

London Borough of Havering

Inspection report

Unique reference number: 53127

Name of lead inspector: Andy Harris HMI

Last day of inspection: 3 May 2012

Type of provider: Local authority

Address: Bower Park Centre
472 Havering Road
Romford
Essex
RM1 4HR

Telephone number: 01708 554016

Information about the provider

1. Havering is a borough in the north-east suburbs of London. The borough council provides courses for adults in the area through the organisation known as the Adult College (previously known as Havering Adult College). The college operates in six main centres, and six satellite centres.
2. As with many adult and community learning providers Havering has, over the past three years, been adjusting its provision. This is to reflect reductions in funds, while balancing the requirements of its main funding body for more employability training and maintaining broader provision that meets the wishes of local residents and the council. During the last two years there has been a significant reduction in the number of managers, although the range of courses has, in general terms, been maintained at nine subject areas. Previous Train to Gain provision is now provided as apprenticeships. For this inspection the provision in visual arts and in literacy and numeracy was directly inspected. The college was last inspected in March 2008, when all main grades were satisfactory.
3. Havering's population of around 236,000 includes the highest percentage of older residents in London, and the lowest percentage of residents in London from a minority ethnic background. It is above the national and London averages for GCSE pass rates, and has an unemployment rate below the London average. The proportion of the population with level 4 qualifications is below the national and London averages.
4. The following organisations provide training on behalf of the Havering Adult College:
 - HAVCO (Havering Association of Voluntary and Community Organisations) (public services; information and communication technology)
 - T&L Training Limited (health, public services and care; foundations for learning and life).

Type of provision	Number of learners in 2010/11
<p>Provision for adult learners: Learning for qualifications</p> <p>Learning for social and personal development</p>	<p>978 part-time learners</p> <p>1,157 part-time learners</p>
<p>Employer provision: Train to Gain</p>	<p>274 learners</p>

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 2
	Grade
Outcomes for learners	3
Quality of provision	2
Leadership and management	3
Safeguarding	2
Equality and diversity	3
Learning for qualifications	
	Grade
Literacy and numeracy	3
Learning for social and personal development	
	Grade
Visual arts	3

Overall effectiveness

5. Havering Council provides satisfactory adult learning provision for residents in the borough through its adult college. Where learners take courses leading to qualifications, a satisfactory proportion gain the appropriate qualification. On courses for social and personal development, a significant but satisfactory majority of learners get what they want from their course. Most learners thoroughly enjoy their learning.
6. The quality of teaching and learning is good overall. Many lessons are fun, interesting and help learners to extend their knowledge and skills well. A few lessons are poorly structured and learners do not fully participate. Staff and learners are now more frequently using technology to make learning more effective. Despite pressures on finance the college, often working well with other organisations in the borough, is maintaining a good range of courses. The college has improved the way it identifies those who may need extra help whilst on college courses, and is now implementing better support arrangements.

7. The college implemented a large number of changes in its organisation in 2011; this disruption contributed to too many courses being cancelled in the early part of the current year, and some ineffective routine administration. However, the current college managers are very enthusiastically and successfully making changes to the provision. These include improved student support services and funding, and carefully researched plans to move some of the courses to better accommodation. Communication is good among managers, and improving with tutors and learners. Staff training is comprehensive and very helpful in improving performance. The college has good arrangements for assessing its own performance and making improvements.

