

# Adult Community Learning Essex

## Local authority

<b>Inspection dates</b>		<b>10 – 14 November 2014</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	Previous inspection:	Outstanding-1
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 are not yet good in a number of curriculum areas
- learners studying English and mathematics at foundation level do not make sufficiently rapid progress and too few are successful in achieving qualifications
- too few tutors use the results of initial assessments effectively to identify goals for learners and record them in sufficient detail in learners' individual learning plans
- managers have yet to ensure that tutors share best practice effectively
- tutors need to increase the frequency and quality of progress reviews
- managers have not yet ensured that English and mathematics skills are developed well, and that equality and diversity are sufficiently well promoted in every curriculum area
- observations of teaching and learning are not used effectively by managers to support tutors' professional development and improve more of the teaching and learning to good or outstanding
- too many managers have overlapping responsibilities for areas of the curriculum and this hinders the appropriate use of data and the accurate identification of what works well and what needs to be improved.

### This provider has the following strengths:

- the service has broad reach across the county and provides a range of courses which meet local needs and are delivered at numerous good quality learning centres
- the large majority of learners undertaking community learning courses achieve their learning goals; for most this progress includes the development of stronger personal, social and employment related skills
- learners on health, social care and early years and play work, and on performing and visual arts courses benefit from good teaching, learning and assessment.

## Full report

### What does the provider need to do to improve further?

- Improve the effectiveness of teaching, learning and assessment by ensuring that tutors:
  - use the results of initial assessments to develop individual learning goals with learners and record them as measurable targets in individual learning plans
  - who are assessed as being able to inspire outstanding learning share the techniques they use so that learners make the best possible progress in every lesson
  - thoroughly and more frequently review learners' progress, particularly on entry level English and mathematics courses
  - plan to include the development of English and mathematics in courses where learners can benefit from improving these important life and employment-related skills.
- Improve the self-assessment process by focusing it more effectively on the quality of the provision and on identifying areas for improvement.
- Develop managers' skills in critically interpreting data to help early identification of underperformance.
- Reduce weaknesses in the quality of learning by ensuring clearer lines of authority and accountability within the recently established management structure.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- Adult Community Learning (ACL) Essex provides a broad range of courses from 14 ACL centres and over 200 community venues throughout the county. Communities vary from areas of relative affluence to areas of significant deprivation. Courses include community learning, classroom-based courses leading to awards and qualifications, apprenticeships, and work-based learning.
- Outcomes for learners require improvement. Success rates for the majority of adult entry level learners are low. A high proportion of the small but increasing number of apprentices and workplace learners make good progress and successfully complete their qualifications; many intermediate apprentices also progress to advanced apprenticeships. Learners on level 2 and level 3 courses achieve at the same level as similar providers, however, success rates for the high numbers of learners working toward lower level qualifications, including foundation English and mathematics are poor, but improving.
- Achievement levels for learners on community learning courses, who represent a high proportion of all ACL Essex learners, are good. These learners benefit from well qualified, enthusiastic and able tutors who ensure learners enjoy their learning and improve their skills. For example, a skilful, enthusiastic tutor supported individual learners with severe learning difficulties and/or disabilities to gain painting skills and an awareness of the planets while also improving their self-confidence and communication skills. Most tutors plan well to ensure that individuals achieve their goals and make progress in developing a wide range of useful skills.
- Community learning tutors rapidly develop excellent rapport with groups of learners, and help groups to bond and work together. For example, the tutor in a second lesson in cake decorating had helped a group of learners to work and learn together, providing excellent peer-to-peer support. As a result, learners benefit from significantly improved levels of confidence and self-esteem and improved communication and public speaking skills. They also develop a range of

further employment-related skills. Further development of learners' English and mathematics skills within these courses requires improvement.

- Attendance is good and although a small minority of learners arrive late, tutors are usually aware of the reasons for this and manage the situation well to ensure learning is unaffected.
- There are no significant achievement gaps, although learners with declared learning difficulties and/or disabilities achieve better than those without.

