

# Cornwall Council

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Inspection date

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Health and social care
- Information and communication technology
- Arts, media and publishing
- Literacy, numeracy and ESOL
- Employability training
- Family learning

Inspectors also sampled evidence from provision in sector subject areas not directly inspected.

The provider subcontracts the delivery of some Entry to Employment (E2E) programmes to Bishops Forum, Btcv, Livewire, M-Mad, Mount Hawke Edusk8, Mullion Youth & Community Centre, Real Ideas Organisation (RIO), Riviera Lodge and Transferable Skills Training. This provision was included in the inspection, as the providers do not hold contracts with the Learning and Skills Council (LSC).

## Description of the provider

1. Cornwall Council is a new unitary authority that was formed in April 2009 from the amalgamation of Cornwall County Council and the former six district councils. Within the authority, the Cornwall Adult Education Service (CAES) is based in the newly created Communities Directorate. The council contracts with the Devon and Cornwall LSC to provide adult and community learning (ACL), E2E courses, Train to Gain programmes for staff of local employers and employer responsive training courses.
2. CAES is a community based organisation which provides part-time community-based adult learning across Cornwall in 15 sector subject areas. It has six dedicated adult education centres, 20 Link into Learning Centres, two Learning Dot Shops and four Open Learning Centres. It employs over 400 part-time tutors and 200 learning support staff. The provision ranges from short courses of less than five weeks to programmes of two years duration. In 2007/08, approximately 14,000 learners made 19,500 enrolments at 500 venues, including village and church halls, primary and secondary schools, hotels and public houses, health and community centres and commercial premises.
3. CAES' business unit provides training programmes for local employers. At the time of the inspection Train to Gain programmes were supporting three learners through skills for life qualifications and a further 83 through national vocational qualifications (NVO) levels 2 and 3, principally in health and social care, customer service, business administration and team leading. The employer responsive programmes with 385 learners not eligible for Train to Gain were not inspected.
4. The E2E provision is part of the council's Children's and Young People Commissioning Department, which delivers the induction programme. The delivery of E2E is subcontracted to 15 providers, five of which are inspected in their own right.
5. Cornwall is a large, rural county with a population of about 532,000. Just over a quarter of residents are over 60. Around 99% of the population is white, compared with the national rate of 91%. The economy is characterised by very small businesses and self-employment. Much of the work in the county is part-time or seasonal. Levels of poverty and social exclusion are relatively high.

## Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Adult and community learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Good: Grade 2
Work-based learning	Contributory grade: Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Adult and community learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Good: Grade 2
Work-based learning	Contributory grade: Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Adult and community learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Good: Grade 2
Work-based learning	Contributory grade: Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Adult and community learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Good: Grade 2
Work-based learning	Contributory grade: Inadequate: Grade 4
Equality of opportunity	Contributory grade: Good: Grade 2

## Sector subject area

Health and social care	Good: Grade 2
Information and communication technology	Satisfactory: Grade 3
Arts, media and publishing	Satisfactory: Grade 3
Literacy, numeracy and ESOL	Satisfactory: Grade 3
Employability training	Satisfactory: Grade 3
Family learning	Good: Grade 2

## Overall judgement

### Effectiveness of provision

Satisfactory: Grade 3

Adult and community learning  
Train to Gain  
Work-based learning

Contributory grade: Satisfactory: Grade 3  
Contributory grade: Good: Grade 2  
Contributory grade: Satisfactory: Grade 3

6. Overall effectiveness of the provision is satisfactory. Specifically, it is satisfactory in ACL and E2E work-based learning and good in Train to Gain. Achievement and standards and the quality of the provision are satisfactory in ACL and E2E work-based learning and good in Train to Gain. Leadership and management are good in Train to Gain, satisfactory in ACL and inadequate in E2E work-based learning. Equality of opportunity is good in ACL and satisfactory in Train to Gain and E2E work-based learning.

### Capacity to improve

Satisfactory: Grade 3

7. Capacity to improve is satisfactory. CAES has demonstrated that it is in a satisfactory position to make improvements. Since the previous inspection of CAES in 2005, some improvements in the quality of the provision have been made although the grade profile for the provision remains broadly the same. In most areas of provision, overall trends in success rates have remained generally static. All the sector subject areas inspected were judged to be satisfactory or good. The service has worked on the areas for improvement identified at the previous inspection and has made satisfactory progress on each. Senior staff have effectively managed a recent and significant restructure of the service. Much progress has been made in the implementation of information learning technology (ILT) systems. The service recognises the need to share good practice from within sector subject areas across the service. The observation of teaching and learning process is better established than at the previous inspection. The grade profile of observations made by inspectors broadly matched that of the grade profile in the self-assessment report. Train to Gain provision has been successfully introduced since the previous inspection.
8. The self-assessment process is satisfactory. The latest self-assessment report is thorough and broadly accurate, although some aspects are not sufficiently critical and evaluative. Some self-assessment grades were higher than those awarded by inspectors. The process is well established. However, data is not always used effectively to monitor performance, identify trends and inform judgements. Self-assessment is largely inclusive with involvement of staff and feedback from learners contributing to the overall outcomes. The quality improvement plans are clear and are reviewed at both team and senior management meetings to monitor progress against the agreed improvement

targets. Managers at all levels set a clear direction for improvement and actively promote high standards for the service and the quality of learners' experience. However, monitoring of learner progress in ACL is insufficient.

9. The separate self-assessment for the E2E programme is the first to be produced and the self-assessment process included close consultation with subcontractors. The report is comprehensive but insufficiently evaluative. The overall self-assessed grade was higher than that awarded by inspectors. The quality improvement plan for E2E is closely linked to the self-assessment for the programme.

