

Wiltshire Council

Inspection report

Unique reference number: 50245

Name of lead inspector: Charles Clark HMI

Last day of inspection: 25 March 2011

Type of provider: Local authority

Address: No 7
Ascot Court
White Horse Business Park
Trowbridge
BA14 0XA

Telephone number: 01225712786

Information about the provider

1. Wiltshire Council (the council) is a large unitary local authority. The adult and community learning service (the service) is located within the schools branch of the directorate of children and learning. The service has undergone several restructures in recent years. It is currently managed by an interim manager for adult learning, supported by four staff, two of whom have responsibility for the delivery of family learning. Another, the community learning quality coordinator, has responsibility for quality and data for the family learning as well as the Train to Gain provision which is delivered through a different directorate. The coordinator is assisted by an administrator. The service employs five tutors to deliver the family learning provision.
2. The service offers provision in family learning and delivers a wide variety of different courses. This is now focused on a smaller number of learners who are in greater need. The provision has been extended to include longer courses and more progression opportunities. The council also offers provision under a Train to Gain contract in teaching and training support, Skills for Life, health and social care, and business administration.
3. The council contracts with the Skills Funding Agency for employer provision and provision for adult learners. The whole provision is government funded, none of which is subcontracted.
4. The proportion of unemployed people in Wiltshire, between July 2009 and June 2010 was 6%, lower than the national rate of 7.7%. In 2009, approximately 55% of pupils achieved five GCSEs at grades A* to C including English and mathematics, above the national average for maintained schools. Approximately 5.2% of residents are from a minority ethnic group.

Type of provision	Number of learners in 2009/2010.
<p>Provision for adult learner</p> <p>Learning for social and personal development</p>	<p>1,104 part-time learners</p>
<p>Employer provision</p> <p>Train to Gain</p>	<p>213 learners</p>

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
Learning for qualifications in employment	
	Grade
Supporting Teaching and Learning	2
Learning for social and personal development	
	Grade
Family Learning	2

Overall effectiveness

5. Wiltshire Council has good provision. Success rates are good overall. Most learners on Train to Gain courses complete their courses within the allotted timescale. Learners on courses for social and personal development generally complete their courses and meet their learning goals. Learners typically enjoy their learning and make good progress. Learners gain in confidence and are motivated to progress to other courses. However, feedback on learners' progress is not always sufficiently focused.
6. Teaching and learning are good. The proportion of good teaching has increased and the lessons are planned well to meet the individual needs of learners. Tutors are knowledgeable, enthusiastic and keen to develop new methods and materials.
7. The council meets community needs well. It works well with partners to identify learners from disadvantaged groups and under-represented groups. A good range of courses is offered and these are planned carefully to ensure they are attractive to potential learners. The council shows good leadership and has a well-researched strategy to meet community needs. Managers have a clear

understanding of what the community needs, how to improve the service, and well-researched plans to develop the service.

Main findings

- Outcomes for learners are good. Learners achieve challenging goals in family learning and achieve their targets. Learners typically complete their qualifications within the allotted time scale in Train to Gain. Success rates are high.
- Learners develop a good range of skills increasing their confidence and self-esteem. They are highly motivated and develop skills in parenting, information and communication technology (ICT), literacy and numeracy in family learning. Train to Gain learners gain confidence in using existing skills as well as acquiring new ones.
- Learners feel very safe. In family learning they like the welcoming, respectful and friendly learning environment. They are given good health and safety advice and good guidance for safe internet access. In Train to Gain, learners understand and use good health and safety practices.
- Teaching and learning are good. Sessions are well planned. Tutors use a variety of techniques to engage and motivate learners. In family learning, tutors use a good variety of paper-based and ICT resources. Reflective learning is good.
- Monitoring of learners' progress is good. Initial assessment is effective in identifying learners' starting points and goals. Learners' progress is recorded well but not always sufficiently focused on specific actions to improve their learning. Progress reviews in the Train to Gain provision do not include or record the promotion of health and safety or equality and diversity.
- The provision meets the needs and interests of learners well. More courses are offered in family learning of varying duration. Courses are offered in a range of accessible venues and many are bespoke to meet needs identified by partners and learners. The range of Train to Gain courses meets the needs of learners and employers.
- Partnership working is good overall and excellent in family learning. The service has developed very good working relationships with external agencies such as schools, children's centres, libraries and the Army. Train to Gain employers are insufficiently involved in the delivery of the courses and do not contribute sufficiently to learners' progress reviews.
- Support and guidance for learners are satisfactory in family learning. Learners receive appropriate information about courses through well-produced leaflets. Guidance about progression opportunities is satisfactory but needs to be promoted better at entry and completion. More formal information is available to learners on longer courses. Support and guidance are good in the Train to Gain provision.
- Leadership and strategic management are good. Wiltshire Council has managed significant changes well, such as the recent restructures. It has researched the