### The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement which is reflected in the mixed outcomes for learners. Success rates for learners studying entry level foundation English and mathematics require improvement whereas a high proportion of learners undertaking community learning are successful in achieving their planned goals.
- Most tutors are well qualified, have a wide range of relevant skills and experience and high expectations of learners. Nevertheless, too few tutors translate these attributes into well planned lessons to meet the needs of individual learners and inspire learners to make good progress. In weaker lessons tutors fail to motivate learners and can rely too heavily on learners completing worksheets.
- In better lessons, tutors plan very effectively to ensure that learners benefit from stimulating and engaging activities which are well tailored to meet individual and group needs. In these lessons learners are often very well supported by learning support assistants or volunteers.
- Most tutors carefully assess learners' starting points, which provide them with detailed information about learners' prior knowledge, and help to identify skills gaps. However, tutors do not always use this information sufficiently well in their lesson planning or in setting realistic but challenging individual progress targets.
- Tutors carry out progress reviews and most provide helpful, detailed guidance and feedback. However, on entry level courses in particular, tutors do not review learners' progress frequently enough and, as a result many learners make slow progress.
- Tutors provide effective support to learners in developing English and mathematical skills that are relevant to learners' courses and useful in their work or home lives. Managers recognise that improvement is required and have implemented strategies to ensure that English and mathematical skills are more comprehensively embedded in all courses. It is too early to judge the impact of these strategies.
- Managers ensure that learners benefit from comprehensive, impartial, information, advice and guidance that provide good support to individuals at key points in their learning. The well qualified staff provide clear, helpful advice to learners on further learning or employment options during the later stages of their course. Most learners receive appropriate advice and guidance before joining a course. Pastoral support is particularly strong and learners feel very well supported. For example, an English for Speakers of Other Languages (ESOL) learner felt extremely well supported by her tutor who had provided good advice on matters which might have slowed her progress.
- Managers and tutors ensure that learners benefit from safe, supportive, and inclusive learning environments. Tutors ensure that groups of learners bond well and are successful in encouraging peer-to-peer support.

**Health, social care and early years****Apprenticeships  
Community learning**

Good

- Teaching, learning and assessment in workplace training, apprenticeships and community provision are good. Learners benefit from well-structured learning opportunities that enable them to develop and sharpen their skills, knowledge and understanding. They meet high standards of professional practice in health and social care and in early years settings, which supports their good progression onto higher levels of study or permanent employment.
- Assessors are well qualified, with a good range of professional experience in health care services and in early years settings. They have very good links and frequent communication with local employers and other support agencies.
- Learners understand the outcomes of their initial assessment, advice and guidance. Support for learners is personalised because assessors carefully identify individual strengths and interests and provide additional support when needed. Learners confidently negotiate and agree their next targets using their online individual learning plans and are confident in applying the skills and knowledge they are learning in their workplaces. Clear guidance and milestones are set which give learners the skills and confidence to work independently and plan and manage their work so that assignments are completed on time.
- Learners benefit from understanding exactly what they need to do to develop high professional standards. Assessors give good detailed feedback following direct observation, as well as during coaching and training sessions. They mark assignment work carefully and provide clear feedback that ensures learners understand what they need to do to improve their practice and understanding. Learners enjoy learning and appreciate the high level of support they receive. Clear advice and guidance enable learners to gain employment related skills; these are useful when they attend interviews and move into the workplace.
- Assessors work well with employers in continually reflecting on improvements in training to benefit service users. For example, learners undertaking level 5 management courses use their increased knowledge and understanding to try new approaches after reviewing practices in their workplaces. Learners benefit from a clear focus on personal development and employment-related skills and are well motivated to achieve their qualifications and gain permanent employment.
- Assessors support the development of English and mathematics skills well in most sessions and through feedback on written work. However, the support needs of some learners whose first language is not English are not fully assessed and met. Resources for learners are good and learners are encouraged to use textbooks and the internet for independent study, updating and research. Learners have good access to technology and confidently use the well-prepared work books and activities posted on the intranet. For example, after undertaking a practical session on the correct use of personal protective equipment, learners are able to record evidence of how they understood the steps to reduce infection and contamination risks.
- Health and social care managers, and early years managers, work well with local services so that unemployed and vulnerable adults can explore the possibilities of work in the health and social care, and early years sectors. Other courses respond to specific needs, for example a successful course to help parents, foster carers and professionals to understand and better support those with Asperger's Syndrome. Assessors do not always ensure that learners have a full understanding of differing cultural practices and preferences of families and communities in the

