning programmes, divided into community learning and family learning, are provided at the local college, two neighbourhood learning centres run by independent voluntary organisations, and at community venues such as schools and libraries. There are approximately 1,500 learners on courses throughout the year. All provision is funded as adult safeguarded learning, although a few accredited programmes are available, such as first aid and food hygiene.
3. The manager of lifelong learning, assisted by the quality performance officer and lifelong learning assistant, has responsibility for ACL and LearnDirect provision, the latter of which is not in scope for this inspection.
4. The SFA contracts with WBC for community learning projects and family learning. The community learning projects are targeted at specific geographical areas and/or excluded or deprived community groups. WBC continues to subcontract some of its direct SFA-funded provision to Bracknell and Wokingham College, which has a contract for ACL with the SFA in its own right.
5. The following organisations provide training on behalf of Wokingham Borough Council Lifelong Learning:
 - Bracknell and Wokingham College (family learning and community learning)
 - Crescent Centre (family learning and community learning)
 - Karten Centre (community learning).

Type of provision	Number of learners in 2009/10
Adult learner provision: Learning for social and personal development	1,500 part-time learners

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	2
Learning for social and personal development	
	Grade
Family learning	2
Community learning	2

Overall effectiveness

6. The overall effectiveness of the provision is good. Learners' outcomes are good overall, and have improved since the previous inspection. Retention and achievement rates on family learning and community learning courses are high and an increasing number of learners are taking accredited courses. The standard of learners' work is good and many learners progress through course levels or on to other courses. Learners enjoy learning, feel safe and benefit personally and socially from attending centres.
7. Teaching and learning are good. Tutors provide a wide range of activities to engage learners and use group learning goals particularly well. However, the process to record and monitor progress and achievement is too unsophisticated to reflect accurately learners' starting points, goals and outcomes. The range of provision to meet the needs and interests of learners is good. The outstanding partnership created to target harder-to-reach learners is particularly effective. Support for learners is good, including personal, pastoral and learning support. However, formal processes to inform learners of the next stage in learning are not always readily available.

8. Leadership and management are good. Strategic direction is clear and provision is integrated effectively into the wider work of WBC. Monitoring and improvement of the subcontracted work are good and effective regular meetings ensure that general performance against targets and quality standards is well monitored. Self-assessment and quality improvement are good, as is value for money. The promotion of equality of opportunity and diversity is good and learners understand their rights and responsibilities. Safeguarding arrangements are satisfactory, with clear policies and procedures complementing the Berkshire-wide policies. Support for staff and monitoring of tutors are satisfactory and the system for observing teaching and learning is well managed. However, some minor aspects of the system need reviewing.

Main findings

- Success rates on accredited courses are high. Retention and achievement rates on non-accredited courses are also high. Progression into further learning and higher level courses is good. Many learners progress from initial first-step courses, such as taster courses, to accredited learning.
- Learners develop good social and personal skills, gain confidence and increase their sense of self-worth. Many who experience substantial barriers to learning acquire new skills helping them to manage stress in their lives and are more able to cope with daily challenges. In family learning, learners develop a good range of skills, especially parenting skills.
- Health and well-being are promoted well. WBC provides community-based healthy eating courses and raises awareness of health and well-being through personal and social development skills that underpin a number of the community-based courses. Learners make a good contribution to the community through volunteering roles. Many complete additional courses to help them to fulfil these roles further.
- Teaching and learning are good. Lessons are well planned to meet individual learners' needs. Objectives are clear, specific and measurable. A good range of activities is used to engage learners, who are active in negotiating the content of lessons and in reviewing learning. Accommodation at all venues is good with a wide range of resources available.
- Processes to record progress and achievement have improved since the previous inspection and a standardised 'passport to learning' has been created. However, it is not used effectively by all tutors and not valued by all learners. WBC's expectations of initial assessment and the use of the 'passport to learning' are insufficiently clear.
- The needs and interests of learners are met particularly well. Carefully targeted provision has improved the participation of vulnerable and disadvantaged groups. Community outreach work resulting in partnerships with new organisations has extended the reach of the service. Courses take place in a range of venues. The timing of courses and choice of levels, including accredited provision, are varied.

