

Scarborough Sixth Form College

Inspection report

Unique reference number: 130593

Name of lead inspector: Josephine Nowacki HMI

Last day of inspection: 6 May 2011

Type of provider: Sixth form college

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Information about the provider

1. Scarborough Sixth Form College is located on the edge of the seaside town on the North Yorkshire coast. The college serves a community of mainly rural areas around Scarborough, Whitby and Filey. Many students travel significant distances to get to college. Many employment opportunities are related to tourism and much of this work is seasonal. Professional workers comprise a small percentage of the workforce in the area. Incomes are lower than the national average and the rate of unemployment overall is higher than the national average.
2. The college provides a general sixth form education to 1,066 full-time students aged 16 to 18, and 24 aged 19 and over. The vast majority of full-time students take advanced-level courses. The college offers a range of GCE AS and A levels in academic subjects; a number of national award, certificate and diploma courses at advanced level; GCSEs in English and mathematics, intermediate courses in business, health and social care, leisure and tourism, media, and science, and a variety of accredited enrichment courses, including the extended project. A small number of adults take evening classes mainly in modern foreign languages and information and communication technology. Adult learning is a very small percentage of the college's provision. Approximately 3.5% of all students come from a minority ethnic background, which is lower than the national average but over twice the local average.
3. The inspection took account of all of the provision offered by the college, although discrete adult provision was not inspected directly. Social sciences and English and modern foreign languages were inspected in depth.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to 16 Further education (16 to 18)	2 full-time learners 1,066 full-time learners 8 part-time learners
Provision for adult learners: 19+	24 full-time learners 3 part-time learners
Informal adult learning	143 learners

Summary report

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

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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Aspect	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	3
Safeguarding	3
Equality and diversity	2

Subject Areas	Grade
Social sciences	2
English and modern foreign languages	2

Overall effectiveness

4. This good college displays elements that are outstanding, but also some satisfactory aspects. Although student outcomes dipped slightly from the previous year, success rates in 2009/10 were good. Most students make the progress expected of them when compared with their prior attainment. A significant number make consistently exceptional progress, but students' achievement and progress on a few courses are low. An extensive range of enrichment activities contributes very well to their personal skills and their development. Students make an outstanding contribution to their local community. The quality of provision is good. An outstanding curriculum helps students achieve well. In many areas of the curriculum, teaching and learning are good. However, teaching and learning are satisfactory overall because insufficient attention is given to students' learning and progress. Information, advice and guidance are good and effectively help students to stay on their courses. Systems to set targets and monitor students' progress are well established and valued by students. However, student targets are sometimes insufficiently aspirational.
5. The Governors and Principal provide good leadership and have successfully established the college's position in the local and wider community. They have

set a clear agenda for the college to develop students as thoughtful citizens of the future. In this, they are highly successful; students are considerate of one another, welcoming, articulate and confident. The Governors and Principal understand fully the need to improve students' achievement in all subjects. Standards have improved and are good in many areas but a few areas of underperformance remain. Satisfactory quality assurance and self-assessment arrangements have promoted improvement effectively in many subjects. However, departmental self-assessment is sometimes insufficiently critical and some quality improvement plans lack quantifiable measures. Safeguarding arrangements are secure and the college gives high priority to the promotion of equality and diversity.

Main findings

- Outcomes for students are good. The majority of students succeed on their courses. In 2009/10 the overall trend of improvement since the previous inspection was sustained in most areas. No significant differences exist between the achievements of different groups.
- On most advanced-level courses success rates are high and students make at least satisfactory progress; many make good or better progress. On a minority of courses, achievement has declined and is low. Students on intermediate and advanced vocational courses achieve good or better results. Students on GCSE courses achieve excellent results. The small number of adult learners succeeds very well.
- Students report that the college is a safe, welcoming environment and that the rare instances of bullying are dealt with quickly by the college staff. They are prepared very effectively for higher education and employment, are able to make informed choices about their health and well-being and are engaged in a wide range of activities that make an outstanding contribution to the community.
- Teaching and learning are satisfactory. The best lessons are purposeful and stimulating. Lively and imaginative teaching enables all students to make good or better progress. In less effective lessons, planning is weak, objectives are ill defined, and teachers struggle to enthuse or engage students sufficiently. Students, including the most able, are not always given tasks that are sufficiently demanding.
- The college offers an outstanding range of academic and vocational courses at intermediate and advanced levels with excellent opportunities for students to gain additional qualifications. The weekly enrichment programme has high participation rates and offers students a wide variety of physical, creative and cultural activities.
- Strong and well-established links with partner high schools and local agencies allow for productive relationships that support and benefit students. The college plays an active part in the North Yorkshire Coastal Consortium, actively supports high schools in delivering parts of their curriculum and is a member of the Northern Sixth Form College Federation (NorVIC).

