Camden Adult and Community Learning Service

Inspection report

Unique reference number:	53110
Name of lead inspector:	Jon Bowman HMI
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Type of provider:	Local authority
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Information about the provider

1. Camden Adult and Community Learning Service (ACL) is located within the council's Children, Schools and Families Directorate. It is funded through the Skills Funding Agency for adult safeguarded learning. In 2009/10, £1,140,290 was received from the Skills Funding Agency as adult safeguarded learning funding and £191,887 for Formal First Steps Learning.

2. The mission of ACL is to 'encourage and support adults to make their first steps back into learning and so become more active economically, in their families and communities, and maintain better health'. Provision is targeted towards those in the most deprived wards, in line with Camden Council's sustainable community strategy. ACL is provided through two areas of learning, Community Learning and Family Learning.

3. ACL provision is delivered through 91 different venues across the borough. In 2009/10, 63% of learners lived in the most deprived areas, 41% were from minority ethnic communities and a further 19% non-British white. Nineteen per cent of learners declared a learning difficulty or disability. This inspection graded learning for personal and social development.

4. Camden is a borough of contrasts with a population of 231,200, just under half of which are from minority ethnic communities. The unemployment rate is around 8%. Just under half of Camden's working age population are qualified to degree level, compared to 37% across London, while 17% have no qualifications. In the 2007 English Indices of Deprivation, Camden is ranked 41 out of 354 local authorities.

5. The following organisations provide training on behalf of the provider:

   ■ Westminster Kingsway College (Community Learning)

   ■ Working Men's College (Community Learning)

   ■ City Lit (Family Learning)

   ■ South Hampstead Education and Lifelong Learning Centre (Community Learning)

   ■ Age UK - Camden (Community Learning)

   ■ South Camden City Learning Centre (Community Learning)

   ■ Sidings Community Centre (Community Learning)

   ■ The Camden Society (Community Learning for learners with disabilities)

   ■ Training Link (Community Learning)

   ■ Ampersand (Family Learning).

Type of provision	Number of learners in 2010
Adult and community learning	4,165 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	2
Equality and diversity	2

Learning for social and personal development	**Grade**
Community learning	2
Family learning	2

Overall effectiveness

6. Learners enjoy attending the many centres that deliver adult and community learning. Many learners are new to learning and are taking their first steps back into education. They achieve well, develop their self-confidence, learn new skills and successfully move on to other training, learning and volunteering opportunities. Some gain employment after attending courses.

7. In the best teaching and learning sessions, tutors use a good variety of interesting activities that ensures everybody is involved and understands the session content, and learners make good progress. In some sessions, however, not enough time is allowed for learners to practise the skills they are learning and not all tutors are confident in helping learners develop their literacy and numeracy skills. While learners agree targets for themselves with tutors, in some instances these are not always recorded in sufficient detail. The guidance and support provided to learners is very good and underpins well the positive next steps that many make after completing their courses.

8. The wide range of partnerships successfully delivers the council's goals. Partners work together very well to ensure that adult learning opportunities are

coordinated effectively throughout the borough. They share skills and resources effectively so that provision is delivered efficiently.

9. The council's leaders and managers are highly ambitious for learners. There is a good focus on the safety of learners and centres provide safe environments for learning. All learners achieve well and, in sessions, individuals from a wide variety of backgrounds learn about each other and work very well together. Many improvements have been made since the last inspection. Learners now achieve consistently good outcomes. Managers use information about the provision well to identify strengths and areas for improvement, although information on the next steps that learners take is not gathered and analysed routinely.

Main findings

■ Learners achieve good outcomes and develop important practical skills and knowledge that they apply well in their day-to-day lives. They enjoy learning and make good gains in their personal and social development. Retention and success rates have improved and are now consistently good.

■ Many learners progress successfully on to further learning and training. They become active in their community through volunteering. Parents and carers develop skills that enable them to support their children's development and education. Older learners develop information and communication technology (ICT) skills that help them use computers in practical ways.

■ Teaching and learning are satisfactory overall. In the best sessions tutors use a good range of learning activities that engage all learners well and ensure that they make good progress. In sessions where learners do not have enough time to develop and practise new skills, their learning and progress are slower.

