

Thurrock Borough Council

Reinspection report

Reinspection date

1 May 2009

Reinspection number

333368

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Background information

Reinspection 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 reinspection 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.

Scope of the reinspection

In deciding the scope of the reinspection, inspectors consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorate's reinspection monitoring visits, and data on learners and their achievements over the period since the previous inspection. Inspectors also 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.

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 reinspection focused on:

- Preparation for life and work
- Family Learning

Description of the provider

1. Thurrock Borough Council, Adult Community College (TACC) contracts with Essex Learning and Skills Council (LSC) for the provision of accredited and non-accredited adult and community learning in 13 of the 15 sector subject areas and in family learning. During 2007/08 there were 1608 learners on 291 non-accredited courses, and 692 learners on 92 accredited courses, giving a total of 3375 registrations. At the time of the reinspection 894 learners were enrolled on 113 courses giving a total of 1111 enrolments. To date in 2008/09 there were 2452 enrolments on 336 courses.
2. Most provision is offered at three adult education centres. At the time of the reinspection 13 other centres, including schools, were also being used for a total of 20 courses.
3. At the previous inspection in February 2008 TACC was graded inadequate overall.
4. In 2007/08, 37% of learners were entitled to concessionary fees. Only two per cent of learners were below the age of 19 and 15% of learners were aged over 60. Nineteen per cent of learners were men, 81% women, the same proportions as in 2006/07. Recruitment from minority ethnic groups increased by five percentage points in 2006/07 to 20%, compared with 5.4% in the local population. Eight per cent of learners declared a disability. Thurrock Council is a unitary local authority along the East Thames Corridor in the South East of England. Unemployment in the area was low but is now increasing. Many jobs are low skilled and in a narrow range of subjects.

Summary of grades awarded at previous inspection

Effectiveness of provision	Inadequate: Grade 4
Capacity to improve	Inadequate: Grade 4
Achievement and standards	Inadequate: Grade 4
Quality of provision	Inadequate: Grade 4
Leadership and management	Inadequate: Grade 4
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

Information and communication technology	Satisfactory: Grade 3
Arts, media and publishing	Satisfactory: Grade 3
Preparation for life and work	Inadequate: Grade 4
Family learning	Inadequate: Grade 4

Summary of grades awarded at reinspection

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Good: Grade 2
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

Preparation for life and work	Satisfactory: Grade 3
Family Learning	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

5. The overall effectiveness of TACC's adult and community learning is satisfactory. Achievement and standards are satisfactory. Success rates on accredited courses are improving and are now satisfactory. Monitoring of attendance is now satisfactory. Provision in information and communication technology (ICT) and arts, media and publishing remains satisfactory.
6. The quality of provision is satisfactory. Teaching and learning are now satisfactory. The use of personal learning targets to plan and monitor learning and achievement was a key area for improvement at the previous inspection. Some improvement has taken place, but the use of personal learning targets remains unsatisfactory. The range of provision is satisfactory overall but still remains an area for improvement within language, literacy and numeracy provision. Guidance and support for learners are satisfactory.
7. Leadership and management are satisfactory. Strategies to improve performance are now good. Staff are familiar with data and use it effectively to improve provision within their curriculum areas. Equality of opportunity remains satisfactory.

Capacity to improve

Good: Grade 2

8. TACC has demonstrated it has a good capacity to make further improvements. Since the inspection in February 2008 TACC has adjusted its organisational structure to focus more closely on improving the experience for learners. TACC has taken effective action to clarify staff roles and their responsibilities in achieving organisational goals. It has established a clear vision and mission for adult and community learning. Performance management strategies are now good and contribute effectively to a well defined quality improvement cycle. Following the previous inspection TACC has carried out much relevant staff training and development. Curriculum managers now have access to an appropriate range of data that they use to help make decisions about provision.
9. At the previous inspection, programmes in family learning, preparation for life and work and all aspects of leadership and management apart from equality of opportunity were judged inadequate. Leadership and management have improved and are now judged to be satisfactory. Both sector skills areas are now satisfactory. Success rates in English for speakers of other languages are good. However, success rates in numeracy are low. Curriculum management of preparation for life and work programmes is highly effective, and is much improved in family learning. Previously inspectors judged attendance rates, provision of Skills for Life and quality improvement to be key areas for

improvements. Inspectors judged all these aspects as satisfactory at reinspection. The quality of teaching and learning has much improved. Areas for improvement within ICT programmes are now satisfactory. However, TACC has yet to address the implementation of a thorough process for recognising and recording learners' progress and achievement.