- Care, guidance and support are good. A dedicated team of guidance support tutors provide helpful and timely support for individual students. Students with additional learning support needs are especially well supported, monitored closely and make good progress.
- Changes to the group tutorial structure have brought a more standardised approach to session planning and materials. However, there is insufficient rigour in monitoring and evaluating the delivery of group tutorials.
- Governors and the Principal provide good leadership that has secured the college's strategic position. In consultation with staff and managers, Governors have set clear strategic objectives that underpin the achievement of the college's aims. However, the targets associated with these are not sufficiently focused on the achievement of consistently high outcomes for all students and raising the expectations of all staff.
- Governors and senior managers monitor the college's financial position well and effective action has been taken to secure improvement in success rates in most areas of the curriculum. Arrangements to set and monitor performance against curriculum performance targets are not sufficiently robust to secure rapid improvement in the minority of areas where students' outcomes are low and those where performance is not consistently high.
- Arrangements for quality assurance, self-assessment and performance management are largely effective in promoting improvement but rates of progress in a few subjects are too slow. Quality assurance of teaching, learning and assessment does not always place sufficient emphasis on the learning and progress students make.

What does Scarborough Sixth Form College need to do to improve further?

- Support teachers to improve the quality and consistency of lesson planning so that teaching and learning activities better match the needs and capabilities of all students. Raise expectations for all and provide suitable levels of challenge to the more able students.
- Introduce a more systematic and robust process for monitoring and evaluating the quality of group tutorials.
- Strengthen arrangements for target setting and monitoring so that all staff contribute fully to the college's strategic aim to deliver outstanding educational success.
- Increase the rigour of arrangements for quality assurance, self-assessment and performance management to drive improvement more rapidly in the minority of areas where progress in improving students' outcomes has been slow.

Summary of the views of users as confirmed by inspectors

What students like:

- the quality of teaching and the approachability of the teachers for individual support
- the way in which they are treated with respect as emerging young adults
- the friendly atmosphere among students and the opportunities for social interaction
- the availability of study spaces and the library as a working environment
- the good range of enrichment and additional activities
- very good preparation for higher education
- the opportunities to combine a range of subjects and courses
- easy access to the college from the surrounding areas.

What learners would like to see improved:

- more social space
- better use of stretching targets and more detailed guidance to help them improve their work
- the teaching of general studies.

Main inspection report

Capacity to make and sustain improvement

Grade 2

6. Governors and the Principal provide strong strategic leadership and direction that has secured the college's current financial position and its good reputation with students and stakeholders. Staff understand their responsibilities, but arrangements to monitor and evaluate their performance are not always sufficiently effective. Students benefit significantly from an outstanding range of provision and the additional activities that help them to develop the skills needed to make an outstanding contribution to the community. Financial performance is monitored robustly. Quality assurance and self-assessment have successfully secured improvements, including in success rates, in most areas of the curriculum. Actions to improve are not sufficiently swift and effective in the minority of areas of low or relative underperformance. The areas for improvement identified at the previous inspection have been mostly resolved and some, for example in identifying students in need of additional learning support, are now strong. Most strengths from the previous inspection have been maintained.

