

INSPECTION REPORT

The Reynolds Group Limited

06 April 2006



ADULT LEARNING
INSPECTORATE

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- adult information, advice and guidance services (**nextstep**).

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

INSPECTION REPORT

The Reynolds Group Limited

Contents

Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for The Reynolds Group Limited	2
Grades	2
About the inspection	2
Key Findings	2
What learners like about The Reynolds Group Limited	6
What learners think The Reynolds Group Limited could improve	6

Detailed inspection findings

Leadership and management	7
Equality of opportunity	9
Quality improvement	10
Arts, media and publishing	12

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The Reynolds Group Limited (Reynolds) consists of three companies. One of these provides work-based learning in performing arts. Reynolds has two executive managing directors, one of whom is also the principal of the training school.
2. One level of leadership and management exists within the company. The principal has overall responsibility for strategic and operational management, including curriculum development, delivery, quality assurance and support for learners. She is supported by two managers who co-ordinate the curriculum. They also have welfare responsibilities for learners. Nine members of staff are employed directly by Reynolds. A number of part-time specialists are contracted for specific industry-related performing arts training.
3. Reynolds first secured a contract to deliver national vocational qualification (NVQ) training in April 2001 with the London East Learning and Skills Council (LSC). The company has provided advanced apprenticeships in performing arts since 2002. All learners have opportunities to gain additional qualifications in gym instruction and exercise to music as well as dance, drama and singing qualifications.
4. Reynolds' training centre is based in Bexley, Kent. Learners are recruited from the local area and nationally, and attend the training centre full time. Some learners relocate to Bexley to attend the training centre. In 2005, 57.5 per cent of school leavers in Bexley achieved five or more general certificates of secondary education at grade C or above, compared with the national average of 57.1 per cent. According to the 2001 census, 8.6 per cent of Bexley's population is from a minority ethnic group, compared with the national average of 9.1 per cent. The unemployment rate in Kent in March 2006 was 2.3 per cent, compared with the national average of 2.6 per cent.

OVERALL EFFECTIVENESS

Grade 1

5. **The overall effectiveness of the provision is outstanding.** More specifically, Reynolds' leadership and management are outstanding, as are its arrangements for quality improvement. The company's approach to equality of opportunity is good, and provision in arts, media and publishing is outstanding.
6. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process at Reynolds is consultative. The report is sufficiently critical and broadly reflects inspectors' findings.
7. **The provider has demonstrated that it is in a good position to maintain the high quality of provision.** Reynolds has improved the quality of provision since its previous inspection in 2003. The company has very good arrangements to provide quality improvement and maintain high-quality provision in the future.

KEY CHALLENGES FOR THE REYNOLDS GROUP LIMITED:

- improve the formalisation of the course review process
- improve understanding in aspects of equality and diversity
- maintain excellent links with business
- promote personal health and safety better to learners
- adapt to the future changes in creative apprenticeships

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Grades awarded at inspection

Leadership and management		1
Contributory grades:		
Equality of opportunity		2
Quality improvement		1

Arts, media and publishing			1
Contributory areas:	Number of learners	Contributory grade	
<i>Dance</i> Apprenticeships for young people	80	<i>1</i>	1

ABOUT THE INSPECTION

8. The one area of learning of arts, media and publishing was in scope for inspection. The inspection took place over four consecutive days. Reynolds no longer offers the apprenticeships in sport and leisure that it offered at the previous inspection.

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	29
Number of staff interviewed	19
Number of locations/sites/learning centres visited	3

KEY FINDINGS

Achievements and standards

9. **Learners' attainment is outstanding.** They attain very high levels of professional

standards and skills. All learners gain excellent and useful additional qualifications. Very good progress is made towards completing frameworks. All learners gain very good employment or progress well to higher education. Most learners assessed at entry-level 3 or level 1 make significant progress to achieve key skills qualifications at level 2. Learners gain good experience in communication and improve their confidence by giving presentations and performing. Attendance is good and learners arrive punctually. Learners show high levels of motivation and supportive attitudes towards their peers.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Arts, media and publishing	3	4	1	1	9
Total	3	4	1	1	9

10. **Teaching and learning are very good.** Learners are inspired and motivated in classes. Teachers use their expertise and experience well, providing a range of interesting and stimulating dance activities and projects. They check individual learning well and provide accurate guidance and direction to support the learners. Individual planning for learners is detailed. Initial assessment is used well in producing individual learning plans. Plans include good analysis of learning styles and targets matched to learners' individual career goals. Learners receive detailed feedback.

