

Wolverhampton Adult Education Service

Local authority

Inspection dates		8 – 12 December 2014
Overall effectiveness	This inspection:	Outstanding-1
	Previous inspection:	Good-2
Outcomes for learners		Outstanding-1
Quality of teaching, learning and assessment		Outstanding-1
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is outstanding because:

- the vast majority of learners at all levels achieve their course and personal learning goals
- learners progress well from each level to the next and across subject areas within the provision and into further and higher education and employment
- learners develop their personal and social and employability skills to a high degree
- consistently good teaching and exceptional learning support provide excellent learning experiences
- tutors use the resources of a high standard skilfully and imaginatively to promote learning
- leadership and management are excellent and senior managers have a clear vision of the needs of the community, which is shared by all staff
- the curriculum offer reflects the service's key role in meeting the priorities of the local authority and its partners to get more of the community into work and to regenerate the city
- excellent management of staff performance supports particularly well the continuous improvement of the learning experience
- managers use their very well thought-out and very extensive partnerships with local organisations particularly effectively to share skills and resources, to eliminate duplication and help the community to access programmes at more convenient sites
- the inclusive nature of the provision ensures that it meets very well the needs of all groups in Wolverhampton, including those with learning difficulties and/or disabilities
- high expectations of tutors and support staff enable learners to reach their full potential and produce very high quality work.

Full report

What does the provider need to do to improve further?

- Increase participation in mathematics further by ensuring that managers and tutors encourage and support learners to develop these skills to meet the needs of the local communities better, and convince those with low levels of skills in mathematics to improve them to increase their employability and overall life chances.
- Ensure that the good practice in the use of information learning technologies (ILT) and the development of the virtual learning environment (VLE) is consistent across all departments by setting clear expectations and encouraging tutors to share and learn from each other so that all learners benefit.

Inspection judgements

Outcomes for learners	Outstanding
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- Wolverhampton Adult Education Service (WAES) community learning provision has grown slightly over the last three years. Over 4,100 learners commenced community learning courses in 2013/14. A dramatic increase has taken place in the provision funded through the adult skills budget with just over 4,300 enrolments in 2013/14, which is almost double the number in the previous year. Roughly half of all provision is in courses leading to qualifications. Only a very few learners aged 16 to 18 access the provision on study programmes, the remainder are all aged 19 and over. By far the largest area of the provision is in preparation for life and work, of which over half is in English for speakers of other languages (ESOL). The next largest area is arts media and publishing. The service offers provision from pre-entry level up to level 5 and access to higher education courses. Programmes run in some 50 venues across the city including the service's own three main centres.
- Almost all learners across the whole provision achieve their learning goals. Particularly high numbers of those on courses leading to qualifications gain the intended award. In all subject areas, this is well above the national rate. Almost all learners complete their courses progressing toward and achieving a high percentage of their personal aims.
- All of those on work-place learning programmes successfully complete their qualifications within the intended timeframes. Success rates for functional skills English and mathematics courses have increased in the last year, since their introduction following a pilot in 2012/13. Typically, success rates in foundation programmes have been particularly high.
- Learners attending programmes that do not lead to a qualification progress and achieve very well against an appropriate combination of course core aims and personal aims, relevant to their circumstances, starting points and aspirations.
- Learners' work is of a very high standard and in most cases well above that expected for the level of course they are attending. This is strikingly evident in the quality of pieces produced by learners on visual art programmes.
- Learners really enjoy learning and this is reflected in their good attendance, punctuality and retention. Many learners now attend a programme of learning across a range of courses having become fully engaged with learning and developing a hunger for more.
- No significant gaps exist between the achievements of different groups of learners. Wolverhampton is an ethnically and culturally diverse city. Managers conduct a thorough analysis of data to ensure that all groups attending the service's provision derive equal benefit.