Outcomes for learners

Grade 2

7. In 2009/10, the proportion of students who were successful on advanced-level courses, the bulk of the college's provision, was high. Success rates in AS level were just below the national average; this was due mostly to slightly lower than average retention. The proportion of students who achieved high grades on GCE AS- and A-level courses rose in 2010 and is now above average at AS level and satisfactory at A level. However, this overall positive position disguises variations in performance between subjects. Students in art, media and drama achieve consistently excellent results. A few subjects, such as GCE AS- and A-level information and communication technology (ICT), sociology and A-level German show a pattern of underachievement. Strategies are in place to rectify this. While marginal improvements are evident in the current year, the general pace of improvement is too slow in these subjects.
8. Most students on advanced vocational courses achieve very well. The proportion of students who achieve a grade A* to C at GCSE is excellent. Results for the small number of adults taking evening classes are good, and for some outstanding.
9. No significant difference exists between the performances of different groups of students, or students from different ethnic backgrounds. Success rates for students receiving additional learning support are good.
10. Students enjoy their lessons and most make at least average progress. In a significant number of AS- and A-level subjects and on advanced vocational courses, students' progress is excellent. A minority of students do not achieve as well as they should.

11. Students develop good economic and social well-being. Students say they feel safe and secure in college and know who to turn to if they have any concerns. Participation in sport is high. This, along with a satisfactory range of healthy options in the canteen and a comprehensive health awareness programme, helps to keep students fit and healthy.
12. Students make an excellent and sustained contribution to the community. Large numbers of students play an active role in supporting pupils in local primary and high schools, fund raising for national and local charities and contributing to local clubs, youth associations, and church groups. Modern foreign language students regularly visit local schools and practise their own linguistic skills by speaking and listening to younger pupils. This work is encouraging more prospective students to study languages at college.

The quality of provision

Grade 2

13. Teaching and learning are satisfactory with much that is good. In better lessons, teachers have consistently high expectations of, and challenge, students to achieve their best. Teachers' enthusiasm and knowledge, and their imaginative use of resources successfully motivate and inspire students to become inquisitive and independent learners. The pace of learning is brisk and, as a result, students make good or better progress. However, significant pockets of satisfactory teaching remain. In the less effective lessons, lesson content and teachers' use of questioning are not always sufficient to stretch students' knowledge and understanding. In these lessons, teachers often talk for too long and learning and progress are not as good as they should be.
14. Lesson planning varies in quality. In the best examples learning is planned carefully and incorporates a good range of activities. In the main, however, planning does not identify clearly what the objectives of the lesson are nor does it take sufficient account of the individual needs of students. For example, while the additional needs of students are supported well, not all lessons have sufficient challenge to secure consistently good or better progress for all students, particularly the most able.
15. Students' progress is monitored regularly and they value highly the individual reviews of their progress. However, a significant number of students feel, and inspectors agree, that their targets are insufficiently challenging.
16. The college offers an outstanding, inclusive curriculum. In addition to the broad academic programme, the college has successfully introduced a good range of advanced vocational options. A substantial and successful intermediate programme is aimed primarily at students who are not yet ready for advanced-level study. The college combines options flexibly in order to meet students' individual preferences. The small, but successful, adult provision is a positive response to the specific needs of the local adult community.
17. Enrichment is a strength of the college. The extensive weekly programme of activities includes recreational and team sports, creative and cultural activities,

debating, the Duke of Edinburgh award and voluntary activities. All of these help to extend students' knowledge and personal skills, and participation and attendance are high in most activities. Students have excellent opportunities to gain additional qualifications.

18. College managers have worked hard to develop strong partnerships that benefit students. Well-established links with local high schools have been successful in easing students' transition to college through a two-week 'bridging the gap' programme in the summer. The college has strengthened its links with employers through development of its vocational courses and the work-placement programme. Growing links with European partners contribute significantly to student enjoyment. The college plays an active part in the North Yorkshire Coastal Consortium and NorVIC.
19. Information, advice and guidance are good. The college offers extensive pre-course advice and guidance to help students choose the right course. Help with university applications is good. Students with additional learning needs are supported very well. Specialist staff attend schools to assess the needs of potential students requiring support. As a result, support is in place quickly. Students progressing to higher education speak highly of the helpful guidance they receive in making their applications.
20. A dedicated team of tutors provides high-quality day-to-day pastoral support. Students value highly the individual care provided by this team and many speak warmly of how their tutors have helped them to stay on track. Well-established links with a range of external agencies, including the Housing and Counselling and Mental Health services, are used very effectively to benefit students.
21. Weekly group tutorials ensure that students are well informed about college life and cover other topics such as physical and emotional well-being, and finance. However, the quality of group tutorials is too variable and students' attendance is patchy. Quality assurance of the group tutorial programme is insufficiently robust.