■ Learning targets are not always recorded in sufficient detail in learning plans, although the setting of targets for learners has improved significantly. Where targets are clear and developed in partnership with learners they help them focus well on their individual goals.

■ Provision reflects the council's priorities well, and priority groups are effectively targeted and engaged in adult learning. A good proportion of learners who are new to learning, those from the most deprived wards, from minority ethnic communities and older learners participate and achieve well.

■ Good support and guidance for learners underpin the good outcomes that they achieve and the positive next steps that many make. Learners get good access to regular information, advice and guidance. However, not all learners receive sufficient support to develop relevant literacy, numeracy and language skills.

■ Partnership working increases the breadth of provision and supports well the strategic goal of engaging those new to learning. Partners work together effectively to ensure that provision is complementary and that resources are developed and utilised effectively. This helps secure good value for money.

■ The high ambition that the council and its partners have for learners is effectively translated into practice. The quality of service is consistently good. Effective action is taken to improve provision. Good systems are in place to monitor the performance of subcontractors and build their capacity.

■ Learners feel safe and clear guidance is in place for staff should they have concerns about learners' welfare. Centres provide safe learning environments and tutors ensure that safety is prioritised well during sessions.

■ Equality and diversity are promoted well, in particular through the curriculum. In sessions, learners from different backgrounds work together cooperatively and support each other well. The provision of crèche facilities supports the engagement of parents and carers well. New learners are successfully recruited to courses and a good proportion of learners are from the most deprived wards in the borough.

■ There is satisfactory use of the views of learners to support the development of provision. There are good examples of where the views of learners have influenced new developments and their views are routinely sought. The service has identified the need to collate and use these views further to influence initiatives across the service.

■ Self-assessment is rigorous and accurate. Data are used to good effect to analyse and evaluate performance. Managers and senior leaders know well the strengths and areas for development of the provision and have identified the need to collect and use data on learners' next steps more systematically.

What does Camden Adult and Community Learning Service need to do to improve further?

■ Ensure greater consistency in the quality of teaching through improved recording of learning targets and consistent support to develop learners' literacy, numeracy and language skills.

■ Further the use of data on the next steps that learners make to better demonstrate the longer term outcomes for them.

■ Further develop the use of learners' views to influence provision across the service.

Summary of the views of users as confirmed by inspectors
What learners like:
■ discovering that they can learn

■ developing their confidence to try new things and meet new people

■ their increased knowledge of computers and the opportunities that this brings

■ the small class sizes

■ individual support and personal attention that helps them progress

■ the caring and supportive environment

■ the homework club

■ information and advice about training and learning in the local area

■ supportive and enthusiastic staff.

What learners would like to see improved:

■ more space in some computer classes.

Summary of the views of partners as confirmed by inspectors

What partners like:

■ the 'critical friend' role that ACL performs

■ the service's understanding of the voluntary sector

■ the mutual trust and respect between partners

■ good procedures for monitoring contracts

■ the focus on improvement

■ good guidance on important areas such as safeguarding

■ good training opportunities.

Main inspection report

Capacity to make and sustain improvement   Grade 2

10. Outcomes for learners have improved since the previous inspection and are now good. Retention and success rates have improved over a three-year period. Many improvements have been secured since the last inspection and monitoring visit. At the last inspection, community learning was judged to be satisfactory. It is now good. Strengths in family learning have been maintained and built upon. The overall effectiveness of provision has improved and is now good. Data are used to good effect to monitor provision, and monitoring and quality improvement activities have significantly improved. Appropriately high standards are set when judging the quality of provision, and targets for improvement are followed up rigorously. Particularly effective work has been undertaken with smaller subcontractors to increase their ability to deliver consistently good-quality provision.

11. Managers know well the strengths and areas for development of the provision. Self-assessment is rigorous and accurately identifies strengths and areas for further improvements. The self-assessment process involves staff, subcontractors and other partners well. Judgements are clear and accurate and based on close scrutiny of a wide range of evidence, including up-to-date data on performance.