community needs thoroughly and has well-structured plans to develop the provision.

- Quality improvement procedures are very effective. The quality framework is well established across the whole of the provision. Observations of teaching and learning are used well to improve the teaching quality which is good. Self-assessment and quality improvement plans are used very effectively.
- The promotion of equality, diversity and social inclusion is good in family learning. The council has a clear commitment to meeting the needs of disadvantaged and under-represented groups. Staff and learners have a good understanding of equality and diversity issues. The provision is planned carefully to meet individual needs. Equality and diversity are satisfactory in the Train to Gain provision but with insufficient promotion at progress reviews.
- Wiltshire Council has good safeguarding arrangements. The designated safeguarding officer is appropriately trained. All staff have received relevant training and have been checked by the Criminal Records Bureau. A good range of resources promoting health, safety and well-being are available for learners.

What does Wiltshire Council need to do to improve further?

- Continue to improve the quality of feedback to learners and ensure it reflects specifically what individual learners need to do to improve their learning.
- Continue to develop the quality of guidance and support to learners at entry and completion to raise learners' awareness of progression.
- Establish arrangements to ensure greater involvement of employers in the programme and in particularly relevant aspects of learners' progress reviews.
- Develop progress reviews to include the promotion of health and safety and equality and diversity matters.

Summary of the views of users as confirmed by inspectors

What learners like:

- the excellent support and information
- knowledgeable and supportive tutors
- being able to learn alongside their children
- feeling more confident about their jobs
- being shown how to help their children.

What learners would like to see improved:

- the number of classes
- information about what to do next
- the large amount of paperwork
- advertising the courses.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the confidence gained by staff
- the validation of staff skills
- the training which has motivated the whole team.

What employers would like to see improved:

- limit the amount of information given at any one time.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. Wiltshire Council demonstrates good capacity to improve. It has undergone significant changes since the previous inspection through two restructures within the council. These have been managed well without any adverse effect on the provision. The council has a clear vision of the future direction of the service and has researched the potential challenges carefully. It has focused the family learning provision to identify the more disadvantaged learners and to provide a better range of courses of differing length. There is now a greater emphasis on promoting progression opportunities to learners. It has brought the three Train to Gain centres together into a single learning centre under the direction of one manager. The quality manager has established a common quality framework which covers all aspects of the family learning and the Train to Gain provision.
9. Outcomes for learners have improved for the family learning provision since the previous inspection. Timely success rates for the Train to Gain provision are good overall. The quality improvement procedures are now well established and the overall quality of provision has improved.
10. The self-assessment process is thorough and inclusive. The self-assessment report of 2009/10 is detailed and links well to the quality improvement plans. It is well written and contains many evidence-based judgements. The grades match those awarded by inspectors closely. The quality improvement plans are reviewed on a regular basis and used to good effect to improve the quality of the provision.

Outcomes for learners

Grade 2

11. Outcomes for learners are good. In family learning, learners achieve challenging learning goals and success rates are high for learners entered for qualifications in literacy and numeracy at levels 1 and 2. Attendance on the family learning programmes is good. Overall success rates on the Train to Gain programme in 2009/10 were high at 92% compared to the national rate of 83%. All learners on the Train to Gain Skills for Life programmes completed in the time planned in both 2008/09 and 2009/10. Overall, completion rates in the allotted time for Train to Gain programmes at level 3 are high and satisfactory for programmes at level 2. Retention rates are high in the family learning provision and most Train to Gain programmes. Performance of the different groups of learners is routinely monitored and currently there are no discernible differences.
12. Most learners are making good progress on their programmes and the standard of their work is good. They enjoy their learning, and gain confidence and increased self-esteem. A good proportion of learners in family learning progress onto literacy and numeracy courses and many continue their learning through participating in further family learning courses.