11. **The additional activities to enrich learners' experience are excellent.** Reynolds provides excellent additional benefits to learners such as free membership of the company's health and fitness club. Masterclasses enable learners to benefit from industry practitioners' experience and expertise. Reynolds offers a good range of work experience placements in the dance school as well as a bursary scheme to cover the costs of additional dance examinations.

12. Pre-course advice and guidance is good. Learners are assisted well to choose the right mix of classes to match their needs. Additional support is satisfactory. All learners are initially assessed well and given the appropriate support to enable them to achieve their key skills qualifications. However, key skills teaching is not sufficiently integrated with the main arts teaching and learning.

13. **Insufficient use is made of lesson plans.** Some lesson plans are too brief or have general aims that do not show the techniques and stages of learning over time. Reynolds does not sufficiently analyse the best and least successful plans. Insufficient use is made of better lesson plans as good practice.

Leadership and management

14. **Resources overall are very good.** Accommodation is very good. Reynolds has refurbished one of its existing buildings to provide well-lit and accessible facilities. Dance studios have very good sprung flooring. All studios have good equipment for facilitating dance classes. Learners can use the dance studios in their own time and are given free membership of a well-equipped commercial gym in the same building.

15. **Communications are very good between managers, staff and learners.** The

company's managing director, the operations manager, the quality adviser and the key skills manager maintain very effective communication.

16. Reynolds maintains outstanding partnership links with a wide range of community, educational and vocational organisations. The company has good links with other work-based learning providers. It is working very effectively in a close partnership with two other local providers to share good practice in the development and implementation of quality improvement measures.

17. Equality and diversity in the classroom are good. Learners feel respected and trust the staff at Reynolds. **Learners' individual needs and aspirations are skilfully met.** Good policies and procedures protect learners' rights and responsibilities. Reynolds responds to equality and diversity legislation well and implements timely procedures and actions. **Some aspects of equality and diversity are insufficiently understood by staff and learners.**

18. Self-assessment is good. The self-assessment report broadly reflects inspectors' findings and its grades match those given by inspectors, except for equality of opportunity. Development planning is good. Reynolds has successfully resolved those weaknesses identified at the previous inspection.

19. **Arrangements to monitor learners' progress and development are excellent.** The company has developed an outstandingly effective computerised recording and reporting system. Managers and teachers use this very well to monitor learners' progress. Teachers assess the learners' progress in detail, providing graded quantitative, and constructive qualitative comment about development of vocational skills.

20. **Reynolds' system for observing teaching and learning is good.** Teachers are regularly observed and the profile of teaching and learning broadly reflected the findings of inspectors.

21. **Reynolds has developed very good management information systems** that it uses effectively to drive improvement and analyse performance. Learners' progress and targets for recruitment, retention and achievement are carefully monitored through well-designed online systems.

22. **Arrangements for quality assurance and improvement are particularly comprehensive and effective.** The company has an extensive and well-integrated set of policies and procedures, set out in an annually received manual. Staff were consulted on the quality improvement framework and make suggestions for its continuous improvement. Internal verification is very thorough.

23. Course review procedures are insufficiently formalised. The responses from staff and learners are not sufficiently focused on the quality and curriculum design of learners' programmes fully to support quality improvement. In both the 2004-05 self-assessment report and the current company development plan, Reynolds has acknowledged this weakness and plans to resolve it in future reviews.

