

Worcestershire County Council

Local authority

Inspection dates

12–15 February 2019

Overall effectiveness			Good
Effectiveness of leadership and management	Good	16 to 19 study programmes	Good
Quality of teaching, learning and assessment	Good	Adult learning programmes	Good
Personal development, behaviour and welfare	Good	Apprenticeships	Requires improvement
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Good

Summary of key findings

This is a good provider

- Leaders and managers have significantly improved the performance management of subcontractors. As a result, outcomes for study programme learners have substantially improved.
- Managers and tutors work closely with partners to develop programmes that promote, develop and improve learners' health and well-being.
- Staff are effective at helping learners, many of whom have considerable barriers to learning, receive the appropriate support to achieve qualifications and develop personal and social skills in readiness for work.
- Tutors skilfully plan teaching, learning and assessment to motivate and engage learners and apprentices. Learners and apprentices are well behaved and produce work of a high standard.
- Managers and tutors ensure that the large majority of learners improve their English and mathematics skills.
- Managers frequently review the quality of teaching, learning and assessment. Tutors and staff receive good feedback and support from managers and coaches to improve their skills.
- Apprentices who are new to working in the council develop extensive skills. The teams they work with benefit from their high standards of work and enthusiasm for their jobs.
- Tutors and assessors develop learners' and apprentices' skills for employment. This enables the large majority to continue into further training and work when they complete their programmes.
- The leadership of apprenticeships requires improvement. Too many apprentices do not receive sufficient initial careers information, advice and guidance before they start. They do not make the progress of which they are capable.
- Most adult learners do not have a detailed enough understanding of the dangers of radicalisation and how to protect themselves in their everyday lives.
- Although leaders and managers monitor and follow up poor attendance, adult learners miss too many sessions.

Full report

Information about the provider

- Around 50% of Worcestershire residents live in urban areas. The county has a large rural population. Worcestershire County Council's 16 to 19 study programmes have been developed in accordance with the council strategy to support young people who are not in education, employment or training (NEET). The 16 to 19 study programme provision is delivered through three subcontractors. In May 2017, the service gained employer-provider status. The service began to deliver to a very small number of apprentices in February 2018. All apprentices are on standards-based apprenticeships.
- The Adult and Community Learning Service targets adults aged 19 or over with skills below level 2 who are unemployed, or who are socially or economically disadvantaged. The service works in relevant partnerships to offer learners programmes to support them to develop skills for the workplace. Some 84% of the adult provision is non-accredited; the remaining 16% leads to formal qualifications. There is a small cohort of level 3 learners. The service currently offers courses across 66 different locations, including 15 libraries, across Worcester, Redditch, Droitwich, Evesham, Pershore and Rubery.

What does the provider need to do to improve further?

- Ensure that the quality of apprenticeship programmes improves by:
 - providing careers information, advice and guidance to apprentices before they start in order to make sure that they are on the right level of programme
 - accurately identifying apprentices' starting points to set challenging targets to make sure that apprentices achieve the level they are capable of at their end-point assessment
 - making sure that managers act quickly to get apprentices back on track when they are at risk of falling behind
 - improving apprentices' English and mathematics skills.
- Ensure that adult learners improve their understanding and can keep themselves safe from the risks posed by radicalisation and extremism.
- Leaders and managers should improve adult learners' attendance on the courses where attendance is too low.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors have a common strategic vision for the service. They have successfully developed programmes targeting highly vulnerable learners. Leaders and managers ensure that learners can access programmes when they are ready to learn. Managers remove barriers to learning and enable learners who have not before succeeded in education to gain confidence and achieve.
- Leaders and managers have addressed most of the key recommendations from the previous inspection. Managers and staff have improved the behaviour of the small number of learners aged 16 to 19. The quality of provision for learners aged 16 to 19 has improved and is now good. The large majority of learners aged 16 to 19 and apprentices have a good understanding of the risks posed to them by radicalisation and extremism. However, too many adult learners do not yet have a detailed enough understanding of the dangers of radicalisation and extremism.
- Senior leaders frequently use performance management to identify and improve staff performance. Managers provide comprehensive training for tutors and assessors. They have improved the observation of teaching, learning and assessment process since the previous inspection. Managers focus on identifying tutors' and assessors' individual strengths and areas for improvement. Staff receive effective training and support from their managers and coaches. As a result, staff have clear actions for improvement and do improve their practice.
- Senior leaders and managers have recruited experienced managers and staff to improve teaching, learning and assessment and support for learners. This has a positive impact on the proportion of learners continuing on their courses, and the achievement and behaviour of 16 to 19 study programme learners.
- Senior leaders have developed a responsive curriculum to meet local economic and social needs. Managers swiftly responded to provide programmes for Syrian immigrants in response to local authority requests. Managers and staff developed courses that enable parents and carers to improve their literacy skills. Parents improve their English and feel more confident to support their children with their school work.
- Managers have developed good links with the Department for Work and Pensions. Managers have successfully developed digital skills courses to help learners to improve their use of the internet. As a result, learners can access information, apply for jobs and develop skills they need to continue into further training and work.
- Managers have significantly improved the management of subcontractors, and it is now effective. Where provision had been poor, managers have acted and terminated contracts when necessary. Managers have reduced the number of subcontractors to ensure that they can closely monitor the quality of the provision. As a result, outcomes for learners aged 16 to 19 have substantially improved. Learners' progression into further training, apprenticeships and employment is high.
- Leaders and managers have developed a clear strategy for the development of learners' English and mathematics skills. Tutors undertake a comprehensive assessment of learners' starting points.