Main findings

- Outcomes on courses leading to qualifications are satisfactory; recent results vary from very high success rates in science and mathematics courses through to slightly below average rates in complementary therapies. The relatively small employer responsive provision has good success rates overall. In-year retention on all courses is high.
- The achievement of learning goals on non-accredited courses is satisfactory. Family learning and neighbourhood learning programmes in deprived communities, as well as courses for those with learning disabilities and/or difficulties, have a positive impact on learners' potential for economic and social well-being. Learners on arts courses show health benefits and improved concentration, for instance in developing mobility and hand function after illness or surgery.
- Overall the quality of teaching and learning is good. In most literacy classes learners are enthusiastic and clear about their goals. Work in the sugarcraft courses is of a high standard. The use of technology to aid learning is improving. Most lessons are planned well, with good use of individual learning plans. However, in the weaker lessons tutors dominate proceedings, and offer a limited range of activities.
- The system for recognising and recording progress and achievement is now generally good, with the majority of individual learning plans having helpful and detailed targets. Regular assessment and feedback help learners develop their skills. Assessment in employer responsive provision ranges from satisfactory to good.
- Partnership working is good. The range of partnerships has been carefully developed as part of the college's strategic plans. Communication with partners is good and the college is working hard to establish a helpful borough-wide offer to potential learners, although progression routes are not yet fully established.
- Support for learners is satisfactory. Individual help from tutors in classes is generally helpful and effective. The college has improved its procedures for identifying more general support requirements and is beginning to deliver more effective assistance. A satisfactory level of advice on progression opportunities

is given, although this is not fully available across the borough, and Skills for Life learners are not made aware of national careers service resources.

- Overall leadership and management are satisfactory. During a period when the service was undergoing significant reorganisation, routine management was not fully effective. Now strategic management is particularly good, with clear vision and direction. Routine management is rapidly improving, focusing on such things as finding better accommodation, improving attendance monitoring and the sharing of good practice.
- Communication among managers is good, and it is improving between the college and tutors and learners. Staff training is particularly good and an integral part of the college's ethos. Training needs are well identified and lead to imaginative and highly effective training.
- The promotion of safeguarding is good overall. The work with potentially vulnerable adults is outstanding with clear procedures, excellent staff knowledge, and extremely good action and use of outside agencies where appropriate. However, the security at some premises is only satisfactory, and the layout of some classrooms does not encourage safe working practices.
- The promotion of equality and diversity is satisfactory. The range of courses and college analysis of results help to narrow any achievement gaps, although advertising of courses to potential learners is not fully effective. Policies and procedures have been thoroughly overhauled recently, with clear actions for improvement, but these have not yet been fully implemented. Reinforcement of equality and diversity is satisfactory in the classes where this is appropriate.
- Self-assessment processes and related quality improvement activities, including routine work by new managers, are very effective in aiding improvements. Both the annual report and the formal observations of teaching and learning are over positive, but they still properly identify corporate and individual areas for improvement which lead to appropriate action.

What does the college need to do to improve further?

- Use improved sharing of good practice, and a more effective and challenging system of observation of teaching and learning to improve the quality of provision and, in due course, outcomes.
- Ensure the current plans to improve communication with learners and tutors, better identify and support learning needs, and improve the standard of accommodation are fully and promptly implemented.
- Ensure that the action planning for improving aspects of equality and diversity also includes better marketing of the college's provision to a wider range of learners who are currently in need of skill improvement, and that lessons more routinely and naturally promote equality and diversity.

Summary of the views of users as confirmed by inspectors

What learners like:

- the approachable and supportive tutors who make learners feel like equals
- some convenient locations with good transport links
- enjoyable courses that increase skills and understanding
- the help that the college provides to those with disabilities who are seeking employment
- being pushed but not pressurised
- getting excited about learning
- learning new skills for employment, or help in starting a business
- the helpful student service staff.

What learners would like to see improved:

- some of the rooms and facilities
- more courses at times convenient for full-time workers
- fewer cancellations and postponements to advertised courses
- more opportunities for individual tuition when it is needed
- more opportunities to attend drop-in sessions
- better advertising of courses.

Summary of the views of stakeholders and partners as confirmed by inspectors

What stakeholders and partners like:

- the positive working relationships between partners and the college
- flexibility in the delivery of provision, particularly for those with needs and commitments.

What stakeholders and partners would like to see improved:

- nothing of significance.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. The college demonstrates a good capacity to improve. A rigorous review and restructuring of the provision have taken place over the past 18 months. Changes include a revised delivery strategy with more commissioned work than direct delivery, increased work with partners, and a thorough revision of management structures. The main changes, completed around nine months prior to the inspection, have had a pronounced impact. A re-energised management team, with full backing from senior council officers, is changing the curriculum for the better, making formal quality improvement more rigorous, removing poorer accommodation, ensuring those with additional needs receive better support, improving the formal approach to equality and diversity, and focusing on improving the quality of teaching and learning and outcomes.
9. The vision of senior managers is clear, and is communicated well with appropriate priorities and targets to all levels. Self-assessment has routinely used learners' views but their involvement is being extended, with the views of partners being taken into account in a more effective way. Although the changes are yet to have a full impact on outcomes or the quality of provision, the college has accomplished enough to demonstrate that good improvement activities are now embedded in its routines.