Leadership and management

Grade 3

22. Governors and the Principal provide good leadership that has secured the college's strategic position as the provider of distinct sixth-form provision in the town. They have established appropriate aims and strategic objectives for the college of developing the personal and social skills of students and delivering outstanding educational success. However, the use of challenging targets to monitor, evaluate and improve performance is not sufficiently focused on the achievement of very high student outcomes. Senior managers monitor the college's financial position well. The monitoring of subject-level performance, and staff, particularly in areas of lower performance, has not been sufficiently regular or rigorous to drive more rapid improvement in these areas.
23. Governors have a good range of skills and experience which they use well to support and challenge senior managers. Governors fulfil their statutory duties

for safeguarding, health and safety, and equality and diversity. They have plans to address the significant gender imbalance in board membership. Student governors enjoy their role and value how the experience helps them to progress to university. They are supported well by the clerk and by the opportunity to shadow an existing governor in their first year.

24. The college has satisfactory arrangements for quality assurance and self-assessment that have been effective in promoting improvement. However, rates of improvement vary and in a minority of subjects performance is low. Departmental self-assessment and quality-improvement plans do not always have quantifiable targets which means that trends in improvement are not measurable. Arrangements are in place to validate the judgements made through departmental self-assessment but these have not provided sufficient challenge to all staff in developing the self-critical and evaluative skills to secure consistently high standards. Arrangements for observing and improving the quality of teaching and learning are not sufficiently focused on the impact of teaching on students' learning and progress and on raising the performance of teachers needing to improve.
25. Arrangements for the promotion of safeguarding fulfil statutory requirements and are satisfactory. The college has appropriate systems for the safe recruitment of staff. These include Criminal Records Bureau checks that are carried out on all relevant staff, volunteers and other adults working with college students. The college's register for recording checks confirms that these are carried out appropriately. Policies and procedures for child protection and bullying are reviewed annually by governors. The college's designated senior member of staff has received appropriate training. Governors and staff have completed a basic child-protection course online. Recent improvements to aspects of health and safety and risk assessment mean that these processes are now monitored appropriately by the college.
26. Managers have made good progress in producing a Single Equality Scheme which has been approved by Governors. The development and implementation of the action plan resulting from the scheme is effectively overseen by an active equality and diversity committee. All staff and Governors are appropriately trained. The college completes good data analysis of its staff profile and students' outcomes, particularly of those identified to be in need of extra help, and takes effective action to resolve differences. Effective action is taken to attract students from under-represented groups. Inspectors were impressed with the students' attitudes to visitors and to one another; they treat each other with courtesy and respect.
27. The college makes satisfactory arrangements to listen, gather and respond to the views of students through focus groups and questionnaires. The Principal meets regularly with students through an open forum and when delivering tutorial sessions. As a result, he knows the students well and they feel confident in expressing their views to him. Formal consultative forums to allow students to contribute more widely to the development of the college are

underdeveloped. Students would value more systematic feedback on the actions taken as a result of their comments.

28. Financial management is strong and the college has prioritised investment in learning resources and accommodation well. Staff are well-qualified and good technician support in subjects such as science and media is effective in supporting safe working. The college arranges good staff-development events for teachers but does not monitor the impact sufficiently well to measure its effect on the quality of learning and assessment. Outcomes, although variable across subject areas, are good overall. The college offers good value for money.

Subject areas

Social sciences

Grade 2

Context

29. Some 573 students study full-time courses at GCE AS and A level in economics, geography, psychology and sociology. Almost all students are aged 16 to 18. Around half of all enrolments are in psychology.