- The outstanding partnership between WBC, the College, the Karten Centre and the Crescent Centre enables the most vulnerable and disadvantaged people to access first-step learning opportunities and works particularly well.
- Learners receive good personal, pastoral and learning support. Learners are particularly positive about the support they receive, not just from tutors but also via the administrative support team, volunteers allocated to sessions and through peer support.
- Information, advice and guidance are satisfactory. Learners receive a range of advice from course tutors, the nextstep service and specialists in the community organisations providing learning. However, not all learners are aware of external learning opportunities or where to go to get that information.
- Leadership and management are good. Strategic direction is clear, based on council priorities and good analysis of data. The provision is effectively integrated into the wider work of WBC. Targets are set and used well at all levels. Value for money is good, reflecting the effective use of council resources and the expertise and resources offered by subcontractors.
- Monitoring and improvement of the subcontracted work are good. An annual evaluation and bidding process means providers have clear direction on their expected outcomes. Good liaison with project coordinators means that minor problems are quickly identified and dealt with. Effective regular meetings ensure that general performance against targets and quality standards is well monitored.
- Safeguarding arrangements are satisfactory. Policies and procedures are clear, complementing the Berkshire-wide policies. Staff understand safeguarding well. Satisfactory risk assessments are completed in open access venues. Appropriate checks are completed on all staff. Health and safety arrangements are promoted and contained in the student handbook. Learners feel safe.
- Promotion of equality of opportunity and diversity is good. The programmes on offer are well designed, located and marketed to ensure that people from disadvantaged backgrounds have a good chance to improve their personal and professional skills. Within the courses there is good development of learners' understanding of equality of opportunity.
- Self-assessment and quality improvement are good. Most users are involved in the process. Although based on an annual report, quality improvement plans and regular meetings ensure that improvement planning takes place throughout the year. A very well developed quality manual is used effectively by all staff, although it fails to exploit some data for quality reviews.
- Support for staff and monitoring of tutors are satisfactory. Tutors are directly employed by subcontractors but WBC has rightly introduced its own system of observing teaching and learning that is well managed and helps individual tutors and overall quality improvement. Some minor aspects of the system need reviewing.

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

- Develop a policy and procedures for initial assessment that enable the recognition and recording of learners' prior knowledge, skills and attainment, and assess their starting points for learning.
- Continue to train tutors in the use of the 'passport to learning' to ensure an accurate and flexible record of progress and achievement that matches course aims and learners' personal goals.
- Improve the quality and availability of timely information, advice and guidance to ensure the full range of options available are communicated to learners.
- Critically review the system for observing teaching and learning and determine whether there is an element of over grading, whether more areas for improvement in teaching should be recorded and how the system could be better linked with subcontractors' staff development.
- Use the data on the individual 'passports to learning', particularly the outcomes achieved, as a source of information for quality review and improvement.

Summary of the views of users as confirmed by inspectors

What learners like:

- the positive effect the courses have had on their lives
- the good teaching with friendly, patient and knowledgeable tutors
- learning new skills and meeting new people
- the confidence the courses have given them to help their children with school work
- learning how to cope with issues in their lives
- the increase in their confidence and self-esteem
- the excellent support from tutors, volunteers, support workers and peers
- meeting with other local people to talk, share and learn new skills.

What learners would like to see improved:

- the amount of paperwork they have to complete
- the quality and distribution of course publicity
- the amount of help provided with progression to the next stage of learning.

Summary of the views of partners as confirmed by inspectors

What partners like:

- the strength of the partnership and the ability to target the most vulnerable groups

- the coordinated approach to provision and closely working with the community development workers and other partners
- the opportunity to take issues to a higher strategic level.

What partners would like to see improved:

- the opportunities to develop more English for speakers of other languages (ESOL) provision.

