

Greenbank College

Inspection report

Unique reference number: 52037

Name of lead inspector: June Cramman HMI

Last day of inspection: 15 June 2012

Type of provider: Independent learning provider

Address: Greenbank Lane
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Information about the provider

1. Greenbank College is managed by Greenbank, a limited company and registered charity based in south Liverpool. It was established in 1983 to offer training, education, employment, sport and recreational opportunities to disabled people and other disadvantaged groups in the local community. It specialises in working with learners with learning difficulties and/or disabilities and these groups form around two thirds of all learners.
2. The college provides vocational courses in business administration, customer service, information and communication technology (ICT), catering and hospitality, fashion and textiles, hairdressing, and sport. Learners on vocational courses are supported with functional skills English, mathematics and ICT. In addition, learners are offered opportunities to enhance their skills for future progression through employability skills and work placements. A small independent training provider is subcontracted to provide a sports and functional skills programme to a small number of learners. In this inspection only functional skills and employability programmes were directly inspected; the remainder of programmes were sampled to inform the overall judgements. Adult learners can also access non-accredited community courses including sewing, textiles, fashion, wine appreciation and basic cookery, which encourage learners to progress to main programmes.
3. Courses are delivered from the main college building and from a separate hairdressing salon and sports centre. Currently 134 young learners are funded by the Education Funding Agency. The Skills Funding Agency funds 405 adult learners on accredited and recreational courses on both learner- and employer-responsive programmes. Around 68% of Greenbank's provision is government funded.
4. The charity is managed by a voluntary council of management which receives reports from the Chief Executive. He is supported by a senior management team consisting of managers of education and curriculum, management information, quality assurance, work-based learning and employment, finance, marketing, sport development, and sport and restaurant services. The organisation has 92 staff.
5. The following organisation provides training on behalf of the provider:
 - Sport Art Learning Training (sport and recreation)

Type of provision	Number of learners in 2010/11
<p>Provision for young learners: Further education (16–18)</p> <p>Foundation learning</p>	<p>65 full-time learners 83 part-time learners</p> <p>22 full-time learners 84 part-time learners</p>
<p>Provision for adult learners: Learning for qualifications</p> <p>Learning for personal and social development</p>	<p>22 full-time learners 84 part-time learners</p> <p>163 part-time learners</p>

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	1
Learning for qualifications	
	Grade
Preparation for life and work	2

Overall effectiveness

6. Learners on community courses successfully achieve their aims and produce work of a high standard. Learners on accredited provision achieve high pass rates in functional skills. Achievement of qualifications is good overall when considering learners' very low starting points. Learners make very good progress. Retention has improved considerably and is good.
7. Learners enjoy their courses, learn good skills – particularly for employment, improve their health and well-being and become closely involved in a range of community work.
8. Teaching and learning are good overall. The more successful sessions are fun for learners and stimulate them through a variety of learning activities and resources. Other sessions are less well planned for individual learners, with insufficient use of information and learning technology. The range of provision is good and successfully meets learner and community needs. Greenbank works collaboratively with its partners to improve and extend its provision. Arrangements for support and guidance provide learners with good, practical advice on career development. Individual support from staff and partners helps learners to overcome barriers to learning.

9. Greenbank's leaders and managers set a clear direction for staff and learners and make sure they are very safe. Learners at Greenbank enjoy excellent arrangements for promotion and reinforcement of equality and diversity. Processes to improve the quality of provision are good. These include the observation of teaching and learning and the recognition and recording of learners' progress.