10. TACC has an outstanding self-assessment process which is central to its strategies for improving learners' experience. The report is detailed and accurately reflects the findings of inspectors. Grades awarded at reinspection matched those of the report. Tutors have a satisfactory or better understanding of the report's contents and how it contributes to improving the quality of provision. TACC makes excellent use of the self-assessment process and resulting development plan to guide and monitor changes for the benefit of learners.

Key strengths

- Good performance and change management
- Very effective self-assessment process

Key areas for improvement

- Continue to improve the quality of teaching and learning
- The implementation of processes to recognise and record the progress and achievement of learners

Main findings

Achievement and standards

Satisfactory: Grade 3

11. At the previous inspection success rates were inadequate. TACC did not have reliable data on success in non-accredited provision. Since then TACC has introduced new systems for data collection and monitoring. Data are now more accurate and readily available. The understanding and use of data at curriculum level has improved. These improvements were made in September 2008. In 2007/08, further education long course success rates at level 1 rose to 78%, an increase of 12 percentage points compared with 2006/07. Success rates on long courses at level 2 also show an improving trend. Retention rates on non-accredited provision have remained consistently high at 95%.
12. Short course success rates are below national averages and have decreased slightly since 2006/07, particularly at level 2. Since the previous inspection the low success rates on certificate for ICT user's level 2 courses has improved and is now satisfactory at 74% for 2007/08. TACC recognises the need to continue to improve success rates in its self-assessment.

Quality of provision

Satisfactory: Grade 3

13. The quality of provision is satisfactory. Teaching and learning have improved and are now satisfactory. The observation of teaching and learning provides realistic and achievable targets for tutors to help them improve. TACC over graded its teaching and learning and this was a key area for improvement at the previous inspection. TACC's grading of its lessons now matches the grading of lessons observed during the reinspection. In good sessions, tutors use effective and varied teaching strategies. They use a range of good quality resources, including information and learning technologies, to support learning. Tutors make good use of mentors in class to help learners achieve. In poorer sessions tutors do not make effective use of the range of teaching strategies to involve or challenge learners, or make effective use of questioning techniques to check learners' understanding or reinforce learning.
14. TACC has introduced appropriate arrangements to secure learners' ICT course work files, an area for improvement at the previous inspection. TACC has redesigned the individual learning record and adapted it to meet the specific needs of learners in each curriculum area. It now includes space for personal aims, individual and group outcomes, and a record of skills learnt and developed. However, TACC makes insufficient use of records to monitor learners' progress across all provision.

15. At the previous inspection, the recognition and recording of learners' progress was an area for improvement. Tutors have been given suitable training and written guidance on recognising and recording progress and achievement. They now participate in meetings to identify and share relevant best practice. However, the recognising and recording of progress and achievement process is not consistently and fully implemented or effective within all curriculum areas. A working party to drive forward developments in recognising and recording progress and achievement has only just started to meet. This remains an area for improvement and was identified by TACC in its self-assessment report.
16. The individual help and learning support given to learners remains satisfactory. A team of volunteer workers help to provide support. All have been given the opportunity to become suitably qualified. This is an improvement since the previous inspection.
17. The provision of information, advice and guidance is satisfactory. All learners have adequate access to information, advice and guidance to help them make appropriate decisions about their futures. However, as identified by TACC, too few staff have an information, advice and guidance qualification at an appropriate level. In addition, TACC carries out insufficient monitoring of the quality of advice sessions.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: satisfactory: Grade 3