Main inspection findings

Capacity to make and sustain improvement

Grade 2

9. WBC's capacity to make and sustain improvements is good. The main areas for improvement identified at the previous inspection were properly tackled through post-inspection action planning. Progress has been made in all areas, although there are still some refinements required in the planning of individual learning and the provision of advice and guidance. The majority of grades awarded on this inspection are an improvement on those given at the previous inspection.
10. The council sets its priorities out clearly, and these underpin subsequent work and improvement activities. Planning and implementation of the provision, at all levels, uses targets well to guide development and then monitor the provision. A particularly rigorous approach to the routine quality monitoring of subcontracted provision ensures that any problems are quickly identified and corrected.
11. Self-assessment and the related quality improvement planning are an important part of WBC's regular work. The self-assessment report is generally accurate. Quality improvement processes, such as observations of teaching and learning or project monitoring meetings, are well managed and have a positive impact on the provision. Resources are used in an effective way, and the council is constantly trying to find more successful ways of delivering the provision.

Outcomes for learners

Grade 2

12. Success rates are high on short accredited courses, improving from 95% in 2007/08 to 100% in 2009/10. Success rates have also improved for learners on longer accredited courses. Learners can opt to take qualifications and participation rates have increased from 25% in 2007/08 to 40% in 2009/10. Retention and achievement rates on non-accredited courses are also high. In family learning, achievement of identified group learning objectives is good. Other personal objectives devised and developed within sessions are also achieved. In community learning, learners who stay on courses achieve their course learning objectives and personal goals. WBC carefully monitors the proportion of learners who take up, and succeed, in their programmes. Differences in retention and achievement rates between different groups of learners are minimal. Progression into further learning and higher level courses is good. WBC has extended progression pathways for learners and in community learning there are good outcomes linked to employability. Learners develop good social and personal skills. They gain in confidence and increase their sense of self-worth. Many who experience substantial barriers to learning acquire new skills helping them to manage stress in their lives and are more able to cope with daily challenges. In family learning, learners develop a good range of skills especially parenting skills.
13. Learning takes place in accessible community settings. Learners feel safe and good, clear procedures are followed to maintain their safety. Health and well-

being is promoted well. WBC provides community-based healthy eating courses and raises awareness of health and well-being during lessons. Wider community gains are good. Learners undertake volunteering roles within family learning and community learning courses and within the wider community. Many complete additional courses, such as first aid and food hygiene, to help them fulfil these roles further.

The quality of provision

Grade 2

14. Teaching and learning are good. Lessons are well planned to ensure the individual learning and personal needs of learners are met. Tutors give useful feedback to learners and deploy good strategies to manage challenging behaviour. Lesson objectives are clear, specific and measurable. A good range of activities is used to engage learners in sessions and learners are active in negotiating the content of lessons and in reviewing learning. Accommodation at all venues is good. A wide range of resources is available. Classrooms are comfortable, attractive and conducive to learning. The improved lesson observation scheme is beginning to support the development of teaching and learning.
15. Processes to record progress and achievement have improved since the previous inspection and a standardised 'passport to learning' has been created. However, it is not used effectively by all tutors and not valued by all learners. WBC's expectations of initial assessment and the use of the 'passport to learning' are insufficiently clear. Initial assessment processes that incorporate learner self-assessment against course aims are appropriate for many learners and the 'passport to learning' has been adapted by some tutors to better meet course aims and learner needs. However, not all tutors accurately reflect learners' prior knowledge and experience, starting points, progress and achievements to illustrate and record the valuable personal and social skills they gain.
16. The needs and interests of learners are met particularly well. Carefully targeted provision has improved the participation of vulnerable and disadvantaged groups. Community outreach work resulting in partnerships with new organisations has extended the reach of the service. Courses take place in a range of venues across the borough. The timing of courses and choice of levels, including accredited provision, are varied. Learners are consulted about the content of courses which are tailored to meet their needs.
17. The outstanding partnership between WBC, the College, the Karten Centre and the Crescent Centre enables the most vulnerable and disadvantaged people to access first-step learning opportunities. Partners work together particularly well to ensure that courses and activities are not duplicated and to use available resources to the maximum.
18. Learners receive good personal, pastoral and learning support. Learners are particularly positive about the support they receive, not just from tutors but also via the administrative support team, volunteers allocated to sessions and from

their peers. Information, advice and guidance are satisfactory. Learners receive a range of advice from course tutors, the nextstep service and specialists in the community organisations providing learning. However, not all learners are aware of external learning opportunities or where go to get that information.

