

# Bracknell Forest Adult and Community Learning

## Inspection report

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**Unique reference number:** 50798

**Name of lead inspector:** Alex Falconer HMI

**Last day of inspection:** 24 June 2011

**Type of provider:** Local authority

**Address:** 38 Broadway  
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## Information about the provider

1. Bracknell Forest Adult and Community Learning (ACL) service contracts with the Skills Funding Agency to provide personal and community development learning (PCDL), First Steps, family literacy, language and numeracy (FLLN), wider family learning (WFL) and other specialist provision across the unitary authority. The majority of the provision takes place in two open learning centres, one in central Bracknell and the other in Sandhurst. The learning bus is used to take courses to a variety of community groups, schools and voluntary organisations.
2. In 2009/10 over 2,100 learners enrolled on around 710 courses provided by the service. Over half of these learners were new to the programmes; one in five was over 65 years and around one in ten declared a learning difficulty and/or disability. Courses, mainly short 'taster' sessions, are provided in information and communication technology (ICT), arts and crafts and leisure and recreation. The service also provides Grow Our Own programmes to help local people develop employability skills. In collaboration with The Ark, a registered charity, the service also provides programmes with an arts focus for young people with learning difficulties and/or disabilities. A well-established family learning provision also provides programmes for identified groups; some of this provision is externally accredited.
3. Bracknell Forest has a population of around 115,000 residents. It is an area of relative affluence, but has some pockets of urban deprivation. Unemployment is currently around 2.4% and the proportion of young people not in education, employment or training has increased. Around 15% of the population describe themselves as being from minority ethnic backgrounds. This proportion has increased steadily over the past five years.
4. Adult learning in Bracknell seeks to meet the following priorities in the Lifelong Learning Plan: 'providing opportunities for adults to achieve their potential and individual goals, achieve and remain independent, enjoy life, make a positive contribution and achieve financial well-being; providing support for families specific to their needs; supporting the older generation; encouraging people who require additional support and promoting enjoyment of life through leisure opportunities and improved work-life balance'.
5. The following organisation provides training on behalf of the provider:
  - The Ark Trust Ltd (creative arts for people with learning disabilities and/or difficulties).

Type of provision	Number of learners in 2010/11
<b>Provision for adult learners:</b> Learning for qualifications Learning for personal and social development	189 part-time learners 1,371 part-time learners
<b>Employer provision:</b> Train to Gain	28 learners

## Summary report

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

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

## Overall effectiveness

6. Bracknell Forest ACL provides a satisfactory level of service for its learners. A high proportion of learners who attend short sessions achieve their learning goals. However, for longer courses such as family learning and preparing for employment, the proportion of learners who successfully complete is low. Learners report that they feel very safe in their studies. Teaching and learning are good and learners gain valuable skills and confidence. Teachers create a supportive environment for learners, but some teachers' questioning techniques are underdeveloped and this limits learners' progress.
7. Teachers are skilled at supporting learners, especially those who lack confidence, but some targets in individual learning plans are not specific and do not help learners to improve. Although the service has developed its provision recently to meet the needs of some under-represented groups, the curriculum remains limited in scope and opportunities for progression. Senior managers have responded well to the findings of a recent external quality review and plans are being developed to put in place a new curriculum in September 2011. Self-assessment and quality assurance are satisfactory. However, data are not analysed sufficiently rigorously to support improvements. The promotion of

equality and diversity is satisfactory, but teachers' understanding of how equality and diversity can be promoted and supported through the curriculum is insufficiently developed.

