Leicester Adult Skills & Learning

Local authority

Inspection dates		25–29 November 2013
Overall effectiveness	**This inspection:**	**Good-2**
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is good because:

- Overall success rates are improving. In many curriculum areas, success rates have improved from below national averages to above national averages.
- Learners make significant gains in confidence and self-esteem.
- Learners develop good skills that help them gain employment or improve the quality of their lives.
- Teachers have high expectations and a clear passion for their communities, which they share well with learners.
- Teachers provide good support for learners in the classroom and in helping them deal with life's challenges.
- Teachers use their skills and knowledge well to engage learners using a variety of activities.
- Leaders have worked extremely well to improve success rates and the quality of teaching, learning and assessment.
- Rigorous quality assurance and robust performance management ensure that the provision continues to improve.
- Leaders have created a curriculum that serves local communities and the City exceedingly well.
- Equality and diversity are promoted well and permeate service planning, resulting in a harmonious community.

This is not yet an outstanding provider because:

- Too much written feedback is insufficiently detailed to help learners develop.
- In a few cases, teachers do not effectively challenge and stretch learners, or use targets well.
- Teachers do not make sufficient or effective use of information and learning technologies (ILT) to help learners develop.

Full report

What does the provider need to do to improve further?

- Further improve outcomes by continuing to implement fully the strategies already in place.
- Further improve the quality of teaching and learning by:
    - ensuring that all written feedback to learners is detailed and helps them to improve
    - ensuring target setting is more focused on how learners can improve and linked well to learner development
    - ensuring that all learners are challenged to achieve to their full potential
    - developing the effective use of ILT to enhance learning across the provision.

Inspection judgements

Outcomes for learners	Good

- Success rates overall are high and improving. Across the service, the proportion of learners who achieved their qualifications or learning goals increased substantially from 2011/12 to 2012/13 and is good. Success rates for learners taking qualifications are high and have increased in the last two years, in many cases from a dip to below national averages. Success rates for the small number of apprentices have improved significantly and are now very high.

- The standard of learners' work is high. In many curriculum areas, it is higher than would normally be expected. Learners are fully involved in monitoring their own progress with good examples of self-assessment using, for example, photographic assessment. The quality of learners' work is adequate in a few areas but clearly improving.

- Learners enjoy their learning and make good progress, for example, many learners on the English for speakers of other languages (ESOL) courses have made progress from not being able to speak English to carrying out detailed conversations, in one year. Learners have a palpable hunger to learn and comment extremely positively about the impact that their learning has on their lives. Because of the skills learners develop, many have gained employment or have been able to take a much greater role in the community.

- Achievement gaps between different groups of learners do occur but are small. However, the service monitors this well and recent actions to close these gaps have been very effective. Of the 19 two-year targets set for 2011-13 the service has reached all but three, or made significant progress.

- Because of good integration and close support from teachers and assistants, learners develop good English and mathematical skills and clearly develop the skills needed to complete their programme. Many learners have clear goals to achieve employment and they gain the skills needed to achieve this. The development of learners' English and mathematical skills has improved since the previous inspection.

- Learners develop well specific vocational skills, for example, in information and communication technology (ICT) learners develop a good understanding of using computer software, which stands them in good stead for any kind of employment. Learners develop their confidence and self-esteem particularly well. Many of them have overcome significant barriers to employment and social engagement because of the skills they have learnt.

- Staff at all levels focus extremely well on helping learners develop skills that will help them and their communities. Working with a range of local groups the service knows well the skills and qualifications needed in the area and their work has a very positive impact on communities within the City.

- Learners with learning difficulties and/or disabilities achieve particularly well. In many areas they achieve higher standards, or at higher rates, than those without learning difficulties and/or disabilities. The service focuses well on helping those learners who have had mental health issues and is extremely successful in helping these learners develop independence and make significant progress towards their learning aims.

The quality of teaching, learning and assessment	Good

- Teachers have high expectations and a clear passion for helping their community, which they share very effectively with learners. The service has a clear culture of achievement, which learners fully share. The service sets, and monitors well, challenging targets for learners and different groups of learners. As a result, learners have a passion for learning and outcomes continue to improve.