Main findings

- Learners on non-accredited provision have high success and retention rates. Learners' functional skills success rates in accredited provision are high. Overall success rates in accredited provision are good, given most learners' very low starting points. Most learners begin their learning programmes with very low prior qualifications. However, Greenbank recognises that, while at least satisfactory, long-course success rates are an area for improvement.
- Learners across the provision improve their economic and social well-being considerably through their learning. Most learners have a good awareness of safe working practices and of safeguarding issues, especially in internet safety. Learners feel safe and welcome. They are able to make informed choices about their own health and well-being and their contribution to the community is good.
- Tutors are good role models, enthuse learners and have high aspirations for them. They use their good professional knowledge to inspire learners. Resources are good, with excellent specialist resources for learners with learning difficulties and/or disabilities. Learning support is good. Target setting and reviewing are strong and make a good contribution to driving learners' progress.
- While teaching and learning are good overall, with inspirational tutors and excellent support and resources, activities to meet the needs of all learners are not always challenging. Tutors do not always use information and learning technology to the best effect to stimulate learners.
- The college offers a wide range of vocational programmes and community provision to engage learners. Courses very effectively attract and retain learners, most of whom have very low previous educational attainments or face significant barriers to learning. Learners attend a number of good enrichment activities, including activities held in the sports academy.
- Greenbank works particularly effectively with partners to provide support for learners and to develop wider opportunities for them. Its work with schools is very effective in creating routeways into provision. However, the mapping of progression opportunities across the partnership, especially into employment, is underdeveloped.
- The college's arrangements to provide personal support, advice and guidance for learners are good. Learners receive very clear information about training and learning opportunities and the most appropriate way to develop their careers. Learners have good access to both staff and external specialists who they know

they can talk to confidentially. Support for learners' additional needs is particularly strong.

- Leaders and managers promote a service that has a clear strategic direction to be inclusive and to work particularly with learners with extreme physical and mental health issues. Operational management is good and supportive. Governors thoroughly scrutinise the work of the service and use their varied expertise to support and challenge Greenbank's leaders.
- The college's arrangements for safeguarding are good and concentrate strongly on keeping learners safe in the college and in work placements. Policies on the safe use of the internet and social media websites, and measures to raise learners' awareness of e-safety are detailed. Detailed confidential records are kept of any safeguarding issues and all staff are trained to manage disclosure.
- The promotion of equality and diversity is outstanding and the ethos of respect for all users is very strong. Greenbank tutors intervene positively and quickly to address any identified barriers to learning. The college uses data particularly effectively to develop measures to narrow the achievement gap for vulnerable learners. The promotion of equality and diversity through the curriculum is fully developed.
- Arrangements to monitor the quality of teaching and learning are well-established and make a good contribution to improvements. The processes for recognising and recording progress and achievement are good as are arrangements for monitoring learners at risk of leaving the provision. Self-assessment arrangements are very effective, although the report is insufficiently specific and detailed in parts.

What does Greenbank College need to do to improve further?

- Improve the success rates for all learners, but particularly for learners on long courses, by identifying both poor and good practice across provision, putting appropriate action plans to improve in place and continuing to operate the 'at risk' system to increase retention further.
- Develop further training for tutors and assessors so that they consistently use a variety of teaching and training methods, including information and learning technology, to stimulate learners and better meet their needs.
- Fully embed functional skills into all departments through further training and sharing of best practice so that all tutors can deliver them as an integral part of vocational programmes.
- Develop a coordinated plan to enable the college and its partners to provide a clear and coherent picture of provision and progression opportunities, particularly into work placements and employment.

Summary of the views of users as confirmed by inspectors

What learners like:

- the support and motivation to succeed
- the other learners on courses who motivate and inspire
- the friendly, helpful and understanding staff and the welcoming atmosphere
- gaining qualifications
- the enjoyable sessions and the good in-session support
- learning a good range of skills that employers value
- the excellent resources that help learners access the building and the activities
- the workplace environments in the college that develop practical skills.

What learners would like to see improved:

- progression to level 3 in hairdressing at Greenbank
- some ICT worksheets seen as 'childish' to be more adult
- regulated heating in some classrooms as they are often too hot
- more activities to do at lunch and break times.

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

What employers and stakeholders like:

- the excellent training and support from Greenbank in understanding equality and diversity to support learners better
- the particularly good standard of learners' work and their progress in placement
- the excellent job coaches that the college supplies to help learners at work
- the good integration of learners with disabilities into the team
- good communication at all times and good resolution of issues
- excellent partnership working to develop routeways to the National Health Service.

What employers and stakeholders would like to see improved:

- no improvements identified.