Leadership and management

Grade 2

19. WBC's adult and community learning provision is based on good strategic analysis and planning. The approach has been reinvigorated over the past two years, with an improved range of committees and plans integrating the provision effectively into the wider work of the council. Partners, partly through their active membership of the community learning partnership group, properly influence planning. The provision is clearly linked with the council's priorities for adult learning, including providing programmes in its few areas of deprivation and offering opportunities for potentially disadvantaged groups. Good data analysis helps with the detailed planning. Although the current approach to planning is good, the council is rightly considering possible significant changes to meet new financial and political imperatives.
20. The council's approach to promoting the safeguarding of learners is satisfactory. Policies and procedures to safeguard vulnerable adults and children are clear, complementing the Berkshire-wide policies. Staff understand safeguarding well, and receive training during their induction and further specific training. Helpful support is provided through a dedicated telephone line when needed. Individual community settings have their own procedures and satisfactory risk assessments are completed in open access venues. Appropriate checks are completed on all staff with unsupervised access to vulnerable adults and children, which are updated every three years. Records are secure. Safeguarding information for learners with learning disabilities is helpfully available in pictorial form. Safeguarding leaflets are translated into community languages if necessary. Health and safety are highlighted during learner induction and are contained in the student handbook. Safeguarding posters are displayed in all learning venues and leaflets given to learners during enrolment. Learners feel safe.
21. Equality of opportunity expectations are clearly set out in WBC policies and in contracts to providers. The provision is carefully designed to ensure that a diverse range of learners, many of whom have personal challenges, have the opportunity to achieve personal or professional goals. Equality and diversity are satisfactorily promoted in learning sessions, for instance with reference to cultural differences in the home countries of various learners. A challenging target to increase the number of males in some programmes has been successfully met. Close work with community workers encourages those from disadvantaged areas to participate in learning. Learners use their new-found confidence and social skills as volunteers, in turn improving outcomes for their fellow citizens and ensuring sustained learning. Support staff, such as carers, English language specialists and volunteers, are effectively deployed to help learners of all abilities have the opportunity to succeed.

22. Support for staff and monitoring and development of tutors are satisfactory. The council manages its permanent staff well. Tutors are employed by subcontractors. However, WBC takes on responsibility for some training and monitoring. In particular, they have introduced, since the previous inspection, a system for observing teaching and learning. This is in addition to the subcontractors' processes, and is both a development tool and a quality monitoring system. The scheme is very well set up, with clear guidance, experienced observers and good arrangements for monitoring and feedback. The observations are seen as supportive by the tutors. Overall, the system is good, but there are minor improvements that could be made in checking for over grading, the detail of comments on areas for improvement in teaching and learning, and the links with subcontractors' continuing staff development.
23. The monitoring of the subcontracted provision is very good, and leads to regular quality improvement activities. The annual setting of priorities and related bidding process sets out clear targets for performance, specifically for the recruitment of targeted groups. Performance against these targets is monitored well through informal liaison, but more particularly in an effective and well-focused series of project monitoring meetings. Learner evaluation, observations of teaching and learning, involvement in self-assessment and satisfactory use of data are all used well in the monitoring and improvement process.
24. Self-assessment is rigorous, inclusive of the majority of users, and the resulting quality improvement plans are a pleasingly important element of work throughout the year. Use of learner evaluation is generally good, although potentially useful general data in the 'passport to learning' are not effectively analysed. Quality assurance is helped by a manual that is very clearly laid out, up-to-date, comprehensive and is used well by managers and subcontractors. A Skills for Life strategy, seen as an area for improvement at the previous inspection, is now an element of higher level plans. However, there are insufficient policies and procedures to ensure that the strategy is delivered consistently across the provision.
25. Value for money is very good. The subcontracting model provides the theoretical funding for specific courses. However, in reality, learners benefit significantly from the indirectly funded aspects, such as well-resourced training accommodation in convenient locations, good marketing, administrative and support systems, a network of volunteers, and additional specialist staff to help learners with particular challenges. The council has a strong emphasis on sustainable development, which is mirrored in the provider's work.