18. Leadership and management are satisfactory. TACC's performance management strategies are good and part of a well defined quality improvement cycle. Since the previous inspection it has implemented thorough and detailed curriculum monitoring arrangements. It now effectively uses regular and frequent quality reviews to secure improvements and identify future areas for development. The process makes good use of a range of numerical data to assess performance against targets. TACC makes suitable use of performance information to compare its achievements with similar organisations. Its monitoring of progress in implementing teaching and learning strategies is good. TACC recognises this strength in its self-assessment report.
19. Since the previous inspection TACC has made significant improvements to its self-assessment process which is now very effective. It uses a very good range of data to help make judgements. Moderation and verification processes are particularly thorough. It has made good use of external organisations to test the accuracy of its self-assessment. Associated development plans are detailed and cover all aspects of provision for learners. TACC effectively monitors implementation of the plans and updates them to reflect changed priorities. However, it does not always make effective links between objectives in development plans and actions leading to a clear statement of expected

outcomes. Staff and governors are involved effectively in compiling the self-assessment report. TACC uses a suitable range of methods to elicit learners' views. It has identified that its consultation with employers and other stakeholders, as part of the self-assessment process, is ineffective. At the time of reinspection the provider was planning initiatives to better engage with employers and the local authority.

20. Since the previous inspection TACC has carried out much work to improve the use of its quality assurance arrangements. As identified at the previous inspection, TACC has a good range of procedures that cover key aspects of the provision. It now makes satisfactory use of these procedures and checks their implementation within curriculum areas. Internal quality audits arrangements are satisfactory and provide adequate information for performance assessment. TACC has recently introduced service level agreements for some college functions. However, it is too early to judge the impact of this initiative. College staff now have a better understanding of the contribution they make to both quality assurance and improvement.
21. Actions to improve the quality of teaching and learning through observation are satisfactory. The observation of teaching and learning process has improved since the previous inspection. Staff training, changes in documentation and a moderation process have resulted in more accurate grading of lessons. The quality of teaching is improving and is now satisfactory.
22. Team working is now better than at the previous inspection. Staff provide effective support for one another and share good practice. Internal communications are satisfactory. TACC uses a suitable range of methods including meetings, email and staff conferences to update staff on current and future developments. All staff are paid to attend meetings.
23. Strategic planning is satisfactory. A detailed college mission and vision statement places fitting emphasis on the need for improvement. TACC has aligned its three year strategic plan with TACC's objectives to support developments within the local area. Planning processes ensure that college strategies link to targets which reflect national, regional and local priorities. The personal objectives set for staff at six monthly review meetings help support the achievement of college and council strategic aims. In response to an analysis of need, TACC has recently reduced the number of sector skills areas in which it offers courses. However, it recognises that it does not yet make sufficient use of data to help make strategic decisions on curriculum planning. TACC accepts the need to extend the number of venues offering Skills for Life and ICT programmes, but has not yet prepared a detailed implementation plan.
24. Governance is satisfactory. Governors monitor and challenge proposals appropriately, and initiate change that benefits learners, including better follow-up of absent learners. Governors have carried out relevant training. They receive and use an appropriate range of informative reports detailing college

developments. However, a number of governor posts are currently vacant and some committees have too few members.