Main inspection report

Capacity to make and sustain improvement

Grade 2

10. Since the last inspection, when Greenbank was graded satisfactory, the college has maintained consistent trends in improvement. Overall outcomes have improved from satisfactory to good. Learners make good progress, despite very low starting points, and overcome very complex barriers to learning. Learners' acquisition of economic and social skills is good, as is their understanding of health and well-being. Learners make a very positive contribution to the community.
11. Greenbank's management style is open and inclusive. Staff turnover is very low and most staff have remained with the company for many years. Resources are good and expertly managed. Specialist resources for learners needing additional support are excellent. Staff are well trained and experienced.
12. The firmly established observation of teaching and learning process is very effective in improving teaching and learning practice. The process is valued by staff and is used as a good tool to improve performance. Teaching and learning grades have improved and are now good.
13. The recognition and recording of progress and achievement are good. Arrangements for initial assessment are good and carefully monitored. The college's very effective audit process ensures target setting is sound and that reviews of learning are effective.
14. The college has a very good system to scrutinise learners at risk of leaving their programme early, to identify learners' needs, put in good support and help them to stay on programme. Retention, which was a major issue at the last full inspection, has greatly improved and is now good.
15. The college has used self-assessment consistently since the last inspection to improve continuously. Staff and learners are fully involved in contributing their views. The judgements in the self-assessment report are generally accurate, although not all judgements are detailed enough so that all involved fully understand the issue. Subject self-assessments are not always sufficiently detailed.

Outcomes for learners

Grade 2

16. Learners on non-accredited provision have high success and retention rates. Success rates for learners on accredited courses are good overall when considering most learners' very low starting points. Success rates for intermediate-level 16–18 year olds are low, although these represent a very small number of learners. The college is taking good actions to improve these success rates. The college is highly effective in monitoring vulnerable learners, and retention, which was a problem, has improved significantly and is good.

17. Learners make very good progress relative to their prior achievements. Around two thirds of all learners have some form of learning difficulty and/or disability. Most learners begin their learning at Greenbank with prior qualifications at foundation level or lower. Just under 60% of all learners come from areas of high deprivation. Learners make good progress despite these barriers. Greenbank monitors achievement gaps rigorously with regard to age, race, gender, learning difficulties and/or disabilities and social issues, and takes very effective actions to address any imbalances.
18. Learners develop confidence, and good interpersonal and workplace skills. Learners with severe physical and learning difficulties and/or disabilities learn good strategies that help them overcome personal practical difficulties. For instance, wheelchair users learn skills and techniques that allow them to transfer from their wheelchairs to domestic furniture. This enables them to visit friends and colleagues at home with a degree of independence they never had before. Learners with extreme communication difficulties develop the confidence to begin speaking again and interact with tutors and peers, after being complete non-talkers. Learners on vocational courses including catering, sport and hairdressing, learn good skills for their chosen career and demonstrate them effectively in sessions. The college has working environments in which learners can practise skills. However, not all learners benefit from placements with real employers. Learners on community courses develop good skills in their chosen areas such as fashion and textiles. Learners' interaction with each other is good and they enjoy the sessions greatly.
19. Learners feel very safe and very welcome in the college and have a good understanding of health and safety. Learners with mobility issues greatly appreciate the design of the buildings that allows them full access to all facilities. They also appreciate the good variety and availability of specialist resources that allow them to participate in activities safely and with confidence. Learners know who to go to if they have a concern and are highly appreciative of the sensitive and approachable staff. Learners have a good awareness of internet safety and can confidently talk about how to protect themselves against issues arising from social networking.
20. Learners have good access to the sports academy, café and gym with a range of excellent specialist resources, such as adapted exercise machinery for wheelchair users. The academy is extensively used by learners and they enjoy the activities. Learners have a good understanding of health and well-being issues and know how to access support. Learners with very specific health issues benefit fully from a range of specialist support workers both internally and with external partners. For instance, learners who have recently left care benefit from inter-agency working to help them access and maintain independent living and educational arrangements. Learners on community courses who are depressed or isolated derive great benefit from the stimulating classes and welcoming culture.
21. Learners' contribution to the community is good. Sports learners work as volunteers at swimming galas and regularly visit schools to share their expertise

with young children. Hairdressers visit a local children's hospital twice a month and give parents a break with a hair-styling session. As part of their course, textile-fashion learners make bags designed specifically to hold battery powered 'pain kill' machines for a cancer charity. They also make personalised 'bereavement bags' for the same charity that bereaved families can use to collect the possessions of their loved ones. A number of previous learners become volunteers to help new learners, particularly those with disabilities, in textile and functional skills classes. Learners are fully involved in fundraising for charities and a number of learners work in community placements.