Outcomes for learners

Grade 3

10. Success rates on courses leading to qualifications have been at a satisfactory level for some years, and just below national averages for similar provision. Data indicate that success rates are slightly above what might be anticipated in this type of demographic area. Subject success rates in 2010/11 varied from 100% for GCSEs in science and mathematics to 72% in complementary therapies. There are no consistent differences in performance by differing groups of learners; the college has examined and explained any apparent anomalies. Those receiving additional learning support are performing at the same level as others in the college.
11. In learning for social and personal development, outcomes are satisfactory. An appropriate proportion of learners achieve their learning aims. College and inspection learner surveys indicate a good level of learner satisfaction with the quality of lessons. The in-year retention of learners on courses is good.
12. Success rates within the planned timescale for learners on the small number of employer responsive programmes delivered by subcontractors are good overall. In 2010/11 they ranged from an outstanding 100% for a public services course to satisfactory rates for Skills for Life courses.
13. Learners enjoy their courses. In some they have been inspired to develop new skills, to the point where a learner will get up at three in the morning to find out

what happens next in a book. In modern language courses, learners enjoy the humour and encouragement of tutors and fellow learners. Learners feel that the college respects them and that courses take place in a supportive and safe environment.

The quality of provision

Grade 2

14. Teaching and learning are good. In the better sessions, schemes of work and lesson plans are used effectively with a good variety of activities to interest learners and reinforce their understanding. Individual learning plans take sufficient account of learners' starting points and contain clear outcomes against which progress is monitored. In the less effective lessons the range of teaching methods are narrow, often tutor led without sufficient checking of learning. The use of learning technology, where appropriate, is improving although is not yet fully embedded or effective across the provision.
15. Annual unannounced observations provide a detailed review of teaching and learning. Feedback to tutors is given by the appropriate manager, ensuring that observations are clearly linked to personal development and improvement in teaching practice. The system focuses on tutors rated satisfactory or below and those new to the college. As well as an internal system of moderation, the college also uses its valuable links with partners to carry out peer moderation and share best practice. Despite the thorough system of reviewing observations, some grades are over positive. Post-observation action plans provide clear guidance on necessary actions to secure improvements.
16. The process for recognising and recording achievement is well established and reliable. Targets set for individual learners are sufficiently detailed and specific, and in the better examples link clearly to appropriate initial assessments. In the less effective examples targets are poorly defined, progress is not clear and the more-able learners are not sufficiently challenged. Regular assessment, in a variety of forms, is an integral part of each lesson and work-based learning, with self-assessment helping in some of the better lessons.
17. The range and breadth of provision have been maintained during the restructuring process. Although the number of classes has been reduced, with differing levels being combined, a broad range of accredited and non-accredited learning opportunities still exist, providing adequate access and progression opportunities for learners. Some new programmes have been introduced recently, for example in family learning, employability skills and apprenticeship opportunities. Classes in computing are offered by a subcontractor; these are only attended by learners who are referred by Jobcentre Plus advisers and are not easily available to other learners.
18. Partnerships are purposeful and clearly linked to the college's strategic aims. Links with the two main subcontractors and a number of partners allow access to learners from under-represented groups, and to provision that is not available within the college. The college also works well with schools and private and public sector partners to create a cohesive learning programme in

the borough. However, progression routes into and between courses offered by partners and the college are underdeveloped.

19. The college has recently developed an inclusive learning policy outlining how to access additional learning support for learners. Learners' needs and requirements are discussed after self-declaration at enrolment, and appropriate additional support is offered. The range of support available to learners is not yet promoted widely, and there is an over-reliance on timely self-declaration.
20. Guidance on progression is satisfactory. However, learners on Skills for Life courses are not offered access to appropriate careers service advice. Learners enrolling on accredited courses have appropriate initial interviews. Tutors provide significant personal and specific learning support.