- Inspectors agreed with reports from learners that their personal, social and employability skills develop markedly through participation in the learning programmes. They make friends and develop social networks among other learners. They also gain in confidence and develop a variety of skills applicable to the work place such as improved communication and computer skills, punctuality, and working to timescales. Learners report a positive impact on their mental health. Jobcentre Plus staff comment on the greatly improved attitudes to employment and general employability of those mandated to attend ESOL classes.
- Learners progress well to higher-level courses within subject areas in the provision. They also progress laterally by exploring new subject areas and, increasingly, by following a programme of learning to meet their learning needs across several subject areas. They are aware and take advantage of progression routes within the service between non-accredited and accredited programmes. Progression to further and higher education is very good. All learners completing the access to higher education programme progress to university courses.
- A significant proportion of learners gain full- or part-time employment or become volunteers. The large and successful ESOL programme acts as a gateway for learners to access wider educational opportunities or to enter local employment. Staff now encourage learners who have progressed to ESOL at level 2 to enrol onto functional skills English courses.

The quality of teaching, learning and assessment

Outstanding

- Teaching, learning and assessment are outstanding, which is reflected in the very high number of learners who acquire very good personal, social and employability skills. Learners enjoy the consistently good and often outstanding teaching in a range of learning environments. Most learners achieve exceptionally well. Following their attendance at family learning sessions, parents help their children to make significant progress in their communication, reading and writing skills during their reception year.
- The vast majority of lessons are good or outstanding, and the excellent support outside the classroom further enhances learning. The very few learners on study programmes, who are all working towards qualifications at either level 1 or level 2, attend appropriate learning sessions alongside other, older learners. Tutors' astute planning for learning is particularly effective. Their carefully chosen imaginative and interactive activities stimulate learning, maintain concentration and motivate learners very effectively. They encourage learners to think and work independently, and as a result, almost all make excellent progress. For example, in a child development class, learners were very confident in identifying how technology toys support the physical, intellectual and language skills development of babies and young children.
- Tutors promote good collaboration through well-prepared tasks that inspire learners to support each other. For example, in a lesson on shapes, a learner who struggled with her English received help from her peers to take part in a bingo game. Assessment of learning is good. Tutors communicate the results well so that learners are very clear about what they do well and what they need to do to improve further. The vast majority of tutors' questioning skills are highly effective in advancing learning and engaging learners in thought-provoking discussions.
- Learners benefit from the particularly good support from tutors that is very effective in improving their confidence, resilience and commitment to learning. They readily engage in their learning through the challenging and high expectations of tutors. Tutors structure learning well, so that learners quickly understand, apply and extend their understanding and knowledge; for instance, in a first aid class, learners were able to explain very clearly the symptoms and causes when checking a casualty.
- Resources are excellent and give learners a very good experience of learning. Tutors prepare teaching and learning materials well. These often include interesting images and illustrations to promote learning and which very successfully support learners who are less fluent in English.

Most tutors use interactive learning technology very effectively to stimulate learning. Learners access interesting videos, tutors' demonstrations and learning materials on the VLE which they use outside the learning sessions. However, in some subjects the VLE content could be better developed.

- Staff apply the particularly thorough initial assessment consistently and accurately to identify learners' starting points and development needs. Tutors make good use of the results to set individual targets and to plan learning that meets individual learners' needs; for instance, floristry learners produced seasonal arrangements that clearly reflected their individuality and skills levels. However, tutors do not always take enough account of learners' evaluations when planning subsequent lessons.
- Tutors provide good verbal feedback which motivates learners and they are clear about how they can improve. They encourage learners to evaluate and assess each other's work, which helps them to reflect on their learning. The high expectations of staff result in learners' standards of work being good or outstanding. The vast majority of tutors provide learners with helpful and detailed written comments on their work, to which they can refer back for guidance.
- Learners understand the importance of developing skills in English and mathematics. They receive excellent and very effective support and make very good and rapid progress. However, considerably more learners engage in improving their English than mathematics. The majority of tutors skilfully integrate the development of functional skills in the context of lessons. For example, in a lesson on industrialisation the tutor introduced new vocabulary very effectively and encouraged a learner to provide a very good explanation of the term 'bourgeoisie'.
- Learners receive very detailed and helpful pre-course information on finding appropriate programmes and recognising progression routes. The programmes engage hard to reach learners very effectively. Many, who have not been in learning for a long time or have under-achieved, become so enthused by learning on their first course, that they are often inspired to continue on to further learning or employment. Staff have regular discussions with learners about their possible options. Consequently, learners have a clear picture of what they aim to do next.
- Staff provide excellent and timely advice to learners so that they gain in confidence to take on new challenges. Learners appreciate and make good and regular use of the well-resourced learning development centres, where they receive good specialist help on a range of personal and academic matters. Learners benefit from excellent in-class and individual additional learning support, which ensures that they succeed. For example, ESOL learners book short tutorials immediately before or after classroom sessions to get additional, highly individual support from their tutors on particular points of grammar or other barriers to learning.
- Tutors provide each learner with very high levels of respect and encouragement, and plan learning shrewdly to make the best use of their individual talents. Learners across all subject areas work well together and appreciate the different contributions each makes. Through regular discussions, tutors broaden learners' understanding of equality, diversity and safeguarding very well. Learners feel safe in the welcoming, inclusive centres, and gain a very good understanding of how to work safely.