13. Learners develop a good range of skills in family learning, in areas that include parenting, ICT, literacy and numeracy. On Train to Gain, many learners become motivated to develop further their learning and gain additional qualifications and progress in their careers. A significant proportion of Train to Gain learners has progressed from level 2 to level 3, and 21 have successfully completed a level 4 qualification for teaching assistants. Train to Gain learners develop relevant skills and knowledge that enhance their work roles and employability.
14. Learners feel very safe. In family learning, learners value the welcoming and friendly learning environment and the good arrangements for their children to be looked after while they are learning. In Train to Gain, learners have a good understanding of safety and safeguarding, and use safe practices in the workplace. They have a suitable awareness of their rights and responsibilities at work.

The quality of provision

Grade 2

15. The quality of teaching, learning and training is good. Sessions are well planned. Family learning tutors, in particular, effectively use a good range of techniques and strategies to engage and motivate learners. Assessments are fair and thorough, and initial assessment is satisfactory. In the good or better assessment and development sessions assessors are knowledgeable and make good use of their experience to inspire learners and increase their confidence. They manage learning and assessment well, skilfully handling guided discussions and reviews. Links between the National Vocational Qualification (NVQ) competences and working practices are clearly explained to new learners. In some instances assessors are overly directive, allowing too little time for learners to respond. In the best sessions assessors use a calm, considered approach that allows learners to reflect and think about their responses. Progress reviews for Train to Gain learners are frequent but do not always record the promotion of equality and diversity.
16. The monitoring of learners' progress in both areas is good. Initial assessment is at least satisfactory and in the majority of cases effectively identifies learners' starting points and learning goals. Learning plans record general progress well. However, recorded feedback does not always reflect the discussions that take place or focus on the specific actions learners need to take to improve their learning. The use of e-portfolios in the health and social care area is supporting learning well by giving learners a more flexible approach to managing their own learning and enabling assessors to effectively monitor progress.
17. The council has responded well to the current and future needs of community and workforce. Changes in the delivery and content of the family learning programme have successfully increased the participation by reluctant learners who previously had not had regular involvement in learning. The adaptation and development of courses in response to requests and feedback from partners and by the identification of community needs have also contributed to an increase in successful outcomes for individuals and groups.

18. The Train to Gain qualifications offered are well matched to the needs of individual learners and the council, clearly supporting the overall workforce development plan. Learners can identify how the qualifications improve their work practices, increase confidence and provide opportunities to develop new skills and areas of expertise. Progressions between NVQ at levels 2 and 3 are well planned with many learners motivated to continue learning.
19. Partnership working is excellent in family learning with highly-effective working relationships in place with a wide range of agencies and organisations including schools, children's centres, libraries and the Army. The team work very successfully with the Early Years service to improve the communication skills of children through working with their parents. Train to Gain partnership working is less well developed. Although communication between employers and council staff is good, and employers are very supportive of the programme, in too many cases they are not consistently involved nor do they take a full part in the relevant aspects of learner reviews.
20. Train to Gain learners benefit from good advice, guidance and support. Learners particularly value the pre-programme discussion that reassures them and gives them a clear indication of the demands and expectations of an NVQ programme. Where appropriate, learners are directly referred to local Skills for Life provision following their initial assessment. Good, practical support and suitable adaptations or equipment are in place for learners with learning difficulties or disabilities or those who require some short-term additional input to maintain their progress. End-of-programme advice and guidance are highly valued by Train to Gain learners and have encouraged many learners to progress to the next NVQ level or to other qualifications. On the family learning programme, well-designed, accessible information about courses and activities encourages involvement, although guidance about progression opportunities is only satisfactory. Appropriate, formal information and guidance are given to learners on longer courses, with suitable practical advice given to learners with specific difficulties or problems about relevant external agencies or organisations.