## Main findings

- Outcomes for learners are satisfactory. The proportion of learners who complete their courses is high as most courses are short taster sessions. However, the proportion has decreased over the past year and is low in preparation for life and work courses.
- The majority of learners taking short 'taster' sessions are successful. However, on courses such as preparation for life and work, family literacy and numeracy and some employability courses, the proportion of successful completions is low. Learners report that they feel very safe while taking part in their studies. Safe working practices were observed by inspectors during the inspection.
- Teaching and learning are good. Learners enjoy their lessons and gain valuable knowledge, skills and confidence. Teachers create a supportive and harmonious environment for learners. They plan lessons carefully to incorporate a good range of activities, supported by relevant technology and clear and helpful handouts.
- Teachers demonstrate good classroom management, but some teachers' questioning techniques are insufficiently probing and this limits the extent to which teachers recognise how much learners have understood. Learners make good progress, whatever their starting point. However, in some lessons teachers are reluctant to challenge learners to achieve beyond minimum expectations.
- The extent to which the service meets the needs and interests of learners is satisfactory. Although provision has expanded to incorporate more under-represented groups, the curriculum offer remains limited in terms of level and progression.
- The service has made good progress in increasing the range and effectiveness of partnership working, leading to tangible benefits for learners.
- Support and guidance are good. Teachers are skilled at supporting learners, especially those who lack confidence or who have learning difficulties and/or disabilities, to develop and succeed in achieving their learning goals.
- Some targets in individual learning plans, especially in family learning, are not specific and measurable and do not help learners to improve. In addition, the initial assessments of additional learning needs for learners in family learning are not always used to inform lesson planning.
- Managers and council leaders are well informed about the challenges facing the service and are exploring different models of collaboration to ensure the council is able to maintain provision to meet the future needs of residents.
- The new lifelong learning manager has had a positive impact in developing the service and securing improvements. Senior managers have responded positively

to the findings of an external quality review commissioned by the service earlier this year and are working on key areas identified for improvement.

- The promotion of equality and diversity is satisfactory. The service is socially inclusive and is targeting provision to meet the needs of under-represented learners. Teachers treat learners with respect and are sensitive to individuals' needs, but their understanding of how equality and diversity can be promoted in the classroom is insufficiently developed.
- Self-assessment is insufficiently evaluative. Data are not analysed sufficiently rigorously in order to bring about improvements. Managers have begun to address deficiencies in self-assessment. Managers produce detailed records of lesson observations, but these lack clear or specific action plans to support individual teachers to improve their practice.

### **What does Bracknell Forest need to do to improve further?**

- Revise and review the curriculum to ensure that it increases opportunities for learners to progress and to develop and extend their knowledge, skills and confidence.
- Make more effective use of continuing professional development to share existing good practice so that teachers can promote equality and diversity in lessons confidently.
- Make self-assessment more critically evaluative by sharper analysis of data, lesson observations, feedback and the curriculum in order to raise standards.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- acquiring new skills which are of immediate use in daily life
- the friendly, supportive and knowledgeable staff
- the helpful hand-outs provided by the teachers for use at home
- the pleasant, safe and accessible open-learning centre
- the inexpensive and/or free courses.

#### **What learners would like to see improved:**

- the range of courses on offer, in terms of length, level and frequency
- the availability of information on future courses, progression and accreditation opportunities
- parking at the Sandhurst centre, particularly for disabled learners.

## **Summary of the views of stakeholders as confirmed by inspectors**

### **What stakeholders like:**

- collaboration with the voluntary sector, public service providers and local government leading to project work to support local regeneration
- the service's work with the unemployed and the Nepali community to improve literacy, health awareness and employability.

### **What stakeholders would like to see improved**

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

8. The service has made reasonable progress in addressing the areas identified for improvement in the previous inspection. However, it has not rectified all weaknesses fully. Good progress in increasing the range and effectiveness of partnership working is leading to benefits for learners. The service has extended its range of Skills for Life provision and learners have opportunities to gain external accreditation. The service is now beginning to address weaknesses in strategic curriculum planning through its plans for a revised offer for the coming year. The majority of provision consists of short courses, which offer limited progression. Learners have limited opportunities for progression to further study, and managers have not routinely tracked learners' progression to identify the effectiveness of provision.
9. Self-assessment is satisfactory, but managers' use of data is not always sufficiently rigorous to support a sharply self-critical evaluation of strengths and areas for improvement. Good practice identified, for example, through lesson observation or learners' feedback is not routinely shared to promote further improvement. The service has provided introductory training on equality and diversity, but tutors' understanding of how to promote this through the curriculum remains underdeveloped. Senior managers acknowledge the need to accelerate the pace of improvement and are now making good use of the findings of an external quality review to strengthen quality improvement planning and monitor progress more effectively.