Learning for social and personal development

Family learning

Grade 2

Context

26. Currently, 61 learners attend family learning courses including wider family learning entitled 'my family matters', and family language, literacy and numeracy courses. Approximately 25% of learners are male, 15% are from minority ethnic groups, 8% have a learning difficulty or disability and 10% are aged over 60. Courses are offered at eleven primary schools, four children's centres, libraries and at a community venue. Tutors are employed by the college and WBC.

Key findings

- Learners' outcomes are good. Retention and achievement rates for all the non-accredited courses have improved and are high. Learners develop a good range of parenting skills which they use to improve relationships with their children, support their child's learning and to develop their understanding of the school curriculum. The Every Child Matters themes are integrated well in the 'my family matters' course.
- Learners feel safe and a clear focus is placed on access and health and safety in school settings. The promotion of safeguarding is good and staff have been appropriately trained.
- Teaching and learning are good. Groups are well organised and learner participation is maximised. Clear explanations and demonstrations promote learning. A good range of activities is organised with stimulating learning materials and resources. Attainment of group learning objectives is good.
- Initial assessment is satisfactory. However, the assessment of prior attainment on entry to family learning literacy and numeracy courses is insufficient. The use of the detailed information gathered by a range of staff to set individual personal objectives on wider family learning is uncoordinated.
- Effective and targeted provision with primary schools is linked directly to the borough's parenting strategy. Family learning courses target and successfully engage hard-to-reach learners. Particularly good partnerships have been developed with a range of providers including primary schools, libraries, children's centres, community organisations, and specialist agencies.
- Learners are well supported. They welcome the care and guidance on offer. Referral processes are good, with school liaison staff clearly identifying children and parents in need of support. Good quality publicity literature aids recruitment and promotion of courses.
- Progression of learners to other learning offered by WBC, further education, training and employment is good. However, progression information is not analysed and formally recorded. Insufficient emphasis is given to formally

providing information on progression opportunities and to providing assistance in making decisions on learning and employment options for the future.

- The promotion of equality and diversity is good. In an ESOL family learning class, differences in the health service and general practitioner services was a topic of discussion. WBC has made good progress in recruiting male learners on the family learning courses. Currently 25% of learners are male.
- Leadership and management are good. Teaching staff working for subcontracted providers have yearly observations and access to a range of professional development opportunities organised by the college. Managers at the college and WBC work together effectively. Communication within the team and with tutors is satisfactory.
- The self-assessment report is satisfactory, largely accurate and provides supporting evidence for judgements. The related quality improvement plan contains specific and measurable targets including the identified lead person. Outcomes of internal observations are mostly accurate, although insufficient focus is placed on identifying areas for improvement.
- The use of the 'passport to learning' to capture and effectively measure individual learning and progress is inconsistent. The process of measuring progress and planning for individual learning is insufficiently rigorous. The process fails to capture learners' specific needs and tutors' recording of what exactly learners need to do to improve their learning is insufficiently detailed.

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

- Ensure that personal objectives are set and informed by findings from the useful information gathered by all the staff involved with each individual learner.
- Ensure that initial assessment and prior attainment inform the teaching and learning on family learning, literacy and numeracy courses.
- Monitor the use of the 'passport to learning' to measure individual progress effectively.

Community learning

Grade 2

Context

27. Currently, 225 learners attend community learning courses. Of these, 80 are male. Training is provided in one of the twelve project areas and takes place at a number of neighbourhood venues. Training is mostly provided by one of three subcontractors.