The quality of provision

Grade 2

22. Teaching, learning and assessment in vocational and leisure classes are good. Tutors use their highly professional knowledge and skills to inform and inspire learners. Learners produce work of a high standard which is very evident in their craft and fashion work. Tutors use a variety of methods including demonstration, and individual and group work. Tutors provide good support to individual learners and check learners' understanding through frequent questioning. However, some lessons have an insufficient range of activities to enliven the pace, including the imaginative use of the electronic whiteboards.
23. Teaching and learning resources are good across the college. Learners benefit from good opportunities to develop their skills in the college's working environments. For example, catering students prepare lunches, and cost, plan and deliver meals for staff and the local community. They work in the college's cafés on site and in town. Business administration students provide services such as photocopying to college staff. A well-resourced college hairdressing salon provides learners with ample opportunities for a variety of assessments. Most vocational tutors reinforce functional skills sufficiently through their subjects although they are not always fully embedded. In one good example in a customer-care class, the tutor displayed on the wall a set of vocationally relevant key words and phrases to be learned each month.
24. The college provides a good range of provision from foundation programmes, designed specifically for learners with profound barriers to learning, up to higher-education courses. It provides programmes across six vocational subject areas and courses at a variety of levels. It considerably improves learners' future employability prospects through the skills and qualifications they gain. Work placements extend these opportunities for some learners. The college supports the wider local community through a good variety of leisure courses, such as wine tasting and craft classes.
25. Greenbank makes very effective use of partnerships and community links to develop its programmes and provide well-integrated support for learners. It is highly responsive to partners' views, for example putting on a community-based course for young learners in a deprived area of the city. A local welfare agency offers regular well-attended welfare advice sessions for learners on college premises.

26. The care, guidance and support learners receive are very good. Learners receive appropriate information about courses to help them choose the correct programme. The college promptly identifies and puts in place support for the extensive range of additional needs that learners have, including the provision of specialist equipment to enable learners with physical disabilities to access college facilities easily and make progress with their studies. A team of learning support workers helps learners overcome barriers to learning such as specific communication or behavioural difficulties. Learners receive appropriate guidance and information towards the end of their courses on further studies or employment routes. The college uses its extensive links with a wide range of agencies in the private, public and voluntary sectors to provide assistance for learners on such issues as welfare, health and housing. Learners have good access to a confidential counselling service. The college trains learners to act as mentors to effectively support new learners in the transition from school to college life.

Leadership and management

Grade 2

27. Leaders and managers set a clear strategic direction that is inclusive but strongly focused on provision to meet the needs of learners with a range of often extreme learning difficulties and/or disabilities. Strategic and business plans are detailed, effective and fully shared with staff. Staff are enthusiastic and provide good role models. Teaching and learning resources are good and specialist resources for learners with learning difficulties and/or disabilities are excellent. Learners benefit greatly from the sports academy's good range of specialist resources such as adapted wheelchairs for wheelchair basketball and a gym with adapted weights equipment for people with disabilities. Work to develop progression routes from schools through to a variety of positive destinations, such as social enterprises, is strong. However, while partners are committed to developing this strategy, the progression routes are not yet fully mapped or explored, including those into work placements or employment.
28. The college has strong governance arrangements with regular meetings for the main council of management, underpinned by further meetings by three sub-committees who give good direction on matters like improvements to the programme offer. Members have a good range of skills which they use effectively to lead the provision. The council has a good understanding of the financial implications of the current climate and is planning appropriately to resolve issues. Members have a good understanding of using management information to lead improvements. The council receives regular reports and provides good challenge to the team.
29. The college takes its responsibility for safeguarding very seriously and communicates this very effectively to learners and staff. It complies fully with legislative requirements for safeguarding young people and vulnerable adults. Comprehensive written policies and procedures fully support safeguarding. All staff have been trained to manage disclosure. Learners and staff know who to contact if they have a concern over any aspect of their own or other people's safety. Recent training has significantly increased staff understanding of a

range of safeguarding issues. Staff take good actions to ensure learners make safe use of the internet and are aware of the risks of social networking.