Information and Communications Technology for Users

19+ Learning programmes Community learning

Good

- Teaching, learning and assessment are good, and this is reflected in the high proportion of learners who achieve their learning outcomes. The majority of learners make good progress in lessons and their work is of a high standard. Learners enjoy their lessons, participate well and are highly motivated to achieve their qualifications. Attendance is good.
- Learners develop very good personal, information and communication technology (ICT) and employability skills. Most learners on courses at entry level display confident keyboard skills and can insert graphics and manipulate text boxes. Learners on courses at level 1 and level 2 produce accurate text documents and are able to adjust photographs digitally by applying advanced photographic imaging techniques.
- Learners develop good independent learning skills, which staff encourage by planning practical ICT skills exercises and self-study practical sessions. Tutors coach, mentor and build a good rapport with learners, which encourages and motivates learners to achieve their learning outcomes. However, a minority of the more able learners do not receive sufficient challenge to extend and develop further their ICT skills.
- Very good resources enable learners to achieve their learning outcomes successfully. Tutors are appropriately qualified with relevant and recent industry experience, which they use to motivate and encourage learners to learn, particularly in digital imaging and digital photography lessons. Tutors have a good understanding of learners' needs. Classrooms are well resourced with up-to-date software and hardware, which provide a relaxed but business-like learning environment. Whilst tutors integrate the use of electronic learning resources into all lessons, the majority of learners under-use the VLE and as a result they miss opportunities to consolidate their learning further.
- Tutors regularly monitor and review learners' progress in class. On-going assessment informs individual learning plans (ILPs). Regular and planned reviews after each session assist learners to reflect on their achievements. In a minority of ILPs, the setting of short-term targets does not sufficiently inform learners what they need to achieve by the end of their next session.
- Initial assessment is good. Learners complete a literacy and numeracy diagnostic test and an ICT skills practical assessment with an ICT tutor prior to starting their course. Learners are able to choose from a variety of accredited and non-accredited ICT modules that meet both the needs of the learner and community.
- Good verbal feedback contributes well to learners knowing what they need to do to improve. Feedback from both their peers and tutors in class encourages learners to improve their ICT and personal development skills. However, not all learners receive written feedback and the marking of spelling and grammar mistakes in written work is of an inconsistent standard.
- Teaching and learning promote a good understanding of English for ESOL learners who have the opportunity to complete taster ICT lessons. ESOL learners are able to recognise and explain ICT terminology such as 'cut and paste', 'files' and 'folders'. All learners recognise the importance and relevance of English to their learning goals and career ambitions.
- Tutors do not routinely extend learners' understanding of mathematics in most learning sessions, although the subject occurs naturally in a minority of courses for qualifications at level 1 and level 2 through the use of spreadsheets and tables. In a minority of cases, learners do not take up opportunities to practise and develop their mathematical skills.

