Cornwall Adult Education Service

Local authority

Inspection dates		17–21 November 2014
Overall effectiveness	**This inspection:**	**Good-2**
	Previous inspection:	Requires improvement-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- learners in virtually all courses make good progress developing skills and knowledge and take full advantage of the social and personal development opportunities that programmes offer
- good teaching and learning, delivered by enthusiastic and knowledgeable tutors, result in thought-provoking and interesting lessons that fully engage learners
- the proportion of learners who gain a recognised qualification is high in nearly all subject areas
- the vast majority of those taking courses for personal and social reasons get what they want from their course, with many also improving health and social well-being
- learning support is good, particularly in developing learners' mathematics and English skills
- strong leadership, effective and supportive managers at all levels, and revised quality improvement systems have, in a short period, led to significant improvements in teaching and learning, and outcomes
- the programmes on offer are carefully aligned with the needs of employers across Cornwall, of priority groups, and of those in isolated areas or living in difficult circumstances
- staff development makes a good contribution to continual improvement in provision.

This is not yet an outstanding provider because:

- in a small proportion of courses the success rates for those taking formal qualifications require improvement
- written feedback and, in a minority of areas, personal learning plans are not used effectively to help learners understand how to improve
- one element of the service's safeguarding policy no longer reflects good practice.

Full report

What does the provider need to do to improve further?

▪ Apply to underperforming courses the successful improvement activities and management structures that have driven up results in areas such as GCSE courses, so that qualification success rates in these weaker areas swiftly improve.

▪ Adopt, across the service, the best practice seen in the use of personal learning plans and marking of work so that learners are clear on exactly what they need to do to improve. Use the current system of quality and curriculum advisers and staff development to ensure all tutors understand the requirements for effective feedback and how this can be given in addition to helpful conversations.

▪ Promptly update safeguarding policies to reflect good practice; specifically so that changes in the policy for requiring disclosure barring service (DBS) certificates are quickly enacted to minimise further any risks to learners' safety.

▪ Collect more detailed progression data. Routinely review this data and adapt provision so learners have every opportunity to progress to further learning or employment as applicable.

Inspection judgements

Outcomes for learners	Good

▪ Around half of the learners with Cornwall Adult Education Service (CAES) are on courses leading to qualifications. The remainder are taking courses for personal and social development, which have particular importance in isolated areas of the county.

▪ Learners across the provision make very good progress in developing skills and knowledge, responding well to enthusiastic, knowledgeable teachers and stimulating lessons. For instance, in personal development programmes, learners on arts courses are extending their skills and confidence in a range of techniques, from blending watercolours to fusing glass. Learners' wholehearted participation in such courses also makes them more self-sufficient. They participate in their communities, including making and selling their own jewellery or exhibiting their photographs.

▪ The proportion of learners who gain a recognised qualification is high. Effective action has improved weaker areas, particularly those identified at the previous inspection or by the service's own analysis. For instance, in 2012/13, beauty courses were open to anyone expressing an interest in the programme, which resulted in many leaving when the topic became too complex. In 2013/14, better advertising, recruitment and initial interviews, induction and initial taster sessions resulted in significant improvements in success rates. Similarly, changes in GCSE courses have led to very good success rates, particularly in those gaining the high grades of A* to C. In a small number of areas, including elements of ICT and counselling courses, success rates still require improvement.

▪ Those who re-enter learning, particularly on the service's 'link into learning' courses, gain a much better understanding of the detail of English and mathematics. Specific examples range from paragraph construction or, in mathematics, the application of financial forecasting and discounts to holiday planning.

▪ Nearly all those who take courses for personal and social development achieve their aims on their course. Particularly impressive is the way that teachers challenge learners who return to a course, such as art or dressmaking, to raise their skill level and develop new techniques.

▪ Learners gain confidence in their abilities, and make progress in ways relevant to personal circumstances. For example, English courses helping stroke victims to regain communication skills, or swimming pool based exercise programmes help those with limited mobility improve their quality of life. Learners who want to progress into a new career or higher education realise

they can manage detailed research into complex subjects, such as a grief cycle in counselling or the concept of 'nature versus nurture' in social science.

- A range of carefully designed courses target areas of deprivation and support particular groups such as Travellers, young people not in education and those who have been in care. Learners in general complete these courses successfully. The service is managing to recruit higher numbers to the provision at a time when other similar services are contracting their provision.