30. Greenbank's prioritisation and promotion of equality and diversity are outstanding. A highly active, high-profile equalities working group and a fully monitored action plan support the promotion of equality and diversity across the entire range of college activities including marketing, curriculum development, enrichment and self-assessment. Equality and diversity are promoted extremely thoroughly in sessions by very well-trained and knowledgeable tutors.
31. The college analyses data on age, gender and a range of disabilities as well as on socio-economic factors to check the achievement of different groups of learners. It has taken many successful actions to close any identified gaps. The progress of learners in relation to their very low starting points continues to improve particularly successfully. The college makes excellent use of inspirational role models, including a former member of the paralympics team who is now a full-time teacher in the college.
32. Greenbank has clear processes for collecting and using learners' feedback. Surveys are conducted at regular intervals and the review system is used well to obtain learners' feedback. In addition, it is highly active each year in using consultants to carry out face-to-face meetings with learners to explore specific issues like equality and diversity. Managers routinely feed this information into departmental action plans and the self-assessment process. Information is used appropriately to develop both the curriculum and approaches to employers. Feedback from employers is mainly through employer forums that are held three times a year. In the past these meetings have had high attendance but recently attendance has declined and work with employers has slowed.
33. The college places a high priority on continuous improvement and is using processes very effectively to develop further. The process for the observation of teaching and learning is working efficiently to improve provision, with teaching and learning grades across the college now being good. Learners benefit from improved teaching. The process for recognising and recording progress is also working efficiently to measure learners' progress on the non-accredited provision. Initial assessments are rigorous and suitably designed for each department. A good audit system accurately identifies any issues such as weak target setting. This stringent approach ensures that learners are sufficiently challenged to succeed. The college's very good system to monitor learners at risk of leaving early has led to good improvements in retention. Arrangements for internal verification are satisfactory. The self-assessment process is inclusive, based on a sound range of evidence and data, and leads mainly to accurate judgements and action plans. However, some judgements in the written report are insufficiently specific with some lack of clarity regarding the evidence being used. Subject reports are generally accurate but do not always contain enough information to identify clearly the issue to be addressed.

34. Value for money is good. Outcomes for learners are good overall. Learners, the majority of whom have multiple barriers to learning and life, make good progress with vocational aspects of learning and with life skills, and gain in confidence and self-esteem. The government-funded provision is appropriately supplemented by funding raised by the college from charitable sources.

Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: ICT, hairdressing, hospitality and catering, sport, fashion and textiles, and business administration.

Preparation for life and work

Grade 2

Context

35. Two-hundred and thirteen learners are on functional skills courses in English and mathematics from entry 2 to level 2. A small number of learners attend a pre-entry English and mathematics programme. Twenty-six learners are on functional skills courses in ICT and 28 are on an employability course. Learners study functional skills in addition to their vocational courses in catering, business administration, fashion and textiles, sport, ICT and hairdressing. Around two thirds of learners are men and most receive additional learning support. Functional skills are taught by a full-time coordinator and six tutors.

Key findings

- Overall success rates are good and particularly high on functional skills entry 2 courses at 91%. However, retention on the level 1 mathematics course is low. Effective strategies were quickly put in place to bring about improvements and learner attendance was monitored rigorously through an effective coding system. Current retention on level 1 mathematics provision has improved considerably and is now good.
- Learners make good progress relative to their prior attainments. Many learners have multiple barriers to learning, including a wide range of health issues or disabilities which they successfully overcome. Learners produce work of a high standard. They enjoy their learning and can explain the progress they have made.
- Learners clearly benefit from their learning. They successfully develop their knowledge and skills in English and mathematics as well as their personal and employability skills which support their progress into further training or employment. They considerably increase their confidence and self-esteem.
- Learners feel very safe and secure in the training environments where they display mutual respect and courtesy. The need for internet safety is clearly promoted and fully understood by learners. Learners confirm they have a good understanding of health and safety and equality and diversity which form a significant part of their programmes.
- Learners make good contributions to community activities and projects such as marshalling at a local swimming gala, fund-raising through baking and selling cakes, providing hairdressing services and in volunteering to provide in-class support for new learners.