- Information, advice and guidance are very good. Learners have a good understanding of their rights and responsibilities and have access to learning development centres. These support their progress outside the classroom to achieve their learning outcomes as well as helping them gain in confidence. Many learners progress onto the next stage of learning, courses for higher-level qualifications or into employment.
- Learners feel safe, use safe ICT working practices and have a good understanding of safeguarding. Through a range of activities and resources, learners recognise the diversity of their peers. They treat each other with respect, work well within teams and frequently assist each other through peer learning.

Visual Arts

19+ Learning programmes Community learning

Outstanding

- Teaching, learning and assessment are outstanding, reflecting the outstanding outcomes and high success rates for the vast majority of learners. Tutors set high expectations for their learners. As a result, learners are highly motivated and are enthusiastic to develop excellent practical and professional skills that enable them to produce work to a very high standard. They work at home between sessions to improve their skills and techniques. Many learners progress to higher education and others start their own businesses in selling paintings, making soft furnishings and digital photography.
- Tutors quickly develop excellent relationships with the learners and create a safe and stimulating environment where learners feel at ease to participate. The high expectations of the tutors and careful planning ensure that they match learning sessions well to the needs and interests of the learners. Tutors ensure learners evaluate and analyse their own work and that of their peers in sessions. Subsequently, they achieve and make very good progress during sessions.
- The use of sketchbooks by the majority of learners is outstanding. Learners record their thoughts and ideas purposefully after successfully investigating and translating designs and themes in written and visual form. They make very good use of peer critique with appropriate technical language. Learners use life models regularly and demonstrate the development of good drawing skills in their portfolios of work.
- Tutors are well qualified and include a number who are practitioners. They share their expertise particularly effectively with learners. They break down complex techniques and concepts in well-planned and implemented demonstrations and create good-quality, useful handouts. The use of exhibition space is superb throughout the venues, where examples of learners' work past and present are on display. Resources are good. Studios are large and well lit and equipped. One single-storey centre has good access to all learning areas for learners with restricted mobility. Health and safety procedures are good, especially in those sessions where learners are using machinery or substances that have the potential to be dangerous if not used appropriately. Tutors have use of information and learning technology. However, they do not employ it well to support learning and progress. Tutors and learners are yet to make sufficiently innovative or imaginative use of it.
- The completion and use of ILPs are exceptional. ILPs record initial and ongoing assessment and have clearly set targets. Most contain photographic evidence of learners' work to illustrate progress. Learners understand what they are required to do to improve their progress.
- Learners develop their English well and they are articulate in project discussions, which tutors facilitate well. This improves learners' evaluative skills and they have a very good understanding of art and craft language. This assists the learner to know their chosen subject in detail. Tutors

integrate measuring and cutting in sewing classes, and perspective and form in art and ceramics to improve learners' mathematic skills. Learners produce good written work for projects on accredited programmes.

- Excellent progression routes are available to all learners. Tutors and support staff give advice and guidance to support learners to make choices on their future. Learners go on to higher education, employment and volunteering. A minority become self-employed with the help of an innovative programme which helps learners understand the theory of setting up their own business.
- The promotion of equality and diversity is outstanding and tutors use well-thought-out projects to develop learners' understanding. Tutors make particularly good use of lesson planning to integrate equality and diversity seamlessly into the curriculum, which is evident in much of the learners' imaginative work. Tutors encourage learners to explore cultural similarities and differences. For example, learners' stunning pieces of work show influences from African and Aboriginal cultures.