Leadership and management

Strengths

- very good communications
- very good management information system
- excellent monitoring of learners' progress and development
- particularly effective observation of teaching and learning system
- particularly effective and comprehensive quality improvement arrangements
- skilfull provision for learners' individual needs and aspirations

Weaknesses

- insufficiently formalised course review
- insufficient understanding of equality and diversity

Arts, media and publishing

Dance

Strengths

- outstanding attainment
- very good teaching and learning
- excellent enrichment activities
- very good resources

Weaknesses

- insufficient use of lesson plans

WHAT LEARNERS LIKE ABOUT THE REYNOLDS GROUP LIMITED:

- the additional qualifications
- the class sizes
- the extra classes
- getting good industry experience
- gaining in confidence
- the guest teachers
- having the use of the gym
- the approachability of all staff

WHAT LEARNERS THINK THE REYNOLDS GROUP LIMITED COULD IMPROVE:

- the amount of drama training
- the number of ballet and tap classes
- the amount of information available on starting up a business

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 1

Strengths

- very good communications
- very good management information system
- excellent monitoring of learners' progress and development
- particularly effective observation of teaching and learning system
- particularly effective and comprehensive quality improvement arrangements
- skilfull provision for learners' individual needs and aspirations

Weaknesses

- insufficiently formalised course review
- insufficient understanding of equality and diversity

24. Very good management information systems, developed by Reynolds, are used effectively to bring about improvement and analyse performance. Learners' progress and targets for recruitment, and achievement and retention rates are carefully monitored through well-designed online systems. The company's managers make good use of a carefully developed project management programme and integrated electronic diary system to arrange meetings, and for recording minutes and action points. Partial completion and final deadline dates for delegated actions are monitored well online by the managing director. Information systems are used well to support good strategic and business planning.

25. Communications are very good between managers, staff and learners. The company's managing director, the operations manager, the quality adviser and the key skills manager maintain very effective communication. In addition, staff and learners are kept well informed about the company's intentions and performance, and about vocational sector news. All staff meet every half term, and full-time and part-time staff are encouraged to contribute to agendas. All staff have good online access to company diary systems from internal networked computers and from remote locations. New staff receive a helpful, clearly written staff handbook. A long-established practice exists that all staff eat together each lunchtime, to exchange views and news informally. Communications with learners are very good. The learners' handbook is clear and informative, and learners value it. Learners express views about their courses very well, using a variety of user-friendly systems. Detailed individual reviews are conducted every 10 weeks, at which academic and pastoral matters and general news items are discussed at length. Learners feel able to talk to staff at all levels of the organisation.

26. Arrangements to monitor learners' progress and development are excellent. The company has developed an outstandingly effective computerised recording and reporting system through which learners' progress in all aspects of their programme is monitored. Teaching staff assess the learners' progress in detail, providing both graded quantitative, and constructive qualitative comment about development of vocational skills. Additionally,

staff make constructive and well-considered comment about the development of learners' personal skills and professional attitudes. At review meetings, learners are given a copy of a very comprehensive monitoring record which they discuss at length with their teacher. Learners are given encouragement and set challenging personal and course-related targets. Staff and learners value the monitoring system and feel it has enhanced communication and skills development since its introduction.

27. Reynolds maintains outstanding partnership links with a wide range of community, educational and vocational organisations. In a partnership arrangement with a number of local schools, learners take part in frequent 'aerobathon' fitness-building events. These sponsorship events effectively develop learners' teaching, organisational and fitness-coaching skills, while improving health and fitness awareness in the local community and raising funds for the schools. In other work with local schools, learners have performed numerous shows on topics designed to raise their own and pupils' awareness of equality and diversity. Reynolds also offers work-experience placements to local schools, and several learners have progressed to the apprenticeship from such placements. Reynolds is currently working in partnership with a local university to develop a successful European Social Fund project aimed at increasing participation in performing arts vocational training for the 14 to 19 age group. In a joint project with Bexley Council, Reynolds is co-ordinating work involving a number of schools which will result in summer schools and performance projects for pupils and learners. The company has good links with other work-based learning providers. It is working very effectively in a close partnership with two other local providers to share good practice in the development and implementation of quality improvement measures. In collaboration with the local LSC, Reynolds is an active member of the local LSC's strategic partnership committee.

28. Health and safety procedures are satisfactory. The company has a qualified health and safety manager who oversees safety maintenance and conducts monthly risk assessment checklists. The manager also produces an annual self-assessment report on company health and safety. All learners receive satisfactory health and safety training during their induction, and complete health and safety units as part of their NVQ. Teachers and guest lecturers have a good knowledge of Reynolds' vocational health and safety requirements and conventions. In some classes, however, learners have been observed to wear jewellery and clothing inappropriate for dance or movement-based activities. In some sessions, bags and items of clothing are discarded in ways that pose risks to dancers and other users of studios.