### Outcomes for learners

**Grade 3**

10. Outcomes for learners are satisfactory. Most courses in PCDL are short 'taster' sessions and the proportion of learners who achieve their learning goals is high. However, this proportion declined to 93% in 2010/11. In provision with longer courses, often with literacy and numeracy qualifications included, learners' achievements are satisfactory, but declined in 2010/11. In provision such as FLLN, First Steps and neighbourhood learning in deprived communities (NLDC), the proportion of learners completing their courses declined and was below national averages. The performance of different groups of learners by age, gender, disability and ethnicity shows few significant differences between groups.
11. Learners enjoy their courses and make good gains in confidence and skills. For example, Nepali women attending English for speakers of other languages (ESOL) provision spoke enthusiastically about developing the confidence to use English successfully in public. In addition, learners on FLLN programmes spoke enthusiastically about being able to help their children learn to read and write. Many learners taking short courses in, for example, information technology, cooking for pleasure or gardening, acquire useful new skills, make valuable social contacts, enjoy their learning and appreciate the supportive learning environment.



## The quality of provision

## Grade 2

12. The quality of teaching and learning is good. Enjoyable lessons enhance learners' self-confidence, knowledge and skills. Teachers foster good relationships with their learners and are particularly sensitive to those whose circumstances have made them vulnerable. In lessons, teachers establish a supportive and harmonious ethos, valued by learners. They plan lessons carefully to incorporate a good range of activities, supported by relevant technology and clear and useful paper-based information.
13. Teachers demonstrate good classroom management skills but, for some, their questioning is superficial and this limits their knowledge of how much learners have understood. In the best lessons, all learners make good or better progress from a variety of starting points. Teachers achieve this by assessing skilfully what learners already know or can do, amending the content and pace of lessons accordingly, and monitoring progress regularly. In the less successful lessons, teachers do not provide learners with a high enough level of challenge to ensure that they achieve their best.
14. Learning programmes meet the needs and interests of learners in a satisfactory manner. Around two thirds of all learners take a range of short courses in eight curriculum areas. Most take taster sessions in ICT and arts and crafts. Sessions in other areas such as gardening, commercial enterprise and languages are also popular. However, the short courses offer little opportunity for progression or for the sustained development of learners' skills. Managers are aware of this and are beginning to develop a new curriculum for 2011/12. Plans are now in place for short taster sessions at the beginning of each term followed by longer, five- and ten-week courses with progression and skills development built in to start in September 2011. Managers acknowledge that there is much to be done to meet this timetable.
15. The service also offers programmes in family learning, First Steps and a small provision in Train to Gain. Recently, the service has successfully developed ESOL and health promotion programmes to meet the needs of the Nepali community living in Sandhurst. Programmes aimed at developing employability skills for people seeking employment have also recently been developed. In addition, the service subcontracts to The Ark, a registered charity, to provide arts and media-based programmes for a small number of people with learning difficulties and/or disabilities. Over the past three years, the service has used a learning bus to take ICT and basic skills provision to local communities. However, this service is to be discontinued in 2011/12.
16. The service has extended its partnership working since the last inspection and now has a good range of community partnerships, which are beginning to enhance the breadth of provision. The service makes an important contribution to the council's economic and skills development strategy, through identifying and meeting local skills needs to support learners and local employers. The Grow Our Own initiative and work in the Nepali community have been very successful in engaging new learners and helping them to develop personal,

work-related skills and to develop awareness of health needs and services. In the Nepali community, for example, some women have successfully trained in health assessment so that they can, in turn, support others in their community.