United Kingdom today, as part of a wider understanding of equality and diversity. Learners have a good understanding of safeguarding matters, including online safety.

## Performing and Visual Arts

### Community learning

Good

- Teaching, learning and assessment are good, as reflected in learners' improved practical skills, self-confidence and self-esteem. Learners value the knowledge they gain and creative skills they develop in using specialist arts and crafts materials and tools. Many work with confidence to create high quality original art and craft products. They make rapid progress in reaching their individual learning goals.
- Teaching and learning methods support those learners with aspirations to use these traditional heritage skills to make a living or supplement their income from the sale of their arts and craft work.
- Learners rapidly develop the confidence to begin on new artworks. For example, learners are able to focus on elements of composition, characteristics of paint, or techniques to strengthen aspects of proportion in art. Learners also develop technical knowledge such as identifying and controlling light sources in studio photography. In these, and in many other arts and crafts classes, learners benefit from strong tutor, learning assistant, volunteer and peer-to-peer support.
- Careful tutor demonstrations encourage learners to improve their work; in a quilting class a good group exploration of finished pieces identified how work could be enhanced and improved with useful peer insights. Learners focus and practice diligently, for example when working on scales and technical studies in a piano session, and when crocheting samples using newly introduced complex patterns and stitches.
- Tutors support and help learners overcome difficulties, thoroughly checking work to improve the final outcomes. However, in classes, feedback is not adequately recorded. Tutors maintain a helpful and productive dialogue with learners and give timely feedback. However, in a small number of lessons, assessment of learning is not always sufficiently rigorous and learners work without set learning aims and do not benefit from clear reviews of their progress.
- Good assessment of starting points results in well-planned learning. For example, in a good knitting class the tutor set out carefully judged individual challenges ranging from a learner with mild learning disabilities working on basic stitches, to another designing a knitting pattern, and others decoding the abbreviated notation of knitting instructions. Most tutors also set individual homework tasks which are carefully aligned to individual ability and learning goals.
- Tutors generally assess learners' work accurately. For example, a tutor carefully assessed work in portfolios and sketchbooks produced during a silver-smithing and pattern-making lesson, providing detailed individual feedback on what learners did well and what they needed to do to improve. However, a minority of tutors write ineffective targets against which learner progress cannot be effectively measured.
- Learners with additional support needs receive good support in lessons, with tutors and support staff carefully guiding them to make good progress and positive contributions; these learners develop the freedom to vocalise and respond to musical stimuli, developing social and communication skills effectively.
- Tutors promote independent learning well, providing technical diagrams, illustrated sheets showing clear steps in craft subjects, individualised homework tasks and summer projects to ensure learners practise their skills at home. Use of technology in classes to enhance learning is underdeveloped but in good sessions, portable recorders are used to capture musical performances, and digital images document artwork effectively. However, too few tutors and

learners use the virtual learning environment effectively to share resources, promote research or collate information on relevant visual and performing arts subjects.