- Staff provide excellent encouragement and support for learning in the classroom. Teachers and learning assistants work well together. Staff work well with learners to help them overcome barriers to learning. Staff make every effort to help learners, such as changing times of lessons to meet the group need, or providing additional support sessions outside of class timetables.

- In most lessons, teachers use a range of activities well to stretch and challenge learners. Teachers set tasks for learners that challenge them both academically and vocationally. The service has been effective in improving consistency in teaching and learning, which was judged satisfactory at the previous inspection. However, in a few lessons teachers fail to ensure that learners who are more able are challenged sufficiently well.

- Teachers use their knowledge and experience well to plan lessons that meet individual learners' needs. In most cases, teachers are very effective at providing a range of tasks and activities to meet the varying needs of learners. For example in one language lesson learners were at very different levels of fluency and the teacher managed this well by using sentences of differing complexity. However, in a few cases lessons lack variety and are too teacher led.

- Staff generally monitor learning well and use a good range of resources. However, in too many lessons, teachers do not make sufficient, or effective, use of ILT to enhance learning, for example, by displaying images of the topic under discussion.

- Learners and teachers work well together to establish a good learning environment where they make good use of examples from their experiences to illustrate learning points. Learners develop good independent learning skills. In most cases, lessons proceed at a good pace. However, in a few lessons the pace is too slow for most learners.

- Initial assessment is good. In most cases, teachers assess learners starting points very well. Teachers generally use this information well to plan learning and set challenging goals relating to learning and skill development. However, in a few cases teachers do not use initial assessment information sufficiently well to plan learning.

- Teachers and learners are generally clear about overall targets and many short-term targets are clear. However, in a few cases target setting is not sufficiently detailed. In ICT, teachers and learners make good use of logbooks to monitor progress. In other settings, assessment for learning is mostly good. However, in a few cases teachers do not use questions sufficiently well to probe learners' understanding of subjects.

- Assessment practice for the few apprenticeships is good. Teachers and learners track their progress well. However, in other areas, tracking of progress is not so good and a few learners are not clear about completion dates or when they have to do the next stage of their work.

- Most learners understand well what they need to do to improve. Teachers give very clear verbal feedback to help learners develop their skills and knowledge. Teachers assess learning regularly in class and give good support to further help development; as a result, learners make good progress.

- The quality of written feedback requires improvement. In too many cases, the marking of learners' written is superficial and teachers do not pay sufficient attention to details. The detail of written feedback is too often sparse and does not help learners understand how to improve. Teachers generally monitor learners' progress well. However, recording of targets and progress towards them is poor in too many cases.

- The service broadly works well to develop learners' English and mathematical skills. In many areas, teachers work imaginatively to include mathematical topics in the curriculum, using good examples. Lesson plans are rich with examples of embedding the development of these skills. However, in a few cases, such as ICT, teachers do not always implement these plans effectively or take naturally occurring opportunities to develop learners' skills. Learners are well aware of the need to develop their English and mathematical skills and work hard to practise them whenever they can. The service is good at encouraging learners to work on these skills outside of lessons.

- Learners receive good information, advice and guidance. Pre-course information is thorough and the service has worked well, and effectively, to help learners ensure they are on the correct course. For example, learners who wish to take the photography course now have a three-lesson taster to see if it is the right course for them.

- The promotion of equality and diversity is effective. Learners from a wide range of ethnicities work harmoniously together. The service has a good culture of inclusion and celebrates well a range of different religious festivals. Learners understand each other's culture and integrate well. Teachers make good use of naturally occurring and spontaneous opportunities to develop understanding and plan well activities that are more specific. However, in a few cases teachers do not plan sufficiently well to celebrate diversity.

ICT for users **19+ Learning programmes** **Community learning**	Good

- Outcomes for learners are good and improving. Learners work hard, enjoy their lessons and are fully engaged in their learning. They develop well their confidence. For example, learners who are new to computing quickly develop the confidence to attempt, and solve problems without help from the teacher. Learners explain clearly how to use advanced features of software such as how to produce and edit images using photo-editing software. Learners develop good employability skills such as creating presentations for job interviews and organising computer files for the office.