- Managers are beginning to monitor the progress of learners more effectively. The large majority of learners develop their English and mathematics skills. Adult learners achieve well in their qualifications. Assessors do not extend apprentices' English and mathematical skills during their programme.
- Leaders and managers successfully engage local partners to promote equality and diversity. Managers and teachers ensure that all learners understand the nature of discrimination. Managers, tutors and learners work successfully with local charities and community groups. For example, they produced a photographic exhibition at Worcester Cathedral to raise awareness of homeless people.
- Governors and senior leaders have an insufficient understanding of the quality of the apprenticeship programme. The management of apprentices' programmes requires improvement. Apprentices have insufficient careers information, advice and guidance before they start to enable them to make informed choices. Leaders and governors do not sufficiently identify the purpose of this provision. Managers have not ensured that the apprentice programme promotes or aligns with their strategy for young people and adults. However, governors and senior leaders have an accurate understanding of the quality of provision for learners aged 16 to 19 and adult learners.
- Senior leaders have not been successful in developing courses to attract hard-to-reach males. The numbers of male learners on adult programmes have declined. Managers have recently reintroduced programmes to attract more male learners. They have begun to provide courses, such as 'Fighting Fit' and 'Boys2men', targeted at hard-to-reach males. It is too early to see the impact of these programmes.

The governance of the provider

- Senior leaders reformed the governing body in June 2018. Governors have appropriate skills and experience. Members of the governing body include councillors who are portfolio holders for education and skills and libraries. They use their experience well to challenge leaders and managers. Governors have an accurate understanding of recruitment, attendance and retention of learners.
- Governors have a realistic understanding of the strengths and weaknesses of the majority of provision. They do not have an accurate view on the quality of the apprenticeship programme.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established appropriate arrangements to ensure that learners and apprentices are safe. Learners and apprentices know how to report their concerns and how to keep themselves safe. Learners have a good understanding of health and safety requirements in practical sessions and when on work placements. Tutors and staff are appropriately trained and manage learners' concerns well. They have improved younger learners' and apprentices' understanding of the dangers of radicalisation and extremism. Most adult learners do not yet have a sufficient understanding of the risks posed to them in their local communities.
- Managers regularly provide thorough and helpful safeguarding reports to governors. Designated managers have developed good links with external advisory bodies and the

police. They are aware of the current issues for learners and adults in the local community. Managers use the information they receive to produce risk assessments and manage and minimise risks. They ensure that staff undertake appropriate training to work with people at risk of radicalisation.

- Managers ensure that effective safe recruitment processes in place. Managers appropriately risk-assess and manage staff who are waiting for the required checks to be completed. Managers make frequent and appropriate checks on subcontractors and on remote sites, including work placements.