Key findings

- Outcomes for learners are good. Retention and achievement are good. Retention on community learning courses has improved from 91% in 2008/09 to 97% in 2009/10. Achievement is also improving, from 88% in 2008/09 to 91% in 2009/10. The percentage of male learners on community learning courses is good at 35%.
- All learners really enjoy classes and many benefit from meeting and sharing experiences with other learners. Carers enrolled on the 'take a break' course enjoy tai chi, which helps relaxation, but they also benefit considerably from the mutual support offered by the group. Many learners enjoy the small information technology groups when previously they had a real fear of computers.
- Progression to further learning is good. Learners are encouraged and motivated to continue in learning with some completing multiple courses. At the Karten Centre many learners progress from a basic digital camera course to a creative computing course and then on to desktop publishing, acquiring a very good range of skills.
- Skills development is good. At the Crescent Centre learners acquire many information technology skills which aid employability or enable individuals to help grandchildren to keep safe on the internet. Several learners progress to become valuable volunteers. The development of social well-being and confidence is very good. One learner is now chair of the local job club and this has impacted positively on his confidence.
- Learners feel very safe while attending classes. They know how to raise issues, and are confident that these would be dealt with. Working practices are safe.
- Coaching and training are very effective. Tutors are friendly and approachable. They encourage and motivate learners to contribute in sessions. Tutors respond well to individual needs and offer a range of strategies to ensure all are included in the class. Tutors employ effective and fair strategies to manage challenging behaviour.
- Resources to support teaching and learning are good. Classrooms and facilities are well equipped and modern. Whiteboards and adaptive technologies, such as voice recognition computer software, are used effectively.
- The provision meets the needs of learners very well. Courses are targeted to meet the needs of different stakeholders. For some, the short duration of the course is appealing and for others location and time are important. A wide

range of topics is offered. All courses involve a good balance of practical and class-based activity to suit the needs of individuals.

- Partners work together very effectively to ensure provision is well planned and targeted. Operational management is good and subcontracted provision is also well managed. The self-assessment process involves all subcontractors and is largely accurate.
- Support for learners is good. Tutors provide effective one-to-one and group support. Learners benefit from good peer support. Tutors allow time for discussions, encouraging socialisation. At some centres general support, help and encouragement are provided by all staff including administration and support workers, volunteers and centre managers as well as the tutors.
- Information, advice and guidance are satisfactory. All learners receive satisfactory guidance from tutors and other staff at the local centres. Some learners, however, are not made sufficiently aware that they can access additional specialist advice available from WBC at the end of their course.
- The database, which lists carers in the borough, remains underdeveloped. Learners describe the likelihood of all carers in the region receiving information about suitable courses as being 'haphazard'. Improvements are needed to update and ensure the accuracy of database information. WBC has recognised this as an area for improvement in the self-assessment report.
- The purpose and value of completing the 'passport to learning' is insufficiently clear. The document does not always reflect fully the individual characteristics of the various strands of the provision. For many learners, employment outcomes are not appropriate, for example at the Karten Centre, and for others, it does not capture fully all the additional outcomes learners achieve.

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

- Improve the availability of specialist advice and guidance to ensure all have access to the nextstep service providing information about further learning and employment.
- Improve the information available listing carers in the borough so that the carers' courses can be promoted to all potential learners.
- Develop further the paperwork for recording progress and achievement to reflect more fully the different contexts of provision and to ensure that all potential outcomes are monitored and recognised.

Information about the inspection

28. Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the Wokingham Borough Council's lifelong learning assistant, 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 local Skills Funding Agency or other funding bodies, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group, individual interviews and emails to gather the views of learners. They looked at questionnaires learners and stakeholders had completed on behalf of Wokingham Borough Council. They also visited learning sessions. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)
Wokingham 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. **Blank column:** insert DWP employability programmes (including Workstep), or Judicial Services or **nextstep** as appropriate

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Social and personal development
Approximate number of enrolled learners		
Part-time learners	486	486
Overall effectiveness	2	2
Capacity to improve	2	
A. Outcomes for learners	2	2
A1. How well do learners achieve and enjoy their learning?	2	
A1.a) How well do learners attain their learning goals?	2	
A1.b) How well do learners progress?	2	
A2. How well do learners improve their economic and social well-being through learning and development?	2	
A3. Do learners feel safe?	2	
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2	
A5. <i>How well do learners make a positive contribution to the community?*</i>	2	
B. Quality of provision	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2	
B2. How effectively does the provision meet the needs and interests of users?	2	
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	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?	3	
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?	2	
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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