

The Manchester College

Inspection report

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Type of provider: General Further Education College

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Information about the provider

1. The Manchester College was established on 1 August 2008 following the merger of two large colleges: Manchester College of Arts and Technology and City College Manchester. It is the largest college of further education in England. The college operates across 20 sites, often co-located with key partners such as libraries and the Connexions service, spread across the wider city area. Around one third of the college's provision is funded by either the Skills Funding Agency (SFA) or the Young People's Learning Agency (YPLA). It is the largest national provider of offender learning, covering 77 establishments across the country.
2. In 2009/10 the college enrolled almost 7,000 learners aged 16 to 18 and just over 15,000 adults. The majority of the college's learners come from Manchester and the surrounding local authorities. Manchester is one of the most deprived local authorities in England and many learners live in areas of significant levels of deprivation. In 2009 the proportion of pupils leaving Manchester schools having gained five GCSE A* to C grades, including English and mathematics, was significantly below the national average. Many learners join the college with very low levels of prior attainment, low literacy and numeracy skills, and complex personal and social issues. Around 70% of learners aged 16 to 18 receive the educational maintenance allowance and a large proportion of adults receive financial assistance to study at the college. Around two thirds of learners are of White British heritage and the remainder cover a very diverse ethnic mix.
3. The college offers courses in all subject areas although the provision is relatively small in land-based industries, sport and travel, history, and social sciences. The most significant subject areas are literacy, numeracy and English for speakers of other languages (ESOL); business, health and social care; visual and performing arts; and construction. Approximately half of all learners study at foundation level, one third are on intermediate-level courses and one fifth are completing advanced-level qualifications. The number of apprentices has increased to 659 since September 2010 and there are 3,079 learners completing Train to Gain programmes. The college has managed the reduction in the number of government funded adult learners and increased the proportion of full-cost courses delivered. Around 450 pupils from local schools study foundation-level programmes and a further 250 attend vocational taster courses. A broad range of higher education courses are delivered to 1,825 learners.
4. The inspection took into account all of the government-funded college and work-based provision. It inspected in detail health and social care, construction, hairdressing and beauty therapy, visual and performing arts, literacy and numeracy, ESOL and business, as well as the leadership and management of the offender learning provision.
5. The college provides training on behalf of the following organisations:
 - Manchester Solutions (apprenticeships)
 - The Peter Jones National Enterprise Academy (diploma in entrepreneurship)
 - Manchester Metropolitan University (foundation degrees)

- The University of Huddersfield (teacher training)
- Edge Hill University (teacher training)

Type of provision	Number of enrolled learners in 2009/10
<p>Provision for young learners: 14 to 16</p> <p>Further education (16 to 18)</p> <p>Foundation learning</p>	<p>725 part-time learners</p> <p>6,202 full-time learners 466 part-time learners</p> <p>1,728 full-time learners 219 part-time learners</p>
<p>Provision for adult learners: Further education (19+)</p>	<p>3,290 full-time learners 12,007 part-time learners</p>
<p>Employer provision: Train to Gain Apprenticeships</p>	<p>4,668 learners 425 apprentices</p>

Summary report

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

Overall effectiveness of provision	Grade 3
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	1
Equality and diversity	2

Subject Areas	Grade
Health, social care and early years	3
Construction	4
Hairdressing and beauty therapy	3
Visual and performing arts	3
Literacy, numeracy and ESOL	2
Business, administration and law	3

Overall effectiveness

- Since the merger of two very large colleges in August 2008, The Manchester College has become well established and now provides a satisfactory standard of education and training. A very ambitious strategy underpins the vision to raise participation and aspirations across the city. It focuses particularly well on meeting the needs of local residents, employers and communities; engaging the most vulnerable young people and adults is a key priority. A unified and positive culture has emerged but the college recognises that much more still needs to be achieved.
- Most learners join the college with very low levels of prior attainment. They make satisfactory progress in their studies. Learners develop good social, personal and study skills that support them in college and beyond. However, too

few learners achieve their main qualification. The quality of provision is satisfactory in most areas. While provision is good in literacy, numeracy and ESOL, it is inadequate in construction and this is a major weakness. Too much of the teaching and learning is satisfactory and there are significant inconsistencies across and within subjects. In a very short time the college has developed outstanding partnerships and reconfigured the provision across its 20 sites so that it effectively meet the needs of the challenging local areas in which it operates. However, too many learners are not yet placed on the right level of course and the monitoring of learners' progress against short- and long-term targets is not yet consistently applied. Personal and welfare support for learners are exceptionally good.

8. Governors have supported managers well in achieving significant improvements in efficiency gains, estates improvements, finance, and the integration of a very large offender learning contract. Senior managers have yet to provide governors with sufficient detail to enable them to monitor effectively learners' performance. While the self-assessment report was found to be insufficiently accurate and action plans not always precise enough, managers at all levels are working very well with their staff and implementing effective strategies to improve quality and drive forward improvements. The passion and commitment of staff and the very recent improvements give inspectors confidence that the college has good capacity to improve.

Main findings

- Learners' progress, often from a very low level of prior attainment, is satisfactory. Success rates on too many courses are low and for a significant minority are well below the national average. In most subject areas, too many learners fail to achieve their main qualification, particularly in construction. Success rates on work-based programmes are satisfactory.
- Most learners benefit from additional qualifications that help them with their personal development, improve their self-confidence and self-esteem, and improve their employability skills.
- Teaching and learning are satisfactory. Teachers have good subject knowledge and industrial experience. Good lessons engage learners and they make good progress. Too many lessons are satisfactory; a pedestrian pace and insufficiently challenging activities limit learning. The use of information and learning technology (ILT) is underdeveloped in many subjects. Attendance and punctuality are poor in too many lessons.
- Additional learning support is good. Support needs are identified quickly and appropriate support is put in place for learners needing extra help with literacy and numeracy. Specialist support for dyslexia and for learners with a broad range of physical disabilities or learning difficulties is good and those receiving this support achieve better than their peers.
- Initial assessment is good although the detailed information on individual learners is not always used well by teachers when planning lessons. Assessment of learning in lessons is satisfactory. Teachers mark practical and written work

accurately and their feedback helps learners to improve. Work-based training and assessment are good.