- Teaching, learning and assessment very effectively promote individual development. Learners engage fully in lessons and demonstrate good skills development. They benefit from the small class sizes. Individual coaching and support are good. In the better sessions, tutors plan a full range of activities to meet each individual learner's needs. In some lessons, however, tutors do not always make sufficient use of the available technology.
- The provider uses initial assessment very effectively to identify individual learning goals and aims, and to set precise and measurable targets. Learners' reviews are regular and thorough, and learners have a clear understanding of their progress. Tutors use good and detailed colour-coded tracking systems to monitor learners' progress. Learners receive good and constructive feedback on their progress. Tutors are well-qualified.
- A thorough initial assessment process ensures learners are enrolled onto the appropriate level of functional skills and vocational courses. The programme adequately meets learners' needs and interests. Learners are regularly consulted about the provision and they make suggestions on how it can be improved. However, the methods by which functional skills are delivered, such as through work placements, are not fully developed.
- Partnerships and networking arrangements are good. The provision has been developed effectively in response to local and national needs. The provider has worked collaboratively with the Liverpool provider group, adult learning service and the voluntary sector to improve provision. Links with schools and referral agencies are used effectively to recruit learners.
- Highly individualised personal support, advice and guidance enable learners to take a full part in their programmes. Learners are provided with tailored interventions to meet complex learning needs, learning difficulties and/or disabilities and significant personal difficulties. In-class learning support is good and highly effective although its planning is not always sufficiently thorough.
- Leadership and management of the functional skills provision are good. Communication between staff is very good, fostering a supportive team ethos. Staff attend productive monthly team meetings where they monitor targets towards learner achievements. They make good use of the particularly effective system that highlights any learners who are at risk of leaving. Staff understanding and implementation of equality and diversity and safeguarding are good.
- The provider has a clear functional skills strategy implemented very effectively through the provider management group. Good recent initiatives have been put in place to embed functional skills into the vocational programmes. Staff have provided good support in English and mathematics to up-skill vocational tutors. Accommodation and resources are good.

What does Greenbank College need to do to improve further?

- Ensure more learners complete their programmes so that they are successful in achieving their qualifications.
- Include a good variety of teaching and learning methods in all lessons to challenge and inspire learners, and ensure that all tutors are confident using all of the available information and learning technology to enhance teaching and learning.
- Provide learners with more choice of the context and approaches to the ways in which functional skills are developed, for example through employer placements and intensive sessions.

Information about the inspection

36. Two of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's Education and Curriculum Manager, 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 funding body, Framework for Excellence indicators, the previous inspection reports, reports from the inspectorate's monitoring visit and data on learners and their achievements over the period since the previous inspection.
37. Inspectors used group and individual interviews and emails to collect the views of learners. They looked at questionnaires learners and employers had completed on behalf of Greenbank. They also visited learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)
Greenbank 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	16-18 Learner responsive	19+ Learner responsive	Employer responsive	Social and personal development
Approximate number of enrolled learners					
Full-time learners	134	134	0	0	0
Part-time learners	405	0	103	100	202
Overall effectiveness	2	2	2	2	2
Capacity to improve	2				
A. Outcomes for learners	2	2	2	2	2
A1. How well do learners achieve and enjoy their learning?	2				
A1.a) How well do learners attain their learning goals?	2				
A1.b) How well do learners progress?	2				
A2. How well do learners improve their economic and social well-being through learning and development?	2				
A3. Do learners feel safe?	2				
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2				
A5. <i>How well do learners make a positive contribution to the community?*</i>	2				
B. Quality of provision	2	2	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?	2				
C. Leadership and management	2	2	2	2	2
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>	2				
C3. How effectively does the provider promote the safeguarding of learners?	2				
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	1				
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?	2				

*where applicable to the type of provision

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