Quality of teaching, learning and assessment

Good

- Tutors and assessors are well qualified and experienced. They use their extensive expertise to inspire and support learners and apprentices. Adult and study programme learners develop good practical skills and produce work of a high standard. Adult learners on beginners' sewing courses move quickly from developing basic sewing skills to using advanced tailoring techniques. They create well-crafted coats, waistcoats and lined trousers. Learners in hairdressing develop their knowledge of up-to-date colouring techniques. They can identify how the skills they are learning will help to secure their future employment.
- Tutors on adult learning and study programmes carefully assess learners' skills, knowledge and experience at the beginning of their programmes. They use the information on learners' starting points to identify individual learning needs. Tutors quickly identify and provide support for learners with additional learning support needs. Assessors do not make good enough use of the results of assessment to set targets for apprentices. A few tutors and assessors do not set challenging enough targets for the most able learners aged 16 to 19 and apprentices. A minority of apprentices and learners do not improve on their existing skills.
- Tutors skilfully plan teaching activities that motivate and engage learners. Most tutors plan learning carefully and devise interesting activities that enthuse learners. Tutors encourage collaborative working and manage group work well. They use questioning well to encourage learners to think more deeply, and they do not accept superficial answers. As a result, most learners enjoy lessons and make good progress.
- Tutors successfully develop learners' skills in practical lessons and workshops. Most tutors give clear, detailed explanations and encourage learners to improve their practice. They provide helpful feedback and set individualised tasks to stretch learners' skills. Learners are encouraged to review their own progress. Most learners make swift progress and quickly acquire new knowledge and skills. In a small minority of sessions, tutors do not provide the most able learners with sufficiently challenging activities. A few learners do not make the progress they are capable of.
- Most tutors successfully develop adult learners' English and mathematics skills in both practical and workshop sessions. Learners in sewing classes confidently convert imperial measurements in old patterns to metric and accurately measure seam allowances. Learners confidently identify the correct anatomical terms when studying Pilates and beauty therapy. Learners become more confident and proficient in their use of English and mathematics in their everyday lives.
- Tutors routinely provide useful verbal and written feedback that helps learners to

improve. Tutors frequently check learners' progress by observing practical tasks and ask probing questions to broaden their understanding. Most tutors mark written work and highlight errors in spelling, grammar and punctuation. Tutors provide helpful feedback on what learners have done well and how they could improve. Learners benefit from the advice they receive and make good use of feedback to improve their work. However, learners on study programmes receive too little feedback on their English and mathematics work. As a result, they are unsure how to improve and lack confidence. Assessors' feedback to apprentices does not challenge apprentices to achieve high grades.

Personal development, behaviour and welfare

Good

- Learners and apprentices are well behaved and enjoy their learning. Tutors have improved the behaviour of study programme learners through well-planned programmes. Learners and apprentices are highly motivated and improve their self-confidence. Most learners can identify how their learning will provide them with the skills that will enable them to achieve their future goals.
- Most learners and apprentices improve the skills and knowledge required for work. An increasing number of adult and study programme learners move on to further training and employment. Apprentices who are new to the council rapidly improve their understanding of the workplace. Most remain in their jobs at the end of their apprenticeship.
- Most learners aged 16 to 19 benefit from work experience placements on their study programme. Staff carefully match learners' long-term goals for work when securing placements. Learners access placements at children's nurseries, in forklift-truck driving, warehousing, animal care and retail. The proportion of learners having placements has improved and is now high. Learners improve their skills that are relevant to the workplace. Employers value and benefit from the skills that apprentices bring to their workplace. A small number of current learners have secured an apprenticeship, or employment, at their placement.
- Learners are well supported to improve their health and well-being. Learners who are vulnerable and have considerable barriers to learning access courses which meet their needs. Learners with mental health needs access sessions including 'being free' to improve their resilience, management of their mental health, and well-being. Learners are increasingly continuing into vocational courses. They improve their skills and confidence to support them into becoming active members of their communities.
- Learners develop extensive skills which enable them to take part in and benefit their local communities. Managers have appointed adult learning champions who work closely with partners to develop programmes to meet local community needs. Learners with learning difficulties run social enterprise businesses.
- Learners make and sell high-quality products, including handmade cards and knitted and crocheted goods. They plan local craft fayres to raise money for local charities. Managers, staff and learners run the memory café to support residents suffering with dementia. Local community groups benefit from the skills learners develop. Learners improve their understanding of their local community needs through the relationships they build.
- Learners who are aged 16 to 19 and apprentices have high attendance at training

sessions and in the workplace. However, adult learners miss too many sessions. Managers' actions to monitor attendance have not led to improvements.