- Teachers have high expectations of learners and use well their good level of industry knowledge and experience. Teachers use a variety of activities to create and maintain a good learning environment. They use sense of humour well, to motivate and challenge learners. In one lesson, learners created amusing and imaginative creatures, for example skilfully combining image of a seal with that of a butterfly. Teachers encourage learners to develop independent learning skills. Many learners come to lessons having done additional work at home.

- Teachers provide good support for learners, many of whom have a range of different support needs. Teachers and support workers combine particularly well to support learners overcome a range of challenges. In one lesson, a learner came to class intending to leave the course but by the end of the lesson the teacher's clear explanations and good support gave him the confidence to continue. Attendance is good in most classes but low in job search programmes.

- Teachers plan lessons well to meet individual learners' needs. Teachers keep detailed records of learners' progress and use these to plan lessons. Learners use a logbook at the end of each

lesson to record what ICT skills they have worked on and where they need more help. Teachers use this well to plan individual learning for the next lesson.

- Initial assessment is thorough and teachers link it well to lesson planning. Learners complete an initial assessment to identify existing ICT skills; teachers use this information well to plan learning, and to provide additional materials to support and extend learning. For example, learners who have not used email are effectively encouraged to set up email groups to develop these skills.

- In the better lessons, teachers make good use of questions to challenge learners to extend their skills by, for example, producing work with minimum guidance. Teachers use questions to test understanding but these are not always in sufficient depth to allow learners to explore fully their understanding of ICT topics. The assessment of learners' work is accurate and frequent. Teachers give good verbal feedback, which clearly shows where learners can improve. Written feedback on work is brief but effective.

- In most lessons, the development of literacy skills is good. Teachers focus on the importance of correct spelling for example, when learners are completing their curriculum vitae. However, in a few lessons although the development of literacy skills is clear in the plan for the lesson, it does not always happen. Teachers develop learners' mathematical skills as they relate to the courses they are studying but do not sufficiently well develop them wider than this.

- Initial advice and guidance is good. Course information is detailed and accurate. Selection is rigorous, for example, one learner wanted to go straight onto an advanced course but staff correctly advised her to start with a lower level course. Each course includes information on progression opportunities and most learners progress to higher-level ICT courses.

- Teachers promote equality and diversity well. Learners from a wide variety of backgrounds work well together with mutual respect and learn from each other. ICT provision is open and inclusive with classes attended by learners with a wide range of additional needs. The service offers many subjects at more than one time during the week to allow learners with different commitments the opportunity to engage with learning. There is good ICT provision for learners with mental health issues, some of whom progress to mainstream provision, with good support from teachers.

Visual arts **19+ Learning programmes** **Community learning**	Good

- The proportion of learners who achieve their learning aims is very high. Learners make good progress, produce interesting work, develop creative ideas and acquire a good range of skills and techniques. Learners enjoy their courses and value the support they receive from teachers. Learners make progress between courses and teachers ensure that they are well aware of opportunities to take accredited courses at other establishments.

- Teachers know their learners well and use this knowledge very productively to plan stimulating lessons. In the best lessons, teachers encourage learners to work independently and critique their own, and fellow learners', work very effectively in a supportive atmosphere. Teachers use demonstrations well to provide guidance and inspire learners to improve. However, in a very few lessons learners who have attended classes for some time are not given sufficient encouragement by teachers.

- Staff use their skills and knowledge well, to produce interesting and challenging assignments. In the better lessons, teachers design projects, which encourage learners to think creatively, make good progress and value their work. Learners' sketchbooks are mostly high quality, full of ideas and photographs of previous work and on-going projects. One art class went to great lengths to

customise the outside of their sketchbooks. However, in a few cases they are of little value to the learner and contain no recording of ideas or concepts for future development.

- Teachers do not use ILT sufficiently well to enhance learning in art and craft lessons. Teachers do not make innovative or imaginative use of the full capabilities of technology in practical lessons and miss opportunities for research and exploration, for example by not having a display of an art image being discussed by the whole group, or online access to research an artist whose work was being discussed.

- Initial assessment is appropriate to inform learners' starting points. Teachers use individual learning plans to record and reflect accurately the level of competence of learners' skills and progress. However, the learners make little, or no, contribution to these records. Planned assessment activities build well on the learners' knowledge. Learners understand what they need to do to improve.

- The majority of learners develop appropriate English and mathematical skills throughout their programme of study. Where relevant, learners apply functional skills within the curriculum through measuring for pattern making, garment cutting, perspective in art classes and understanding the complexities of digital photography. They also learn the appropriate language to describe their work.

- Advice and guidance for learners are effective. Teachers support learners well, in many cases providing discreet support. For example, the service offers ESOL learners vouchers to participate in a visual art or craft class, in order to enhance their language skills. Many of these learners have enrolled on a variety of courses and are excited at the progress they make in their verbal communication. A substantial part of the REMIT (a programme for learners with, or recovering from, mental illnesses) programme is in visual arts. The provider's aim to increase progression to general community learning lessons is achieved as many learners return to continue learning.

- A significant strength of the service is the learners' social and cultural development. Learners explore other cultures and celebrate diversity within lessons as opportunities naturally occur. Mixed gender, age groups and cultures in lessons provide a variety of subjects to discuss that extend learners' understanding of wider equality and diversity issues. Learners in the botanical illustration class discussed the plant life that flourishes naturally in the countries from which other learners originate.

ESOL **19+ Learning programmes** **Community learning**	Good

- Because of good teaching, learning and assessment, learners' achievement and progress in lessons are good. The large majority of learners make better than expected progress. Success rates for most programmes are improving and a few are very high. Learners are developing good verbal and written communication skills, which support well their social and employment needs.

- Learners benefit from well-planned lessons and experienced, qualified and inspirational teachers. Teachers use up-to-date resources, such as daily newspapers and news reports to promote successfully interest in a wide range of current topics. Using these, learners readily engage in discussion and debate to practise their comprehension and language skills as they explore issues such as political matters, household budgeting, crime reports and environmental concerns.

- The few less successful lessons are too teacher led with learners completing uninspiring worksheets, many of which are too easy for most learners in the group. In these lessons, teachers do not routinely embed technology sufficiently into the curriculum to help learners experience and explore the impact that technology can have in their personal lives and at work.

- Teachers are skilful at making lessons relevant to learners' personal contexts, for example the importance of storytelling used as a theme in one lesson to help learners develop skills they can use with their children. Learners benefit from good levels of care, support and motivation from teachers. This helps them to enjoy their learning and make good progress in developing their language skills. Learners interact and participate fully in lessons, and, as a result, gain social, personal and language skills that benefit their personal lives and improve their employability.

- Teachers use good coaching skills to help learners develop self-reflective skills, independence and an understanding about how they can take responsibility for their own development. Learners are developing well as independent learners and eagerly carry out research or complete additional tasks such as creative writing as homework in between classes to improve further their skills.

- Teachers assess learners' progress thoroughly, through observation, written tasks and effective question and answer lessons. Verbal feedback provided to learners is mostly good, as teachers celebrate their successes and focus specifically on the detail of how learners can improve. However, much written feedback by teachers is too infrequent and brief to enable the learner to reflect and improve, with insufficient attention to detail.

- Teachers regularly reinforce learners' correct pronunciation and the impact of using different voice tones within a range of contexts, for example when asking questions or when presenting their views to others. Teachers place a strong emphasis on learners' reading, comprehension and writing skills. For example, often learners begin a lesson by reading a daily newspaper to select a news article of their choice to discuss with peers.

- Teachers plan well to embed mathematics within lesson content and through naturally occurring contexts. For example in one lesson, when learners were discussing the cost of books purchased for their children, the teacher encouraged them to explore the costs of a variety of books from a commercial and personal perspective.

- Teachers provide good initial advice and guidance for learners. Initial assessment is thorough and, as a result, learners are clear about the benefits of their programme. However, while teachers are aware of extent of their learners' language skills when they join the programme, they do not always use this information sufficiently well to personalise learning. As a result, in a very few lessons, all learners follow the same task regardless of their abilities and many learners are insufficiently challenged.

- Teachers promote equality and diversity well in lessons through creating harmony and trust between the learners from a wide range of different cultural backgrounds. As a result, learners have a reasonable understanding of equality and diversity and get on well with each other. However, there is insufficient opportunity for learners to explore regularly equality and diversity topics to challenge their perceptions and deepen their understanding as well as develop their wider vocabulary.

Foundation English and mathematics **19+ Learning programmes** **Community learning**	Good

- All learners make good progress towards their individual learning goals. Learners are proud of their portfolios, which include work that is at least at the level of their course and often higher. Learners enjoy their learning and are able to give examples of where they have made progress since joining their course. For example, one learner from a mathematics course described how he had learnt the concepts of mean, median and mode averages for the first time, having failed to understand these at school.

- Learners' attendance and punctuality are good. They increase their confidence since joining their course. One learner from a literacy course indicated that she had not been able to speak out when first joining the group but now feels confident to participate fully in class discussion. All learners develop their English and mathematics skills well, thus enhancing their employment prospects.

- Teachers have high expectations for learners and use these effectively to encourage and support learners to develop skills that are of benefit to them in everyday life and in their employment. For example, a learner explained how her understanding of fractions resulted in additional responsibilities in her role as a carer. Another learner from an English course explained that she is now able to write comments in her son's homework diary.

- Planning and support for learning are good. Teachers make good use of additional learning support staff to meet additional learning needs. Planning for learning takes good account of both individual and qualification requirements resulting in lessons that enable learners working at different levels to make good progress towards meeting their targets. However, in a few lessons teachers do not take sufficient account of individual targets and learners' levels.

- Well-qualified and experienced teachers make good use of a range of teaching and learning methods, activities and resources to engage and motivate learners, and promote independent learning. Teachers use targeted questions skilfully to elicit learners' prior knowledge and to encourage active participation. Teachers make effective links between the content of lessons and everyday life. For example, in a mathematics lesson, the teacher explained the importance of understanding fractions when purchasing food items by weight.

- In many lessons, teachers use ILT effectively. However, in a few cases, teachers do not use this sufficiently well to reinforce learning. Teachers generally monitor and check the progress of all learners effectively in lessons, making good use of targeted questions and practical activities to check learners' progress. However, in some lessons, teachers do not systematically check the progress of all learners.

- Teachers use initial and diagnostic assessment tools effectively to identify learners' starting points and additional needs. Most learning targets are effective. However, in a minority of cases, targets are insufficiently personalised, reflecting only qualification requirements. Teachers use verbal feedback effectively in lessons to motivate learners and develop their confidence. Written feedback also effectively highlights key strengths and areas for improvement but, in a few cases, it does not contain enough detail.

- Learners benefit from timely and effective information, advice and guidance that accurately signposts them to English and mathematics courses at the appropriate level. Teachers from the English and mathematics curriculum team have developed a bespoke initial assessment. Staff in other curriculum areas use this well to help learners join vocational courses at the appropriate level.

- The promotion of equality and diversity is generally effective. Most teachers effectively and actively promote equality and diversity in their teaching. For example, in an English lesson, the teacher used an article about males working with young children to stimulate some interesting discussion about the need for both boys and girls to experience male role models. However, not all teachers include equality and diversity issues sufficiently well in their teaching.

The effectiveness of leadership and management	Outstanding

- Because of very strong strategic leadership, the quality of provision has improved considerably over the last few years. Success rates, satisfactory at the previous inspection, have risen consistently and leaders and managers have led a clear and sustained improvement in the quality of teaching and learning, judged satisfactory at the previous inspection. Senior managers

are highly alert to areas of underperformance, such as in English and mathematics, and act extremely promptly and effectively to deal with them.

- The open and consultative approach by leaders and managers enjoys wide support from staff, encourages open dialogue and creates a highly self-critical planning environment. The service's strategic priorities in relation to employment, supporting the cultural life of Leicester and improving basic skills, permeate everything that it does. City Council leaders are increasingly drawing on staff's expertise to take forward their corporate objectives within local neighbourhoods and in engaging with the wide range of community groups in the City.

- Elected members are extremely knowledgeable about the work of the service and provide excellent challenge and support. They have great confidence in managers to maintain and develop the provision, while steering the service through the current re-organisation and budget reductions. Managers are receptive to external and internal scrutiny and directors hold them to account very well.

- Performance management of staff and of curriculum areas is another area where the service has improved and is now extremely robust. Curriculum leaders play a key role in reviewing aspects of provision and in observing the quality of teaching and learning with a view to raising standards. Curriculum leaders seek the views of teachers regularly and are highly adept at using their ideas and experience to improve teaching and learning.

- Leaders monitor well the quality of teaching, learning and assessment. Observations are accurate and consistent with the findings of inspectors. Senior managers plan to review the process for observing teaching, learning and assessment in order to further improve it and minimise the chance of over grading.

- Leaders and managers effectively encourage staff to make full use of their generous professional development entitlement. They are enthusiastic about the career development opportunities that are open to them. They use these well to develop their skills and knowledge. Leaders link professional development well to service wide areas for improvement and workforce development. Recent subjects covered include English and mathematics, diversity, learner support and customer care.

- Managers have improved the arrangements for quality assurance and they are now rigorous. The service knows itself extremely well and is fully aware of all the areas for improvement identified by inspectors, with plans to deal with them well advanced. Staff are fully aware of, and involved in, self-assessment and quality improvement. As a result, this work is now an integral part of day-to-day activities. The most recent self-assessment report, currently in draft form is extremely accurate.

- Leaders focus very well on safeguarding all learners. The service meets is statutory requirements. Managers adopt safe practices and carefully refine City Council policies to reflect the context of the service. Learners value highly the level of support they receive and the safe and nurturing environment that the service creates.

- Leaders use well their excellent local knowledge and assessment of needs in the different areas of the City, to construct a well-thought-out curriculum. This is a vibrant mix of courses and activities. Leaders focus well on developing the skills and confidence of those who have not engaged with learning for a long time, and creating opportunities for them to progress. A dedicated team working within deprived communities helps build the capacity and effectiveness of neighbourhood voluntary groups. In these instances, community development and learning are deftly interwoven.

- Partnership working operates very well at strategic level. Managers have improved coordination with other learning providers to ensure that education and skills provision across the City is coordinated well. Partners hold the service in high regard for having a particular role in enabling learners who have not engaged in learning for a long time, or would not normally do so, progress to other providers for further courses.

- Leaders ensure that equality and diversity are very well considered, permeate service planning and shape the curriculum. On a routine basis teachers comfortably accommodate a rich cross-section of learners including those who are partially sighted, hearing impaired, recovering from

mental illness or otherwise challenged. Thoughtful approaches such as vouchers for ESOL learners to attend other classes free of charge have the dual effect of applying their language skills and accessing new opportunities.

Record of Main Findings (RMF)

Leicester Adult Skills & Learning

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	19+ Learning programmes	Apprenticeships	Community learning
Overall effectiveness	2	2	2	2
Outcomes for learners	2	2	2	2
The quality of teaching, learning and assessment	2	2	2	2
The effectiveness of leadership and management	1	1	1	1

Subject areas graded for the quality of teaching, learning and assessment	Grade
ICT for Users	**2**
Visual Arts	**2**
ESOL	**2**
Foundation English and Mathematics	**2**

Provider details

Type of provider	Local authority
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 0
	Part-time: 6,100
Principal/CEO	Kerry Gray
Date of previous inspection	26 January 2009
Website address	www.lasals.co.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	0	0	0	0	0	0	0	0
Part-time	23	1,395	21	713	5	253	0	35

Number of traineeships	16-19		19+		Total	
	N/A		N/A		N/A	

Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher	
	16-18	19+	16-18	19+	16-18	19+
	17	24	0	0	0	0

Number of learners aged 14-16	N/A
Full-time	N/A
Part-time	N/A
Number of community learners	3,976
Number of employability learners	N/A
Funding received from	Education Funding Agency and Skills Funding Agency
At the time of inspection the provider contracts with the following main subcontractors:	▪ None.

Contextual information

Leicester adult skills and learning service is the trading name of Leicester City Council's community learning and skills provision. The service has contracts with the education funding agency and the skills funding agency to provide education and training for learners from 16 years old upwards. However, the overwhelming majority of learners are aged 19 or over.

The service operates from the adult education college located in the very centre of Leicester. It also operates from 10 sites across the City, located in the centre of the communities that they serve. The service delivers all lessons directly and does not use any subcontractors.

Information about this inspection

Lead inspector	Derrick Baughan HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the head of quality and curriculum, as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012

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