17. Good working arrangements with local schools and children's centres have enabled the service to involve more parents and families in learning, within their local communities. Service managers are developing strategic partnerships with other providers to ensure that adult learning provision can be maintained and developed further, and that available resources can be used effectively and efficiently to meet future needs.
18. Learners receive good care, guidance and support. Teachers are skilled at supporting learners and helping them to develop and succeed in achieving their learning goals. Learners, especially those lacking in confidence or who have learning difficulties and/or disabilities, speak highly of the individual support and guidance they have received. Carers and support workers are actively encouraged to attend with the people they support. The service has developed good links with other support organisations such as Connexions and the Job Centre. However, some targets in individual learning plans, especially in family learning, are not sufficiently measurable and so do not help learners to improve. In addition, the initial assessments of additional learning needs for learners in family learning are not always used effectively to inform lesson planning.

## **Leadership and management**

## **Grade 3**

19. Senior managers and council leaders are well informed about the key challenges facing the service in the future and are currently exploring different models for collaborative working to ensure the council is able to maintain provision to meet future needs of residents. This includes careful targeting of provision to meet the needs of vulnerable learners and those with the greatest social and economic difficulties, as well as sufficient breadth of provision to enhance the health, personal and social well-being of local residents. The service's strategic priorities are fully supported by the council, but managers have not yet finalised a comprehensive development plan for the coming year.
20. The service manager has introduced new ways of working in the last 18 months, which are starting to have a positive impact in developing the service and securing improvements. Senior managers have responded positively to the findings of an external quality review commissioned by the service earlier this year, which identified key areas for improvement including the curriculum offer, strategic management, staff induction and the rigour of self-assessment.
21. Plans are in place to revise the curriculum offer and structure for next year, providing increased opportunities for progression to further learning within the service or with partner organisations. The revised quality improvement plan sets a clearer agenda for improvement by bringing together actions for different parts of the provision into a single plan, where managers can monitor progress more effectively against actions identified.

22. Council members monitor the work of the service through annual and quarterly departmental reports, although the latter contain insufficient detail on the service's performance against key objectives or targets. More detailed reports on specific aspects of provision, for example the Grow Our Own initiative and the use of the learning bus, have enabled members to take key strategic decisions about the future of the service.
23. Arrangements for safeguarding and for the protection of adults whose circumstances have made them vulnerable are satisfactory. All tutors receive introductory training and guidance on how to identify and report concerns and they undergo enhanced Criminal Records Bureau checks before commencing employment. The tutor handbook has thorough information on health and safety and emergency procedures and a brief section on safeguarding, but little guidance on promotion of e-safety. Contracts for subcontracted provision clearly identify safeguarding requirements. The service monitors the effectiveness of arrangements through annual contract review meetings, but this is not always formally recorded.
24. The promotion of equality and diversity is satisfactory. The service is socially inclusive and is increasingly targeting provision to meet the needs of more disadvantaged and under-represented learners. The council provides good training on equality and diversity, but few adult learning tutors have attended more than introductory briefings. Tutors consistently treat learners with respect and are sensitive to individuals' needs, but their understanding of how they might promote learners' understanding of equality and diversity through curriculum content and lessons is insufficiently developed.
25. Learners regularly evaluate and comment on the quality of provision and their overall experience of the service, and tutors and managers often take appropriate action in response to their feedback. Recent learner forum meetings have enabled managers to seek learners' views on how well the provision meets their needs and on topics such as equality and diversity. However, the service has not developed a comprehensive and detailed analysis of learners' feedback to enable it to identify and share best practice effectively, or to target improvement strategies more precisely. Self-assessment reports do not routinely include learners' feedback as part of the evaluation of provision.
26. Self-assessment covers each type of provision and involves staff teams in evaluating the quality of provision. The most recent self-assessment report is often more descriptive than evaluative and lacks a clear summary of key strengths or areas for improvement for the service as a whole. Managers do not analyse available performance data sufficiently rigorously to target areas for improvement. Managers have begun to address deficiencies in self-assessment by drawing together a service-wide quality improvement plan and by revising procedures for evaluating provision at the end of this year's work. Although managers produce detailed records of lessons observed, these lack clear or specific action plans to support individual teachers in improving their practice. Areas identified for improvement are not routinely followed up.

27. Resources are good, and learners particularly value the high-quality accommodation and welcoming environment of the open learning centre. Teachers have good subject knowledge and expertise and are appropriately qualified. Managers are developing strategic partnerships and collaborative approaches to ensure they can use resources efficiently to develop the provision. In the context of satisfactory outcomes for learners, value for money is satisfactory.