Outcomes for learners   Grade 2

12. Learners achieve well, develop a thirst for learning and successfully progress on to other courses and volunteering opportunities. They gain a wide range of benefits that help them move towards their career goals and assist them in their day-to-day lives. Those new to learning quickly gain in confidence in working with others. They develop their skills and interests well and apply the skills they have learnt in their personal lives. Older learners develop useful ICT skills that enable them to use the internet for practical means such as online shopping. Gains in confidence ensure that some can use public transport more easily. In family learning, learners develop well their understanding of child development and are better able to play with their children and manage their behaviour. Their children benefit too, through increased engagement with their school. Headteachers report that children whose parents and carers take part in family learning show improved attendance and attainment.

13. Many learners move on successfully to other learning and training, including employment-related training. Some volunteer, while others gain employment as support and crèche workers. One group of ex-learners set up their own group, 'Friends of Family Learning', and researched and produced an excellent brochure on activities for families in the borough. While some data are collected on the next steps that learners take once they have completed courses, these data are not analysed routinely to identify trends in progression to further learning or employment.

14. The standard of learners' work is good. Their attendance is satisfactory and learners enjoy the sessions and courses very much. Punctuality is generally satisfactory, although on some family learning courses for those with young children it is more erratic. Punctuality at sessions is good in community learning.

15. Learners feel safe in sessions and centres. They are aware of safe practice in and around centres. Safe use of the internet is promoted well, including through a specific course for learners with learning difficulties and/or disabilities.

16. In sessions, learners from different backgrounds work cooperatively. They are supported well in understanding the different backgrounds that they come from and show respect and tolerance for each other. Retention and success rates have improved over a three-year period and are consistently good across all aspects of the provision. Learners from all backgrounds and of all abilities achieve well.

The quality of provision   Grade 2

17. Teaching and learning are satisfactory, reflecting the provider's own judgement in the self-assessment report. The observation of teaching and learning scheme is robust and judgements on the quality of teaching are sound. Joint lesson observations undertaken with inspectors during the inspection confirmed the accuracy of the judgements made by the service's observers.

18. In the best sessions, teaching is lively and varied activities engage all learners well. They become highly motivated to learn and make very good progress. These sessions are highly enjoyable and build learners' confidence well. Equality and diversity are promoted well in sessions. Learners are encouraged to share their cultural backgrounds and they quickly develop their understanding of their differences. In the less successful sessions, tutors take too long to explain tasks and there are insufficient opportunities for learners to practise their skills and develop their knowledge. In these instances, tutors do not check whether learners understand concepts sufficiently. On occasions, opportunities to improve learners' literacy, numeracy or language skills are not utilised.

19. The assessment and monitoring of learners' work and their progress have improved and are satisfactory overall. In family learning there is some very good practice where tutors and learners regularly review and record their own learning through the application of easy-to-use tools. Some learning plans, however, do not specify sufficiently what learners have to do to further improve their skills. The service has recognised this in its self-assessment report. All tutors have, or are working towards, appropriate teaching qualifications.

20. The wide range of resources available supports learning well. Good, and in some cases excellent, ICT resources help engage learners effectively in

sessions. Partners work very well together to ensure that resources are widely available to learners.

21. Provision is targeted well at the service's priority groups and communities. Programmes provide good opportunities for learners to progress to become volunteers, support workers and in some cases tutors. A volunteer programme is in place to provide more formal volunteer training for some learners. The homework club is well attended and much appreciated by learners. The good geographical spread of courses targets effectively the most disadvantaged, first-time learners and learners whose circumstances have made them hard to reach. On-site crèches support access to courses for parents and carers well.

22. Partners successfully work together at the strategic and operational level to identify needs and plan provision. There is good collaboration between the wide range of partners who include colleges, schools and voluntary and community organisations. This ensures that a good range of learning opportunities is available throughout the borough that successfully engages learners from the most disadvantaged communities and those new to learning. Careful planning of provision and a good understanding of each others' roles ensure that partners deliver complementary learning activities and avoid duplication.