Leadership and management

Grade 3

21. The college had a turbulent time in 2010/11 with significant changes and reductions in staff and a revised management structure. This had an impact on curriculum planning and some routine administrative aspects. However, leaders, from council members and officials to the energetic college manager, have now set a clear vision for the service which is shared and supported well by the new staff. Course management has improved. Communication among the college staff is very good, and it is improving between tutors and learners. Curriculum planning for the forthcoming year better reflects local and funding body needs, with increasing partnership work supporting a broader spread of courses. Data are now more accurate, readily available and used effectively. Finances are well managed, and relationships with the main funding body are good. Although current premises have some deficiencies, well-researched plans are leading to improvements.
22. Staff training is very good. New and existing staff have a good mix of individual and group training. The training is based on the appraisal system, observations of teaching and individual discussions. The college is actively pursuing its policy of having all staff professionally qualified. Examples of individual training range from sponsorship for doctorates through to funding for a language tutor to attend training abroad.
23. The promotion of safeguarding is good overall. In terms of policies, procedures and support for young or vulnerable adults, the college's work is outstanding. Potentially vulnerable adults are clearly identified, and tutors promptly pass on concerns to the well-trained and experienced designated person, or her deputy. Subsequent action, with good involvement of other agencies where appropriate, is very effective. Statutory requirements are clearly met. Staff training and awareness are good. However, some aspects of the current premises mean that security is only satisfactory. In addition, the layout of premises means that some unsatisfactory minor aspects of class routines could lead to spills and trips, for example in transporting water around for floristry and watercolour classes.

24. Relatively recent efforts to improve the college's current satisfactory promotion of equality and diversity are revitalising this aspect. Clearer policies and procedures, the raising of staff awareness and a well-managed action plan for improvement are beginning to have an impact on the provision, but not yet significantly. The changing range of programmes is helping a broad range of council residents to improve their skills. The family learning and neighbourhood learning in deprived communities programmes are well managed and are having a positive impact on an increasing number of local residents. Reinforcement of learners' understanding of equality, when it is appropriate in lessons, is satisfactory.
25. The college works closely with an increasing number of partner organisations to develop the provision through a variety of well-managed initiatives. Work and communication with other council departments are good. Monitoring of subcontractors' performance is good with clear two-way communication. The views of learners are gathered through extensive surveys, and this leads to satisfactory analysis and action.
26. Self-assessment processes at the college are good. A very detailed annual report uses an extensive range of evidence. A recently developed quality improvement plan is having an increasingly positive impact on changes. The new management structure, with fewer middle managers, is also aiding quality improvements.
27. The college provides satisfactory value for money. A reduction in costs, including a cutback in centres, a pragmatic approach to setting fees and the more effective use of fewer managers, is aiding this. However, the changes have not yet had a positive enough impact on outcomes.

Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: *science; mathematics; horticulture; ICT for users; sport, leisure and recreation; sociology and social policy; literature and culture, teaching and lecturing; foundations for learning and life; business management*

Literacy and numeracy

Grade 3

Context

28. The college offers literacy and numeracy programmes from entry level to level 2 across two locations, with some provision delivered by a subcontractor. Currently 145 adult learners are on part-time programmes. In 2011/12 just over 75% of learners have been female, 19% had a declared disability and 90% received additional learning support in the form of personal or academic support, additional resources or adaptations. All of the provision is accredited.