Functional Skills English and Mathematics

19+ Learning programmes Community learning

Good

- Teaching, learning and assessment are particularly good. This reflects the improving outcomes for learners in mathematics and English. Following a pilot study of functional skills, the service has moved from providing teaching through short courses to longer courses to ensure that development of concepts and skills take place over a greater period. This is beginning to have a positive impact on learning. Standards of work are high and progression between levels of learning is good. Attendance and punctuality are good. Expectations of learners are clear and this motivates them to make good progress over time.
- Tutors skilfully plan learning sessions to meet learners' individual needs and help them develop a wide range of mathematical, reading, writing, speaking and listening skills. In higher levels of learning, group work includes planning, prioritising and decision-making. Learners develop a good understanding of the technical terms used in English and mathematics. Consequently, learners accurately identify different types of written information and better understand intended meanings in a wide range of situations. In mathematics, learners develop knowledge and practical skills to apply in daily living. Learners complete a self-assessment sheet to identify how well they have met the objectives of the session, but in a small minority of cases, tutors do not use this information routinely and systematically to inform future session planning.
- Tutors are very well qualified and plan learning sessions effectively to meet the individual needs and interests of learners. Tutors use their expertise and subject knowledge of English and mathematics particularly well. They use ILT well to provide good visual reinforcement for learners on courses at entry level. This enables learners to value learning and build confidence over time. Learners engage keenly in classroom sessions and comment positively about the benefits they receive from being more confident in using mathematics and English skills. However, in a small minority of English sessions tutors direct too many questions at the whole group and do not focus appropriately on individuals. As a result, teachers do not always understand how much progress learners are making during lessons.
- Early assessments inform learners' starting points well. The setting of targets takes place after an extended period of induction to determine abilities and skills before fully starting their course. Regular progress reviews provide learners with clear and helpful feedback on their performance and consequently this helps with the careful planning of the next steps in learning.

- Reviews take place regularly and clearly focus on learners' progress towards the completion of their programmes. Staff provide motivational feedback, which encourages learners to improve their performance.
- Most verbal and written feedback is good and it provides learners with detailed, clear guidance that assists them to progress with their qualification. A minority of written feedback is outstanding and develops learners' understanding and knowledge well. It identifies strengths and areas for improvement in detail, focusing on areas such as the technical elements of English and providing model answers.
- Advice, guidance and support are effective in supporting learners to identify appropriate qualifications and meet their career aspirations. Staff at one of the service's learning development centres help learners to prepare for employment effectively by completing application forms correctly and building appropriate curriculum vitae. Access to the internet provides helpful links to information on employment. Learners keep a diary as a record of their activities and use these to track progress.
- Tutors promote equality and diversity positively by the planned inclusion of relevant topics within sessions, so that learners develop a good understanding of the topics. They place high value on personal and social learning. Learners are courteous and respectful and value the differences in others. They feel safe and well supported and are aware of whom to contact if they have safeguarding concerns.

The effectiveness of leadership and management

Outstanding

- Leaders and managers have ensured an excellent working relationship with Wolverhampton City Council, the members and officers of which challenge and hold the service to account. The council's officers have conducted very thorough research on the local economy, business profile and business opportunities with a very clear focus on meeting the employability needs of the local community. Senior managers have a clear and ambitious vision of the role of WAES in meeting these needs. Communication is very good across the whole council and WAES has a very high profile within it and across the city. Staff at all levels share this vision.
- Strategic leadership is excellent. Senior managers have developed an effective structure whereby a supportive team of managers each has responsibility for one of five programme study areas, each combining a number of related subject areas, as well as a cross-service responsibility for a particular strand of development. This ensures that the sharing of good practice across the service, and within and between subject areas is very strong.
- The management of the staff performance is extremely effective in assuring a very high standard of teaching and learning. The observations of teaching and learning are very thorough with an appropriately strong focus on the quality of the learning experience. The reports from observations are detailed and their accuracy checked by staff internally as well as externally by another provider. Tutors use a development plan containing the identified areas for improvement from lesson observation as a highly effective aid to planning their professional development. Managers assess the impact of these action plans thoroughly as part of the very effective staff annual appraisal process. The quality of teaching has improved significantly over the last three years.
- Managers review the quality of learning materials and individual learning plans, ensuring that they are of a consistently high standard and underpin the very good teaching and learning. Opportunities for staff development are particularly strong with the council offering training in priority areas such as equality and diversity, information protection, and protection from extremism. WAES has good links with the local university to share training and work placements.