- The college plays a pivotal role in developing partnership working across the city, which greatly benefits learners, employers and communities. Its strong focus on re-engaging people, often with complex needs, is highly effective in raising aspirations and improving their life chances.
- The college's response to meeting the needs and interests of learners is outstanding. Courses, from pre-entry to postgraduate level, with clear progression routes are offered across 20 college sites, community venues, schools and employers' premises. The college is highly responsive to the needs of the local labour market.
- The pastoral and welfare support for learners is very good. However, not all learners are placed on the right level of course. Teachers do not use short- and long-term targets consistently to monitor learners' progress.
- Visionary leadership underpins an ambitious strategic vision of raising participation, aspiration and attainment across the city. This strategy is closely aligned to local and national priorities and strongly supported throughout the college.
- The merger and many of the significant challenges which then faced the college have been managed very effectively. Substantial efficiencies have been realised, college sites have been extended and enhanced and offender learning has been successfully integrated into college systems. A positive and unified culture, providing opportunities for all and putting learners first, is well established but much more work remains.
- Senior managers closely monitor and mostly achieve the college's ambitious targets for increasing participation and financial performance. However, there is insufficient focus at all levels on using target setting, monitoring and challenge to secure better outcomes and higher success rates. Governors do not yet receive the data required to enable them to monitor learners' outcomes effectively.
- Safeguarding has a very high profile with a very wide range of well coordinated initiatives to ensure the safety of learners. Learners feel safe and are strongly involved in developments in this area.
- Equality and diversity are promoted strongly. Learners and staff of all ages, ethnicities and cultural backgrounds work together in a harmonious learning environment. The achievement gaps of different groups are being narrowed.
- The college has a wide range of mechanisms, both formal and informal, to gather learners', employers' and stakeholders' views although they are less well established in work-based provision. Most learners feel that their views are listened to and acted upon. However, some are not always clear about the actions taken as feedback is not always publicised well.
- A clear quality assurance framework exists but there are wide variations in how effectively it is implemented. Wider area reviews provide a more reliable quality improvement tool. As yet there has been insufficient training and development of new curriculum managers to secure consistently high standards.

- Self-assessment at all levels is insufficiently accurate. Too many judgements are overgenerous, show limited understanding of the framework on which they are based, and are arrived at without sufficient use and analysis of relevant data.
- Offender learning is successfully integrated into the wider college context. Managers in offender learning provision use their considerable expertise to support developments nationally. Quality assurance is more consistently applied; the systems in place are well understood by staff and build on previous good practice.

What does The Manchester College need to do to improve further?

- Improve standards and increase success rates on main qualifications by consistently applying enrolment criteria to ensure that learners are placed on the right level of course. Rigorously monitor learners' progress against clear and specific targets so that they know exactly what to do to achieve.
- Improve the quality of teaching and learning by ensuring that all teachers plan lessons well to meet the range of needs of all learners so that everyone is challenged sufficiently and makes good progress. Share good practice in the use of ILT and effective assessment strategies to promote and check learning. Improve attendance and punctuality to lessons.
- Urgently improve the quality of provision in construction so that fewer learners leave the college early and so that learners develop the skills and knowledge required to pass their qualifications.
- Increase the accountability of curriculum managers by establishing a culture of target setting at course level. Use and analyse data more accurately and comprehensively to monitor success rates closely.
- Enable governors to examine properly, and challenge, learners' outcomes by providing them with clear and detailed reports on success rates together with training on how to evaluate rigorously the college's performance.
- Develop more robust and self-critical approaches to course review and self-assessment which use data and other sources of information to identify areas for improvement more reliably, and provide well-targeted and measurable actions to secure rapid improvements.

Summary of the views of users as confirmed by inspectors

What learners like:

- being treated like an adult
- the college buildings and the facilities, like the free gym
- the mutual respect between learners regardless of culture or background
- the personal support from tutors
- the very helpful and approachable youth workers
- the specialist support for people with learning difficulties and/or disabilities

- the knowledgeable teachers
- being given a second chance to learn.

What learners would like to see improved:

- the long breaks with not enough to do between lessons on some sites
- the range of enrichment activities
- the availability, quality and speed of computers
- the availability of quiet study areas.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the college's proactive approach to training and its highly responsive approach to employers' requests for training
- having a named member of staff to communicate with and respond to queries
- the additional skills that learners and apprentices gain through their training
- the flexible assessment practices
- the college's understanding of the local labour market
- the provision developed to meet the needs of 'hard-to-reach' learners.

What employers would like to see improved:

- the employers who gave their views did not make any recommendations for improvement.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. The college has good capacity to improve. Senior managers, well supported by governors, have managed the merger and subsequent major challenges, including the integration of the exceptionally large offender learning provision, very well. Strong financial management has given the college a secure financial base and a good degree of resilience. The property strategy has provided high quality and exciting learning environments. The college has sufficient staff resources, although a sizeable number of teachers are still to complete a teaching qualification. Staff are extremely positive and fully committed to the mission of the college. The college uses the views of learners, employers and partners well to improve provision.
10. Other aspects of such a large-scale merger require more time to fully resolve and secure the required standards. Managers are aware of the need to develop the standard and consistency of curriculum management, embed quality assurance procedures, secure more reliable self-assessment and raise success rates. Although the use of target setting, monitoring and challenge to improve outcomes for learners is not yet consistently applied, a stronger focus on success rate performance this year, supported by a range of whole college and more localised improvement strategies, has resulted in early signs of improvement.

Outcomes for learners

Grade 3

11. Since the merger, the proportion of learners achieving foundation-level qualifications, around half of the college's learners, improved and is broadly satisfactory. In 2009/10 success rates on intermediate- and advanced-level courses did not improve and were low. Overall success rates have been below those in similar colleges and too few learners achieve their main qualifications. Male learners aged 16 to 18 do not achieve quite as well as females. The majority of learners from minority ethnic groups achieve success rates at or above the national averages. The lower achievements of Black Caribbean and White British learners have been identified by the college; the gap between how well they do and the college average was reduced in 2009/10. In most subject areas, success rates are below the national average, some significantly below. Learners' achievements on the most significant courses they take are often low and not enough learners attain their vocational qualification. Achievements on information and communication technology (ICT) courses are good.
12. Too many learners leave their courses before they have completed them, although current strategies are having an impact and since September 2010 a greater proportion of learners have been retained. Pass rates are satisfactory in many subjects but they are too low on a number of key qualifications, particularly National Vocational Qualifications (NVQs) and AS levels. Too few learners progress from AS to A2 courses but many transfer to an alternative advanced vocational qualification. Pass rates are satisfactory on access programmes, A levels and advanced-level diploma courses; most learners who

complete achieve the grade expected from their prior level of attainment and progress to higher education.