## Key strengths

- Outstanding partnership arrangements in adult learning
- Very effective social inclusion
- Good development of learners' skills and confidence
- Highly responsive and flexible range of provision
- Good support and guidance for learners

## Key areas for improvement

- Low success rates on ESOL and ICT programmes
- Insufficient use of data for curriculum planning and quality improvement
- Insufficient monitoring and tracking of individual learner progress in ACL and E2E
- Poor management of data and subcontractor arrangements in employability training
- Incomplete risk assessment arrangements for safeguarding

## Main findings

### Achievement and standards

Satisfactory: Grade 3

Adult and community learning  
Train to Gain  
Work-based learning

Contributory grade: Satisfactory: Grade 3  
Contributory grade: Good: Grade 2  
Contributory grade: Satisfactory: Grade 3

10. Achievement and standards are satisfactory in ACL and E2E work-based learning programmes and good in Train to Gain programmes. Performance trends are broadly similar for different groups of learners across the provision.
11. Train to Gain learners develop their workplace skills well. Overall, ACL learners produce satisfactory standards of work in both accredited and non-accredited provision. In health and social care the standards of learners' work are good. In visual arts, learners gain confidence to experiment with materials and technique, and produce work to a good standard. As recognised in the self-assessment, in ACL provision learners make good progress in the development of their skills and confidence. Retention and achievement rates are satisfactory overall. In E2E learners develop their social and team-working skills effectively. Across the provision, the development of learners' skills and confidence is good.
12. Train to Gain success rates are good. In 2007/08, the overall success and timely success rates on NVQ programmes were both 83%. It is too early to judge success rates for these programmes in 2008/09. Success rates on Train to Gain skills for life programmes are good and in 2008/09 are 98% for both overall success and timely success rates, compared with 90% in the previous year.
13. Overall success rates on ACL accredited courses are generally low. In 2006/07, success rates for long courses at entry and level 1 combined for learners over 19 were 13% below the national rate for general and further education (GFE) colleges. For level 2 long courses, short courses and very short courses, success rates were respectively 4%, 8% and 1% below the national rates. Overall success rates for both long and short courses declined in 2006/07 by 2% and 7% points respectively. Success rates on accredited courses in most sector subject areas are good and high in many of the smaller programme areas, but are low in ICT, ESOL and education and training.
14. Provisional data for 2007/08 indicate that overall success rates have improved, although remain below the 2006/07 national GFE rates for long courses at level 1 and 2 and for short courses. Success rates for very short courses are at the 2006/07 national rate. However, the overall success rates for long courses at level 3 have increased significantly from 60% in 2006/07 to 74% in 2007/08. The provider data for 2007/08 is not validated therefore it has not been included in the table at the end of the report.



15. Many ACL learners progress onto higher levels of the programmes to further develop their skills and knowledge. On access courses, progression is satisfactory with 70% of learners progressing into higher education or employment in 2007/08.
16. It is too early to identify the success rates for NVQ units of accreditation on the E2E programme. The council does not have complete data for learners' achieved objectives and progression rates therefore a data table has not been included in this report.

## Quality of provision

Satisfactory: Grade 3

Adult and community learning

Contributory grade: Satisfactory: Grade 3

Train to Gain

Contributory grade: Good: Grade 2

Work-based learning

Contributory grade: Satisfactory: Grade 3

17. The quality of provision is satisfactory overall. It is good in Train to Gain provision and satisfactory overall in ACL and E2E work-based learning.
18. Teaching and learning are good in Train to Gain and satisfactory overall in ACL and E2E work-based learning. Train to Gain learners' induction and initial assessment are thorough. Learners receive frequent and constructive progress reviews and their progress is very carefully monitored. Assessment is thorough and well planned to meet learners' needs and suitably linked to their work role.
19. E2E learners receive extensive initial assessment which takes place over two to six weeks. As recognised by self-assessment, the brokerage system works well to ensure that learners are placed on appropriate programmes to meet their needs and work aspirations. Teaching and learning are satisfactory and have a clear focus on progression.
20. In ACL the better learning sessions are well managed with a good range of activities and much innovative use of interactive information technology. Materials are well presented and good questioning techniques confirm and extend knowledge and understanding. In weaker sessions there is over reliance on worksheets, a lack of differentiation in the learning session planning and little variety in teaching strategies. ILT is used well in many learning sessions in the research and presentation of assignments and in the delivery of varied and interactive teaching and learning. Inspectors' teaching and learning observation findings and grades broadly matched CAES' own observation profile. However, in some of CAES' observation records the grading did not match the recorded strengths and areas for improvement and some sessions were overgraded.
21. The implementation of processes for recognising and recording progress and achievement (RARPA) and completion of individual learning plans is variable

across the ACL service. This is acknowledged in the self-assessment report and is the focus of regular staff development events and quality audit activity. Learners' targets are too generic overall and outcomes are often hard to measure. Planning of learning is insufficient on some programmes and the recording of learners' formative skill development and achievement remains incomplete on many courses. Individual progress is not systematically monitored on many courses and relative group performance is not monitored to measure the impact of improvements. Staff understanding of the usefulness of related data reports is narrow. Where good practice is noted through the observation of teaching and learning, it is not shared sufficiently. The use of RARPA is satisfactory overall on E2E programmes.

22. The range of programmes and activities to meet learners' needs is good in all provision. CAES offers a highly responsive and comprehensive range of ACL provision at different levels and over a wide geographic area. Arrangements for the identification and provision of courses that meet the needs of learners and communities are particularly good. Managers collaborate well with members of local communities and partner organisations to plan the provision for under-represented learners from identified target groups. Accreditation is available in most areas of the curriculum, some leading to industry recognised qualifications. Opportunities to progress onto more advanced courses exist in many curriculum areas. Particularly good use is made of ILT in many centres. E2E programmes offer a responsive and wide range of vocational options to meet work aspirations and the personal and social development needs of learners. In Train to Gain, the range of NVQ programmes is carefully developed and effectively supported to meet learner and employer needs.
23. Guidance and support for learners are good in ACL and Train to Gain and satisfactory in E2E work-based learning. Train to Gain learners receive frequent visits and regular reviews, with useful guidance and support provided during their time on the programme. ACL tutors and assessors provide a very good level of guidance and support to learners in educational, professional and pastoral matters. More than half of recruitment onto ACL programmes is by learners returning to the service, with many progressing onto further or higher level courses. The proportion of learners from minority ethnic groups is greater than that of Cornwall's population. Learner focus groups are well established in some centres but a mechanism for allowing more learners a greater voice is still to be agreed. A good range of additional learning support is available for those with specific learning needs. Around 4% have benefited from learner support funds this year and 3% have received additional learner support. Identification of these needs and access to funding to meet them is good. A wide selection of resources is supplied to support learners with physical and visual impairments. E2E learners' personal and social needs are met by appropriately qualified staff and skilled counsellors.