23. The good support and guidance that learners receive underpin well their success and the progress that they make. Learners highly value the crèche provision available. Well-designed and effective 'choices days' support the progress of learners on to further learning, training and volunteering roles. Staff provide very good practical support to learners that assists their progress, such as accompanying them to local colleges so that they quickly become familiar with a new environment. Where additional learning support is provided it is effective in enabling learners to achieve their learning goals. Guidance and support is coordinated well between partners. Dyslexia assessments help learners to complete their courses successfully. Joint work with the British Library, the British Museum and others provides exciting opportunities for learners which enrich their learning experience.

Leadership and management   Grade 2

24. The strategy for adult and community learning links very well with the council's overall priorities to address childhood poverty, meet the needs of older people and promote digital inclusion. The provision is particularly successful at recruiting those new to adult learning. New learners accounted for over 55% of learners in 2009/10.

25. Governance arrangements are good. There is effective accountability through the lead member for children, schools and families. The scrutiny committee provides useful oversight and monitoring of the service's overall targets.

26. The service focuses successfully on the development of its staff and that of its smaller subcontractors, especially those from the voluntary and community sectors. Managers use quality monitoring procedures very effectively to identify

the development needs of staff. Monitoring visits are effective in following up tutors' progress in improving identified areas for development. The programme of training events provides good opportunities for staff to learn, discuss relevant topics and share good practice. Staff new to adult learning are supported well to gain teaching qualifications.

27. There are good arrangements for ensuring that learners are safe and a high priority is placed on safeguarding. Managers work closely with the Local Safeguarding Children Board and appropriate pre-employment checks on staff are undertaken. Procedures for reporting incidents are clearly understood by staff. Policies provide good guidance for them. The monitoring of the safeguarding procedures of partners is very effective and includes checking learners' understanding of relevant issues and whether learners feel safe when attending provision.

28. The service promotes equality and diversity well. Managers make very good use of information on learner participation trends when reviewing the range of provision on offer. A very high proportion of learners are from minority ethnic groups and live in deprived wards. The service is successful in continuing to promote provision that enables learners from diverse cultural backgrounds to learn together. Good training is delivered in relevant subjects, such as in language awareness for tutors, and inspectors observed good examples of the promotion of cultural awareness and diversity in sessions where learners enjoyed learning from one another. However, no recent training has taken place for tutors on wider equality and diversity issues to support their work.

29. The service makes satisfactory use of the views of learners to support the development of provision. Recently-developed processes to collate their views more systematically build effectively on established procedures to consult with learners on individual programmes and gather their views informally. As a result of listening to learners, some new developments have taken place, such as a well-used homework club and the use of bilingual dictionaries in sessions. Procedures to report back to learners as to how their views help evaluate and improve provision are being developed.

30. Procedures to develop the self-assessment report and for improving the quality of provision are very good. Managers use data well to agree, monitor and review targets with each subcontractor. Separate monitoring visits to colleges provide thorough feedback on their performance against a very clear quality framework that focuses on the outcomes for learners. ACL works very productively with smaller subcontractors in evaluating their effectiveness and in supporting their improvement. Partners contribute well to the self-assessment report. Although the service makes good use of data to analyse and evaluate performance, it has identified the need to develop further its systems to collect and analyse data on learners' destinations once they complete their programmes.

31. Camden ACL provides good value for money. Partners plan provision collaboratively. Joint work ensures that resources are shared well and that

duplication is avoided. The sharing of venues, support staff and ICT facilities across departments and partners ensures that provision is delivered efficiently. The service has continued to meet its targets for participation.

Learning for personal and social development

Community learning   Grade 2

Context

32. Community learning takes place in a wide range of locations. Currently, 1,697 learners attend courses. These include introductory computer courses, fitness and visual arts for older people and for those with disabilities, and English for speakers of other languages (ESOL). Approximately three-quarters of learners are female and just over half are from minority ethnic groups.

Key findings

■ Learners new to learning develop positive attitudes and achieve well. Achievement rates on the small number of accredited courses are high, and are similar for different groups of learners. Punctuality is good and attendance is generally satisfactory. Retention rates are high. Learners develop good personal, social and, on some courses, employability skills. They enjoy the challenge of learning and make good progress in developing new skills, or in building on their existing skills and experiences.

■ Learners enjoy the informal, local learning opportunities. They develop a greater awareness of their rights and responsibilities through the negotiation and development of ground rules for courses. Many progress to further training, volunteering opportunities or employment. Many older people discover and learn well how to use information and communication technology (ICT) and apply their new skills through, for example, undertaking shopping on-line.