Key findings

- Outcomes for learners are good although there is variation between subjects. In 2009/10 success rates were high in GCE A-level economics and geography and AS geography. Success rates were broadly average in AS economics and psychology and in GCE A-level psychology. In sociology, success rates are low.
- Students enjoy their courses and most make good progress when compared to their prior attainment. Progress is very good in GCE A-level geography and psychology; good in AS psychology and economics; satisfactory in GCE A-level economics and AS geography but inadequate in both GCE AS- and A-level sociology. Retention rates are satisfactory overall. They are just above average in economics and geography, just below in psychology and well below in sociology.
- On most courses, the proportion of students achieving high grades in 2009/10 increased to just under the national averages. The proportion of high grades in GCE A-level geography improved markedly and is now at the national average. It is low on sociology courses.
- In economics, geography and psychology, teaching and learning are good. In most lessons, teaching supports learning well and most students make good progress. In the best lessons, teachers use questioning effectively and have high expectations of students' work; they display good knowledge and a passion for their subject. In psychology, teachers use assessment of students' understanding particularly well to inform lesson planning.
- Students benefit from high-quality support materials in class. Wide-ranging and subject-specific enrichment enhances students' enjoyment and understanding of their courses. Good examples include field trips in geography, a visit to the Bank of England in London for the economists and a visit from a serving police officer to discuss offender profiling in psychology. Students also value the range of support and revision sessions on offer in college time, after college and in the holidays. Revision classes for psychology, held during the Easter break, were popular and particularly well attended.
- In sociology, teaching and learning are inadequate. Lessons lack pace and focus; students are not adequately supported by good quality in-class resources. Teachers do not use questioning consistently to assess levels of understanding or to stretch and challenge students, particularly the most able.

Sociology students do not receive the same levels of extra support and revision classes that other students enjoy.

- Access to interactive white-board technology and computers is satisfactory for all students in the department. Many teachers use technology well in lessons to add pace and challenge.
- Students' progress is monitored systematically in most subject areas and students know their targets. However, for some students their targets are insufficiently stretching and expectations are too low.
- Marking is mostly good. In geography and psychology it is particularly rigorous with clear targets and helpful guidance. In sociology, feedback on students' work is minimal; students are not always guided on how to improve their work and achieve their targets.
- Curriculum managers are aware of the strengths and priorities for development in the social sciences but the rigour and effectiveness of improvement planning is variable. In psychology and geography there is a range of appropriate and detailed strategies to meet targets and clear evidence of impact such as improved retention figures.
- In sociology, improvement planning is insufficiently clear and detailed. The monitoring and evaluation of the quality of teaching and learning, a key priority for improvement in sociology, is insufficiently robust to ensure rapid improvement. Observations of teaching and learning are too infrequent and support for professional development is neither systematic nor rigorous.
- Curriculum managers and teachers take issues of equality and diversity seriously. Good efforts are made in economics and psychology to improve the gender balance in recruitment to some subjects including, in economics, using female role models from the business world at subject taster days.

What does Scarborough Sixth Form College need to do to improve further?

- Raise success rates and progress in sociology by using student evaluations and assessment of their knowledge and understanding to inform lesson planning. Develop high-quality materials to support effective teaching and learning and improve the marking of students' work to include feedback that helps them know how to improve.
- Increase the percentage of students gaining higher grades by developing the use of effective questioning which interrogates students' understanding and deepens their learning, particularly for the most able.
- Ensure that the monitoring and evaluation of teaching and learning in sociology is systematic and robust with regular assessment of the impact of strategies for improvement.

English and modern foreign languages

Grade 2

Context

30. The college offers full-time advanced-level courses in GCE AS- and A-level English language and English literature, French, German and Spanish. GCSE English is offered at intermediate level. Part-time evening classes are available in modern foreign languages. Currently, just over 400 students are enrolled, the majority of whom are full-time and aged 16 to 18.