29. Staff appraisal and development arrangements are satisfactory. Full-time staff receive annual appraisals and are able to discuss performance and priorities informally more frequently. Part-time staff hold annual informal job-satisfaction discussions with the company's managing director. Documents to record outcomes of discussions are adequate.

30. Course review procedures are insufficiently formalised. Staff and learners are consulted by questionnaire about the quality of programmes at the end of each year. Managers review current information to update future questionnaires. However, the responses from staff and learners are not sufficiently focused on the quality and curriculum design of learners' programmes fully to support quality improvement. In both the 2004-05 self-assessment report and the current company development plan, Reynolds has demonstrated an awareness of this weakness. It has well-developed plans in place to

resolve deficiencies by the start of 2006-07.

Equality of opportunity

Contributory grade 2

31. Learners' individual needs and aspirations are skilfully met. Reynolds' key purpose is to help individuals achieve their ambitions. Learners reach their individual targets and goals very well. All learners have a clear emphasis on what they want to achieve and skilled staff help them to attain what they joined the course for. Learners' needs are carefully matched to the right subjects and skills. The pre-course advice and guidance includes good analysis of learners' prior attainment and aspirations. Learners' individual needs are planned for skilfully. Learners develop a wide range of skills that are useful for the arts industry and in progressing to higher education. Teachers pay good attention to the different range of abilities in classes.

32. Reynolds has a comprehensive range of policies and procedures. These include clear anti-bullying, harassment and complaints procedures. Child protection policies and procedures are good. Key aspects of the government's 'every child matters' initiative are identified in the company's action plans. Reynolds has a designated person responsible for welfare. Additional qualifications in gymnastics and exercise satisfactorily promote health benefits of issues such as good nutrition. Arrangements for providing accommodation for those learners moving away from home to attend Reynolds are satisfactory. Learners enjoy the course and feel safe in the dance school. Teachers have not received training in the Children Act (2004) and its implication for teachers, although training is planned. The company's response to the Race Relations (Amendment) Act 2000 is satisfactory. Managers adequately measure the rates of achievement and recruitment of different cultural groups. Reynolds' promotion of supportive and good working relationships with and between learners is good.

33. Reynolds has implemented the requirements of the Special Educational Needs and Disability Act 2001 satisfactorily. Good procedures and practical refurbishment make accommodation for learners with restricted mobility reasonably accessible. New toilets and a shower for people with restricted mobility are satisfactory. Access to the key skills classroom is not good, although adequate alternative arrangements are provided. Additional support arrangements are satisfactory. Equipment available for learners with sensory impairments is satisfactory.

34. Staff receive a satisfactory number of training sessions. Teachers provide some good arts-industry examples of equality and diversity in the arts classes. Learners have a satisfactory number of specific equality training sessions during their course. Teachers adequately provide a range of diverse cultural projects.

35. Staff and learners have insufficient understanding of equality and diversity. Although some staff have a good awareness of equality and diversity, many have insufficient awareness and understanding of legislation and its connection to teaching and learning. Staff have a satisfactory understanding of equality and diversity in the arts industry and how to promote that to learners, although they express a more positive outlook on equality in the industry than exists. Learners have insufficient understanding of equality and diversity legislation. They make intelligent responses and express pertinent views when the language of equality and diversity is explained, but have participated in some training sessions which have not motivated or inspired them.

Quality improvement

Contributory grade 1

36. Arrangements for quality improvement and quality assurance are particularly comprehensive and effective. The company has an extensive set of well-integrated quality improvement procedures and policies which are set out in a very clear and accessible operations manual. The quality improvement framework was established in consultation with all staff, and staff members frequently make suggestions and contributions towards its continued improvement. The quality and operations manual is effectively reviewed annually. The quality arrangements are structured around a clear annual plan of activity, which includes dates for policy and procedural reviews, learners' monitoring and review deadlines, management reviews of major training functions and legislative liability checks.