13. Success rates for learners on work-based provision are satisfactory. The proportion of apprentices and Train to Gain learners who achieve in the planned time is improving and around the national average. The small number of advanced apprentices achieve very well. However, success rates on work-based programmes vary considerably across subject areas and they are too low in construction.
14. The large number of learners aged 14 to 16 from local schools achieve well in their vocational qualification and a high proportion progress to college when they leave school. Internal progression is good; around two thirds of learners who complete their course progress to another college course, the majority at a higher level.
15. The college is involved in an extensive range of projects and initiatives to deliver courses to disadvantaged and vulnerable groups. It successfully engages these learners in a range of short courses that make a significant difference to their lives; even though the success rates on some of these short courses are low there are many examples where these learners have moved into employment.
16. Learners make satisfactory progress in lessons and enjoy their learning. Learners of all ages and from a wide range of backgrounds and ethnic groups show respect for each other and work productively in lessons. They develop good practical skills. Learners in hairdressing, beauty therapy and catering work confidently with clients. Work-based learners develop good practical skills that support them well in their job roles.
17. Learners feel safe in the college and the workplace. Health and safety are reinforced strongly and learners adopt safe working practices. They feel that the college is a supportive and helpful environment, and that there is always someone to help them if they have any concerns. Inspection evidence supports learners' views. Behaviour is good. Learners are clear that bullying and harassment are not tolerated. Good arrangements exist to promote their health and well-being including healthy options in the college's canteens, fitness facilities, and through the promotion of sporting activities.
18. A very high proportion of learners start at the college with low levels of prior attainment and literacy skills. While the college recognises that it needs to improve the proportion of learners achieving their functional skills qualifications, they make good progress in developing literacy, numeracy and learning skills to support them in their college course and everyday life. A high proportion of learners who complete GCSE mathematics and English courses achieve a high grade. The college has developed an externally-accredited additional qualification that successfully supports the development of learners' motivation, self-reflection, and social and employability skills. The award has a positive impact on learners' behaviour. The college needs to consider how to accurately capture the

data for this qualification as it currently indicates pass rates rather than success rates.

The quality of provision

Grade 3

19. Teaching and learning are satisfactory. Teachers have good subject and vocational knowledge; many have industrial expertise although around 10% are yet to complete a teaching qualification. Learners have a positive attitude to learning. Lesson plans vary from exemplary to sketchy. The quality of lessons for learners aged 16 to 18 is weaker than those for adults. In practical lessons teachers pay good attention to health and safety.
20. In the better lessons, teachers use stimulating resources and a good range of activities to meet the different ability needs of learners. Teaching techniques engage learners' interest and motivate them to make good progress. A small number of lessons are inadequate. Too many lessons are satisfactory; they do not provide a sufficient level of challenge for learners, the pace is too slow, teachers' use of questions is poor and they make insufficient use of other methods to check learners' understanding. Learners spend too much time listening to the teacher and often complete the same activities regardless of their abilities; as a consequence, their progress is slow.
21. ILT is used satisfactorily to support learning in and out of lessons. Some teachers use interactive technology confidently to involve learners and reinforce learning. Many teachers use technology to deliver presentations. The college's virtual learning environment (VLE) is used effectively in some subject areas but is underdeveloped in others. Individual learning plans vary in quality and some contain targets that are too imprecise to allow effective monitoring of progress. Learning in a significant minority of lessons is hampered by low attendance and poor punctuality.
22. Additional learning support is very effective in helping learners to overcome barriers to learning. Learners receiving additional support achieve better than those who do not receive support. Where additional needs have been identified, for needs such as dyslexia and hearing impairment, support is put in place quickly. Learners speak highly of the level of support they receive in lessons and in the workplace, and through additional specialist support sessions. Vocational staff work closely with specialists to provide effective literacy and numeracy support.
23. Initial assessment is thorough and teachers receive detailed information on the needs of individual learners, although this is not always used sufficiently in planning lessons. Assessment of learners' progress in lessons is satisfactory. Assessment of learners' written and practical work, and internal verification to check standards, are mostly good. Learners receive useful feedback from their teachers on what they need to do to improve the quality of their work. Work-based training sessions and assessments are generally good.

24. The college monitors the quality of teaching and learning thoroughly through a series of unannounced lesson observations. All teachers are observed each year by a college manager and a senior moderation team analyses their findings. Moderators have identified that some observers are grading lessons too highly. During the inspection inspectors agreed with the main findings of the college's internal observation system. The teachers' action plans to address weaknesses in lessons are sometimes too imprecise to drive forward improvements in teaching and learning. A range of staff development initiatives and a helpful mentoring scheme are in place to improve the quality of teaching and learning, although good practice is not yet shared systematically.
25. The college offers extensive provision that provides very clear progression opportunities and meets the needs of young people, learners, employers and the local community. The provision on the 20 campuses spread across the wider Manchester area reflects the specific needs of the area and encourages participation in education and training. Innovative courses are developed to address regional skills shortages and re-engage those who face particularly challenging circumstances, including highly specialised provision for the long-term unemployed and offenders on probation in the community.
26. The college is very responsive to local labour market needs; it works closely with a wide range of employers, often developing bespoke programmes, and plays a significant role in city-wide regeneration and social cohesion. Links with the city council are very strong. Much of the provision is delivered flexibly to meet the needs of employers and adult learners; for example, the short courses in care and cleaning services. Community provision is strong as is the college's work with numerous vulnerable groups, such as those not in education, employment or training (NEET) and has led to significant re-engagement and a reduction in NEET figures for the city.
27. A very large number of school pupils aged 14 to 16 benefit from highly successful vocational courses delivered at the college and in a number of schools. The college has taken a leading role in the coordination of provision and the development of the 14 to 19 curriculum, ensuring coherent progression routes to support learners coming into the college and moving on to their next step including higher education.
28. Good enrichment opportunities, including community and voluntary work, widen learners' experience, reinforce vocational learning and develop functional skills. Activities are well organised and contribute effectively to learners' future economic well-being. Many events are arranged to raise money for charities. For example, public services learners collected £9,000 during a British Legion 'Poppy Appeal'. Learners in many vocational areas complete relevant additional short qualifications that enhance their enjoyment of college and improve their employability prospects. Many work-based learners participate in community projects such as providing cleaning and catering services in sheltered housing.
29. Partnership work is outstanding. The college plays a pivotal role in the work of partnerships across the city with demonstrable benefit for learners, employers