- Most learners and apprentices feel safe and know how to report any safeguarding concerns. Tutors and assessors promote safeguarding well. They reinforce the importance of health and safety at work, in workshops and in practical sessions. Learners on study programmes and apprentices have a good understanding of how to keep themselves safe online. Too few adult learners understand the risks posed by extremist groups or signs of potential radicalisation.
- Learners who are aged 16 to 19 and apprentices have a good understanding of British values. Tutors and assessors ensure that they have a good understanding in the context of their workplaces. Apprentices have an extensive understanding of democracy through their work at the council. They can explain in detail the changes required at work during elections. Adult learners have only a very superficial understanding of British values. They do not always appreciate why this is relevant to their studies, or how this applies to their own lives.

Outcomes for learners

Good

- In adult learning programmes, learners make good or better progress on their programmes. The proportion of learners continuing on all adult learning programmes improved in 2017/18 and is now high. A small number of adult learners attending study programmes did not achieve as well as those on adult learning programmes. As a result, pass rates slightly declined in 2017/18.
- The proportion of 16 to 19 study programme learners who achieved their qualifications significantly improved in 2017/18 and is now similar to that found in other providers. Managers have successfully acted to improve the management of subcontractors. Most learners are making expected or better progress on their programmes.
- Most learners achieve well in their English and mathematics qualifications. Learners on adult learning programmes achieve very well in English and mathematics GCSE and English functional skills qualifications. They achieve less well at level 1 and level 2 in functional skills mathematics. Achievement for learners aged 16 to 19 studying functional skills is improving but is still too low.
- The large majority of learners aged 16 to 19 move into further training, apprenticeships and employment at the end of their programme. An increasing number of adults move into employment and self-employment. A very small number of learners aged 16 to 19 do not continue into further education, training or employment on completion of their programme.
- Most adults who remain in learning on completion of their course move on to a higher-level programme of study.
- The standard of most learners' work meets or exceeds the level of their programme. Adult learners in craft workshops make products to a very high standard. Learners in sewing, jewellery and social enterprise businesses successfully sell their products at local craft fayres.
- Current apprentices are making expected progress. Apprentices who are new employees at the council rapidly improve their skills and knowledge of the workplace. These

apprentices' work exceeds the level of their programme.

- Managers' actions to address achievement gaps in gender, age and disability have not yet led to improvements. The number of hard-to-reach male learners has continued to decline on adult learning programmes. Although achievement for the small number of learners who are children looked after has improved, this remains significantly below that of their peers.

Types of provision

16 to 19 study programmes

Good

- There are currently 40 learners on study programmes from entry level to level 1. Managers have designed the programme to meet the needs of learners who have a history of not participating in education and face multiple barriers to their learning. Managers use subcontractors to deliver the study programme. All learners follow a programme of substantial work experience, English, mathematics, and an employability qualification. A small number of learners complete additional qualifications in fork-lift truck driving, and warehousing and storage.
- Learners receive good-quality careers information, advice and guidance at the start of their programme. Staff thoroughly evaluate learners' interests, skills and attitudes to learning. They use this information to plan learners' programmes and secure their work placements. The proportion of learners continuing on their programmes has improved and is now high. The guidance they receive ensures that they develop the skills they need for their next steps. An increasing number of learners move into further training and work.
- Teachers successfully plan teaching, learning and assessment activities from the information they gain on learners' starting points. They accurately set targets to develop learners' skills and knowledge. Tutors tailor activities to ensure that learners improve the skills they need for work. Learners who are aiming to work with children gain extensive vocational skills through working in a nursery. Learners working in retail improve their skills in communication, team working, working out change, and manual handling. Learners remain motivated and make good progress on their programmes.
- Tutors and staff support learners effectively to develop their understanding of employment. Learners have a good understanding of the expectations of employers. Learners' attendance on their programme is very high. They are punctual and behave well, both in sessions and in the workplace.
- They develop their skills in time management, communication and team working. Most learners take pride in their work. Employers praise the contribution that learners make to the workplace. Learners improve their self-confidence on the programme and feel ready for their next steps.
- Most learners benefit from well-planned and relevant work placements. Staff plan placements to match learners' interests and long-term goals. Learners confidently talk about the skills they develop. They frequently evaluate their progress and the skills they have learned. Staff and employers use the information gained on learners' progress to set challenging tasks to allow learners to demonstrate their full potential and support their future progression. A small number of learners have already secured an apprenticeship or employment through their placement on completion of their programme.