37. Excellent progress has been made in resolving weaknesses identified at the previous inspection. The company has been working continuously to a clear and realistic post-inspection action plan and development plan. Targets in the company's development plan are realistic and understood well by staff and managers. Most targets from the development and post-inspection action plans have now been achieved.

38. Quality improvement processes and procedures are good and are understood well by staff and managers. Staff are positive about quality improvement, and feel that quality procedures are designed to improve training and working practices for the benefit of all in the company. Very clear statements exist of the management roles and responsibilities for monitoring and ensuring quality. All activities in the quality calendar are monitored by means of individual quality assurance monitoring sheets which provide for comprehensive and effective reporting of all actions performed against quality targets. All quality monitoring sheets are signed off by the company's managing director to ensure full compliance with procedures.

39. Internal verification is very thorough, with very clear and well-documented procedures to guide assessors and verifiers, which are set out in the company's operations manual. Learners' work is sampled well and verifiers give good guidance to assessors for improvement of their assessment practice. External verifiers' reports have identified areas of good practice in the company's sampling and reporting procedures on a number of occasions.

40. Observation of teaching and learning is particularly effective. The company has a very well-articulated procedure for the observation of teaching sessions, reviews and assessments. All observations are graded against clear criteria on a four-point scale. Documents give staff good guidance about the preparations for, activities during, and outcomes of, observations. Procedures for staff appeals against observation judgements are also set out very clearly in the company's operations manual. Observation judgements are recorded against clear criteria under three categories covering planning, teaching, and learning and assessment. All staff are observed at least annually, with new staff being observed within their first term's teaching. In addition, the company's managing director carries out a number of unannounced and periodic informal observations of training. Written records of observation outcomes are clear and detailed. Following observation, a good level of training and guidance is available to teachers who are judged to need support. During the past two years, there have been improvements in the grade profile for observations of teaching and learning across the company.

41. The company's self-assessment process is good. Reynolds includes all full-time staff

and most substantial part-time staff in the process. Learners and employers' views are made use of in the preparation of the report. The report is suitably critical and presented a useful range of observations, analysis and supporting evidence. Data included in the report is appropriate and accurate. Most of the strengths and weaknesses in the report were also identified by the inspection team.

AREAS OF LEARNING

Arts, media and publishing

Grade 1

Contributory areas:	Number of learners	Contributory grade
Dance Apprenticeships for young people	80	1 1

42. Currently 80 learners are following an advanced apprenticeship in arts and entertainment. The advanced apprenticeship consists of a level 3 NVQ in arts development and teaching. The key skills qualifications included are application of number, communication and information technology at level 2. A level 2 NVQ in activity leadership has been introduced for first-year learners. Learners will transfer after their first year to the new creative advanced apprenticeships. Additional qualifications are offered in gym instruction and exercise to music. Additional externally accredited dance qualifications are also offered. Learners attend for 30 hours a week on average. Three senior managers are responsible for strategic and operational decisions. The managing director has overall responsibility for provision. The company employs a number of part-time and self-employed teachers and assessors.

Dance

Strengths

- outstanding attainment
- very good teaching and learning
- excellent enrichment activities
- very good resources

Weaknesses

- insufficient use of lesson plans

Achievement and standards

43. Learners achieve outstanding outcomes at Reynolds. They attain very high standards of practical skills in dance and vocal work. They show great versatility, performing a wide repertoire. All learners demonstrate very good professional approaches to learning and are highly motivated to achieve. The first learners to take advanced apprenticeships in arts and entertainment at Reynolds have finished. Forty-five per cent of learners in this group have completed their framework, with a further 23 per cent awaiting external verification of their portfolios. Very good progress is made by learners in achieving key skills qualifications. Fifty per cent of learners are initially assessed as entry level 3 or level 1 and most improve their literacy and numeracy skills significantly to achieve key skills at level 2. Learners' achievement of additional qualifications is outstanding. All learners achieve excellent additional qualifications and very good employment outcomes or progress to higher education. For example, learners obtain good roles in commercial musicals, dance roles in music videos and jobs performing in live entertainment venues. All learners have gained

work in the arts industry and have professionally produced curriculum vitae. Learners gain good experience in communication and develop their confidence by presenting and performing. Attendance is good and learners arrive punctually.