■ The quality of teaching and learning is satisfactory overall. Tutors are skilled at creating a relaxed and supportive learning environment. In the most effective sessions, tutors identify clearly learners' individual needs. Learners are effectively encouraged to develop a greater sense of responsibility for their own learning. Tutors use a wide range of interesting learning activities and resources to motivate and challenge learners to extend their skills.

■ In the less effective sessions, tutors' explanations of learning activities are often over long. Tutors do not use a sufficient range of learning activities to engage learners fully in sessions. Learners have insufficient time to practise and develop their individual skills. Tutors do not always make best use of the available accommodation.

■ The monitoring of learners' progress and achievement is satisfactory. Many tutors effectively negotiate clear individual programmes with learners. In these instances, learners become increasingly independent in managing their own learning. Some learning plans are, however, overly complex. Where this is the case, learners do not fully engage in assessing their own learning needs or their progress and rely on tutors to do so.

■ Careful curriculum planning attracts well target groups in local community venues. Approximately a third of courses target older learners. These courses provide them with good opportunities to develop essential ICT skills that equip them to participate more fully in modern society. Learners with learning difficulties have a customised course that supports the safe working of the internet effectively.

■ A broad range of partnerships successfully widens participation and promotes social inclusion. Learners benefit from shared resources, the specific expertise of partners and their links with local communities. Partner organisations benefit from access to a wide range of staff development activities available through ACL.

■ Tutors and volunteers provide good individual support for learners. Mentoring sessions help learners to achieve their learning goals. They receive helpful information and advice about progression opportunities to further learning, volunteering and employment. However, tutors often lack confidence and expertise in fully supporting learners to improve their language and literacy needs.

■ Leadership and management are good. Local and national priorities are effectively met through the careful targeting of provision. Older learners, those with disabilities, learners who speak English as an additional language and those not in employment participate and achieve well. Achievement is supported by the positive environment and good rapport that staff quickly develop with newly-engaged learners.

■ There are good arrangements to promote the safeguarding of learners. All staff have undergone relevant training. Learners are briefed on safety issues when starting courses and a leaflet helps learners understand their roles and responsibilities and how to keep safe.

■ Equality, diversity and social inclusion are successfully promoted. Learners from the most deprived communities participate well. Equality of opportunity is promoted effectively in lessons. Learners from diverse backgrounds share their previous knowledge and learning. They work well together to develop new skills in an atmosphere of mutual respect and tolerance.

■ The self-assessment report accurately identifies the strengths and areas for improvement of provision. Tutors involve learners informally in evaluating the provision. This informs curriculum development and increases the number of appropriate progression routes. The observation of teaching and learning scheme is robust. However, strategies to address areas for improvement identified through observations have not yet been fully effective.

What does Camden Adult and Community Learning Service need to do to improve further?

■ Ensure that all learners' goals are clearly identified and recorded so that learners become more independent in assessing their progress and better understand what they need to do to progress further.

- ■ Ensure that all staff have the expertise required to help learners develop the language and literacy skills that they need to achieve their goals.

- ■ Develop the skills of all tutors to ensure that all sessions actively involve learners so they have sufficient time to practise and develop their skills.

Family learning Grade 2

Context

33. Family learning takes place in a range of venues including learning centres, schools and children's centres. Currently, 83 learners attend courses, mainly in two family learning centres. The majority of current learners are women. Around two thirds are from minority ethnic groups. Programmes include family literacy and numeracy and wider family learning courses.

Key findings

■ Outcomes for learners are good overall. Learners make substantial gains in their personal development. They support their children very effectively with school work and improve their relationships at home. Their social confidence improves. They move on to further courses, take on voluntary work or serve as parent governors or parent champions engaged to bring other parents and carers into learning. Some find work, often in childcare, and become excellent ambassadors for family learning.

■ Achievement rates on the small number of accredited courses are satisfactory. Retention rates on non-accredited courses are good. Robust measures to improve the attendance of learners have been effective and this is now satisfactory. Most learners who are unable to attend sessions now telephone tutors with their apologies. Punctuality is generally satisfactory, but poor punctuality by learners without young children to manage is not effectively addressed by tutors.