Key findings

- Outcomes for students are good. Pass rates at GCE A level are consistently outstanding and a high proportion of students gain high grades in GCE A-level French, AS English language and AS Spanish. The proportion of students gaining grades A* to C in GCSE English improved significantly in 2009/10 and is very high. Retention rates are satisfactory. College data indicate that these rates are improving on the majority of courses in the current year.
- GCE A-level success rates are high on all courses except A-level German where they are very low. Success rates for students on AS-level courses are variable. For example, they are excellent in Spanish and satisfactory in English subjects.
- Students in English demonstrate good analytical skills and provide extended answers with appropriate linguistic and literary examples. They engage in challenging discussion, demonstrating a good breadth of literary awareness. Most students speak confidently and with fluency in foreign languages.
- In GCE AS- and A-level English language, and in GCE A-level English literature, students make good progress. On German courses and in AS French, students make insufficient progress. A high proportion of students on French and Spanish courses continue to study languages in higher education.
- Students enjoy their lessons. Enrichment opportunities in foreign languages are good and include annual trips to France, Spain and Germany. Languages assistants provide good support for the development of spoken languages. The English department organises films linked to set texts during lunchtimes. Teachers also offer several theatre visits each year but student participation in these is variable.
- Teaching and learning are satisfactory. In the best lessons, teachers use a good variety of activities that maintain students' interest and keep them on their toes. In languages lessons, video clips, structured dialogues and quizzes enable students to develop a good range of skills. In many English lessons a good balance between group and individual work helps to develop students' confidence and, as a result, students are happy to contribute their views and offer additional information.
- Less effective lessons are characterised by insufficient challenge, especially for the most able. The pace of activities is too slow at times and this prevents many students from making the progress they should. Lesson planning does not

always identify the progress students are expected to achieve by the end of the lesson.

- Often teachers summarise lessons or activities with a review or reminders about homework and examination techniques, but checks to ensure that students have fully understood the key points are insufficient. In a number of lessons, teachers do not use questioning sufficiently both to check and extend students' learning.
- Most work is marked carefully and errors in the use of grammar and vocabulary are identified clearly. However, advice to students about how they can improve their work is often too vague.
- Links between the modern foreign languages department and local schools are highly effective and benefit both pupils and students. For example, the college's Spanish assistant works effectively with a local school and plans for a joint trip to Spain for 2012 are well underway. Students on French courses visit primary schools to teach children French. In English, a well-established mentoring scheme supports local school pupils with their reading. College teachers and school teachers work closely through local network meetings to support students progressing from GCSE level.
- Students value the academic and pastoral support they receive from their teachers and tutors and are confident about seeking clarification or further support when necessary. The range of provision is good.
- Leadership and management are satisfactory. Strategies to reverse the decline in results in English Literature in 2010 are having a positive impact in the current year. However, best practice in tackling weaknesses is not shared systematically across all subjects, and systems for monitoring progress towards improvement are insufficiently robust.
- The quality of self-assessment is satisfactory. In the best examples, self-assessment is critical and identifies accurately the areas for improvement. Targets are ambitious, and actions are specific and include a wide range of appropriate strategies to rectify any underperformance. However, where it is less effective, self-assessment overlooks key weaknesses. Often actions identified in self-assessment are too general and targets are unclear.

What does Scarborough Sixth Form College need to do to improve further?

- Improve the quality of lesson planning so that it focuses clearly on the progress students will make in their learning; include activities that provide sufficient challenge to ensure that all students achieve their potential. Use questioning to ensure that all students are learning and in a way that extends learning for the most able students.
- Ensure that teachers' comments on marked work help students to understand the progress they are making towards achieving their target grade and that they understand clearly how they can improve their work.
- Share successful strategies to rectify underperformance across all subjects to reduce variability and ensure that all students achieve their potential.

- Develop a consistent, rigorous approach to self-assessment to ensure that all areas for improvement result in specific actions that are reviewed systematically.

Information about the inspection

31. Three of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's vice principal, 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 body, 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.
32. Inspectors used group and individual interviews and emails to gain the views of students. They also looked at questionnaires students had recently completed for the college. They observed learning sessions and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)
Scarborough Sixth Form 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+ responsive:** FE full- and part-time courses

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive
Approximate number of enrolled learners				
Full-time learners	1,092	2	1,066	24
Part-time learners	11	0	8	3
Overall effectiveness	2	2	2	2
Capacity to improve	2			
Outcomes for learners	2	2	2	3
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	2			
How well do learners progress?	3			
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>	1			
Quality of provision	2	2	2	2
How effectively do teaching, training and assessment support learning and development?	3			
How effectively does the provision meet the needs and interests of users?	1			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
How effective are the care, guidance and support learners receive in helping them to achieve?	2			
Leadership and management	3	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3			
<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?	3			
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?	3			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3			
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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