- Those who receive additional support outperform those not receiving learning support. No significant or sustained gaps in performance exist between identifiable groups of learners.

- For many learners, progression is good between levels of a programme, or between different courses or into other employment or training. Examples include a good proportion of those on Access to higher education courses then making the move to an appropriate institution, or parents on family learning courses moving on to take qualifications in other CAES programmes. Managers do not have sufficiently detailed data to allow them to examine progression extensively and rigorously across the service, particularly in the provision that is aimed at helping learners progress to employment or to higher level courses. They review only a small number of case studies when deciding whether progression has been successful.

The quality of teaching, learning and assessment	Good

- The subject areas inspected, covering just under half the current learners, reflect the spilt between courses leading to qualifications and those being undertaken for personal development. They also cover the national and local priorities of improving English and mathematics. The team did not directly inspect work-based learning and subcontracted areas as they were only a very small part of the provision..

- Good teaching, learning and assessment enable learners on community learning, family learning and vocational courses to successfully achieve their qualifications. Tutors have high expectations of their learners, but almost all tutors effectively combine challenge with a friendly and supportive learning environment. The good rapport tutors have with learners ensures that learners stay on courses, succeed and, in many cases, become significantly more self-sufficient and confident.

- The standard of learners' work is good across the provision. Learners in practical subjects, such as landscape painting and drawing, and manicure, have high standards, reflected in, for example, sales of pictures or the ability to move into employment. Similarly, well-designed sessions ensure that learners of English confidently improve their ability to construct a reasoned essay or improve skills such as handwriting.

- Learners value their tutors' knowledge, experience, and skills. Tutors encourage learners to make their own decisions about how to complete tasks by asking them thoughtful and probing questions. This helps learners apply the theories and practical skills they have previously learned. A small number of tutors do not always include all of the learners when asking questions, which results in the more able learners answering most questions and weaker learners not having their knowledge tested or developed.

- Information technology is now an improved learning resource that tutors share across most of the provision. They encourage learners to access learning material on the virtual learning environment and many of them do use the resources, including exchanging new ideas and discussing their learning online. A minority of tutors now use the recently installed interactive whiteboards effectively. Tutors use digital photography well to provide a continuous record of such things as the development of an oil painting, which is then subject to a constructive class discussion.

- Tutors monitor learners' progress well. The newly-introduced personal learning plans and diaries help learners to reflect on their progress and achievements. A useful learner charter helps all learners understand the importance of good attendance and punctuality. Target setting on a

minority of courses is not detailed enough to ensure learners build on their previous skills and knowledge.

▪ Tutors check learners' knowledge and skills well at the beginning of the course, and most use this information well to plan lessons suited to individuals and their initial skill level. Tutors assess work frequently and provide useful oral feedback. On most courses, written feedback is not always constructive enough to provide learners with information on how to improve their work. Learners on Access to higher education programmes receive detailed and highly effective comments to prepare them well for higher-level study.

▪ Tutors are particularly adept in developing learners' skills in mathematics and in English. The tutors on the 'link into learning' courses work well together, putting the subjects into context for learners from the local community, with examples built around rural topics or the tourist trade.

▪ Information, advice and guidance are good. Managers and staff have effectively developed a comprehensive resource pack to inform learners about their programme. They place learners on appropriate courses, and as a result of this, a greater number of learners successfully complete their qualifications. Initial advice, given through a centralised phone system, is not detailed enough to ensure all learners are clear about their chosen course, but subsequent advice from tutors is very good. In many curriculum areas, such as beauty, art, mathematics and English, learners are able to progress through the initial course and to higher-level courses at a pace suited to their individual needs.

▪ Learners work in harmony and have respect for each other. Tutors have developed interactive learning resources for learners with basic skills which reflect cultural differences in the community. In a minority of cases, tutors adeptly extend the learners' understanding of diversity beyond their immediate experiences.

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

▪ Teaching, learning and assessment are good. Learners generally make good progress compared with their starting point, and many demonstrate a high level of knowledge, using the computing skills they acquire to gain employment. The high number of learners successfully completing their courses is a reflection of the good quality of teaching and learning in the non-accredited courses, which make up a significant proportion of the provision. Success rates on the accredited programmes, although improved from the previous inspection, are still too low.