and the community. The range of work is closely aligned to national, regional and local initiatives with a strong focus on raising aspirations and putting the needs of the learner first. Relationships with local secondary schools are very well developed and productive; senior college staff act as governors for many of them. The college is the lead sponsor of two of the city's academies and co-sponsor of another five. The college uses its strong relationship with many employers highly effectively. It is developing links with other providers to share expertise and operational services and to enable more resources to be focused on the delivery of learning.

30. Arrangements for providing support and guidance for learners are comprehensive and good in many respects, but are yet to have sufficient impact on raising standards across the college. Learners benefit from exceptional personal and welfare support provided by personal tutors, youth workers, centre managers, specialist staff and external agencies. A very high proportion of learners benefit from the range of services offered covering personal, social, emotional, economic, and health issues. Many learners have access to additional financial support from the college's hardship funds. Specialist support given to learners with learning difficulties and/or disabilities is very good and highly effective. Extensive and well-developed links with external agencies extend and enhance the support available to learners.
31. The tutorial programme covers the 'Every Learner Matters' themes effectively and is enhanced further during specific themed activity weeks. The activities develop learners' awareness of their rights and responsibilities and a greater understanding of their role in society effectively. An accredited additional qualification covers personal and social development and is successfully completed by many learners. The college has good arrangements with a number of external agencies to provide on-site nurses, advice on sexually transmitted infections, welfare advice centres and mental health support.
32. Initial information and guidance are satisfactory and improving. The college continues to review the entry criteria for specific courses to best meet learners' needs. However, a number of learners are still placed on the wrong level of course. Learners value the one-to-one reviews they have with their tutors to monitor their progress. The use of specific targets to help all learners achieve to their full potential is not yet systematic across all courses. Parents and carers are regularly informed about learners' progress and are positive about the flexible response from tutors such as providing 'catch-up' opportunities when learners miss lessons. The new system to monitor and follow up non-attendance is thorough; good efforts to re-engage learners are beginning to have a positive impact.

Leadership and management

Grade 3

33. Leadership and management are satisfactory with impressive features. A clear and tremendously ambitious strategic vision aims to raise participation, aspirations and attainment across the city to meet local and national priorities. Strategies to engage people from deprived communities, to improve their

participation in education and training, to reduce unemployment and encourage progression are strongly supported throughout the college. The college's commitment to providing opportunities is seen as crucial to the city's social and economic development.

34. Senior managers have tackled many aspects of the large-scale and complicated merger very successfully. They have made enormous progress in rationalising contracts, developing and enhancing campuses, reviewing the curriculum, diversifying income and integrating a very large offender learning contract. A strong and unified culture has emerged with social inclusion and learners at its heart. Staff morale is generally high and positive attitudes prevail. Other aspects of the merger will take more time. Managers closely monitor and mostly achieve the targets set for the recruitment of learners and financial performance, but there is insufficient focus at all levels on setting targets and monitoring to secure better success rates. The considerable variations in the quality and impact of curriculum management reflect the need for sustained professional development.
35. The college is a key player in developing and providing offender learning nationally. Offender learning has been successfully integrated into the wider context of the college. Managers have taken time to understand the specific needs of learners in custodial settings and the challenges in delivering this provision. A new employment contract, performance management and quality assurance system, built on previous good practice, are now in place in offender learning. They provide greater clarity and accountability across the provision. Self-assessment is clear; data, lesson observations and learners' records are used effectively to monitor and evaluate the provision. Prisoners' views are gathered and they receive appropriate feedback on their suggestions. Regular quality improvement group meetings identify underperformance and provide opportunities to share good practice across the regions.
36. Governors bring a valuable range of expertise to the role of monitoring the college's performance. They are very capable of challenging managers effectively on the college's performance, as evidenced in their work in relation to the viability and standards of offender learning, finance and estates. At their own initiative, governors' committee meetings are occasionally held in a prison to increase their awareness of the college's offender learning work. In the assessment of their performance governors did not highlight areas for improvement such as attendance rates at meetings falling below target, developing individual curriculum links and improving the composition of the board to better reflect the college's community. Most significantly, managers have not provided governors with the training and detailed reporting on learners' success rates to enable them to review and monitor outcomes sufficiently.
37. The college's holistic approach to safeguarding arrangements for young people and vulnerable adults is outstanding. Safeguarding has a very high priority. Staff and learners of all ages, cultural and ethnic backgrounds work together in a welcoming, harmonious and respectful environment which negates the need for high levels of security staff. Youth workers are highly visible and use their knowledge and expertise to good effect to reinforce positive behaviour. Staff are

trained well in safeguarding; those with a key role are very knowledgeable and have the skills to support others very well.