- Managers and tutors use good, productive partnerships to support learners, for example with a mental health charity which provides progression routes to creative crafts for learners with poor mental health, and an art trail initiative, developing learners' entrepreneurial skills.
- Tutors' support for learners' English and mathematics skills is underdeveloped. For example, there are insufficient opportunities to practise calculations in many arts and crafts lessons. The development of learners' English skills also requires improvement to heighten learners' fluency and confidence to articulate the specialist language terminology of art.
- Staff provide good advice and guidance for learners to enrol on courses and specialist tutors contribute to course information sheets and enrolment discussions. Tutors inform learners of exhibitions, courses and arts initiatives, encouraging them to participate and attend additional projects and events.
- Learners benefit from safe, respectful and inclusive learning environments where their viewpoints are valued. However, tutors do not make adequate use of culturally diverse art, craft and music for example within non-western communities, to broaden learners' awareness.

## Foundation English

### 19+ Learning programmes Community learning

Requires improvement

- The quality of teaching, learning and assessment require improvement, as reflected in the achievements of learners. Success rates for entry level learners on functional skill courses require improvement. Those studying at higher levels of functional skills are more successful and achieve at rates which are comparable to similar providers. Not enough learners gain GCSEs at A\* to C grades. Many learners on family learning courses grow in confidence and self-belief, which provides a sound basis for progression to higher level study.
- Most tutors have high expectations of learners and successfully motivate them to work hard. Tutors, learning support assistants and volunteers support learners well and help them overcome their fears and nervousness on returning to learning. Tutors use praise effectively to encourage and reinforce success.
- In the best lessons, tutors use a wide variety of stimulating activities and learning resources to support learning. Information and learning technologies are used effectively in GCSE and functional skill classes to bring literature to life and inspire creative writing skills. In one lesson, the final 'over the top' scene of Black Adder's First World War series was used to stimulate work on adjectives describing emotions. In the less successful lessons, tutors do not encourage learners to challenge each other's thinking or to develop independent thinking skills. In these lessons, tutors respond to learners' questions with solutions rather than allowing learners to solve the problems for themselves.
- The assessment of learners' starting points is generally good. A range of appropriate assessment tools provides tutors with a clear understanding of individual needs, and learners are placed on courses at a suitable level. Generally, tutors use this knowledge effectively to plan activities suitable for each learner's needs, though some higher-level learners are not challenged sufficiently. Tutors work with learners to set targets based on their starting points but often these targets are too broad to enable accurate monitoring of progress. Reviews are too infrequent to measure the small steps of progress made by most entry level learners. Consequently, the recording of progress for the majority of learners requires improvement.
- The great majority of tutors assess written work accurately and return it at the next lesson. However, tutors fail to correct spelling and grammatical errors in a very small minority of



learners' work. Tutors' written feedback is clear and gives learners appropriate guidance to enable them to improve. While most tutors use questioning effectively to check learning, a minority do not check learning sufficiently during lessons before moving on to the next topic. This slows the progress of those learners who have not fully understood the previous subject or topic.

- Most current learners are making good progress in lessons and are developing their skills and understanding of English well. In one family learning lesson, during which parents and children were learning the nursery rhyme 'Twinkle, twinkle little star', the tutor demonstrated to the parents the triangles within the star shape and emphasised the importance of learning shapes at an early stage. However, only rarely do tutors take the chance to develop learners' mathematical skills even when such naturally occurring opportunities arise.
- Information, advice and guidance for learners are good. The great majority of learners receive accurate pre-course information that helps them choose the courses that best meet their needs. Qualified staff offer helpful advice to all learners on their next steps in training, education or employment during the final stages of their course.
- Tutors treat all learners with dignity and create inclusive and respectful relationships in lessons. Tutors strive hard to meet the differing needs of learners to enable them to succeed. However, tutors do not always seize opportunities to promote diversity through the subject content of lessons.