- Learners confidently discuss equality and diversity and how these topics apply in the workplace. Tutors improve learners' understanding of discrimination in the workplace. Learners are able to identify types of discrimination and the issues faced by young people and others when seeking employment.
- Tutors improve learners' English and mathematical skills through practical and theory sessions. Learners improve their understanding of how much they could earn when they become an apprentice. They confidently discuss how to budget and improve their money-management skills. Learners working in charity shops for their work placements improve their communication skills. They demonstrate an understanding of how to talk to different customers. Tutors do not provide sufficient feedback to learners who are studying for their English and mathematics qualifications. Tutors do not ensure that learners know how well they are improving. Learners do not make progress to the level of which they are capable.
- Learners feel safe in sessions and in the workplace. They know who to go to if they have concerns. They can confidently discuss how to identify the signs of radicalisation and extremism.
- Managers and tutors do not plan sufficiently for learners who are capable of achieving higher-level qualifications in the workplace. The most able learners in work placements in warehousing do not work at the level of which they are capable.

Adult learning programmes

Good

- There are currently 300 adult learners on accredited courses from entry level to level 3 and 763 on non-accredited. Learners access a wide range of courses in venues across the county. The majority of programmes are linked to the council's health priorities, community needs, and to supporting people back into employment. Learners attend courses that include a range of arts and craft programmes, English, mathematics, English for speakers of other languages (ESOL), computing, hairdressing and beauty therapy, Pilates, business administration, family learning, support work in schools, and working in education and training.
- Leaders and managers work very effectively to plan programmes to meet the needs of adult learners and local communities. Managers frequently listen to feedback from learners and swiftly respond to changing needs. Managers effectively plan programmes to support adult learners into work.
- For example, managers developed a short employment programme for a group of female Syrian refugees wishing to become hairdressers. Learners developed the practical skills required for work while improving their language skills. Most learners continued into self-employment or employment in salons on completion of their programme.
- Tutors use their extensive skills and experience to plan highly personalised learning programmes, particularly in practical workshops. Most tutors plan sessions very well to meet the individual needs of learners from their starting points. Learners attending computer workshops work at their own level. Learners who are new to computing improve their skills over time. Learners build their confidence to produce complex spreadsheets and gain skills for work. Tutors skilfully demonstrate new stitching techniques in craft sessions. Learners with no prior knowledge quickly learn how to understand patterns. They become competent in their sewing and produce high standards

of work.

- Learners develop their understanding of how to improve their personal and financial health. Learners attending the 'takeaway@home' course improve their understanding of healthier choices. They make their own favourite takeaways from scratch. Learners who are on a budget develop their skills in money management by attending the 'baked-bean project', through which learners develop their skills in preparing inexpensive meals using a tin of baked beans as a core ingredient. Most learners improve their understanding of how to buy basic and fresh ingredients to improve their diet and save money.
- Learners improve their English and mathematical skills. They have very high achievement in GCSE English and mathematics. Learners achieve well in English functional skills at all levels and in mathematics at entry level. The majority of learners study functional skills mathematics at level 1 and level 2. These learners perform less well than learners at other levels.
- Tutors effectively improve learners' English and mathematics in practical sessions and workshops. Learners develop a comprehensive understanding of how words can be misunderstood when discussing verbs, the importance of tone, and intonation and their own interpretation of meaning. Learners in jewellery and craft sessions improve their mathematical skills through their interpretation of patterns, measuring lengths of materials and exploring costings to price items for sale. As a result, learners are more confident to speak out and frequently use numbers in a range of situations.
- Tutors provide very effective and instructive written and verbal feedback to learners. Learners on teaching support and training courses, use the feedback they receive to review their own work and make changes. Learners improve their work, and final submissions frequently exceed the requirements of the qualification. Most learners make good or better progress.
- Learners take pride in their work and the standard of their work is at expected levels or better. Learners produce very high-quality goods in practical craft sessions. They showcase their work at celebration events, including the Festival of Learning. As a result, learners gain qualifications and experience that prepare them for further study, self-employment and work.
- Tutors know their learners well and have high ambitions for them. They are supportive of their personal and emotional needs and offer a wide range of short courses to build resilience and support their mental well-being.
- Learners who regularly attend the 'Being Free' health and well-being, Pilates and British sign language (BSL) courses receive support in improving their skills in managing their own health and well-being. Learners who work with partners, including Job Centre Plus, attend the BSL course to improve their communication skills with clients.
- Learners feel safe and know who to go to if they have a concern. They are confident when working online and have a good understanding of the risks associated with social media. Learners understand how to keep their personal details secure when using internet banking. Too many adult learners do not have a sufficient understanding of the dangers of radicalisation and extremism. They do not have a detailed understanding of how they can protect themselves in their everyday lives and local communities.
- A small number of tutors do not sufficiently demonstrate appropriate standards of written English in sessions. They do not ensure that learners develop or improve their

understanding of written English skills.