Leadership and management

Grade 2

21. Leadership and strategic management at Wiltshire Council are good. The council has managed two restructures well with no adverse impact on the provision. Senior managers have a clear vision of the future direction of the service and they have assessed the needs of the community very thoroughly. The three Train to Gain centres have been brought together through the establishment of a common quality framework and will be housed in one learning centre under the direction of one manager. Plans are well advanced to develop the existing training into the provision of apprenticeships. Communication between the various directorates is very good and they work well together to develop the provision. The family learning provision is managed within the adult learning service and has been developed since the previous inspection to become more focused. A wider range of courses are offered of varying duration to meet the needs of fewer, but more disadvantaged, learners.

There are now more opportunities for progression and better advice and guidance.

22. Operational management is very effective in maintaining and developing the provision for family learning. Communication is very good within the staff team with regular meetings. All course documentation is shared on the management information system which enables tutors to gain the information they need to cover each other in the case of absence.
23. Safeguarding arrangements are good. The policies and procedures to protect and support learners meet legislative requirements. The designated safeguarding officer is appropriately trained and is very knowledgeable in safeguarding practice and is undertaking further safeguarding training. All staff have been checked by the Criminal Records Bureau and the council maintains accurate records of these checks. All staff have received safeguarding training and have a good awareness of safeguarding issues. A good range of resources are available to learners including much documentation about health and safety, internet safety, and contact numbers for various care agencies in the local community. Learners have a good knowledge of safeguarding issues and know how to deal with any issues relating to health and safety, bullying and harassment. Several safeguarding issues have arisen over the last year and these have been resolved very effectively. The council risk assesses all venues and these risk assessments are used by tutors to check the suitability and safety of the site for the duration of the course.
24. The promotion of equality and diversity is good. Wiltshire Council has a very strong focus on social inclusion and has developed the provision to identify those individuals most in need and to enable these people to engage and progress. Promotional materials contain appropriate images. The service has developed very close working relationships with local organisations to engage disadvantaged and under-represented groups. These relationships include special schools, military bases, and various charities. The service has developed learning materials very well to challenge and meet the needs of the learners. It collates information on gender, age, ethnic background, and disability, and analyses the data to identify any performance differences between groups. All staff have been trained in equality and diversity and other specialist training has been provided in dyslexia and mental health issues.
25. The council engages well with users to support and promote improvement. Each course is systematically reviewed by both the tutors and the learners and this information is used well to evaluate the quality of the courses and to identify any areas for improvement. Learner feedback is collected regularly and is used to good effect to improve the provision. The service has established a learner forum for learner representatives to express their views.
26. The procedures to improve the quality of the provision are very effective. The service has a well-established quality improvement framework which extends across the family learning provision and the Train to Gain provision. There are rigorous checks on the quality of the lesson plans, schemes of work, and course

documentation. The system for observing teaching and learning is well established. The observations are externally moderated, with grades awarded being found to be accurate, and the information is used to identify areas for improvement. Good practice is shared through the team meetings and also on the intranet. The self-assessment process is inclusive with a well-written report which links coherently with the quality improvement plans. These are used very effectively to monitor actions taken to improve the quality of the provision.

27. The service uses its resources well to secure value for money. Learners' progress and achievement are good overall. The resources are generally good. Staff are well qualified and experienced and very usefully supported with good-quality course materials and information technology.

Learning for qualifications in employment

**Other learning for qualifications in employment provision considered as part of the main findings but not separately graded:
Health and Social Care and Business Administration**

Supporting Teaching and Learning

Grade 2

Context

28. A total of 75 learners are on the Train to Gain programmes for support of teaching and learning. The majority of learners are on NVQ programmes in supporting teaching and learning with eight on level 2 and 38 on level 3 programmes. Most learners are employed in schools. Two are male and three are from minority ethnic groups. Five learners have learning difficulties and/or disabilities.