## Leadership and management

Satisfactory: Grade 3

Adult and community learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Good: Grade 2
Work-based learning	Contributory grade: Inadequate: Grade 4
Equality of opportunity	Contributory grade: Good: Grade 2

24. Leadership and management are satisfactory overall and good in Train to Gain, satisfactory in ACL and inadequate in the E2E provision. As self-assessment identified, partnership working in adult learning is outstanding and has continued to develop since the previous inspection when it was identified as a strength. CAES has maintained effective working relationships with colleges, other providers of adult education, work-based learning, voluntary organisations and employers. Partnership work with employers includes the very effective development and management of Train to Gain provision to meet employer needs. Partnership work between CAES and local schools through family learning programmes has enabled some learners to progress to higher education. The service is working effectively with different groups such as organisations that engage with people with mental health issues and immigrant workers to provide courses in literacy, numeracy and ESOL. A learning centre in St Austell which was threatened with closure was kept open and developed as a result of effective partnership working. CAES meets the needs of learners well with very flexible delivery, very good communication and swift action taken when needed.
25. CAES' management of change is very effective. Managers have coped well with some significant changes in the provision and a complete restructuring of the service. The service was based in the adult social services department until April 2009 when it moved to the newly created communities' directorate as part of the new unitary Cornwall Council. Senior managers now have a service-wide responsibility based on curriculum areas rather than the geographical location of the centres. This has enabled greater consistency in the delivery of the provision across subject sector areas but it is too soon to judge the impact on effectiveness.
26. Equality of opportunity is good in ACL. The strong commitment to social inclusion permeates all aspects of the service's work and characterises its flexible approach to meeting local needs. The council's response to government legislation for race, disability and gender equality is good. A single equalities scheme and action plan is in place. A wide range of effective strategies engage hard to reach and vulnerable groups. The service has been particularly successful in developing provision in areas of significant deprivation, as well as scattered rural communities. Targets for new learners were exceeded in 2007/8. The proportion of learners from minority ethnic groups is above that of the local population and plans are in place to increase further the proportion of male learners. Programmes are offered in accessible venues throughout the

county and provide a welcoming and inclusive learning environment. Outstanding partnership work extends opportunities further, for example through innovative programmes for adults with learning difficulties and/or disabilities and vulnerable families. Many of these partnerships also secure additional external funding which contributes to the overall prosperity of the county. The service's strategic priority to improve the promotion of equality and diversity in all aspects of provision is not always reflected at curriculum level. Action is being taken to further raise awareness of equality and diversity through staff induction and training and sharing of good practice, such as the diversity action days which celebrate Cornish and world cultures. In E2E and Train to Gain provision the promotion of equality of opportunity is satisfactory.

27. The management of resources is satisfactory. Accommodation is fit for purpose and a wide variety of venues are used to enable learners in remote parts of the county to access the provision. The service has invested significantly in the provision of ILT which the managers have promoted very well, with many staff using it to good effect. However, the use of ILT is underdeveloped in some areas of learning.
28. Quality improvement is satisfactory overall. CAES' quality improvement audits show that 90% of the quality assurance information records for the current year were returned, with 100% return of risk assessments and learning agreements. This is a significant improvement, although data is not always analysed and used sufficiently for quality improvement. Service policies, strategies and action plans are clear and relate well to the previous inspection report and the self-assessment report. However, in some areas the implementation of quality systems is not sufficiently rigorous. In E2E quality arrangements are not sufficiently developed and the management of subcontractors' performance is poor.
29. Staff development is satisfactory in all the provision. CAES provides a good range of continuing professional development events available to all staff. Staff are now paid to attend. Attendance rose to 71% in 2006/07. Managers provide one-to-one support to tutors who cannot attend these events. A key focus within staff development has been in the training and use of ILT including Moodle, the provider's virtual learning environment.
30. The procedures for safeguarding learners on the work-based learning E2E programme meet current government requirements. CAES' procedures do not fully meet government requirements to safeguard ACL and Train to Gain learners. Policies and procedures have been revised to reflect the latest national guidance and training for all staff has begun. Safeguarding champions have been appointed to ensure a consistent and prompt response to safeguarding alerts. Criminal record bureau checks are undertaken for all key staff and volunteers and updated every three years. However, a small minority of staff have checks outstanding and the risk assessment arrangements for these posts are incomplete. CAES has taken prompt action to rectify this.

31. The use of data for planning and monitoring provision by CAES is insufficient in most of the areas of learning inspected. Not enough analysis of data to enable the measurement of the impact of programmes and to inform curriculum improvement and management is undertaken.. In some areas of ACL, the monitoring and tracking of learner progress is not sufficiently effective. The use of data is satisfactory on Train to Gain provision but is inadequate on the E2E programme.

## What learners like:

- Helpful, patient, knowledgeable tutors
- 'I go away shocked at how much I've learned'
- 'Helping us to understand how discrimination affects different people'
- The practical aspects of the employability programme
- 'I would never have gone to university without this course'
- 'It's very fun. I'm not afraid to talk to people'
- 'Keeps the old grey cells going. It could save the NHS quite a bit'
- The flexibility and opportunity to develop workplace skills
- 'Finding out how my children learn at school'

## What learners think could improve:

- 'More tutors should put their course material on Moodle so that if you miss a session you can catch up'
- 'Workbooks are very heavy going'
- Some noisy accommodation
- 'Moodle is very confusing'
- 'Longer session times please'
- Better storage facilities for folders

## Sector subject areas

### Health and social care

Good: Grade 2

#### Context

32. A total of 292 learner enrolments are on health, care and early years courses offered at community venues across the county. Of these, 237 enrolments are for accredited programmes including counselling programmes, offered from level 2 to level 4, a wide range of courses in complementary and alternative therapies and programmes which provide access to higher education in health, care and early years. NVQ courses are offered at levels 2 and 3 in children's care, learning and development and at level 3 in advice and guidance. The 55 learner enrolments on non-accredited health and care courses include introductions to a wide range of complementary therapy programmes, self-defence and art as therapy. Some 51 learners are registered on Train to Gain programmes at level 2 in health and social care.

#### Strengths

- Good success rates on accredited health and social care programmes
- Good teaching and learning
- Responsive and flexible range of provision

#### Areas for improvement

- Insufficiently detailed individual learning plans and progress reviews on most courses

#### Achievement and standards

33. Achievements and standards are good. Success rates on accredited health and social care programmes over the past three years are good at 89% in 2005/06, 86% in 2006/07 and 86% in 2007/08. In 2007/08 the success rate on the access to nursing programme was 90% and 100% on the access to social work programme. In 2007/08 timely and overall success rates on the Health and Social Care Train to Gain programme were a good 83%.
34. Progression from the access programmes to higher level awards and to higher education is good. In 2007/08, 94% of successful access learners progressed to higher education, further education or employment. A similar proportion of current learners have been offered university places for 2009.
35. Learners make very good progress in relation to their learning goals and in relation to their previous educational achievements. A very high proportion of students on counselling programmes progress to higher level courses delivered

within the service. Complementary therapy learners are able to discuss their realistic plans to use their skills either within their present employment, in the voluntary sector or in developing small businesses. Many learners enrol on other related programmes to extend their portfolio of treatments and vocational skills. The standard of learners' work is good. They have high aspirations. Learners are enthusiastic about their courses and how they plan to use their learning to enrich their lives and future careers.

### Quality of provision

36. The quality of provision is good. Teaching and learning is good. Learning sessions are very carefully prepared using a wide range of differentiated learning activities. Learners are punctual and arrive at learning sessions fully prepared for learning. They work productively with their tutors and with each other. Schemes of work and learning session plans are detailed. Teachers plan and effectively deliver a wide range of interactive teaching and learning activities. These are well matched to the specifications, the level of award and individual learner needs. Learning sessions include well managed group work, role-play and individual learner presentations. Learners draw well on their workplace and other life experience to illustrate issues raised in learning sessions. Teachers use questioning skilfully to confirm and extend learning and understanding. They ensure that all learners take part in the learning sessions and that individual learning and understanding is carefully checked. Every Child Matters themes are directly addressed through the curriculum however, this is not explicitly recorded on learning session documentation or referred to in learning sessions.
37. Handouts and work sheets are very well presented and up to date. There is particularly good use of the Service's VLE in the delivery and management of learning and good use of ILT in the research and presentation of assignments. However, there was little use of ILT in the learning sessions observed. Assignments are carefully marked and teachers provide constructive feedback with clear guidance for improvement. Learner portfolios are well ordered and well managed. Learners make good and relevant links between theory and vocational practice. Train to Gain learners' progress is very carefully monitored. Learners on Train to Gain describe how the programme has improved their confidence in the workplace and provided a context in which to reflect critically on their practice.
38. Individual learning plans and progress reviews on most courses lack sufficient detail. Targets are not clearly recorded and individual learning records are brief. Learners on the accredited complementary therapy programmes do not routinely complete a basic skills screening test at the commencement of the programme to inform their individual learning plans.
39. The range of provision is good. It is responsive and flexible to meet learners' needs and interests. A wide range of programmes are offered from levels 1 to 4. The provision directly addresses government priorities, local community



needs and well documented areas of national skill shortage. Very productive links are established with a broad range of employers and care providers in the county. These include providers of care and support for older people, people with mental health needs and children and young people. Effective partnerships exist with children's centres and the Cornwall young people and family's workforce and development team. These partnerships have supported a wide range of courses delivered to meet the need of workers in children's centres, nurseries, pre-schools and childminders. The provision makes a very significant contribution to disadvantaged communities, through training local people to support health and care provision in their neighbourhoods.

40. Guidance and support for learners are good. Learners speak very highly of the academic and pastoral support they receive from their tutors. Staff have a very good rapport with learners. Tutors and assessors effectively draw on their experience in the sector to provide learners with useful guidance and support for learners. Learners successfully access a broad range of agencies that provide financial and other personal support.

#### Leadership and management

41. Leadership and management are good. Communication between curriculum managers and staff is good. Regular recorded meetings provide a context for good informal communication within teams. The Train to Gain programme is well managed and communications with employers are effective. The overall promotion of equality of opportunity is satisfactory across the different programmes and courses.
42. Quality arrangements are well established. The internal verification and internal moderation of programmes is thorough and provides clear guidance for continuous improvement. Staff are effectively consulted as part of the self-assessment process and the report is evaluative. Inspectors agreed with the strengths and areas for improvement identified.
43. Staff are appropriately qualified and resources are generally adequate for curriculum delivery. However, in some classrooms there is no access to information technology and equipment for the delivery of the practical science learning sessions on the health access courses is inadequate.

## Information and communication technology

Satisfactory: Grade 3

### Context

44. CAES offers programmes in information and communications technology (ICT) from entry level 3 to level 3. Since the start of the 2008/09 academic year 1,761 learners have enrolled on 274 courses comprising of 191 accredited and 83 non-accredited programmes, in 39 venues across the county. Courses include traditional software packages such as word processing, genealogy on the internet and using a digital camera. At the time of the inspection, 681 enrolments were on accredited programmes and 208 enrolments were on non-accredited programmes.

### Strengths

- Good range of community based and well equipped learning venues
- Good range of additional learning support for learners with diverse needs
- Particularly good management of health and safety in the use of information technology

### Areas for improvement

- Low success rates
- Ineffective monitoring of learner progress
- Insufficient analysis of data to inform planning and management

### Achievement and standards

45. Achievement and standards are satisfactory overall. Retention is good, increasing from 84% in 2005/06 to 91% in 2007/08. Attendance rates are satisfactory overall. The standard of learners' work and their acquisition of skills are satisfactory. On accredited programmes learners develop useful workplace IT skills. Learners develop good levels of confidence in using their newly acquired skills. Progress relative to their prior attainment is also satisfactory with no significant variations between different groups of learners. The extent to which learners adopt safe practices in their classes is good.
46. Success rates in the accredited provision are low and declining. Based on CAES' data for 2007/08, success rates for full qualifications have declined to 56%, from 59% in 2006/07 and 60% in 2005/06. The process of identifying and agreeing individual learning goals against which attainment is measured, lacks sufficient rigour to enable the validation of success rates for non-accredited provision.

47. Generally, and where relevant to their personal aims, learners' progression into further training, education and employment is satisfactory. However, progression is not monitored or measured effectively across the provision.

### Quality of provision

48. The quality of provision is satisfactory. Teaching and learning are satisfactory. Learners are provided with good individual learning support. Tutors provide clear explanations when learners ask for help. At the previous inspection, inspectors judged the range of learning methods as too narrow in some sessions. Some effective progress has been made to address this area for improvement but there is still an over-reliance on the use of workbooks in accredited programmes. Tutors do not provide sufficient opportunities for additional activities to contextualise the learning to the workplace.
49. The range of additional learning support for learners with diverse needs is good. Early identification of additional support needs and access to funding to meet these needs is good. Examples include scotopic sensitivity tests and the purchase of corrective lenses, individual support for learners with Aspergers, and access to dyslexia assessment and support. A wide range of adaptive technologies is available including specialist software for sight impaired learners and large keyboards for learners with manual dexterity problems.
50. Monitoring of learner progress is ineffective, and identified as a key area for improvement through self-assessment. The quality of feedback recorded on learners' personal learning records is variable and generally narrative with little formative or summative feedback. The setting of targets for completion at following sessions is narrow, with insufficient detail to set learning goals against which attainment can be measured. RARPA is used in non-accredited courses, however, individual learning goals are not always measurable and in some cases are not related to the course.
51. The extent to which programmes and activities meet the needs and interests of the learners is satisfactory. Learners are motivated and many enrolled on workshop programmes will attend as frequently as personal circumstances allow. The range of qualifications offered meet industry standards and are recognised by employers.
52. Provision is delivered in a good range of accessible community based and well equipped learning venues. Venues are situated across the county and many have good public transport links. The equipment and software used is of industry standard. The centres have useful workstations available to accommodate learners' use of their personal laptops.
53. Guidance and support for learners is satisfactory. Tutors provide learners with appropriate information and advice and many learners take a taster session before enrolment. Initial assessment for accredited courses is satisfactory and is part of the learner induction.

## Leadership and management

54. Leadership and management are satisfactory. Staff are appropriately trained and experienced. All staff have or are working towards an appropriate teaching qualification and are registered with the Institute for Learning. Since the recent restructure, staff resources have increased with two additional curriculum managers and a learning support manager. Graded observations of teaching and learning are carried out regularly. However, the emphasis of some observations is mainly on teaching with little reference to learning and some identified strengths were expected norms.
55. Management of health and safety in the use of information technology is particularly good. Consistent reference is made to health and safety when learners are using a computer including correct postures. Learners are required to complete a brief health and safety quiz when logging in and are given frequent reminders to take a break including through strap lines on a screen saver. Document copy holders and wrist rests are available at all workstations.
56. The promotion of equality of opportunity is good. At the centres there is close attention to ensuring learners are treated with respect and supported appropriately.
57. Analysis of data to inform planning and management is insufficient. Data is not routinely reviewed to monitor trends by centre and programme, or used to inform curriculum planning. Central analysis of data is being developed however, it is too early to make a judgement on the impact. The management of learner absence is insufficient and lacks consistency. In many examples learner absence is not followed up until after four weeks.
58. The self-assessment process involves staff effectively. It incorporates routine end of course reviews to inform the programme review and the overall self-assessment for the area. However, the self-assessment did not sufficiently identify areas for improvement.

## Arts, media and publishing

Satisfactory: Grade 3

### Context

59. CAES offers a range of courses in visual and performing arts. At the time of inspection there were 810 enrolments on 62 courses, with 30 in art, eight in craft and 14 in music or dance. Of these, 24 courses are accredited forming 11% of the provision. The courses take place in six main sites, 14 schools and community centres. Sessions run in the mornings, afternoons and evening. Classes are one to six hours long and courses run for 10 weeks to two years.. Between September 2008 and May 2009 there were 2,133 learners on courses, of whom 30% were new learners. Half of learners are aged 55 or over. The area is managed by two part-time curriculum managers and has 50 part-time tutors.

### Strengths

- Good acquisition of learner skills and confidence
- Good curriculum range to meet learners needs
- Good promotion of cultural diversity and social inclusion

### Areas for improvement

- Incomplete assessment arrangements on non-accredited courses
- Insufficient use of information learning technology
- Insufficient implementation of quality arrangements

### Achievement and standards

60. Achievement and standards are good. Acquisition of learners' skills and confidence is good. Learners are highly motivated. They work with enthusiasm and quickly develop fresh skills. New learners make significant progress and are able to complete complex tasks in a short time. Learners gain confidence to experiment with materials and techniques and produce work to a good standard. They are able to articulate effectively what they have learned and the progress they have made. Learners participate well in discussions and peer critiques. In the better sessions learners are encouraged to keep log books for reference and photographic evidence of the progression they have made. There is much peer support in the classes. Learners assist each other well with tasks, share materials and discuss each other's work constructively. As learners become more confident in their skills many make presents for family and friends.
61. Success rates on accredited programmes are satisfactory and increased from 79% in 2006/07 to 82% in 2007/08, although have not exceeded the 85% success rates achieved in 2005/06. In non-accredited programmes, success

rates have steadily increased over the previous three years from 89% in 2005/06 and 91% in 2006/07 to 93% in 2007/08. Retention rates are satisfactory, at 87% for accredited programmes and 92% for non-accredited courses in 2007/08.

### Quality of provision

62. The quality of provision is satisfactory overall. Teaching and learning are satisfactory. In the better sessions tutors have high expectations of their learners and learning sessions are challenging. Tutors set goals which stretch the learners and further develop their skills using activities which are well planned and stimulating. These include effective demonstrations from tutors followed by appropriately tailored individual advice and guidance. Many tutors provide extra materials to enhance learning. However, in the satisfactory sessions, learning session plans lack differentiation and the skills and techniques development of learners are not discussed or corrected. In these sessions learners enjoy their development but are not being sufficiently challenged to reach their full potential.
63. Assessment arrangements on non-accredited courses are incomplete. The process to recognise and record learners' progress and achievement is not fully understood by some tutors. Completion of personal learner records is inconsistent across the provision and these are not used sufficiently to inform learning and progress. Improvements have been made to initial assessment in some classes, however, in many it is not adequate.
64. The use of ILT in teaching and learning is insufficient. Opportunities to use ILT for research, presentation and to record learners' progression are not sufficiently recognised. Some digital photography is used to good effect to record finished pieces. However, this is not used routinely across visual arts sessions.
65. CAES offers a good range of programmes to meet learners' needs. The curriculum is varied and delivered at many venues across the county. Courses are run in daytime, evenings and at weekends, with two dance classes on Sunday evenings. Most courses provide clear opportunities for learners to progress to more advanced classes or onto accredited courses.
66. Support for learners is satisfactory. They receive satisfactory information, advice and guidance about the courses and enrolment. Tutors mainly work on a one-to-one basis with individual learners and provide effective support and guidance. Tutors have a good rapport with their learners.

### Leadership and management

67. Leadership and management are satisfactory. Equality of opportunity is promoted well, with good promotion of cultural diversity and social inclusion. Careful development of the curriculum to attract more male learners in 2008/09

has had some success. Enrolments by males have increased to 22% at the time of inspection. New courses include disk jockey mixing skills, music technology, animation and digital imaging. Most learners on these courses are men. A very successful cultural diversity day is held in centres. Free workshops are arranged and the subjects include African mask making, playing the didgeridoo, Cornish dance, Japanese embroidery and Chinese portrait painting.

68. Staff are suitably qualified. Resources are satisfactory and the rooms are fit for the practical nature of the courses. However, some dedicated art rooms had no stimulating displays of art work on the walls and not all classrooms have access to computers.
69. The self-assessment process is satisfactory. Staff are adequately involved and the self-assessment report is broadly accurate. Informal sharing of good practice between tutors generally occurs across the provision, but is not systematic. Managers have improved the arrangements for staff meetings to address poor attendance. Attendance at staff meetings has increased but it is too early to judge the impact of this development.
70. The implementation of quality arrangements is insufficient to support improvement. Some observations of teaching and learning are overgraded and observers' comments are not sufficiently evaluative. Where health and safety issues are identified these are not reflected in the grading of learning sessions and in several examples had not been addressed from a previous observation.

## Literacy, numeracy and ESOL

Satisfactory: Grade 3

### Context

71. CAES provides courses to develop language, literacy and numeracy skills through 20 Link into Learning centres and 60 community locations across the county. All provision is externally accredited. In 07/08 of the 3529 learners, 11% were on ESOL courses, and 54% attended literacy and 35% attended numeracy programmes in workshops, one-to-one or community groups. At the time of the inspection, there were 1680 enrolments on literacy, numeracy and ESOL courses, including three learners on Train to Gain provision. Of the current learners 36% are male and 14% are from minority ethnic groups. The provision is managed by a head of programme, two curriculum managers and a skills for life development manager.

### Strengths

- Good development of confidence and personal skills
- Comprehensive and responsive community provision
- Good support for learners
- Good inclusive ethos in learning centres to promote equality and diversity

### Areas for improvement

- Low success rates on ESOL courses
- Insufficiently specific target-setting to inform learning plans
- Insufficiently rigorous quality assurance processes
- Insufficient use of data to inform curriculum improvement

### Achievement and standards

72. Achievement and standards are satisfactory. Learners are well motivated and make good progress in the development of personal skills and confidence. They are able to effectively apply their learning and newly developed social skills in work and personal life situations. One learner described how he was able to write and read his own wedding speech using his newly acquired skills. The standard of learners' work is satisfactory. They work steadily towards national tests. Learners gain new knowledge during their studies. A few develop their knowledge and skills further by building key skills portfolios. In one centre, learners on both literacy and numeracy courses were involved in a sustainability project, measuring their carbon footprints and gaining valuable internet search skills to learn ways of saving money by reducing their heating and lighting costs.



73. Attendance is satisfactory overall. Success rates for literacy and numeracy are satisfactory at or just below national averages. However, success rates for ESOL are low at 57% in 2007/08.

### Quality of provision

74. The quality of provision is satisfactory, as are teaching and learning. In the better sessions, tutors use a good range of teaching strategies and resources. Learners are encouraged well to identify and record their feelings about their development in learning diaries. They make good use of ILT to enhance their learning experience. In one session, learners used digital cameras to photograph each other before writing illustrated learner biographies. Tutors plan a good range of practical, real-life activities to foster understanding of abstract concepts. However, in too many sessions teaching is dull and uninspiring. Tutors rely too heavily on paper-based resources which are often dated and of poor quality. Tutors do not make sufficient use of varied teaching strategies and contemporary learning materials to meet learners' specific interests and goals. In many ESOL classes, tutors do not pay sufficient attention to the development of speaking and listening skills.
75. Initial and diagnostic assessments are satisfactory. Well-developed dyslexia assessments enable tutors to clearly identify and plan strategies to overcome barriers to learning for learners with specific learning difficulties. However, tutors do not always use the initial assessments in outreach provision to plan learning sessions or appropriate accreditation aims. Learners are sometimes entered for inappropriate levels of national accreditation.
76. Target-setting is not sufficiently specific to inform planning of individual learning. Too often in group sessions, aims and objectives are expressed in very general terms. Learners' goals are written in terms of accreditation criteria and do not always take sufficient account of their personal interests and experience. Overall goals are not broken down into small, detailed and meaningful steps to enable learners to develop independent and evaluative learning skills. Often in workshop sessions learners, on completing a task, have to wait too long for tutor guidance to enable them to resume their studies.
77. The range of provision is good and responsive to local community needs and priorities. It is comprehensive with a broad range of appropriate courses, levels and times of access. Link into Learning centres are well placed across the large rural county. Centre managers have good knowledge of their local communities. They understand employment patterns and local needs, and design suitably flexible and responsive provision. Partnership links are strong with relevant agencies and organisations. Staff liaise effectively with partners to support learner development and progression. Learning activities are enriched by trips, visiting speakers and opportunities to develop learning through key skills.

78. Support for learners is good. Tutors are skilled and experienced in supporting individual learners. Much of the provision is one-to-one which learners value highly. Many tutors have varied specialist expertise in working with learners with difficulties such as dyslexia, autism, behavioural issues and stroke recovery. Most volunteers are deployed effectively to further enhance the learning experience, with good monitoring and support from tutors. Many tutors have good knowledge of and access to impartial specialist advice and guidance to support learner achievement and progression.

### Leadership and management

79. Leadership and management are satisfactory. Management of the learning centres fosters a good ethos of inclusive practice that is conducive to learning and respectful of individuals. The promotion of equality of opportunity is good. Many learners from traditionally hard to reach groups such as teenage males work successfully with other learners. Learners feel safe and valued and enjoy working in collaboration with people from a diverse range of backgrounds and ages. The wide range of partnerships and collaborative work is managed well. The accommodation used is broadly satisfactory. Most staff are well qualified but some do not take full advantage of the staff development programme of new initiatives.
80. Staff are involved effectively in the self-assessment process. However, self-assessment is not sufficiently evaluative to fully inform quality improvement and curriculum planning.
81. The quality assurance process is insufficiently rigorous and systematic. Standards of teaching and learning and the quality of resources used vary considerably across the provision. The service provides good opportunities to share good practice via termly meetings and the intranet. However, the extent to which shared good practice is implemented is not adequately monitored or evaluated in the observation of teaching and learning process. Many teaching observations are overgraded and insufficiently developmental. Responses to poor attendance by learners vary from centre to centre.
82. Data is not used sufficiently to inform curriculum planning and development. Targets are set at centre level but there is insufficient knowledge and use of data to support curriculum management. Curriculum managers and tutors do not make sufficient use of the data available to improve the provision.

## Employability training

Satisfactory: Grade 3

### Context

83. The council's E2E provision began in April 2008 with a contract for 137 learners. The 2008/09 contract is for 400 learners, and, at the time of inspection, 274 have joined the programme, with 168 still in learning. Female learners represent 24% of current learners, all of whom are white British and 28% of whom have a disability. The induction process is part of the extended assessment period delivered by the council. Delivery of the E2E provision is subcontracted to 14 providers. Individual length of stay on the programme varies, the average being 13 weeks.

### Strengths

- Good development of work related skills
- Wide range of vocational options

### Areas for improvement

- Inadequate use of data
- Poor management of subcontractor arrangements

### Achievement and standards

84. Achievement and standards are satisfactory. Development of learners' personal and work related skills is good. Learners participate in the programme enthusiastically. They develop effective team and social skills, with gains in confidence and their self-esteem. Some become co-tutors or use their skills to become peer mentors on the programme as volunteers. Learners' achievements of skills and personal development are celebrated well. One subcontractor has customised its internal accreditation to include certificates for the development of learners' outdoor adventure skills.
85. Learning and achievement are mainly competency based and subcontractors provide good opportunities for all learners to work towards accredited qualifications. It is too soon to identify trends in success rates across the range of NVQ unit options available to learners. Most learners on the programme are making satisfactory progress towards achieving their planned objectives. Some are planning to progress onto further education at the start of the next academic year. However, the inspection team did not have sufficient confidence in the reliability of the provider's data for learners' progression.

## Quality of provision

86. The quality of provision is satisfactory, as are teaching and learning. Tutors plan sessions well to meet the individual needs of learners. They use appropriate behaviour management strategies to engage challenging young adults. The pace of learning is satisfactory. Planned frequent changes in activity stimulate interest and engage learners effectively. Provision delivered by the youth and community subcontractors includes appropriate checks against the Every Child Matters agenda. Resources are satisfactory and meet industry standards where accreditation opportunities are offered.
87. Initial assessment is satisfactory. The process effectively covers a wide range of relevant aspects that include assessment of individual learners' personal, social, educational and vocational needs. Learners value the opportunity to access taster days for the programme, which are used effectively to inform the identification of an appropriate placement.
88. Learners make satisfactory progress against their individual learning plans. Assessment is satisfactory in accredited and non-accredited aspects of the programme. Tutors give constructive feed back to learners on their progress. Progress reviews are satisfactory and take place regularly. Target-setting and planning for individual progressions are also satisfactory.
89. The identification and provision of additional learning support is satisfactory. The development of literacy and numeracy is established effectively into learners' vocational learning. Clear referrals are made to local skills for life providers for accredited literacy and numeracy provision external to the E2E programme. However, the monitoring of learners' signposted to these external providers is not sufficiently robust.
90. A responsive and wide range of vocational options meet learners' work aspirations and their personal and social development needs. E2E programmes are offered throughout Cornwall and cover a good range of learning opportunities that include land-based learning, media studies, music, construction, hairdressing and beauty therapy, marine related occupations, conservation work and horticulture. Outdoor activity centres offer personal development, learning and coaching opportunities. The planning of provision is inclusive and caters effectively for young people with complex individual needs, including those from traveller groups and young adults in care. Enrichment activities are satisfactory and some learners become involved in their own community regeneration projects.
91. Support for learners is satisfactory. Individual needs are met and supported in a timely manner. Personal and social needs are met by appropriately qualified staff and skilled counsellors support young adults who are alcohol and drug dependent. Statutory support services are appropriately used in the protection of vulnerable young adults. The availability and quality of information, advice and guidance are satisfactory.

## Leadership and management

92. Leadership and management are inadequate. The promotion of equality of opportunity is satisfactory. Learners are treated with respect and supported to achieve their potential. Managers have developed a strongly inclusive, learner focused approach to recruitment and enrol learners with challenging needs.
93. The suitability of staff and resources for the programme are satisfactory, as are communications. The arrangements for subcontractors to share practice, discuss and evaluate programme delivery and curriculum developments are satisfactory.
94. The procedures for safeguarding learners meet government requirements. Staff and learners understand the policy and procedures for safeguarding. Appropriate vetting checks and recent training have been carried out for all staff.
95. The use of data is inadequate to monitor all strands and monitor performance of the provision, as recognised by self-assessment. Data management systems are relatively new and managers extract basic information but do not sufficiently bring the strands together to routinely and systematically monitor outcomes. Staff understanding and use of management systems is not sufficient to monitor the effectiveness of the programme. Too many learners leave the programme without identification of their destinations. Data is not used sufficiently to manage and improve the quality of provision.
96. Management of the subcontracted arrangements is poor. A significant number of learners placed with a subcontractor are not accounted for in the programme performance data. Managers do not have information on the objectives achieved and the progression rates for these learners. Health and safety practice in learning environments is satisfactory, although one subcontractor was observed to demonstrate poor practice in workshop health and safety. Not all subcontractors promote or reinforce health and safety sufficiently.
97. The self-assessment is the first to be produced and most subcontractors were fully involved in the process. However, the self-assessment report is insufficiently evaluative.

## Family learning

Good: Grade 2

### Context

98. In 2007/08, 1249 learners enrolled on 176 family learning courses. Of these, 9% were male, less than 1% were from minority ethnic groups and 12 % had learning difficulties and disabilities. During 2008/09, CAES has provided family learning courses to 1427 learners on 106 sites, with 393 learner enrolments at the time of inspection. Courses are offered during the day and evening in schools and children's centres. Learners can attend workshops, introductory courses, courses on playing with language and supporting their child's literacy or numeracy (FLLN), and courses to prepare for the national tests in literacy and numeracy at level 1 or 2. Wider courses include healthy cookery, gardening and digital photography. The area is managed by a programme manager supported by two curriculum managers. Courses are taught by a team of 15 tutors.

### Strengths

- Good development of confidence and skills in supporting children's learning and behaviour
- Good teaching and learning
- Particularly wide and interesting range of courses to meet the needs and interests of learners
- Outstanding partnership working

### Areas for improvement

- Insufficiently rigorous monitoring of learners' progress
- Insufficient use of data to analyse and measure impact of programmes

### Achievement and standards

99. Achievement and standards are good. Learners in family learning classes develop much confidence and skills to support their children's learning and behaviour. Many are motivated to work towards the national tests in literacy and numeracy and most plan to attend more classes or progress onto accredited courses. Both adults and children display high levels of concentration and work well together to achieve the set tasks. Learners particularly value the quality time spent working with their child on activities, for example, making a book with photographs about a shopping trip. The overall standard of learners' work is good.

100. The achievement of accreditation is good. More than 50% of FLLN learners in 2008/09 have been entered for the national tests for literacy or numeracy and

the success rate is 88.5%, with 11% of learners awaiting results. Attendance is satisfactory at 80%. Retention is satisfactory and improving.

### Quality of provision

101. The quality of provision is good. Teaching and learning are good. Courses and learning sessions are well planned with detailed learning objectives. Tutors ensure a good range and mix of practical activities, including outdoor visits. Activities for adults are well integrated with those for children. Learning session plans contain good evaluative comments on the effectiveness of learning sessions and how individual learners performed. Tutors are very approachable and develop a good rapport with both adults and children. They make effective use of demonstration and questioning techniques to encourage parents and children to reflect on their work. Teaching and learning materials are colourful and well produced. Initial assessment materials are well adapted to the family literacy and numeracy context. However, these do not always effectively identify the range of learning needs on all courses.
102. Monitoring of learner progress is insufficiently rigorous. At the start of a course, learners identify their level of confidence, then effectively record what they do in learning sessions. However, they do not identify their progress at the end of the course. Many learners attend more than one course and do not have a cumulative record of their progress and development.
103. CAES offers a particularly wide and interesting range of courses to meet the needs and interests of learners. Courses are well located across the county for accessibility and are run both day and evening. They are specifically developed to meet locally identified needs and priorities in partnership with health services, schools or children's centres. For example, courses on healthy eating and weight management are run in children's centres. A new course on emotional and social behaviour is being developed in response to the parenting strategy. Courses in digital photography, gardening and information technology successfully attract fathers and grandparents.
104. The support for learners is good. All classes are very welcoming, and learners feel safe and very well supported by both their peers and tutors. All learners have access to information, advice and guidance from a well qualified and experienced team. Each class receives a timetabled visit at the end of their course, with a personal interview or the option for future appointments, telephone or email contacts. Many make good use of this service to decide on future learning opportunities.

### Leadership and management

105. Leadership and management are good. Work with partners is outstanding. Links with a broad range of services and partnerships in education, health and children's services are strong and very effective. CAES has very good representation on relevant steering groups and boards in the county.

Communication with partners is prompt and very effective. Partners value the flexible and responsive approach to curriculum development and share professional development courses. A partnership with one school has resulted in joint staff training and joint funding to support parents in achieving additional qualifications. Some of these learners have progressed onto access to higher education and teaching assistant courses, and are carrying out work experience in the school.

106. Equality of opportunity is good overall, with effective initiatives to encourage men to participate in courses and to target under-represented minority ethnic groups.
107. The programmes are well managed. Internal communication and team work are good. Support for tutors is good and effective use is made of Moodle to share information and resources. Staff have good access to, and involvement in professional development. Quality improvement arrangements are effective. The rigour of the observation process for teaching and learning has been improved in the current year. All staff contribute to the self-assessment process. The self-assessment report is broadly accurate and identifies many of the judgements made by inspectors.
108. Insufficient use is made of data to analyse and measure the impact of the programmes. Where schools and some individual tutors record the impact of the programmes on children and families, this information is not systematically used for evaluation. Data is not used to analyse how many learners take repeat courses. Although monitoring systems are in place, there is no analysis of progression. The information available on learner progression is not used sufficiently to monitor and analyse progression routes.



## Learners' achievements

Learners' achievements in FE funded, accredited provision offered by ACL providers

Success rates on accredited entry and level 1 (combined) and level 2 qualifications, by length, expected end year and age.

2006/07 compared with the national rates for GFE colleges.

Notional Level	Exp End Year	19+			Diff
		Starts – Transfers	College Rate	National Rate	
1 long	06/07 07/08*	2,407	57.7	70.5	-12.7
2 long	06/07 07/08*	1,403	65.1	69	- 3.9
Short**	06/07 07/08*	2,918	74.7	82.9	- 8.2

\* ACL provider data not validated (use where complete, validated and produced using proprietary software)

\*\* Courses over 5 weeks long

Success rates on work-based learning Train to Gain NVQ programmes managed by Cornwall Council 2007/08 to 2008/09

Programme	End Year	Success rate	No. of learners*	college/provider NVQ rate**
Train to Gain NVQ	2006/07	overall	-	-
		timely	-	-
	2007/08	overall	12	83%
		timely	10	83%
	2008/09 (10 months)	overall	2	100%
		timely	2	50%

Note: 2008/09 data is 'part year' only and is representative of the first three months or greater of the LSC contract year

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* NVQ qualification success rates are calculated using data supplied to Ofsted by the college/provider before inspection

Success rates on work-based learning Train to Gain skills for life programmes managed by Cornwall Council 2006/07 to 2008/09

Programme	End Year	Success rate	No. of learners*	college/provider
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				skills for life rate**
Train to Gain (skills for life)	2006/07	overall	50	90%
		timely	45	90%
	2007/08	overall	-	-
		timely	-	-
	2008/09 (10 months)	overall	48	98%
		timely	48	98%

Note: 2008/09 data is 'part year' only and is representative of the first three months or greater of the LSC contract year

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* Skills for life qualification success rates are calculated using data supplied to Ofsted by the college/provider before inspection