## Learning for social and personal development

**Other social and personal development learning provision considered as part of the main findings but not separately graded: information technology, music gardening and cooking for pleasure.**

### Arts and crafts

### Grade 2

#### Context

28. Arts courses, which are all non accredited, are offered in two open learning centres. During 2010/11, over 150 short, mixed-ability courses were offered in a wide range of arts and crafts. The courses included jewellery, painting, life drawing, portraiture, card craft, felt making, glass painting, mosaic, rug making and embroidery. Over 880 learners were enrolled on creative arts courses across all types of provision representing 2,692 enrolments.

#### Key findings

- Outcomes for learners are good. Achievement rates on short, non-accredited courses are high. Learners enjoy their studies. They are proud of the skills they acquire and enjoy applying them in their domestic lives.
- Learners develop good practical skills and many are able to work on individual projects independently. Most craft learners have not developed their own visual language sufficiently well to express themselves on paper but, through working directly in three dimensions with good support and advice from teachers, they produce high quality, attractive artefacts.
- Learners feel safe. They develop a good awareness of health and safety and conform to the safe practices in workshops. Teachers respond well to the considerable needs of those with health problems.
- Teaching and learning are good. Competent, committed teachers plan and structure their lessons well. They have high expectations of learners and encourage them to develop good technical skills. Learners complete differentiated tasks and work on artefacts appropriate to their skills and prior experience. Teachers support the development of individual skills effectively, whether the learners are beginners or arts graduates.
- Teachers support learners with mental health problems well and enlist help from external agencies as necessary. Small group sizes and positive relationships enable teachers to develop good understanding of the individual needs of learners and of any circumstances which may affect their progress or attendance.
- Art teachers use flexible enrolment arrangements to help remove barriers to participation by under-represented groups. Learners who have low prior attainment are encouraged to participate in a wide range of taster courses to help them become acclimatised to learning. Around half of the learners have

education qualifications below intermediate level and many are resident in areas of deprivation.

- The short, stand-alone nature of the arts lessons does not enable learners to develop their skills further or to progress. Some learners move from one taster course to another in order to develop their skills. They rely on differentiated teaching to advance their skills and knowledge.
- Curriculum management is satisfactory. Courses are taught in good, modern accommodation where the facilities and equipment are organised in advance so that the time available is focused on learning.
- Managers do not always analyse information to judge whether course objectives are being met, or whether learners enjoyed their studies. Learners' achievements are not celebrated enough. Local exhibitions of work are not organised to enable learners to present their work publicly.
- Equality and diversity are not sufficiently integrated into lessons. Learners are not sufficiently aware of diversity within the context of visual arts or of the use of cultural reference as a source of inspiration. Learners with learning difficulties and/or disabilities are well integrated and supported in teaching sessions. They particularly value the opportunity to socialise, develop new skills and build their confidence. Low fee rates and flexible enrolment encourage participation by under-represented groups.
- Quality improvement procedures are not sufficiently systematic to monitor performance effectively or to bring about improvements. Managers collate information to monitor standards, but this is not regularly reported to tutors. Information such as learner surveys, progression information and deprivation factors are not rigorously evaluated or used in self-assessment.

### **What does Bracknell Forest need to do to improve further?**

- Develop clear progression pathways within the curriculum to enable learners to advance their skills and new learners to enrol on a level appropriate to their abilities and previous experience.
- Provide opportunities for learners to celebrate their achievement by publicly presenting their work within the centres and in local exhibitions.
- Promote equality and diversity within the context of visual arts to broaden learners' knowledge of cultural diversity and citizenship.
- Increase the rigour of self-assessment to include robust data, thorough critical analysis and clear strategies to make improvements to the provision.

## Family learning

## Grade 3

### Context

29. Currently, 447 parents and carers are enrolled on wider family learning (WFL) courses and a further 270 are on family literacy, language and numeracy (FLLN) courses. The programmes vary from short, three-hour taster provision to long, sixty-hour courses. In 2009/10, 383 learners took part in WFL courses and 272 learners joined FLLN courses. Around half of the learners had not undertaken learning in the past two years and just over half had qualifications below intermediate level.