Key findings

- In 2009/10, the majority of learners completed their qualification in the time planned. Success rates were high at 92% compared to the national rate of 84%. The council's data in the current year indicate similar levels of achievement are being maintained and no learners are beyond their agreed planned end dates.
- Most current learners are making good progress towards completion. They enjoy their learning and gain confidence and increased self-esteem as they achieve. Learners develop and use effective skills and knowledge in their roles to support teaching and learning. The standard of learners' work is good.
- Learners gain useful knowledge and qualifications that improve their work practices and economic well-being. Many learners become motivated to further develop their learning and gain additional qualifications and progress in their careers. There are 24 learners who have progressed on the programme from a level 2 qualification to a level 3 and 21 who have successfully completed a level 4 qualification for teaching assistants.
- Learners feel safe and work in safe environments that are risk assessed. They have a good understanding of safety and safeguarding, and use safe practices in the workplace. Learners have a suitable awareness of their rights and responsibilities at work. Health and safety matters are introduced effectively to learners at their induction.
- Learners are prepared well for their programmes through the initial interview process. Induction is comprehensive and well-planned. Effective training is provided to learners to develop their learning and skills. Assessments are fair and thorough, and initial assessment is satisfactory. Progress reviews are frequent, but do not systematically include and record the promotion of health and safety and equality and diversity.

- The qualifications offered meet the needs and interests of users well. The range and content of the programmes closely match the needs of both the learners and their employers. The selection of optional units is carefully matched to learners' job roles. Individual learning plans are detailed and kept up to date. Assessors are flexible in their arrangements for workplace visits to suit learners' needs.
- Partnership working is satisfactory. Staff have good working relationships with employers to establish the learners' programmes. Communications between employers and council staff are good. Assessors have effective links with learners' line managers and informally report on learners' progress. Employers are supportive of the programme, but are not actively involved. Involvement of employers in relevant aspects of learners' progress reviews is insufficient.
- Learners receive good care and support. Those with identified literacy and/or numeracy needs are directly referred to local Skills for Life provision. Assessors arrange suitable adaptations and equipment for learners with learning difficulties and/or disabilities. Helpful support is provided to learners throughout their programme. The provision of information, advice and guidance is good and a strong feature of the programme.
- Senior managers have made good progress in working towards the implementation of a single accredited centre. The collaborative approach used has enabled effective development of well-designed systems and procedures to support the programmes effectively. Operational management and communications are good. Resources are appropriate. Staff are well qualified and experienced, and participate in continuing professional development.
- Safeguarding is prioritised well by staff; they actively encourage learners to access relevant training for their roles in working with children and young people. Learners are provided with useful information on safeguarding early in their programmes which is discussed during their assessors' visits. All staff have satisfactorily undergone Criminal Records Bureau checks and have participated in suitable training in safeguarding.
- Overall, the promotion of equality and diversity is satisfactory. There are no significant achievement gaps between different groups of learners. Numbers of male learners and learners from ethnic minority groups are low; however this reflects the profile of the council's workforce. Staff have a satisfactory understanding of equality and diversity matters, and have received recent update training.
- Engagement with users to support and promote improvement is good. Learners have a good range of opportunities to evaluate their programmes after induction, mid way on longer courses, and at the end of the programme. Employers are also provided with good opportunities to give their views on the provision. Users' views are carefully analysed and used to make improvements to the provision.
- Quality arrangements are thorough and effective. A quality framework for the Train to Gain programme has been effectively established. Observations are detailed and objective. Action plans for improvement are carried out well. Self-

assessment is inclusive and makes effective use of users' views. The quality improvement plan reflects the self-assessment appropriately.

What does Wiltshire Council need to do to improve further?

- Establish arrangements to ensure greater involvement of employers in the programme and in particularly-relevant aspects of learners' progress reviews.
- Develop progress reviews to include the promotion of health and safety and equality and diversity matters.

Learning for social and personal development

Other social and personal development learning provision considered as part of the main findings but not separately graded:

Family Learning

Grade 2

Context

29. Currently, there are 129 learners participating in a variety of family learning programmes. The provision is offered at fifteen venues, mostly schools and children's centres across Wiltshire County. Programmes are two to five hours a week and range from one day to term long. The majority of family learning courses are non-accredited, although learners are offered the opportunity to gain literacy and numeracy qualifications at level 1 and level 2. The area is managed by the council's family learning manager.