38. Detailed procedures outline clearly the measures to support learners' well-being across all sites. Policies are up to date; appropriate checks are carried out on staff and a comprehensive single central record of Criminal Records Bureau checks is in place. Risk management is robust and covers areas such as individuals, facilities and activities. Health and safety are promoted strongly across all college sites and in the workplace. Liaison with the designated safeguarding governors is highly effective. A wide range of tutorial activities, including on e-safety, raise learners' awareness of how to stay safe. Learners are confident that any issues raised are dealt with quickly and effectively. The student support and safeguarding groups across each site effectively highlight and respond to learners' welfare issues promptly. Staff working in prisons complete very specific training around offenders' behaviour and vulnerability.
39. Equality and diversity are ingrained in the ethos of the college. Their strong promotion is clearly reflected in the college's success in raising participation among under-represented groups. Respect for individual differences and diversity is celebrated extensively. Many teachers promote equality and diversity extremely well in their lessons and through assignments. Achievement gaps between different groups of learners are appropriately addressed through the relevant curriculum areas and gaps are being narrowed. Relevant policies are comprehensive and effective, although equality impact assessments do not have sufficient profile within the college.
40. Strategies to engage learners, employers and other stakeholders in the decision-making process of the college are good. Learners make a good contribution to college life. A wide range of formal mechanisms such as cross-college surveys, learner forums and the student council have been established to gather learners' views although they are not yet fully developed in work-based provision. Learners feel that staff are approachable and receptive to their comments. However, methods of disseminating feedback are not sufficiently clear. Learners are not always aware of the actions taken by the college but can give many examples of improvements made as a result of their suggestions. Employers are positive about how the college listens and responds to their views through the highly effective partnerships. Further arrangements, such as subject area employer forums, are being developed.
41. A clear and coherent quality assurance framework is in place but there are wide variations in how effectively it is implemented. The size of the provision and complexity of the structure creates a significant challenge in securing consistency of practice and standards. The quality assurance procedures in the delivery of offender learning are more consistent. A new, competence-based, performance management process has just been introduced but it is far too early to judge its effectiveness.
42. More comprehensive and timely data reports have started to enable curriculum managers to monitor course performance more effectively. However, the use and

analysis of data, including comparisons to national averages, in making self-assessment judgements are insufficiently developed and evaluative. Self-assessment at all levels is insufficiently accurate; too many judgements are overgenerous and are not supported by robust evidence. Most action plans are too imprecise to provide a valuable tool for improvement and do not fully reflect the actions curriculum managers are currently implementing to improve learners' outcomes. Periodic 'wider area reviews' provide curriculum areas with a more reliable health check and more readily recognise weaknesses.

43. Accommodation and learning resources are mostly good and sometimes excellent. Management of the merger has secured significant efficiency savings which have enabled the imaginative development of the college's estate to support bold widening participation initiatives. The college promotes sustainability very strongly. The award-winning zero carbon campus in Wythenshawe houses the college's new sustainability centre and the college aspires to exceed legal requirements on all sustainability measures. Despite low success rates, the outstanding efficiency gains secured by the college while making such a significant contribution to increasing participation and aspirations across the city means that value for money is good.

Subject areas

Health, social care and child care

Grade 3

Context

44. The college offers full- and part-time courses from foundation level to higher education in health, social care and child care for 1,544 learners. Around two thirds of learners are adults and there are 24 local school pupils aged 14 to 16 on foundation-level courses. The provision is offered across six campuses and includes access courses in nursing, social work and allied medical professions. Around one fifth of learners are male and one third are of minority ethnic heritage. Work-based provision includes 117 apprenticeships and 708 learners on Train to Gain programmes.

Key findings

- Outcomes for learners are satisfactory. In 2009/10 learners on foundation-level and access courses achieved well. However, too few learners on intermediate- and advanced-level courses achieved their main qualifications as many did not complete their course. College data indicate improved retention in 2010/11. Success rates on Train to Gain are high and continuing to improve. The number of apprentices prior to 2010/11 was low and most achieved within their planned time.
- Learners enjoy their courses and make satisfactory progress. Learners gain the skills and attitudes for employment or further studies. They value and respect each other, grow in self-confidence and demonstrate their ability to work both in groups and independently. Learners recognise the importance of reflective practice and develop a good understanding of the sensitivities of different clients.
- Learners produce good written work that is presented well. Assignments cover a range of interesting scenarios that support learners to develop their communication, problem solving and research skills. Teachers' feedback is constructive with sufficient guidance to help learners improve.
- Teaching, learning and assessment are satisfactory. Most lessons include a range of activities that engage and motivate learners. Learners' work experiences and practical activities are used well to develop their understanding of theory. Teachers do not always use directed questions to confirm learning. The use of challenging tasks for the more able learners is insufficiently developed. ILT is not always used effectively to support learning. Punctuality is an issue in a significant minority of lessons.
- Learners feel safe and are aware of their rights and responsibilities. Most learners are involved in voluntary community work and charity fundraising events. Advanced-level learners complete relevant work experience. A range of additional qualifications, including paediatric first aid and food hygiene certificates, enhance learners' experiences. Good progression routes enable learners to move to a higher-level course or employment.

- Partnership work is outstanding. Learners benefit from very productive links with the NHS, local council, police, schools and nurseries, and local businesses providing domiciliary care. The extensive range of work-placement opportunities, speakers and educational visits enhances learning.
- Appropriate initial advice and guidance supports learners to choose the right course and raise their career aspirations, although some learners are placed on too high a level course. Regular tutorials monitor individual learners' progress against their targets. However, the targets are not always consistently precise enough to ensure rapid progress. Personal support is very good and easily accessible, often involving a comprehensive range of external agencies. Learners value the support they receive from their teachers and youth workers.
- Leadership and management are satisfactory. Recent management changes have led to significant improvements in the range and quality of provision. Courses have been rationalised and staff more effectively deployed. The new system to monitor learners' progress is having a positive impact on retention and achievement. Equality and diversity and safeguarding are embedded and promoted well.
- Self-assessment is too optimistic; the provision was over-graded as not enough attention was paid to the low success rates on many long qualifications. While staff are well qualified and vocationally experienced there is insufficient sharing of good practice to raise standards in the classroom. Physical resources are good but a few teaching rooms are too small for the number of learners in the class.

What does The Manchester College need to do to improve further?

- Improve the consistent use of precise targets across all courses to improve success rates, particularly on those courses where success rates are below the national averages.
- Improve teachers' use of learners' profiles to set more challenging lesson activities to extend and assess progress so that all learners achieve their full potential.
- Share good practice to improve the quality of lessons, in particular the effective use of teachers' questions and ILT to promote and check individual learning.
- Improve the rigour and accuracy of self-assessment by using data to identify areas for improvement more accurately and set clear targets in the quality improvement action plans.