The quality of provision

44. Teaching and learning are very good. Most sessions observed are good or outstanding. Teachers are demanding, set high expectations and provide particularly good attention to detail in their feedback on learners' progress. They check individual learning well and provide accurate guidance and direction to support the learners in the technical and the creative aspects of the performing arts. Teachers help learners to gain good awareness and understanding of anatomy and physical aspects of dance, particularly in how to protect joints and muscles at all times. Imaginative and creative choreography is used to engage learners. Sessions are productive and techniques learnt are integrated with challenging dance routines. Warm-ups are creative and sustain the learners' interest.

45. In good or better sessions, learners develop their research skills well. Guest teachers bring unique qualities to the provision such as experience of working in the dance industry, including the best practice needed for auditioning in musical theatre and useful discussions on getting work. They spend valuable time talking to learners about business skills and the demands of technical and professional crews, and provide realistic views of the way in which the industry works.

46. Individual planning for learners is detailed. Initial assessment is used well to support individual learning plans. Plans include good analysis of learning styles and targets matched to learners' individual career goals. Individual progress is monitored well. Learners receive very detailed individual feedback in sessions. In the best sessions, learners evaluate themselves well. Teachers provide sensitive and useful criticism and set highly professional values that get the best performance from learners. Teachers devise thorough and challenging assignment briefs. They provide a good checklist of points including suggestions and inspirational ideas for learners.

47. Reynolds provides excellent enrichment activities for learners. Professionally produced showcases are a regular activity and give learners the opportunity to perform at known venues or in professional situations to live audiences. Lunchtime concerts at the provider's premises feature learners singing to supportive peers. Professional work is frequently arranged. Links to agents and casting directors provide learners with good opportunities to audition for paid work. The casting teams always provide valuable feedback about the learners' performance at auditions. Reynolds offers a good range of work experience placements in the dance school as well as a bursary scheme to cover the costs of additional dance examinations. Teachers emphasise preparation for employment very well. Learners have free use of the adjoining gym facilities owned by Reynolds.

48. Pre-course advice and guidance is good. Learners are assisted well to choose the right mix of classes to match their needs. Satisfactory induction and welfare procedures exist to help learners settle onto the course and provide those who are moving away from home with suitable accommodation. Staff and learners receive a clear and informative handbook. Teachers provide good support in classes, and a designated welfare person provides good pastoral support. Good guidance helps learners find employment and appropriate higher education courses. Reynolds keeps good records to support learners in employment. Additional support to enable learners to achieve key skills qualifications is

satisfactory. However, key skills training is insufficiently integrated with the main arts programme.

49. Insufficient use is made of lesson plans. Some lesson plans are too brief or use general aims that do not show the techniques and stages of learning over time. Reynolds does not sufficiently analyse the best and least successful plans. Insufficient use is made of better lesson plans as good practice. Current documents linked to the qualification do not describe the creative and progressive teaching in sessions delivered by guest and specialist teachers.

Leadership and management

50. Resources overall are very good and appropriate for dance classes. The learning takes place in well-lit and well-ventilated accommodation. Studios are equipped with superb industry-standard sprung flooring, specialist mirrors for dance, barrés and a good range of audio and video equipment. All learners have unlimited access to the internet. Teachers have a range of recorded music to support class activities such as the reading of printed musical scores. A very good range of musical repertoire is available and proficient accompanists are provided. However, sound insulation is insufficient for some adjacent simultaneous classes which require high volume levels of music.

51. Managers use their extensive network of contacts to identify and recruit staff and to build positive relationships with agents and casting teams to benefit the learners. Learners are given free membership to the in-house gym as well as discounts for health and fitness treatments such as massage and therapeutic remedies to address sprains or injuries. A wide range of teachers bring extensive expertise in performing, directing, choreography and production in the arts industries. They provide strong and credible role models for the learners. They are also highly experienced and well-respected teachers, with teaching backgrounds in the best performing arts schools and organisations.

52. Self-assessment, development planning and observation of teaching and learning are good. Equality and diversity in the classroom are good. Learners feel respected and trust the staff at Reynolds. Communications between all staff is good. All teachers are involved and participate well in promoting Reynolds' culture and ethos.