▪ Tutors have developed a good rapport with their learners. The friendly and supportive style is important in the mainly individual tuition as it helps a constructive dialogue between learner and tutor. The welcoming approach also encourages learners to choose to return to centres at regular intervals to maintain their studies. Learners appreciate the close interest shown by tutors, including help in achieving longer-term aims such as employment or further study.

▪ A minority of teaching and learning is outstanding. In these areas, engaging and knowledgeable tutors introduce a topic, such as spreadsheet manipulation, in such an engaging way that learners enthusiastically carry out the subsequent project work. The key feature in the small minority of weaker sessions is the failure of tutors to make learning relevant to learners' lives, which reduces learners' motivation to carry out calculations.

▪ Most learners progress at a good rate and some make excellent progress. For example, after two months, a level 2 learner, with previously very limited computing skills, had mastered word processing to the correct level and was managing spreadsheet work with confidence and some skill.

▪ Tutors set learners on accredited courses useful long-term targets. These targets mostly relate to completion of sections of the qualifications. This helps the majority of learners understand their progress and what they still have to do. Learning goals for each lesson are often set only

informally, usually linked to the completion of minor tasks, and sometimes not set at all. In these cases, learners do not gain a real understanding of what they need to master, for instance why ordering in formulae is important, and they just complete tasks by rote. Learners' diaries also focus too much on tasks completed rather than skills learnt. A minority of tutors do understand the need for clear short-term targets. In one session, for example, the tutor had clear learning goals for each learner, motivating them and ensuring that each progressed well and thought carefully about what they were learning.

- The induction process is very effective in informing the learner about the range of qualifications that are available and what is expected of them on the course in terms of acceptable behaviour and attendance. Every tutor does this differently and managers are rightly looking to standardise the approach and build on best practice. During induction, learners take short English and mathematics skills tests along with a detailed check on their prior knowledge of computing. Tutors use this information well to select courses in these areas on which learners can further develop their skills.

- Learners work in an atmosphere of mutual respect created by the tutors who carry out many exercises which raise awareness of diversity issues in modern Britain. For example, one learner, who was required to create a table, populated it with information about different religious festivals and when they occurred, which extended her knowledge of that subject.

- There is an appropriate emphasis on safeguarding, in particular with respect to safe working practices. Learners are aware of the importance of good posture and taking regular breaks.

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

- Teaching, learning and assessment are good across the varied and widely distributed visual arts provision. The vast majority of learners take courses for personal development and they routinely reach or exceed the standard expected. In cases where the course links to a qualification, the proportion of learners who achieve the qualification is very high.

- Tutors use an interesting and challenging range of teaching and learning methods that helps develop learners' skills and knowledge and enthuses them so the learners stay on the course. Learners make good progress in learning new techniques during sessions and the majority then happily and productively practise these independently. Examples include throwing pottery on a wheel and developing a handle to adapting a dressmaking pattern. Tutors carefully manage attendance and ensure that learners remain on the course: they follow up any absences, particularly for learners with poor health. This level of interest and support is appreciated by learners.

- Tutors agree challenging specific learning objectives with learners that give a good focus for subsequent activity. Objectives include exhibiting or selling work or to moving on to a career in art and design. For instance, in level 1 dressmaking, learners managed to successfully complete the challenging task of making a bodice pattern to fit themselves. Tutors encourage learners to research information using the provider's virtual learning environment by demonstrating its use well in classes.

- Learners make the most of their tutors' extensive skills and knowledge to develop techniques to a good standard. A good proportion of the tutors are practicing artists with teaching qualifications. Tutors plan teaching and learning, with good consideration for the requirements of individual learners. In one session, a learner wanted to paint a portrait, although the task was essentially to produce a landscape. The tutor sensitively arrived at a useful compromise. Learners work safely because tutors continually remind them of safe working practices. A minority of learners research independently between sessions using books or technology to gain inspiration from other artists' work.

- Initial assessment is thorough and includes self-assessment, a skill scan and a tutor's evaluation of each learner's work practice and first pieces. Learners record oral and written feedback on their personal learning plans. In the majority of cases this is done well and helps learners to improve. Teaching, learning and assessment are frequently internally quality assured to ensure that tutors teach learners well and assess them all fairly. Tutors continually assess learners' individual progress and record this methodically on session review sheets.