- Leaders' and managers' actions in monitoring and following up poor attendance have not led to improvements in attendance. Too many learners repeatedly miss sessions. As a result, these learners do not sufficiently develop the skills in preparation for employment.

Apprenticeships

Requires improvement

- Currently, there are 16 apprentices in learning, the majority of whom are aged over 19. Roughly equal proportions of apprentices are on level 2 and level 3 apprenticeship programmes. Apprentices are in customer service, business administration, and care. All apprentices are on standards-based apprenticeships.
- Apprentices do not receive good-quality careers information, advice and guidance before they start on their programme. Managers and tutors do not set high enough expectations for apprentices. A minority of apprentices are already qualified at the same level as their apprenticeship programme. The minority of apprentices who were already employed with the council are on the programme to accredit their existing skills. Too many apprentices do not make progress at the level of which they are capable.
- Assessors do not sufficiently use the information gained from apprentices' starting points to set challenging targets. They do not set targets beyond agreeing deadlines for the completion of tasks and units. They do not use information to set target grades for apprentices. The large majority of apprentices do not know their target grade for their end-point assessment. Most apprentices do not know if they are making expected progress on their programme. They do not know what they need to do to improve to achieve the best that they can. As a result, apprentices make slow progress from their starting points.
- Managers and assessors do not sufficiently identify apprentices' English and mathematics skills at the start of their programme. Assessors do not set targets to develop apprentices' English and mathematics skills. They do not routinely provide feedback to apprentices on what they need to do to improve their skills. As a result, too few apprentices improve their English and mathematics skills.
- Managers do not act quickly enough to ensure that apprentices who are falling behind get back on track. Managers and assessors have not agreed actions to improve the performance of apprentices who are falling behind. A small number of apprentices are making slow progress.
- Assessors develop apprentices who are new to the council into highly skilled employees. Apprentices develop extensive skills and knowledge during their programme. The majority of apprentices take responsibility for important projects. Apprentices working in commissioning teams have developed their skills to create a data dashboard to monitor children who are missing in education. Apprentices working with the skills and investment team liaise with partners and manage booking systems for the Worcestershire Skills Show. They use their business and customer service skills to support their teams to exceed targets set by managers. Apprentices are motivated to perform to high standards in the workplace. Apprentices become confident and competent in the workplace. They feel valued in their roles, and a small number have secured employment in their current teams on completion of their apprenticeship.

- Managers and assessors effectively plan off-the-job training for apprentices. Apprentices who are new in role quickly develop their understanding of the skills and behaviours relevant to their job. Care apprentices complete detailed mandatory training in safeguarding, lifting and handling, and management of actual and potential aggression (MAPA), to ensure that they can work safely and minimise risks when working with service users. Apprentices in business administration develop a comprehensive knowledge of managing confidential information.
- Most apprentices understand the need for good personal presentation. They develop their skills in adapting their communication techniques to meet the needs of different customers, and when working with the public. Apprentices benefit from training that enables them to understand their responsibilities when working in the council.
- Assessors prepare apprentices well for their end-point assessment. The few apprentices who are due to complete are aware of the requirements for their assessment. Apprentices improve their research and planning skills to enable them to complete personal projects. Most apprentices develop high levels of confidence. They can effectively communicate their thoughts and ideas with others in preparation for their presentation and professional discussion assessments.

Provider details

Unique reference number	55422
Type of provider	Local authority
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	356
Principal/CEO	Catherine Driscoll
Telephone number	01905 766264
Website	www.worcestershire.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	40	135	-	165	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	2	5	1	8	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
At the time of inspection, the provider contracts with the following main subcontractors:	Droitwich Spa and Rural Council for Voluntary Services FLT Training Limited ProSport							

Information about this inspection

The inspection team was assisted by the adult learning manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Andrea Dill-Russell, lead inspector	Her Majesty's Inspector
Martin Ward	Her Majesty's Inspector
Lesley Talbot-Strettle	Ofsted Inspector
Mark Wardle	Ofsted Inspector
Jacqui Deane	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019