Key findings

- Success rate for 2010/11 were satisfactory. The success rates for the majority of courses are at or above the national average. Performance in numeracy apparently declined, but was the result of incorrect data entry.
- The majority of learners make good progress in developing a range of personal and social skills. Literacy learners, in particular, are conscientious and industrious, and achieve high standards compared to their starting points, with many starting to take responsibility for their own learning. Many literacy learners are discovering the stimulation and pleasure gained by reading through the 'Six Book Challenge'.
- Teaching, learning and assessment are good in literacy and satisfactory in numeracy. In the better sessions learners undertake well-structured, challenging activities that reinforce learning, and respond well to effective questioning that reinforces their knowledge. In a minority of sessions activities are too complex and not sufficiently varied to meet learners' differing needs. Tutors and learners are becoming more confident in using technology to support learning.
- Literacy tutors make very good use of feedback to learners to recognise achievement and give practical guidance on how to improve. Feedback is detailed, thorough and highly individualised, enabling learners to focus on particular areas for improvement. For some numeracy learners, individual learning plans are incomplete and written feedback is too generic or lacking in clarity to be fully effective. The recording and use of additional achievement that was not originally a learning aim are insufficient to help guide the development of more-able learners.
- The majority of the provision is flexible, well planned and coordinated effectively to meet the needs of learners. Learners are able to join courses at

six points in the year, with some only requiring short, specific sessions to enable them to achieve their learning goals. Detailed and comprehensive initial assessments ensure learning goals are appropriate and relevant to the wider aims of learners.

- The marketing and promotion of the provision are insufficient to ensure that some potential learners who could benefit from the courses are aware of what is available. The college is aware of the need to develop this aspect and is improving the website and using partners to target non-traditional and hard-to-reach learners. The use of successful learners as learning ambassadors and advocates is at an early stage but is proving a useful recruiting tool.
- Information, advice and guidance are satisfactory. Learners are clear about opportunities for progression within the college. However, access to and promotion of other advice and guidance services such as the national careers service are underdeveloped, although tutors and student support staff provide informal guidance and signposting to some other provision. Student support staff are now undergoing relevant training on advice and guidance.
- Leadership and management are satisfactory. The new leadership team has a clear strategic vision and has started to make good progress in promoting and reinforcing high standards in teaching and learning and improving the overall achievement of learners.
- Staff benefit from the good range of formal and informal professional development activities available to them. Relevant staff are supported to gain specialist qualifications in their subject area. Team meetings provide good opportunities to share effective practice, although relevant good practice identified in these meetings or peer observations is not always then embedded across the curriculum.
- Safeguarding of learners is good. Staff are very sensitive to the needs of learners and manage potentially difficult situations well. The Wykenham centre provides a particularly welcoming and supportive environment for learners. Safeguarding training is appropriate and all staff receive regular updates from the relevant manager.
- The promotion of equality and diversity is satisfactory. The curriculum is used well to reinforce and promote a culture of fairness and mutual respect. No discernable achievement gaps exist. Learning opportunities are flexible and, where possible, are adapted to meet the needs of learners. However, where appropriate opportunities arise to link curriculum activities to specific cultural, faith or seasonal events, they are not always taken effectively.
- The self-assessment process is inclusive with a largely evaluative report, although inspectors found some aspects described as excellent to be good. Key literacy and numeracy weaknesses are related to strategic issues, rather than focusing on the experience of the learner. The quality improvement plan identifies relevant priorities and actions; however, the use of internal benchmarks and targets is insufficient to enable relevant staff to identify easily when the actions are fully successful.

What does the college need to do to improve further?

- Improve the use and identification of effective practice through formal and peer observations to enable all tutors to further develop their skills and improve their practice.
- Increase the effective use of written feedback to learners so that they are all clear about what they have achieved and what they need to do to improve.
- Improve the links between the quality improvement plan and management information so that all staff are clear about their role in improving the provision in areas such as success rates, progression, attendance and progress, and how they will recognise success.

Learning for social and personal development

Other social and personal development learning provision considered as part of the main findings but not separately graded: *health and social care; horticulture, environmental conservation; ICT for users; hospitality and catering; sport, leisure and recreation; history; languages, literature and culture of the British Isles; teaching and lecturing; foundations for learning and life; administration*

Visual arts

Grade 3

Context

29. There are currently 129 learners undertaking visual arts courses, with around one third in accredited learning. Courses take place in the daytime and evening in a range of locations including schools, libraries and community centres. Courses include painting and drawing, crafts, patchwork and sugarcraft. Courses range from 5 to 25 weeks, with short one-day courses throughout the year. The great majority of learners are female and aged over 19.