- Tutors use every opportunity to develop learners' language and mathematical skills in the context of art and design. Learners develop constructive critical language skills when they evaluate their own and other learners' work in sessions. Learners are encouraged to annotate their note or sketch book, which develops their English skills. Learners, with help, practise mathematical proportions within glass fusion when mixing minerals to create a planned effect, or measuring in dressmaking or scaling visual compositions.

- The processes for providing initial advice on courses require improvement. The centralised telephone service offers advice that is too general; for example, a learner was enrolled on a sculpture course when they really wanted a pottery course. Learners who do discuss options with a tutor receive good advice. Learners were unable to register formally for September 2014 courses until very late in the summer and many found this unsettling.

- All learners benefit from the service supplying many learning resources that allow them to complete every brief to the best of their ability. Tutors introduce diverse source materials, such as African pottery and oriental painting, to extend learners' views of art and craft beyond their own culture and experience. Learners produced interesting work for a diversity competition, for example using the simple but effective idea of using different coloured eggs in a basket to make a point about diversity.

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

- Teaching, learning and assessment for foundation English are good because a high proportion of learners achieve their qualification or course aim. Learners are highly successful in a good range of courses including Stepping Stones awards, functional skills and GCSE English. The proportion of learners who achieve high grades in GCSE English is good. Many learners use the English qualification, or learning experience, to move on to further learning, for example higher level courses in marine engineering or nursing. Unemployed learners find that courses help them to secure jobs.

- Tutors motivate and challenge their learners in well-designed sessions that help learners develop their reading, writing and communication skills. For example, learners give short speeches and others in the class are encouraged to evaluate their delivery. In other tasks learners work on other skills such as the importance of proof reading and clear handwriting.

- Learners use computers well to make their learning more interesting and effective. For example, learners write formal letters on computers, which give them the added bonus of improving their computer skills and producing a professional-looking piece of work.

- The well-taught sessions and achievement of small goals have a positive impact on learners' confidence in their ability to communicate. In some cases this can be profound, for example a stroke victim regaining communication skills and confidence said, 'I can do word puzzles. I find it much easier to express myself and have conversations. I really enjoy the word games that we play at the end of the sessions in a group.'

- Highly-qualified learning support assistants give good individual support to those with learning difficulties. Tutors negotiate a learner charter with all new learners, which details what is expected of both the service and learner, including attendance and punctuality, and this helps establish a good learning environment. Tutors effectively encourage new learners on entry level

skills programmes to develop a positive approach to learning. This can start with apparently small changes, for instance in helping young men understand the behaviour expected of them within the group, including waiting until a formal break to have a cigarette.

- Recently-introduced personal learning plans and learner diaries provide a useful aid to learners in the planning of their learning. The plans rightly incorporate the thorough initial assessment, a reminder of points made on induction, and assist in the monitoring of learning goals which help the learner and tutor understand progress in relation to starting points. Learners use their learning diaries well to assess their own progress and identify further development of specific skills. For example, one learner wrote, 'Today I learnt that common spoken words are not always correct in written work. I also learnt I use far too many commas! Must read questions correctly.'

- Too much of the learners' work is unmarked, which reduces their ability to understand what learners are doing well or poorly. In some sessions, more vocal learners are allowed to dominate the session and prevent others from participating. In a small minority of sessions, the pace of the learning is too slow and the tutor allows the discussion to shift too far away from the learning point for too long.

- Tutors give particularly helpful advice and direction to learners, notably those on basic level courses. Learners take advantage of specialist advisers and the free support that is delivered at a venue convenient for them to gain an understanding of future learning or career options. Detailed discussions with prospective GCSE learners have helped ensure they have a clear understanding of the commitment needed to complete the course successfully.

- Teachers promote equality and diversity well through resources on the service's virtual learning environment, which learners use regularly. For example, an English tutor who teaches basic level courses has referred learners to videos of Morgan Freeman discussing Black History month and Rita Hesta on transgender bullying issues. These make learners think carefully about the issues involved in those topics. A creative writing competition, running for a second year, invites learners to write on the subject of 'Who am I? ' which prompts learners to reflect on their background and culture.

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

- Teaching, learning and assessment are good on foundation mathematics courses and this is reflected in the high proportion of learners who achieve their qualifications, particularly in GCSE grades A* to C. Learners' work is well organised, of a good standard, and the very large majority achieve a foundation or intermediate qualification. Learners enjoy their learning and attendance in all lessons is good. Progress is good for most learners, with just a small minority, particularly on higher level functional skills courses, not progressing as well as they should.