## Foundation mathematics

### 19+ Learning programmes Community learning

Requires improvement

- Teaching learning and assessment require improvement, as do outcomes for learners. Achievement is poor for the large number of learners on entry level functional mathematics courses, requires further improvement at level 1 and is good at level 2. For the small number of learners on family numeracy courses and for those with learning difficulties and/or disabilities, achievement is good. GCSE achievement is good and continuing to improve, with the achievement of higher grades significantly above those in similar providers.
- Tutors motivate learners well and respond positively to their questions. Learners overcome their fear of numbers so they have the confidence to use these skills in their daily lives; for instance, one learner is able to manage her weekly shopping budget rather than relying on family members to help her.
- Relationships with staff and other learners demonstrate high levels of mutual respect. Learners benefit from the good care and support they receive from tutors and support staff. Tutors have high expectations of their learners who work hard in lessons and study independently outside the class. Easily available childcare provision at many centres enables many learners to attend classes.
- Imaginative and well-planned teaching in the better lessons motivates learners to take part in relevant, interesting and enjoyable activities and make good progress. Tutors make effective use of learners' life experiences to make topics memorable such as estimating distance by relating it to learners' experiences as car drivers. Tutors use opportunities to increase learners understanding of different cultures and age groups by getting learners to discuss units of measurement used in different countries.
- Particularly creative use of information and learning technology effectively engages and develops learners' knowledge and understanding. For example, GCSE learners use a tailor-made website which allows them to practise skills learnt in the lesson when they are at home through video clips and other interactive materials.

- In less successful lessons, learners' progress is slow. Tutors do not check learners' understanding well enough before moving on to new topics. Too often, tutors are too quick to take the lead and provide answers and explanations. Tutors do not provide enough opportunities for learners to work together to solve problems collaboratively to enable them to realise there are many different approaches to problem solving.
- Tutors do not plan their sessions well enough to give learners opportunities to explore a range of methods and understand wider numerical concepts behind calculations. For example, tutors only provided learners with 'the rule' about where to place the decimal point when multiplying decimals rather than getting learners to use estimation to check whether their answer was sensible.
- Systematic checking of learners' abilities before the start of the course accurately identifies their starting levels and attainment gaps. However, not all tutors use this information well to ensure learners work at the correct level, provide effective support, or identify realistic learning targets.
- Tutors monitor and assess learners' progress in lessons appropriately. GCSE learners benefit considerably from very detailed written feedback on their work, helping them to understand their errors and make progress.
- Learners who do not have English as their first language do not receive enough help in developing their understanding of mathematical vocabulary. Learners spend too much time copying instead of developing strategies to spell words correctly for themselves and become more independent when writing.
- Learners have good access to careers advice from their tutors and from professional information, advice and guidance staff. Most tutors plan well to work closely with the guidance staff and, as a result, most learners are able to benefit fully from the service available.

### The effectiveness of leadership and management

Requires improvement

- Elected members and strategic managers are well informed about adult learning and the service's performance. A recently agreed strategy for education, training and lifelong learning across the county is starting to have a positive impact through its focus on skills, employment and economic growth. The strategy identifies a key role for adult and community learning.
- Service managers are experienced, well-motivated and have extensive networks across the county which benefit learners. Their respective responsibilities and those of curriculum managers are, however, insufficiently coherent or aligned. This situation fails to support quality improvement sufficiently and leads to duplication and unclear lines of accountability for the curriculum and for the line management of staff.
- Self-assessment requires improvement. Self-assessment reports are insufficiently evaluative and often fail to identify the detailed actions needed to bring about change. Managers do not routinely analyse and interrogate trends and patterns in data to tackle underperformance quickly. Tutors and managers demonstrate a clear desire to improve learners' experience. A programme of observations of teaching and learning includes line-management assessments, peer assessment and joint observations in conjunction with external partners. The system is well established, generally accurate and viewed positively by tutors. Managers use the observation reports well to identify any gaps in tutors' skills but, as yet, do not use these to inform professional development to help raise standards.
- Tutors and managers positively welcome and act on learners' views and suggestions. High levels of course satisfaction expressed by learner surveys reflect the enthusiasm and skills that many tutors display.
- The service provides an impressive range of learning opportunities for individuals, families, employers and communities. Curriculum plans illustrate well the breadth of provision on offer



and are scrutinised by the management team, but curriculum objectives are not yet sufficiently focused on outcomes for learners and the planning process does not allow managers to plan collaboratively across curriculum areas.