Construction, planning and the built environment

Grade 4

Context

45. The construction area delivers a very good range of craft and general construction courses across five college sites. Specialist courses are delivered in wall and floor tiling, scaffolding, machine wood working and formwork. At technician level the extended diplomas in construction, residential estate agency, letting and management are offered. Of the 2,018 learners, 496 are aged 16 to 18 and 1,469 are adults. In addition there are 53 pupils aged 14 to 16 on school taster programmes, 75 apprentices and 285 Train to Gain learners.

Key findings

- Outcomes for learners are inadequate. Success rates on long courses are poor. The proportions of learners who achieve their qualification on all foundation courses, on plumbing, bricklaying and carpentry at intermediate level and the advanced diploma qualifications are very low. In 2009/10 success rates on advanced-level plumbing were high.
- Success rates on Train to Gain programmes are well below the national average and many learners do not complete successfully in the planned time. All but one of the five construction apprentices completing in 2009/10 achieved their framework in the planned time.
- While retention has improved slightly this year too many learners have already withdrawn from their course. A recently developed monitoring system is more effective in supporting staff to monitor learners' progress. However, a significant minority of learners have not yet completed sufficient assessments to pass their course.
- Learners enjoy college and develop good practical skills. Attendance at lessons is low and this hinders learners' progress. Learners feel safe; induction covers health and safety legislation, safeguarding and safe working practices. Learners follow safety procedures and show a high regard for their own and others' safety.
- Most learners develop the appropriate practical skills and produce work to industry standards. Construction employers provide good work placement and project opportunities. However, most full-time learners do not have the opportunity to work in the industry.
- Teaching and learning are satisfactory. In good lessons a variety of activities stimulates learners' interest. For example, in an intermediate-level refrigeration lesson the tutor used the college's building to demonstrate air-conditioning systems and controls. In weaker lessons teachers do not make sufficient use of directed questions to check learners' understanding. The use of interactive technology and the college's VLE is underdeveloped.
- Assessment of learners' work both in college and in the workplace is appropriate and accurate. Teachers give constructive feedback that helps learners to improve

the quality of their work. Internal verification is timely and results in improvements to assignments. Apprentices' reviews lack specific assessment targets to monitor their progress effectively.

- A good range of craft, specialist and technician provision is offered. Partnerships with schools, employers and manufacturers are productive. Manufacturers enhance staffs' and learners' knowledge by donating up-to-date equipment and new building products.
- Learners value the personal support they get from college staff and their employers. Learners are enrolled on their preferred course without sufficient guidance and selection criteria to ensure they are on the right level. Initial assessments are thorough and specialist support is provided promptly. Teachers do not always use the detailed information they have on learners to plan activities to meet their varying needs.
- Learners appreciate individual tutorials where they discuss their progress. Individual learning plans do not always contain precise enough targets to identify exactly what is required to complete the course successfully.
- Leadership and management are inadequate. The very new management team is quickly implementing strategies to improve attendance, retention and pass rates but so far there is insufficient evidence of the considerable improvements required to bring success rates close the national averages.
- Self-assessment is not sufficiently robust and the report does not clearly identify many of the areas that require immediate attention. Action plans are not specific enough to bring about the intended improvements. Staff do not routinely use data to manage the area and set specific targets for improvement.
- Processes to engage and act on learners' views are satisfactory. The promotion of equality and diversity is good. Resources are generally good; workshops and tools are well maintained. A strong emphasis is placed on sustainability, recycling is strongly encouraged, and the new construction centre at Wythenshawe is an outstanding award winning zero carbon building.

What does The Manchester College need to do to improve further?

- Rapidly improve success rates, including in work-based provision, by ensuring that learners are enrolled on the most appropriate level of course and that they have clear targets against which their progress is monitored closely.
- Improve attendance and punctuality to lessons by ensuring that all staff systematically follow the new systems and follow up on absences meticulously.
- Improve the quality of lessons by ensuring that teachers plan activities to meet the needs of all learners and that they improve the effective use of questions and ILT to support and check on learning.
- Ensure managers and teachers have a good awareness of, and accountability for, course data. Use the data to set realistic course targets to improve performance rapidly. Produce a clear action plan that details exactly what is required to bring about improvements and ensure that it is owned and supported by all construction staff.

Hairdressing and beauty therapy

Grade 3

Context

46. The college offers full- and part-time courses in beauty therapy, nail technology, barbering, hairdressing and media make-up across four campuses. The 1,268 learners split equally between adults and young people aged 16 to 18. Around 110 pupils aged 14 to 16 are enrolled on vocational taster courses. Work-based provision includes 49 apprentices and 18 learners on Train to Gain programmes.

Key findings

- The proportion of learners who complete their course is low but has improved significantly since September 2010. Pass rates are high on most courses. The proportion of apprentices achieving in the planned time is in line with national averages. In 2009/10 the low number of advanced apprentices all achieved their framework.
- Learners develop good practical skills and demonstrate high professional standards in the salons. They gain in confidence and self-esteem to work confidently and courteously with clients. Learners enjoy their studies; they treat each other with respect and make good progress.
- Learners use safe working practices and adopt good standards of appearance. They develop a sound understanding about choices that have an impact on their lifestyle and health. Health and safety are embedded into course delivery and learners wear surgical masks when using bleach.
- Learners contribute to the community through fundraising events and links with charities such as 'My New Hair' for cancer patients. Effective links with partner schools include taster courses for their pupils. Learners benefit from international links with Spain, demonstrations by celebrity stylists and successful participation in regional hairdressing and beauty competitions.
- Teaching, learning and assessment are good. In most lessons, activities motivate learners to develop good skills. Assessments are planned well and are thorough but occasionally there are too few clients. In a minority of lessons the pace is not sufficiently brisk and teachers do not always ask probing questions to develop learners' depth of understanding. Attendance and punctuality are low in a minority of lessons.
- The range of provision responds to local needs with clear progression routes from entry level to foundation degree. Programmes are delivered flexibly to meet the needs of learners and employers. Additional enrichment opportunities, links with leading manufacturers, and the use of specialist resources extend learning. Local employers provide suitable work placements for adults. Progression rates to higher-level courses and employment are good.
- Student support is comprehensive and effective. Guidance and enrolment interviews are completed by specialist staff to place learners on the right course. Support needs are identified quickly; additional learning support is provided by specialist and vocational staff and is tailored to learners' individual needs.

Learners' progress against their targets is now monitored more closely. Additional classes are available to those who are falling behind in their work.