- Highly-motivated and well-qualified tutors teach mathematical concepts particularly well, ensuring learners fully understand the principles involved. They carefully build on, and reinforce, learning in lessons using everyday examples to which learners can easily relate. For example, a tutor in a GCSE lesson illustrated direct proportion well by considering the relationship between the quantity of fuel in a car and its cost.

- Learners' development of mathematical skills is good and learners become more confident in their application of mathematics, improving their potential for employment or their use of mathematics in the workplace. Tutors know their learners well and produce detailed and reflective evaluations of individual learners' progress. Small class sizes and the flexible approach of the tutors aid effective learning. Formal lesson planning, especially for larger classes, requires improvement to ensure that teachers appropriately introduce the more difficult topics to learners of all levels of ability.

- Learners receive good initial advice and guidance. Tutors give them frequent enjoyable progress reviews which motivate them. Learners can attend a good range of courses in mathematics at differing levels in well-located town centre venues across the county. Learning centres are friendly and learners appreciate the welcome given to them by tutors and support staff. Tutors provide very good personal support to learners in lessons. Learning support staff aid learners' development well; but, in a minority of lessons, tutors do not manage and direct such staff effectively.

- Tutors use interactive learning technology (ILT) well where it is available, for example by using computer-generated diagrams to illustrate clearly the calculation of area. However, ILT is not available for tutors to use in lessons in smaller centres. Consequently, tutors cannot routinely use the range of learning material stored on the intranet to give further interest to lessons. Many learners do not have access to computers at home and learners' use of computers in lessons is limited.

- Tutors' initial assessment of learners' skills and knowledge is successful in placing learners on the right course at the correct level. However, diagnostic assessment does not always lead to the identification and setting of specific and measurable targets for learners which learners could work towards in addition to the requirements of their course.

- Tutors give good oral feedback to learners in lessons and make good use of directed questions to check learning and understanding. Teachers focus well on ensuring learners, at all levels, understand the requirements of qualifications and are well prepared for examinations and coursework. Consequently, learners are successful in attaining qualifications and progress well between levels.

- Potential inequalities regarding age, disability or force of circumstances are used effectively as a basis for mathematical problems and this helps develop learners' understanding of equality and diversity. For example, in one lesson, a thoughtful discussion on the plight of the high number of homeless people in the area led to an exercise on calculating the measurements and costs that would be involved in refurbishing suitable accommodation.

The effectiveness of leadership and management	Good

- Leadership and management are good. Since the previous inspection, leaders and managers have implemented necessary changes swiftly and these have made a significant improvement to the quality of provision. Managers and tutors have ensured that improvements are sustainable and that all staff are committed to a culture of continuous improvement.

- Senior managers have a clear understanding of the mission and direction of the provision and they share this well with all staff. Managers, including many recently appointed, have a clear understanding of their roles and responsibilities and have communicated their high expectations well to their staff, focusing on learners achieving their course aims within appropriate timescales.

- Leaders have ensured that the strategic plan delivers CAES's ambition to offer appropriate courses for learners, regardless of their personal background or location. Learners have access to a comprehensive programme offered over most of Cornwall. Managers carefully select courses to develop skills that allow progression to further learning or employment, or personal development courses that help people to become more active in their lives and community.

- Performance management is a good mix of oversight and supportive development. Staff respond well to clear targets in appraisals linked with teaching, learning and assessment and learners' performance on their courses. . The process for observing teaching, learning and assessment is robust. External validation of observation grades ensures accuracy and reliability of approach across the provision. Managers ensure the process is supportive and aids tutors in improving their teaching to give learners a better experience.

- Managers have made good progress with improvements to accommodation, as far as budgets and the great number of centres permit. However, standards still vary between centres, even in

terms of tidiness, which means that a minority of learners are in accommodation that does not provide the best environment for learning.

- Governors have a good understanding of the provider and its strengths and areas for improvement. They understood the need to improve the quality of the provision after the previous inspection and challenged and supported managers well in restructuring the service to provide a better quality of teaching and learning.

- Managers have ensured that curriculum planning takes proper account of local enterprise partnership (LEP) priorities. Managers also carefully take into account other local priorities, including working with local universities to improve learner applications and recognising the desire of many learners to become self-employed, by putting on courses such as book-keeping, web design and marketing. Managers work with Jobcentre Plus to ensure that courses offered reflect the current job market, for example with care qualifications.