- Partnership arrangements are good and enhance the curriculum well. Constructive links with, for example, Jobcentre Plus, mental health organisations, Essex County Council social care, employers and primary schools extend the service's reach to targeted groups of learners. The service also provides practical support and training to partner organisations to enable them to develop the capacity to deliver their own learning programmes.
- Tutors and support staff create respectful and harmonious relationships in classes and workshops. Many seamlessly incorporate learners with learning disabilities and/or difficulties into class activities. On-site childcare provision allows many learners with childcare responsibilities to take courses.
- Learners' awareness of equality and diversity requires improvement. Learners enjoy inclusive learning environments and are respectful of each other and their tutors; however, only a minority of tutors introduce activities and use resources that broaden learners' awareness and understanding.
- Performance management arrangements require improvement overall. Where identified, underperforming staff have been appropriately supported and challenged. However, the local authority reporting cycle, based upon a financial year, adds an unwelcome complication given that courses and programmes operate over an academic year.
- The service invests well in a broad programme of continuing professional development opportunities for staff, including courses, on-line training and attendance at external events. The most effective professional development opportunities focus on the practical development of classroom or workshop teaching skills at subject level and the sharing of good practice.
- Resources for learning are generally good and well used. The building stock has been reviewed and new, well-equipped learning centres have been opened recently offering learners good, up-to-date learning technology.
- Safeguarding arrangements are good. Designated officers ensure that tutors and staff are kept up to date with current procedures. Tutors are confident in raising alerts and making referrals and increasingly skilled in identifying potential safeguarding concerns in the classroom. An annually reviewed 'safer practice, safer learning' flow chart sets out clearly the procedures tutors need to follow where they may have safeguarding concerns. The service works well with the local Essex Safeguarding Board, which provides external scrutiny and intervenes where it is felt appropriate. Managers carry out good health and safety checks on employer premises where apprentices are located.

## Record of Main Findings (RMF)

### Adult Community Learning Essex

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	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	3		3
Outcomes for learners	3					3	3		3
The quality of teaching, learning and assessment	3					3	2		2
The effectiveness of leadership and management	3					3	3		3

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and Social Care</b>	<b>2</b>
<b>Early Years and Playwork</b>	<b>2</b>
<b>Performing Arts</b>	<b>2</b>
<b>Visual Arts</b>	<b>2</b>
<b>Foundation English</b>	<b>3</b>
<b>Foundation mathematics</b>	<b>3</b>

## Provider details

<b>Type of provider</b>	Local authority
<b>Age range of learners</b>	19+
<b>Approximate number of all learners over the previous full contract year</b>	19,789
<b>Principal/CEO</b>	Mr P Cook
<b>Date of previous inspection</b>	June 2009
<b>Website address</b>	www.essex.gov.uk/Education-Schools/Adult.../Adult-

### 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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Total number of learners (excluding apprenticeships)</b>	10	1,617	6	1,014	5	244		
<b>Number of apprentices by Apprenticeship level and age</b>	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	23	51	4	59			20	
<b>Number of traineeships</b>	16-19		19+		Total			
	5							
<b>Number of learners aged 14-16</b>	N/A							
<b>Full-time</b>	N/A							
<b>Part-time</b>	N/A							
<b>Number of community learners</b>	5,470							
<b>Number of employability learners</b>	89							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>							

## Contextual information

Essex is a large county with a rapidly growing and ageing population of approximately 1.7 million. It has a wide range of communities spanning rural, urban and coastal areas with widely varying qualification levels and areas of significant social deprivation. Essex County Council has retained and developed its ACL provision in response to community learning reform. ACL Essex provides a wide range of community and class-room based learning to large numbers of mainly adult learners. Smaller but increasing numbers of learners are undertaking apprenticeships and work-based learning.

## Information about this inspection

**Lead inspector**

Mark Shackleton HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Strategic Manager for quality, staff development and access to learning 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 past 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 relevant 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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