- Curriculum management is now effectively addressing key aspects of underperformance since the merger. Staff are clear about what they need to do to meet the challenging targets for improvement. New strategies are in place to improve learners' outcomes and these are monitored more frequently at regular team reviews. Learners' views are gathered and their feedback is positive.
- Safeguarding learners is a high priority. Learners feel safe in college and the workplace. They report that incidents of bullying and harassment are not tolerated and they know to whom they should go if they have any problems.
- Teachers promote equality and diversity well. The tutorial programme includes activities such as a deaf awareness speaker to increase learners' confidence in dealing with clients with a disability. Learners have a good understanding of the different types of hair textures and skin types of different racial groups. The number of male learners is very low.
- The self-assessment report identifies most aspects that require improving although it did not give sufficient weight to learners' outcomes and the quality of teaching and learning. The report did not identify the low and declining success rates on many courses in 2009/10. The self-assessment process involves all staff and there is now a greater understanding of the use of data to improve performance.

What does The Manchester College need to do to improve further?

- Rigorously monitor learners' attendance, punctuality and progress towards achieving short- and long-term targets in order to improve retention so that success rates on all courses are above national averages.
- Ensure that the range of teaching and assessment activities are sufficiently challenging for all learners. Share good practice and support teachers in developing effective questioning techniques to improve the pace of delivery and the quality of learning in lessons.
- Improve the rigour in the use of data to manage and improve the quality of the provision.

Visual and performing arts

Grade 3

Context

47. The college offers full-time courses from foundation to advanced level across a full range of performance and visual art options as well as specialist part-time provision for adults. Of the 2,312 full-time learners 70% are aged 16 to 18 and one third are from minority ethnic groups. Courses are offered at seven college sites across the city. Work-based provision is small with 32 apprentices and 17 learners on Train to Gain programmes.

Key findings

- In 2009/10, success rates on many courses were well below those achieved in similar colleges. Pass rates are high. In previous years too many learners left their programmes. Strategies to improve retention are now effective in keeping learners on their course, particularly at advanced level.
- Learners make satisfactory progress often from very low levels of prior attainment. At advanced level there are significant variations in learners' progress; those on visual arts and drama progress well while those on dance, media and music technology courses do not achieve the grades they should based on their attainment on entry.
- Practical and written work are at the expected level relevant to the qualification learners are studying. In photography, learners demonstrate a high professional standard of image making. Most learners can talk confidently about their work, their academic expectations and career aspirations.
- Learners' progress is now more closely monitored. They receive regular formal and informal assessment feedback that helps them to improve. They know how well they are doing and what they need to do to achieve a higher grade. Learners demonstrate creativity and individualism. An exhibition of jewellery-making entitled 'count ya bling' successfully integrates numeracy skills through design work.
- Equality and diversity are promoted very well. Learners from widely different minority backgrounds work well together and support each other. Learners in fashion embrace diversity and develop designs which celebrate the rich variety of colour and form. Music and design learners promoted the international day against homophobia in a project to reinforce and value differences.
- Learners enjoy college, feel safe and use safe working practices in practical studios and when working in public spaces. Learners understand the potential dangers of specialist equipment.
- Most lessons are planned well and clearly identify what learners are expected to achieve. Knowledgeable specialist teachers use resources effectively to deliver a variety of activities. In good lessons learners are actively encouraged to express their views and they contribute well. Learners' work is affected in a significant minority of lessons as a result of poor punctuality and attendance.

- Initial assessment is effective in identifying learners with specific needs. Additional learning support for learners with learning difficulties and/or disabilities, along with more general literacy and numeracy support is now provided in a timely way.
- Progression to higher-level courses is satisfactory. Prior to September 2010 there was insufficient foundation-level provision. The new pathways, available across all major disciplines, provide a better range of alternatives to ensure learners are enrolled on the right course and they provide good progression opportunities. Adult learners have not always had appropriate pre-course guidance, but the new courses better meet their needs.
- Partnerships with schools and commercial institutions are well developed and support curriculum delivery and development. Teachers use links with prestigious organisations to put learning into context.
- Care, guidance and support are satisfactory. Personal support is very good. Learners who are at risk of leaving college or falling behind in their work are identified and actions taken to enable them to catch up.
- Leadership and management are satisfactory. Resources and staffing are good and managed well. Data are now used more consistently and effectively to identify areas of concern and managers now act more swiftly. In-year retention has improved markedly this year. However, teachers are not always aware of the low success rates across the provision.
- Self-assessment and quality assurance processes are now effective in identifying the causes of underperformance. Courses have clear targets against which managers closely monitor performance and which are effective in driving up standards.

What does The Manchester College need to do to improve further?

- Improve success rates by monitoring learners' progress closely and embedding the support systems to assist learners who are at risk of leaving college or falling behind with their work.
- Improve attendance and punctuality to lessons so that all learners can make good progress.
- Review courses offered across centres and improve enrolment guidance to ensure that learners have access to, and are studying, the course appropriate to their needs so that retention improves.
- Enhance managers' and staffs' understanding of data and value-added measures to enable more precise and targeted intervention on under-performing courses.

Literacy, numeracy and ESOL

Grade 2

Context

48. Around 2,100 learners are enrolled on literacy and numeracy and 769 learners attend ESOL courses. A further 123 Train to Gain learners receive literacy and/or numeracy support. Most learners on literacy and numeracy courses are adults. Younger learners aged 16 to 18 complete functional skills courses in mathematics and English. Learning is provided at all 20 college sites.