Key findings

- Outcomes for learners are satisfactory. The great majority of learners achieve their learning goals. Retention on courses for personal and social development is currently a good 98%, and it is a satisfactory 87% on courses leading to qualifications.
- Learners enjoy their classes and attend well. For some learners courses lead to health benefits and improved concentration; for instance, many learners have improved their mobility and hand function after illness or operations by developing arts and crafts skills. Learners increase their confidence and benefit from sharing experiences with others in their classes.
- New learners make good progress in patchwork and sugarcraft lessons. Many have made celebration gifts for friends and for family events. Some learners have used their new skills to sell work at exhibitions and craft fairs, and to develop self-employment opportunities.
- Learners feel safe. Safeguarding issues are clearly identified on lesson plans and learners know how to raise issues. Safe working practices are in place in most classrooms, although painting and drawing classes have no sinks in the rooms.
- Teaching and learning are satisfactory. Tutors use the results of initial assessments well to plan individualised learning. In the better lessons, different activities are clearly planned for different groups, and at times these lead to lively and independent learning. However, many lessons are dominated by the tutor, and opportunities for learners to take the lead are often overlooked. In some lessons tasks are uninspiring with insufficient stimulus to engage learners.

- Learners use computers effectively to record their work and are prompted to research an interesting website of the week. However, the use of technology by tutors to support learning is underdeveloped. In many classrooms there is no access to computers or an interactive whiteboard.
- Visual arts has a small, but satisfactory, range of courses at introductory and mixed higher levels. Many of the initially advertised courses did not enrol sufficient learners and courses were combined. Managers are working with other providers in the borough to increase provision in under-represented areas, and to establish a curriculum responsive to community needs.
- Guidance and support are good. Supportive and encouraging environments for learning have been established, and learners value the expertise of their tutors. In many cases tutors respond well to the particular health and medical needs of their learners to support their achievement.
- Resources are satisfactory. Painting and drawing classes have adequate space and access to a range of materials. In some venues small, unsuitable rooms limit the opportunities for more ambitious work.
- Leadership and management are satisfactory. The new managers have a clear strategic vision and a commitment to raising standards. Communication is good between the managers and the part-time teaching staff. Tutor course reports are used as a proper basis for self-assessment. The annual report is detailed and largely accurate. Action plans are regularly reviewed by senior managers but there is limited involvement from tutors.
- The promotion of equality and diversity is satisfactory. Appropriate themes are promoted well on courses. Courses have extremely low numbers of male learners and learners from minority ethnic groups.
- Arrangements to observe teaching and learning are thorough and timely. However, the grading of observations is overgenerous and not sufficiently critical. Guidance for tutors does not show clearly enough how to plan for learning that challenges and inspires learners. Professional development opportunities for tutors are good.

What does the college need to do to improve further?

- Develop the appropriate use of technology to support and extend learning and make it a more interesting experience.
- Develop plans for a curriculum that is responsive to community needs, in venues that have appropriate resources and attract a wider range of participants.
- Ensure the observation of teaching and learning is sufficiently critical to prompt tutors to plan more student-led activities that foster independent learning.

Information about the inspection

30. Three of Her Majesty's Inspectors and one additional inspector, assisted by the college's quality manager, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the skills funding agency, 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 and 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 college. They also visited learning sessions. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)
London Borough of Havering (Adult 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. **Social and personal development:** all adult safeguarded provision

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive	Social and personal development
Approximate number of enrolled learners			
Full-time learners	0	0	0
Part-time learners	1,083	654	429
Overall effectiveness	3	3	3
Capacity to improve	2		
A. Outcomes for learners	3	3	3
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?	2		
A2. How well do learners improve their economic and social well-being through learning and development?	3		
A3. Do learners feel safe?	2		
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	n/a		
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a		
B. Quality of provision	2	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2		
B2. How effectively does the provision meet the needs and interests of users?	2		
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	3		
C. Leadership and management	3	3	3
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a		
C3. How effectively does the provider promote the safeguarding of learners?	2		
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
C5. How effectively does the provider engage with users to support and promote improvement?	2		
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	3		

*where applicable to the type of provision

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

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

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

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

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk