Further Education and Skills inspection report

Date published: 26th March 2014

Inspection Number: 429122

URN: 53565

Westward Pathfinder

Independent learning provider

Inspection dates		18–21 February 2014
Overall effectiveness	**This inspection:**	**Requires improvement-3**
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Success rates across all aspects of the provision vary too much, with too many learners taking longer to complete than expected.

- Tutors and assessors make insufficient use of initial assessment, information about learners' starting points and the progress learners are making to set specific targets that relate to learner needs or to encourage learners to complete on-time.

- Individual learning plans focus too narrowly on learners completing the minimum required to achieve a qualification and insufficiently on identifying specific targets that will help each learner progress at an appropriate pace.

- Support for the development of English and mathematics in subject areas is limited. Errors in spelling, punctuation and grammar are not routinely corrected, leading to inconsistencies in the quality of written work. Vocational tutors do not receive any specialist training to support learners on their courses with English and mathematics.

- Observations of learning and teaching, along with quality improvement plans, do not focus sufficiently on learning and the experiences of learners.

- Equality and diversity are not sufficiently well promoted during teaching, learning and assessment, nor is their promotion monitored by senior managers.

This provider has the following strengths:

- Learners develop good social and personal skills, good attitudes to learning and improve their self-esteem.

- Progression into employment for those previously unemployed is good.

- Assessors set high expectations, providing good support and motivation for learners who develop their vocational skills and confidence well.

- Very good partnership working, particularly with Jobcentre Plus, enables well-designed employability programmes to meet the needs of unemployed learners, and local employers, particularly well.

Full report

What does the provider need to do to improve further?

- Further improve outcomes, particularly timely success rates, to remain consistently well above national rates.

- Improve the extent to which learning programmes meet individual learners' needs by planning programmes that are informed by an assessment of learners' needs, and prior knowledge and skills.

- Improve target setting to ensure that learners are appropriately challenged and the pace of learning is appropriately targeted at improving timely success rates.

- Further improve the observations of teaching and learning to include all aspects of teaching and learning and to focus on improving the learners' experience.

- Improve quality improvement practices to ensure greater consistency across the provision and to improve learners' experiences.

- Further improve the promotion of equality and diversity during teaching, learning and assessment.

Inspection judgements

Outcomes for learners	Requires improvement

- The proportion of learners who achieve their key objectives has improved in the past year and is now broadly in line with similar organisations. However, there is too much variation between different subject areas, workplace and classroom-based learning and between the north and south of the county.

- In 2012/13, workplace learning success rates at level 2 have declined to well below the national rate, whereas at level 3 they remain at the national rate. In classroom-based learning, success rates have remained doggedly at the national rate for information and communication technology (ICT) for users qualifications, whereas Foundation Learning success rates oscillate around the national rate. In-year data indicate improvement, with declining rates being reversed; however, too many learners are still unsuccessful or take too long to complete their courses.

- Many learners have low-level skills in English and mathematics when starting their programmes with Westward Pathfinder, with few ready to join the labour market. The provider's caring and supportive tutors and assessors work effectively with individual learners to develop these skills while they are on their programme. However, the numbers who progress and take functional skills awards are low. The success rate for level 1 mathematics is very low, with only one of the four learners successful, whereas the rates for level 1 English and both level 2 English and mathematics are above the comparable national rates.

- The standards of learners' work presented in their workbooks and portfolios of evidence are in line with the assessment requirements of awarding bodies. Learners are not generally encouraged to use a wider range of evidence to enliven and enrich this work. However, learner portfolios in Foundation Learning often contain a more diverse range of evidence.

- Learners develop excellent social and employability skills. Many learners are referred from support agencies with a range of significant barriers to learning, and programmes are planned sensitively to support the development of confidence and self-esteem. Many learners progress through from entry level to complete qualifications that secure them sustained employment. Westward Pathfinder works particularly well with volunteer agencies and volunteer workers, providing opportunities for vocational skill development, providing work experience and providing progression into permanent employment for many volunteers.

The quality of teaching, learning and assessment	Requires improvement

- The quality of teaching, learning and assessment requires improvement and this is reflected in the outcomes for learners, which also require improvement.

- Tutors have high expectations of their learners and use their knowledge and experience effectively to plan programmes that meet learners' personal aspirations. Sessions are sensitively developed to be supportive of the learners' needs. Staff are caring and empathetically encourage learners to develop their skills.

- Teaching and learning are good in discrete English and mathematics lessons where tutors cater for a diverse range of ability levels through good use of thoughtfully-prepared learning materials and activities. These include discussions, role-plays, written exercises, games and computer presentations, together with a range of methods to motivate learners such as individual, peer and group-working activities.

- Staff do not consistently identify the skills and knowledge leaners have already attained when they start their programme. Frequently previous experiences or qualifications are used to exempt learners from taking an initial assessment test; consequently, tutors do not always establish a starting point from which to monitor learners' progress or recognise the support learners may need to further develop their English and mathematics skills. Tutors set targets that encourage learners to comply with awarding body assessment criteria rather than setting achievable and rewarding targets based on the starting points for individual learners. For more able learners this leads to a lack of pace in their learning and, for the less able, targets that are frequently too demanding.

- Assessment practices are variable across the provision. Some tutors give learners clear advice on how to improve their work through comprehensive and detailed written feedback, particularly in Foundation Learning. However, others provide feedback that is often cursory, paying insufficient attention to spelling and grammatical errors, or how the work could be improved. For many learners, for example in health and social care, feedback is too informal, focusing too closely on the assessment criteria rather than extending the learners' skills.

- In workplace learning, assessment practices have improved in recent months. Tutors monitor learners' progress and set targets that are linked to progress reviews more effectively. However, these developments are not embedded across all subject areas and not all learners have a consistent enough experience. Better practice in assessment is not routinely shared between assessors.

- Support for learners in English and mathematics in subject areas requires improvement. Assessors do not routinely identify and correct errors in spelling, punctuation and grammar, leading to inconsistencies in the quality of written work. Vocational tutors do not receive any specialist training to support learners on their courses with English and mathematics.

- Resources supporting learning are good. Learning centres are convenient in town centre locations, with friendly and welcoming atmospheres. ICT equipment and software are appropriate for the needs of learners and employment opportunities. Learning materials are well produced and support skill development, particularly in Foundation Learning, where an abundance of high-quality learning resources provides a wide range of activities.

- Most staff are well-qualified and experienced. Arrangements for staff to share good practice are largely informal and not sufficiently developed to contribute to a coherent approach for professional development. Learners comment positively about the skills of the staff and greatly appreciate the non-threatening learning environments that, for many, help overcome the barriers they perceive to engaging in learning.

- Initial advice and guidance are effective in supporting learners as they engage in the learning process, providing appropriate information about the requirements of the course, future options and career prospects. However, due to the limited use of initial assessment, advice tends to be general rather than personalised to meet the learners' needs and aspirations. Effective use is made of exit interviews to ensure staff monitor the impact of training on learners' progression into employment.

- The promotion of equality and diversity during teaching and learning is limited. In health and social care, tutors use flash cards effectively during progress reviews to check learners' understanding; however, for most learners, checks during learning are often cursory and unmemorable. For most learners these checks are limited to a brief mention of legislation. Lessons are not well planned or documented to meet the differing needs of learners; however, in preparation for life and learning, tutors know their learners well and support individuals particularly well.

Health and social care Learning programmes for 19+ Apprenticeships	Requires improvement

- Teaching, learning and assessment for apprentices and workplace learners in health and social care require improvement from the current satisfactory level, partly to ensure that the recent improvement in success rates, from a noticeable decline in the previous year, is maintained.

- Support for learners is effective. Assessors visit learners frequently, offering constructive and focused support, and encourage productive contact between visits. Support is sensitive and responsive to the needs of the individuals. Assessors know their learners well, but the routine recording of interventions linked to effective target setting within individual learning plans is an area for development.

- Learners benefit from the coaching provided by enthusiastic and knowledgeable staff using their own experiences to illustrate essential aspects of health and social care practice. But too many learners do not achieve their vocational qualification promptly.

- Assessment practice meets awarding organisation requirements and learners produce a range of authentic evidence, generally of an acceptable standard. Learners do not always know how to improve, as the feedback from assessors focuses just on achieving elements of assessment criteria. Assessors do not always encourage learners to reflect and develop the wider skills essential to reflective and high quality social care practice.

- Not all learners receive an initial assessment of their English and mathematics, and individual learning plans routinely fail to capture essential information. Where initial assessment does take place there is inconsistency in how tutors use this information to inform further learning and skill development.

- The monitoring of learners' progress is adequate. Target setting is inconsistent and requires improvement. Individual learning plans are not updated in sufficient detail or promptly enough to provide learners with a clear overall picture of how, where and when each part of the apprenticeship will occur.

- The development of English and mathematics needs further improvement. Tutors do not always set learners targets to improve their English. Spelling and grammatical mistakes are not corrected within portfolio evidence. Mathematics is not given sufficient priority, nor is it related to the workplace. Portfolios do not contain evidence of work-related mathematical activities.

- Westward Pathfinder develops and maintains strong relationships with employers, who feel part of the training activities and value the improving skills of their employees. Employers liaise regularly with assessors, and employers value the good support they receive from Westward Pathfinder, particularly with the recruitment of learners, and many aim to use Westward Pathfinder as their sole provider. Employers, and colleagues who have already completed their qualification, effectively support learners to complete their learning assignments.

- On-the-job training is good. Apprentices benefit from varied and challenging duties at work which enable them to acquire and develop a good range of professional practice skills and increased confidence in dealing with colleagues, clients and customers. For example, one apprentice with significant emotional support needs is now working confidently and with increasing autonomy in a residential unit for older people with dementia.

ICT for users	
Learning programmes for 19+	Requires improvement

- Teaching and learning in ICT require improvement, resulting in outcomes for learners that similarly require improvement. Success rates are high for the current year, a significant improvement on the previous year when they were close to the national rate. However, some aspects of teaching and learning do not sufficiently inspire and motivate learners to progress as quickly as they could.

- Tutors are very caring, recognising that many of their learners have had poor experiences of education in the past and have low levels of confidence and self-esteem. Tutors work very patiently with learners, develop an excellent rapport with them and provide individual tuition carefully and sensitively. However, in some lessons, learners wait too long for help from the tutor. In these lessons the tutor tends to spend too long helping one learner to the detriment of the other learners.

- Learners' prior skills in ICT are appropriately assessed to ensure that they enrol on the most appropriate course. Where necessary, lower-level courses are used effectively to provide the knowledge and skills learners need to progress onto courses in ICT for users.

- Tutors do not plan learning for each learner sufficiently well. Learners are often not set short-term targets that challenge and motivate them. Where targets are set, they are too often focussed on helping learners complete parts of the qualification rather than also developing knowledge and skills related to ICT or personal development.

- Progress reviews are carried out at four-weekly intervals and generally record learners' progress towards completion of the qualification well; although recording of the skills learnt is underdeveloped.

- Although tutors generally demonstrate sufficient ICT skills, some do not have qualifications in ICT at a level appropriate for the courses they are teaching. A very small number do not currently have appropriate teaching qualifications.

- Learners value the opportunity they have to attempt practice examinations before they take the formal examinations. Feedback to learners is swift and accurate, although largely verbal. The lack of written feedback is one cause of some learners making slow progress.

- In one centre, learners' English and mathematics skills are appropriately assessed and, if a need for additional support is identified, the learner is directed to mathematics or English courses offered by Westward Pathfinder. However, the take up of these is very low. Actions to improve the take up of English and mathematics and to enable their integration into the ICT provision have been put into place recently, but it is too soon to judge their effectiveness. At another centre, these skills are not tested at the start of the course leading to some learners receiving insufficient support. Where learners have progressed from English and mathematics courses, ICT tutors are not given sufficient information about the levels of mathematics and English skill of their learners to help plan the learning.

- Learners receive sufficient information about the course before they start. This includes details of the course and its content, as well as what employment opportunities could be available to them.

- Westward Pathfinder works hard to ensure that it can offer courses to a very wide range of people, especially those with a barrier to learning. For example, it is currently providing a programme for a learner with a significant learning difficulty.

- Equality and diversity are poorly promoted within ICT courses. At progress reviews tutors ask only if equality and diversity were covered during the induction, and no attempt is made to

either improve learners' deeper understanding of equality and diversity or challenge inappropriate perceptions.

Foundation learning	
Learning programmes for 19+	Good

- Teaching, learning and assessment are good which is reflected in the wider outcomes for learners, particularly in the transferable and job-related skills that improve confidence and enhance life chances.

- Learners produce a high standard of work. They enjoy their learning and partake enthusiastically in activities such as role-playing interviews and team-work exercises, developing confidence and improving their communication skills. Tutors possess a high level of subject knowledge and experience. They have high expectations of learners and use technical vocabulary and terms which are explained in a clear and accessible way. Tutors use a wide variety of good quality learning resources including written exercises, games and computer presentations, and a range of methods to motivate learners such as individual, peer and group work.

- Tutors create a positive learning atmosphere to settle learners and to encourage responses and contributions. They are skilled in facilitating discussions to confirm learners' understanding and compare experiences with each other. For example, comparing different ways of writing number operations in mathematics. Tutors carry out frequent checks of learning using questioning well to reinforce learning points, but occasionally do not always fully stretch more able learners. Most learners are aware of how to make improvements to their work with tutors providing detailed and constructive feedback.

- Learners are encouraged to use computers particularly well to support their learning, such as in the production of CVs, proof reading of documents to check spelling and grammar and searching the internet for suitable job vacancies. Information technology is used creatively by tutors to summarise key points in lessons, for example an animation sequence to demonstrate formulae used to work out volume and area in a mathematics lesson. Accommodation is good and fit for purpose, but some teaching areas suffer from noise and disruption due to external visitors and telephone calls in a reception area.

- Tutors are aware of individual learners' starting points and in the best lessons tutors effectively record and review the progress made by learners and discuss skills needed to develop further knowledge. Some targets that are set for learners are based on course requirements only and do not reflect learners' own personal goals and aspirations.

- Tutors know their learners well and provide good support to individuals. However, planning to meet individual learning needs is limited and does not clearly show how these needs are going to be met in lessons and learning activities. Some tutors do not always make full use of background information about learners from 'Participant Logs' and/or group profiles to support weaker learners and challenge more confident individuals. Teaching assistants and volunteers provide intensive support to learners, but would benefit from greater involvement in the planning process to support learners and develop activities.

- Initial advice and guidance are effective in identifying the needs of individuals, discussing barriers to learning and placing learners on appropriate courses. Learners are offered opportunities to develop their confidence and to improve communication skills as well as work towards course targets. Learners receive an impartial exit interview after they complete their course to explore suitable options for future learning, both at the provider and externally.

- Inclusion of English in employability programmes is good, with many opportunities to support learners' verbal communication skills, such as in mock job interviews, and to develop writing skills, for example in the completion of employment application forms and personal statements for employers. There are some missed opportunities to further embed mathematics skills;

however, a few tutors incorporate percentages and averages when looking at benefit claimant data particularly well.

- Tutors work hard to develop productive working relationships with learners and interact positively with them within a safe learning environment. Equality and diversity themes are promoted actively in the best lessons, such as comparing different conventions for notation in mathematics used by learners in other countries, valuing the experiences of mature learners returning to formal education and discussing the impact of discrimination legislation on different community groups.

Administration and customer service **Learning programmes for 19+** **Apprenticeships**	Requires improvement

- Teaching, learning and assessment require improvement and this is reflected in outcomes for learners which are too variable. On courses with low numbers of learners, outcomes are low.

- Assessors and trainers are well qualified and highly experienced and they use their skills and knowledge well to inspire learners to develop useful work skills so that they are able to provide better customer service or work in an office more efficiently. Some learners are unemployed volunteers and the course gives them confidence to apply for paid work, whilst others are in low paid jobs and the course supports them to gain promotion. Some learners are working in organisations where they are facing the threat of redundancy. The course enables these learners to reflect on how they may be able to use their skills in other organisations.

- Although the quality of learners' work meets course requirements, analysis of the learners' starting points is not always thorough. Therefore, some learners are not being sufficiently challenged to develop their knowledge and skills to the standard of which they are capable. For example, a few learners already have level 3 qualifications and are not gaining maximum benefit from level 2 qualifications which they clearly find too easy.

- Learners receive detailed verbal and written feedback to help them improve their written work. Assessors make regular visits to the workplace and are available for support by e-mail in between sessions. A few learners are using an electronic system to submit their work and receive feedback. However, the majority of learners are still using paper-based systems which they are unable to access independently. This is impeding their progress. The virtual learning environment is still in its early stages of development so learners are not yet benefiting from a variety of resources to enrich their learning experience.

- Development of functional skills is weak for some learners. For example, learners with weak mathematics and English skills on NVQ courses, where there is no formal requirement to complete functional skills qualifications, are not supported to develop these essential skills. Where learners already have GCSE mathematics and English, they do not always take a test at the beginning of their course to identify their strengths and development needs in functional skills. Mistakes in English are not always adequately corrected in learners' written work.

- Many mature learners and vulnerable learners appreciate the caring and sympathetic manner in which they are trained and assessed. This style of teaching makes them feel safe and builds confidence. For example, a mature student received excellent support to help him get back into academic education after decades of not having studied at all. Assessors and trainers are supportive, reliable and flexible. They are patient and willing to go the extra mile to make sure they meet learners' needs.

- Learners' understanding of equality and diversity is often limited to the course requirements, for example the Equality Act and the importance of treating individuals fairly. Learners working in the tourism industry, doing an advanced level qualification in customer service, have become more aware of, and sensitive to, the needs of customers. For example, they recognise the

importance of providing food that meets the needs of customers, for example vegetarian, gluten-free and lactose-free meals.

The effectiveness of leadership and management	Requires improvement

- Managers provide effective leadership. In consultation with staff, they have established a clear vision to provide learners with the opportunities to fulfil their potential and achieve their goals in learning and work. Managers have worked hard to carry out a challenging merger and have effectively integrated both organisations. More recently, senior managers have implemented a well-considered restructuring of management responsibilities to ensure a more cohesive focus on learners' programmes and achievements across the whole organisation.

- The board of trustees provides valuable support and challenge to senior managers, with stringent monitoring of financial matters and performance indicators, and the development of thorough strategic plans. The board takes a systematic and efficient approach to its role, but does not receive sufficient information on the quality of teaching, learning and assessment to approve and monitor priorities for improvement.

- Recently, managers have successfully introduced a more structured approach to performance management, with new job descriptions and target setting for staff. The revised performance appraisals are closely linked to identifying staff training needs and their professional development. However, it is too soon to judge the impact of these measures on improving outcomes and teaching, learning and assessment for learners.

- Arrangements for observations of programme sessions have been further developed, but these do not adequately focus on the evaluation of teaching and learning. The observation process is not used sufficiently to monitor and evaluate all aspects of the planning and implementation of learning activities. Actions for improvement identified through observation are recorded and followed up. However, managers do not yet know whether observers are always accurately assessing the quality of teaching, learning and assessment.

- The self-assessment process involves staff well and makes effective use of learners' views. The analysis and use of data on learners' achievements to inform self-assessment are accurate. The self-assessment report is mainly rigorous, but does not sufficiently identify all key areas for improvement. It is insufficiently detailed, particularly regarding evaluation of the quality of teaching and learning. Actions in the quality improvement plan and the separate quality improvement plan for classroom based learning do not focus enough on the impact on learners. Managers' monitoring of the implementation of actions for improvement is satisfactory.

- Recent developments to improve Westward Pathfinder's quality assurance arrangements, including the new quality manager post, are well-planned to provide the organisation with greater capacity to improve. For example managers have introduced a calendar of activities across the year to improve the quality of provision. However, these initiatives are at too early a stage to judge their overall effectiveness.

- Very good partnership working, particularly with Jobcentre Plus, enables the well-designed employability programmes run by Westward Pathfinder to meet the needs of unemployed learners, and local employers. Additionally, the programmes help learners to improve their use of information and communication technology; a skill that employers in the area greatly value. Very effective partnership working with other agencies ensures that learners have easy access at the learning centres to a wide range of specialist guidance, including money management, support for anxiety and depression, careers advice, self-employment and homelessness.

- Learning programmes are generally well-planned. Data and information on learners' and employers' needs are used effectively to review and plan provision. Managers are very adept at combining different sources of funding to provide well-tailored and flexible programmes. Senior managers ensure that the small amount of work-based learning is continued in order to maintain opportunities for learners to gain work placements. However, not all learning

programmes give appropriate attention to improving learners' English and mathematics, and the management of learning is not sufficiently rigorous in some subjects.

- Arrangements to ensure all learners can participate in learning are good. Learners receive effective additional support. A high proportion of learners have declared learning difficulties and/or disabilities. Westward Pathfinder has a good range of assistive technology available to learners. Learners are treated with respect and are well protected from harassment, bullying and discrimination.

- Staff understand their roles and responsibilities in relation to equality and diversity and have had recent update training. Staff routinely monitor the performance trends of different groups of learners and there are no significant gaps in achievement. However, managers do not sufficiently monitor the promotion of equality and diversity in teaching and learning.

- Westward Pathfinder meets its statutory requirements for safeguarding learners. Staff are suitably trained on safeguarding. The few safeguarding incidents that have occurred have been dealt with promptly and appropriately. Health and safety arrangements to protect learners and staff are thorough, with effective use of risk assessments. Westward Pathfinder provides learners with some e-safety information but does not sufficiently promote the importance of staying safe on-line.

Record of Main Findings (RMF)

Provider name									
Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	**Overall**	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	**3**	-	-	-	-	3	-	-	-
Outcomes for learners	**3**	-	-	-	-	3	-	-	-
The quality of teaching, learning and assessment	**3**	-	-	-	-	3	-	-	-
The effectiveness of leadership and management	**3**	-	-	-	-	3	-	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	**3**
ICT for users	**3**
Foundation learning	**2**
Administration	**3**

Provider details

Type of provider	Independent learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	Full-time:
	Part-time: 355
Principal/CEO	Mr George Curry
Date of previous inspection	February 2012
Website address	http://www.path-finder.org.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	-	-	-	-	-	-	-	-
Part-time	-	70	-	45	-	7	-	1

Number of traineeships	16-19		19+		Total	
	-		-		-	

Number of apprentices by Apprenticeship level and age	**Intermediate**		**Advanced**		**Higher**	
	16-18	19+	16-18	19+	16-18	19+
	4	3	-	-	-	-

Number of learners aged 14-16	
Full-time	N/A
Part-time	N/A
Number of community learners	N/A
Number of employability learners	N/A
Funding received from	Skills Funding Agency (SFA)
At the time of inspection the provider contracts with the following main subcontractors:	▪ PETROC ▪ Careers South West ▪ Prospects

Contextual information

Westward Pathfinder is an independent charitable trust serving young people and adults in Devon. It was established in 1994 as North Devon Pathfinder Trust (NDPT), changing its name to Westward Pathfinder following its purchase of Westward Training and Personnel Ltd (WTP) during 2010. Westward Pathfinder offers classroom-based courses in information and communication technology (ICT) and Foundation Learning and workplace learning in health and social care, administration and customer service at centres in Barnstable, Bideford, Exeter and Torquay. Westward Pathfinder also offers learndirect programmes and programmes funded by the Department for Work and Pensions and the European Social Fund that are not in scope of this inspection. The county of Devon is predominantly rural; most of its urban areas are in the south of the county. Its economy is based largely on tourism, hospitality and care. Work is often seasonal and unemployment levels are higher in coastal areas of the county, particularly during winter months. Devon has one of the lowest minority ethnic population rates in the country.

Information about this inspection

Lead inspector	Barry Barrett-Mold

Six additional inspectors, assisted by the Chief Executive 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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