Key findings

- Outcomes for learners are good. Retention rates are high across the range of family learning provision. Learners successfully achieve realistic and challenging learning goals. For those entered for qualifications in literacy and numeracy at levels 1 and 2, success rates are high. Good monitoring strategies have had a positive impact on improving attendance, which is now good.
- Learners develop a good range of skills. They build their confidence and self-esteem. They are highly motivated and develop a good range of skills in areas such as parenting, ICT, literacy and numeracy. Internal progression to literacy and numeracy courses is good and many continue learning by participating in a variety of family learning courses.
- Learners feel very safe. They like the welcoming, respectful and friendly learning environment. They feel less isolated and more secure learning whilst their children are well looked after in a nearby location. In an observed session, learners responded well to issues related to their children's use of the internet and the need to ensure their safety.
- Teaching and learning are good. Sessions are well planned and tutors use effective techniques and strategies to engage and motivate learners. They use real-life examples and learners' own knowledge and experiences to promote learning. They also use a range of very good quality paper-based and ICT resources to enable learners to extend their understanding. Reflective learning and reinforcement of learning during sessions are good.
- Monitoring of learners' overall progress is good. Initial assessment is effective in identifying learners' starting points and goals. Good recording of learners' general progress towards their personal goals takes place. However, recorded feedback to learners does not always focus sufficiently on learning nor on the specific actions individual learners need to take to improve their learning.

- Provision is responsive and meets learners' needs and interests very well. Since the last inspection, an increased number of longer courses are now offered to encourage progression. Courses are delivered in a range of accessible venues which meets the needs of hard-to-reach learners who would otherwise not engage in adult learning. Courses are also developed in response to needs identified by partners and by learners.
- Partnership working is excellent. Staff have developed very productive relationships within the council. For example, joint working with the Early Years service has been very successful in training practitioners to work more effectively with parents. This work has had a positive impact on the communication skills of children through working with their parents. The service has also worked very effectively with external agencies such as schools, children's centres, libraries and the Army welfare service.
- Support and guidance for learners are satisfactory. Learners receive appropriate information at the start of their course. Attractive leaflets and booklets are produced and used well to market and advertise courses. Learners are given satisfactory guidance about progression opportunities. Formal information and guidance are given to learners on longer courses. Signposting to external agencies is given to learners who have specific issues or problems.
- Leadership and management of family learning are good. A clear and well-understood strategy to develop and improve the quality of provision is in place. Data are used well to monitor performance and to inform planning and development of provision. Communication within the staff team and also with partners is good, as is engagement with users. The opportunities to respond to learners' views are highly valued.
- The promotion of safeguarding is good. Safeguarding is actively promoted to learners and staff and appropriate action is taken when safeguarding issues arise. Staff have been trained in various aspects of safeguarding. Internet safety is also very well promoted to learners who, on enrolment, receive written guidance about internet safety.
- Social inclusion and widening participation are good. The staff work well with other agencies to identify groups at risk of being excluded from adult learning services. For example, managers have worked with the local Ethnic Minority Advisory Service to develop courses which include additional support from interpreters and translators. All learners are offered childcare support and learners report that this has been a significant factor in their being able to attend courses.
- Quality improvement arrangements are robust. The self-assessment process is effective in identifying what actions need to be taken to improve the provision. An effective observation of teaching and learning system is in place and regularly monitors courses and of learner feedback. Staff performance is effectively reviewed through annual appraisals and a mid-term review.

What does Wiltshire Council need to do to improve further?

- Continue to improve the quality of feedback to learners and ensure it reflects specifically what individual learners need to do to improve their learning.
- Continue to develop the quality of guidance and support to learners at entry and completion of courses.

Information about the inspection

30. Three of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's community learning quality manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, 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.
31. Inspectors used group, individual interviews, and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of the provider. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive	Social and personal development
Approximate number of enrolled learners			
Full-time learners	0	0	0
Part-time learners	204	75	129
Overall effectiveness	2	2	2
Capacity to improve	2		
A. Outcomes for learners	2	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>	n/a		
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a		
B. Quality of provision	2	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?	2		
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2		
C. Leadership and management	2	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>	n/a		
C3. How effectively does the provider promote the safeguarding of learners?	2		
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
C5. How effectively does the provider engage with users to support and promote improvement?	2		
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	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

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011