■ Teaching and learning sessions are lively and full of activities that engage learners very well, including exciting use of ICT. Learners work together with great enjoyment and enthusiasm to achieve well-chosen individual goals. Tutors give frequent and supportive feedback to learners. Sessions strongly promote equality and diversity. Learning materials are well designed. Tutors make good use of materials easily found at home to ensure learners can carry out the same activities with their children at home.

■ The system for identifying and recording learners' achievements has improved and is now well established. However, some very good practice in assessment is not yet sufficiently shared. Tutors do not always ensure that learners improve their communication skills, such as their pronunciation or the correct spelling of key vocabulary. A minority of wider family learning courses do not focus sufficiently on activities which parents and carers can undertake with their children at home.

■ The programme meets the needs and interests of learners very well. Courses are highly accessible in terms of timing and location and are effectively marketed. The programme successfully recruits learners for whom crèches are essential and who have most need of the provision. Learning centres on school premises make learning accessible for parents and carers. The service has

attracted large numbers of fathers to one-off events to work alongside their children.

■ The service works particularly effectively with its partners to plan the programme and to refer learners to new opportunities. Relationships with primary schools are excellent. Headteachers identify many benefits to children of parents and carers who attend family learning sessions, including improved reading, writing, mathematics and behaviour. Headteachers regularly refer parents and carers whose children need extra help at home to the family learning programme.

■ Support for learners is outstanding. A much-needed weekly homework club gives parents and carers the opportunity to work quietly on assignments with support. Learners have easy access to, and make very good use of, regular advice and guidance sessions on their next steps. Good strategies are in place to support dyslexic learners. Staff provide excellent personal and practical support, accompanying learners who are moving on to other education settings.

■ Managers communicate and share information well with staff. Professional development arrangements for staff are very effective. Some tutors who started their careers as family learning students or crèche staff provide particularly good role models for learners. Tutors receive substantial support and encouragement to gain professional qualifications.

■ Safeguarding is thoroughly understood by staff and positively addressed on all courses. An attractive leaflet on safeguarding, health and safety and learners' rights and responsibilities is discussed at length, referred to frequently and kept prominently in the front of learners' files.

■ Equality and diversity are strongly promoted during sessions. Tutors are very knowledgeable about the wide variety of cultural experiences among learners. They use these as a basis for learning and discussion and design learning plans to accommodate all learners' cultural needs. Learner groups are characterised by their interest in each others' lives and what they can learn from these.

■ Quality improvement is very effective. Observations of teaching and learning are frequent, rigorous and have detailed action plans which are followed up regularly. A shared desire for on-going improvement ensures that tutors respond very positively to suggestions from observers. The self-assessment report is clear, evaluative and accurate. The process involves all staff but has insufficient input from learners.

What does Camden Adult and Community Learning Service need to do to improve further?

■ Ensure that all tutors help learners improve their individual communication skills, such as pronunciation and the correct spelling of key words, so that they make even better progress.

■ Review the content of wider family learning courses to ensure that there is a focus on associated learning activities for children at home so that they fully benefit from these courses.

Information about the inspection

34. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by ACL's head of service, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, Framework for Excellence indicators, 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.

35. Inspectors used group and individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners had completed on behalf of the ACL. 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)

Camden Adult and Community Learning Service

Social and personal development: all adult safeguarded provision

Grades **using the 4 point scale** 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Social and personal development
Approximate number of enrolled learners Full-time learners Part-time learners	0 4,165	0 4,165
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. *Are learners able to make informed choices about their own health and well being?**	n/a	
A5. *How well do learners make a positive contribution to the community?**	2	
B. Quality of provision	**2**	**2**
B1. How effectively do teaching, training and assessment support learning and development?	3	
B2. How effectively does the provision meet the needs and interests of users?	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**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
C2. *How effectively do governors and supervisory bodies provide leadership, direction and challenge?**	2	
C3. How effectively does the provider promote the safeguarding of learners?	2	
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
C5. How effectively does the provider engage with users to support and promote improvement?	3	
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