- Managers also have responded well to national priorities, particularly the need to improve learners' English and mathematics. This priority is evident within the vast majority of lessons where tutors take opportunities from naturally-occurring topics within each learner's qualification to improve English and mathematics. Professional development for tutors ensures that they are increasingly confident to embed English and mathematics into their teaching.

- The quality and range of work-based learning require improvement. Attempts by managers to improve the current very small provision have been hampered by lack of staff.

- Subcontracting arrangements are good. Thorough evaluation of partners' premises, policies, procedures and effectiveness of teaching staff ensures that provision is good for learners. The service ensures all learners benefit from CAES's own staff teaching English and mathematics.

- The self-assessment process requires some improvement. The annual report identifies key strengths, areas for improvement and improvements since the last report, but it lacks reference to national expectations and similar providers to put these into context and provide more challenge. More input is required from tutors and stakeholders to make this a robust document. Managers and tutors seek learners' views informally. There is currently no formal process for learners to feed into the development of the service.

- A useful system of quality meetings ensures that managers continually review learners' achievements within the timescale expected of them. The plan for improvements of the provision is comprehensive, properly covers all elements of a learner's experience with the service, and leads to prompt action.

- Managers and tutors work well to ensure that they meet individual needs of learners through a diverse range of support and that the provision is inclusive for all learners. Learners with complex needs are risk assessed and managers put appropriate support i in place. Support for those with learning difficulties is generally good. Managers frequently examine data relating to various groups of learners to ensure that no group is disadvantaged. In the few cases where they identify a potential disparity , action is rightly taken. For example, managers judged that not enough men were undertaking courses that encouraged access to higher education, so they introduced a science option to attract them.

- Safeguarding arrangements require improvement. The service's policies, based on its council's reasonable interpretation of legislation, do not reflect current best practice in obtaining DBS certificates. The provider has taken immediate action to ensure that it will quickly exceed basic legislative requirements. Other aspects for safeguarding are good. Managers appropriately follow other guidelines of safer recruitment procedures. Managers ensure that tutors give learners a strong awareness of safeguarding, including cyber bullying and internet safety, at induction and throughout their programme. Managers have recently started a programme of training for selected staff to increase their understanding of extremism and their potential role in preventing this, but this requires further development. Managers rightly check that all venues are risk assessed before use and regular checks, thereafter, ensure the safety of learners and staff.

Record of Main Findings (RMF)

Cornwall Adult Education Service

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	2	-	-	-	-	2	-	-	2
Outcomes for learners	2	-	-	-	-	2	-	-	2
The quality of teaching, learning and assessment	2	-	-	-	-	2	-	-	2
The effectiveness of leadership and management	2	-	-	-	-	2	-	-	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
ICT for users	**2**
Visual arts	**2**
Foundation English	**2**
Foundation mathematics	**2**

Provider details

Type of provider	Local authority
Age range of learners	19+
Approximate number of all learners over the previous full contract year	6545
Principal/CEO	Mr Rob Sweetzer-Sturt
Date of previous inspection	June 2013
Website address	http://www.cornwall.gov.uk/education-and-learning/adult-and-community-education/

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+
	110	924	66	827	7	113	-	45

Number of apprentices by Apprenticeship level and age	**Intermediate**		**Advanced**		**Higher**	
	16-18	19+	16-18	19+	16-18	19+
	13	16	-	5	-	-

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

Number of learners aged 14-16	
Full-time	N/A
Part-time	N/A
Number of community learners	1810
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:	▪ Bodmin School ▪ Conservation Volunteers ▪ Lift Penzance ▪ Prince's Trust ▪ SR Training

Contextual information

CAES courses are delivered across the county of Cornwall in five main centres, around 110 community venues and 19 'link into learning' centres where the focus is on helping those wishing to improve their English, mathematics and ICT skills with a view to going on to other courses or gaining employment. Centres are generally outside of the main towns served by local college provision and the community venues can be in isolated areas. The population from Black and minority ethnic heritages, at around 2%, is well below that for England as a whole. The local economy has much part-time and seasonal work, and average wages are well below those in the rest of England.

Information about this inspection

Lead inspector	Andy Harris HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the assistant head of service 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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