Key findings

- Most learners complete their courses. Pass rates are low but improving. Success rates on long intermediate-level courses and short courses in literacy at foundation and intermediate level are low. Pass rates for those learners who have completed their qualification since September 2010 are high.
- Learners make good progress in lessons and develop a wide range of skills including ICT, citizenship and employability skills, preparing them well for everyday life and work situations. Learners produce a high standard of work, enjoy their learning and feel safe.
- Learners make good contributions to the community through fundraising activities for charity that are linked appropriately to the development of numeracy and English skills. They extend their vocabulary and language skills through discussions such as on the effects of eating junk food and healthy options.
- Teaching and learning are good. Lessons are imaginative and engage learners. Teachers use information technology to promote learning well. Learners quickly understand what is required of them through a wide range of practical activities.
- Initial assessment and diagnostic assessment are thorough. However, individual learning plans do not always record sufficiently precise learning targets and they vary in quality. Learners' individual reviews are often too vague to measure their progress effectively.
- The range of provision is satisfactory. Literacy, numeracy and ESOL are provided from entry to intermediate level. Learners on ESOL courses also attend numeracy and ICT classes. However, the college does not offer discrete literacy, numeracy or ESOL courses or evening or weekend provision. The college allows for some flexible attendance for learners with work and personal commitments.
- Extensive partnerships and very good links with external organisations and agencies enable a smooth transition to college learning for those learners with specific language and personal barriers. Very good links with schools promote the benefit of further education and learning. Community projects and bespoke innovative work-based programmes help meet the needs of the local area.
- Support for learners is outstanding. Strong links with public services, housing associations and specialist services help learners move to independent living, reduce incidents of bullying in the community and address local safety issues.

College support services are highly effective and promoted well. Personal and social support are very effective in lessons.

- Leadership and management are good. Team work, good communications and staff development are particularly effective in raising standards of learning and sharing best practice. The restructure of literacy, numeracy and functional skills learning delivered by subject specialists in partnership with vocational staff has been particularly effective.
- Equality, diversity and a culture of respect are promoted well. Learners develop a good understanding of equality and diversity through a range of interesting projects covering a broad spectrum of topics. Inappropriate comments are challenged and issues dealt with effectively.
- The self-assessment report identified issues with success rates but over-emphasised many of the area's strengths. The inclusion of personal and social development in lessons is successful in preparing learners for everyday life and work. Pass rates are improving.
- A comprehensive strategy for the assessment of literacy, numeracy and language has been developed but is not yet fully embedded. How the college will implement the strategy across the college is not yet communicated effectively.

What does The Manchester College need to do to improve further?

- Work with learners to set individual learning targets that accurately reflect learners' current skills and closely monitor their progress to ensure the successful achievement of challenging learning goals and raise pass rates.
- Clarify and communicate future plans for the development of the literacy, numeracy and language curriculum and ensure that it meets the needs of priority groups.

Business, administration and law

Grade 3

Context

49. The college offers courses in business, administration, accountancy and law from entry to advanced level for learners aged 16 to 18, and from entry level to postgraduate qualifications for adults, across five college sites. Most of the 3,644 college-based learners are adults studying part-time and 582 learners are aged 16 to 18; most of these study full-time. Two thirds of learners are female and one third are from minority ethnic backgrounds. On work-based provision there are 149 apprentices and 407 learners on Train to Gain courses; 99% of work-based learners are part time, 58% of learners are female and 14% are from minority ethnic groups.

Key findings

- Success rates are low on most courses. In 2009/10, success rates on foundation- and most advanced-level courses were low. Success rates at intermediate level, the largest provision for full-time learners, are satisfactory. In-year retention has improved on almost all courses and is now good. Too few AS and advanced-level diploma learners achieve their qualification. Progression from AS to A level is low.
- Learners make satisfactory progress. Learners develop in self-confidence and this is particularly evident for those for whom English is not their first language. Learners develop good personal and organisational skills. Work experience opportunities for full-time learners are limited.
- Many learners are involved in projects that support their studies and the local community. For example, a group is organising a social event that requires them to engage with local businesses to provide sponsorship and prizes; funds raised will be used to support a local children's charity.
- Teaching and learning are satisfactory. In good lessons teachers thoughtfully plan interesting tasks that challenge learners and which are linked well to realistic business scenarios. Assessment is regular; teachers' feedback is swift and helps learners to understand how they can improve their marks. In weaker lessons teachers' questions do not facilitate useful debates. In a few lessons observed, low attendance and noisy equipment hampered learning.
- The college has a good range of courses from entry level to higher education and offers clear progression routes. The city centre provision is in the heart of the business community and meets the needs of part-time learners, many of whom work nearby.
- Partnership work is good. Effective communication with employers ensures that training meets both employers' and learners' needs. The provision is delivered flexibly and responds well to rapidly changing economic demands.
- Guidance and support are satisfactory. Initial assessment, individual learning plans and the review of learners' progress are satisfactory. Additional support and catch-up lessons are provided for learners who are at risk of leaving or not

completing their course. Advanced-level learners do not always receive appropriate advice.

- Leadership and management are satisfactory. Managers and staff feel well supported through the significant changes as a result of the merger. Self-assessment is inclusive although strengths are over-stated. Staff are aware of targets and are clear about the actions required to improve performance. In-year retention has improved on most courses although strategies to improve attendance have been less effective.

What does The Manchester College need to do to improve further?

- Improve success rates by ensuring that learners are enrolled on the most appropriate course.
- Raise aspirations, particularly on advanced-level courses, by ensuring that activities in lessons challenge all learners to achieve their full potential.
- Improve learners' progress by closely monitoring the timely completion of assessments and improve attendance by consistently implementing the strategies to follow up on absences.
- Improve the quality of lessons by sharing good practice and developing teachers' questioning techniques so that meaningful discussions take place and that individual learning is checked thoroughly.

Information about the inspection

50. The inspection was carried out by eight of Her Majesty's Inspectors (HMI) and nine additional inspectors, assisted by the college's Vice Principal (Curriculum Progression), as nominee. Inspectors took account of the college's most recent self-assessment report and development plans, comments from the SFA and YPLA, the previous inspection reports, reports from the inspectorate's quality monitoring inspections, and data on learners and their achievement since the merger in August 2008.

51. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the college. They observed lessons and training sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)

The Manchester 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; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners					
Full-time learners	9,492	0	6,202	3,290	0
Part-time learners	16,936	725	466	12,007	3,738
Overall effectiveness	3	2	3	3	3
Capacity to improve	2				
Outcomes for learners	3	2	3	3	3
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	4				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	3				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?</i>	2				
<i>How well do learners make a positive contribution to the community?</i>	2				
Quality of provision	3	2	3	3	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?	1				
How effective are the care, guidance and support learners receive in helping them to achieve?	3				
Leadership and management	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>	3				
How effectively does the provider promote the safeguarding of learners?	1				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	2				

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