### Key findings

- Outcomes for learners are satisfactory. In lessons for parents only, and in joint sessions with their children, learners show high levels of enjoyment. The adults make good progress in developing parenting, literacy and numeracy skills. Outcomes for non-accredited courses are good. However, in 2010/11, the proportion of learners who completed accredited FLLN courses successfully declined from 97% to 69%.
- Learners' progression is satisfactory. Some progress into further learning and a small number progress into employment. Most learners on family learning impact fund programmes progress to work and further learning.
- Learners feel safe and are appreciative of the high-quality facilities provided for them; the crèche is particularly valued. Teachers integrate health and well-being into the curriculum successfully and courses such as cookery and stress management support learners' development. A breakfast club at a local children's centre promotes healthy eating and is well used by learners.
- Learners contribute positively to their communities and their families through applying their new skills and knowledge successfully. Some contribute productively to a number of community-based activities including running after-school clubs and dance classes, volunteering for Home Start and participating in local community groups.
- Teaching and learning are good and teachers plan sessions well to ensure a good range of activities that interest learners. They use information and learning technology effectively to encourage discussion and promote learning. However, although literacy and numeracy learners undertake initial assessments, the results of these are not used sufficiently by teachers to inform the planning of individualised learning.
- Individual learning plans often contain general targets, regardless of individual needs or interests. They are not always used effectively to help learners to review their progress.
- Provision is satisfactory in meeting the needs and interests of learners. Although family learning provision responds effectively to the needs of learners

and is offered in collaboration with local primary schools, learners have limited opportunities for progression to develop skills and understanding.

- Support for learners is satisfactory. All learners have good access to free child care and, where there is need, transport. Advice and guidance are satisfactory. However, the processes to access support are not always clear to the learners.
- Leadership and management are satisfactory. Teachers and managers have developed a positive and supportive culture. The promotion of social inclusion is good and programmes are planned to promote diversity through targeting areas of high social deprivation.
- Leaders and managers have made constructive efforts to recruit working parents, carers and male learners through Saturday learning days and study support sessions. However, equality and diversity are not actively promoted or embedded within the curriculum.
- Quality assurance is satisfactory and partners, teachers and learners contribute to self-assessment judgements. Currently, there is no clear strategy for planning and developing family learning. Data, such as retention and success rates, are analysed rigorously to improve the provision, but self-assessment is too descriptive and insufficiently evaluative.

### **What does Bracknell Forest need to do to improve further?**

- Develop a clear strategic vision for family learning that increases progression opportunities and addresses the national skills agenda.
- Improve the quality of target setting and the use of initial assessment results to ensure that learners develop high-level skills and are able to measure their progress.
- Implement training for staff to enable them to integrate equality and diversity into lessons.
- Analyse data more effectively and improve the rigour of self-assessment in order to improve learners' achievements and progression.



## **Information about the inspection**

30. Three of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the service's senior lifelong learning officer, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the Skills Funding Agency, 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.
31. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of the service. 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)

## Bracknell Forest Adult and Community Learning

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

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive	Employer responsive	Social and personal development
<b>Approximate number of enrolled learners</b>				
Full-time learners	1,588	189	28	1,371
Part-time learners				
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	<b>3</b>			
<b>A. Outcomes for learners</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
A1. How well do learners achieve and enjoy their learning?	3			
A1.a) How well do learners attain their learning goals?	3			
A1.b) How well do learners progress?	3			
A2. How well do learners improve their economic and social well-being through learning and development?	2			
A3. Do learners feel safe?	2			
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	n/a			
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a			
<b>B. Quality of provision</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
B1. How effectively do teaching, training and assessment support learning and development?	2			
B2. How effectively does the provision meet the needs and interests of users?	3			
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			
<b>C. Leadership and management</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3			
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3			
C3. How effectively does the provider promote the safeguarding of learners?	3			
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3			
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?	3			
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	3			

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