- Self-assessment is excellent. It involves all staff, learners and partners and includes arrangements to enable them all to check on the accuracy of the resulting report before managers finalise it. It links closely with the quality improvement plan, which managers use well to monitor progress against challenging targets. The most recent completed self-assessment report is well written and largely accurate, although the emphasis is on outcomes at the expense of detail in teaching, learning and assessment and leadership and management.
- Curriculum development and management are excellent. WAES's managers and staff ensure that the curriculum meets the needs of the community and of learners very well. It offers a wide range of courses to meet the needs of local employers. Managers design courses to meet the needs of learners with respect to timing of the provision and geographical location. They respond well to learners' requests to adapt courses to suit their needs, such as more flexible provision of art classes.
- Service leaders have developed a very effective strategy to cope with reduced funding and yet to maximise the number of learners who progress to further education or into jobs. Tutors support learners who wish to maintain or extend their learning outside the funded provision effectively. Some of these learners form self-funded study groups and have access to the learning development centres.
- The curriculum offer meets local needs particularly well. The ESOL programme supports the large local immigrant community well to prepare for vocational study or employment. The particularly wide range of courses in arts includes an emphasis on commercial application. The provision for learners with learning difficulties and/or disabilities is very good especially at the well-resourced Maltings centre. WAES runs a specific course in collaboration with the health and well-being unit of Wolverhampton City Council, especially to meet the needs of learners with mental health issues.
- Service leaders have successfully established extensive and very productive partnerships with local organisations and these are extremely well organised and coordinated to serve the broader community needs of Wolverhampton. For example, WAES provides training in employability skills, English, and mathematics, which supports those learners progressing to vocational training within the service or with other local providers.
- Social inclusion is excellent. WAES recruits learners from a wide range of backgrounds, including some that are very disadvantaged. Staff promote respect and work hard to enable all learners to achieve their full potential. All staff receive training in equality and diversity, which they put to good use to improve learners' understanding of this area, which is good.
- Safeguarding for all learners is good. The safeguarding monitoring panel ensure that policies and procedures are up to date. It meets monthly to review incidents, accidents and complaints. Policies include documents covering safeguarding, pandemic diseases and extremism. Staff assess all learners at induction to determine any safeguarding risks and they assess all courses and premises for potential hazards. The extensive use of posters, pamphlets, learners' handbooks and electronic displays promotes safeguarding particularly well. Learners' understanding of safeguarding is very good and they feel safe. Managers and staff document safeguarding incidents meticulously and they have managed all of them appropriately.

Record of Main Findings (RMF)

Wolverhampton 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	1			1		1		1	1
Outcomes for learners	1			1		1		1	1
The quality of teaching, learning and assessment	1			1		1		1	1
The effectiveness of leadership and management	1			1		1		1	1

Subject areas graded for the quality of teaching, learning and assessment	Grade
ICT for Users	2
Visual Arts	1
Foundation English and Mathematics	2

Type of provider	Local authority								
Age range of learners	19+								
Approximate number of all learners over the previous full contract year	4,006								
Principal/CEO	Ms Aziza Chaudry								
Date of previous inspection	January 2009								
Website address	www.wolverhampton.gov.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+	
	2	688	3	202	0	99	0	8	
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18	19+			
	NA	NA	NA	NA	NA	NA			
Number of traineeships	16-19		19+		Total				
	N/A		N/A		N/A				
Number of learners aged 14-16	N/A								
Full-time	NA								
Part-time	NA								
Number of community learners	1,460								
Number of employability learners	150								
Funding received from	Education Funding Agency and Skills Funding Agency								
At the time of inspection the provider contracts with the following main subcontractors:	▪ N/A								

Contextual information

Wolverhampton is an area of extreme and multiple deprivations. It is in the 6% most deprived authorities in the country. The city is ethnically diverse. At the 2011 census, around 66% of the population of about 250,000 were white British, 18% Asian or Asian British and 7% from Black African/Caribbean or Black British groups. Since then an influx of other ethnic groups, particularly from Eastern Europe, has taken place. Unemployment is high at 12%, with male unemployment at 15% and female unemployment at 11%. The percentage of adults with no qualifications is high at 23%. Average weekly and hourly wages are low when compared to both regional and national rates.

Information about this inspection

Lead inspector

Clifford Rose HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Senior Manager Learning and Skills 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 and assessments. 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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