25. Since the previous inspection TACC has introduced a satisfactory Skills for Life strategy. It has improved provision for learners who need to improve their language, literacy and numeracy skills. It has provided appropriate training for most tutors, curriculum managers and volunteers. As part of its improvement strategy TACC has been effective in identifying areas of good practice and improvement. A working group has started to address further development and the implementation of a cross-college approach to provision.
26. Following the previous inspection, TACC has dedicated significant resources to improve staff development. It takes action to identify and meet college wide training needs. Most teaching staff are suitably qualified or working towards an appropriate award. Staff have good access to an adequate range of internal and external training programmes. TACC makes effective use of volunteers to provide classroom support. All volunteers receive an adequate induction to their role, TACC and they participate in further relevant training. Accommodation varies but is satisfactorily overall. Venues are welcoming and offer an appropriate environment for learning. A suitable range of learning resources are available and used by tutors to support teaching strategies.
27. Equality of opportunity is satisfactory. TACC has recently created its own policies and statements on equality and diversity. An equality action group monitors implementation of these policies and is supported by a recently formed equality assurance committee. Twenty-five members of staff are participating in training to increase their awareness of equality and diversity. Procedures for safeguarding learners meet current government requirements. All staff and volunteers have had criminal records bureau checks. However, a small number of governors are yet to complete this process. Tutors make very varied use of strategies to recognise and accommodate different learning needs in classes. Where it is good, tutors are very effective in ensuring that a good range of activities take place to meet individual needs. TACC has identified that some staff require development to enable them to identify and meet learners' differing needs. It identified six classes which were primarily being used by learners for socialising. To continue to meet the needs of the community these groups now rent rooms to continue the social aspect of these subjects, which have ceased to be part of the curriculum offer.
28. Since the previous inspection the links with external partners have declined but TACC has increased its links with failing schools, and made effective use of them to widen participation particularly in family learning and in deprived areas. The use of a bus equipped as a mobile ICT centre has improved significantly with an expanded range of courses offered through funding provided by neighbourhood learning for deprived communities. The bus provides good opportunities for progression to the main college provision. A number of new initiatives with local communities and organisations such as housing associations are programmed to start imminently.

What learners like:

- 'It has given me the confidence to apply to a local FE college'
- The confidence and self-awareness it gives them
- 'I'm now able to contact the doctor, school etc'
- The helpful teachers
- The nice environment
- Access to, and using the computers
- The flexibility to work at their own pace
- 'Help when I needed it'
- 'Classes are near good bus routes'

What learners think could improve:

- The opportunity to study some classes in the evening
- 'Not knowing if I can get on to the next course'
- 'Not enough accredited courses to help me get a job'
- 'More group activities in class'

Sector subject areas

Preparation for life and work

Satisfactory: Grade 3

Context

29. There are 84 English for speakers of other languages (ESOL) learners, 46 numeracy learners and 48 literacy learners enrolled on 16 accredited courses from entry level to level 2. Thirty-six learners with learning difficulties and/or disabilities attend five vocational or non-vocational classes. A further 10 learners attend a non-accredited course in confidence and personal development. Courses are available during the day and evenings. All classes are held at TACC's centre in Grays.

30. Provision is managed by a curriculum manager who is assisted by one full-time and 10 part-time teaching staff, two of these are senior lecturers that specialise in ESOL and literacy respectively.

Strengths

- Good success rates in ESOL
- Much improved teaching
- Highly effective curriculum management

Areas for improvement

- Low success rates in numeracy
- Insufficient use of learner records to monitor progression
- Insufficiently broad and flexible programme to meet local needs

Achievement and standards

31. Achievement and standards are satisfactory for the year 2007/08. In ESOL success rates are good at 86% and well above the national rate of 59%. In literacy they are satisfactory at 70% compared with a national rate of 71%, but in numeracy they are low, at 65% compared with a national rate of 70%. The previous inspection noted increases in achievement in ESOL but judged overall achievement and standards as inadequate. The monitoring visit acknowledged that reasonable progress had been achieved.

32. The standard of learners work is satisfactory, as identified in the previous inspection. Learners are able to play more significant roles in both work and in their social lives. They benefit from improved communication skills, which also gives them increased levels of confidence. For example, they are more confident about helping their children with homework, form filling, dealing with people in

shops and banks and meeting new people. Many learners progress to other courses or use their skills to improve their career prospects.

33. At the previous inspection attendance levels were poor. This has now been rectified.

Quality of provision

34. Teaching and learning are now satisfactory. Most lessons are well planned and in many instances include detailed plans for individual learning. In the best examples volunteer duties are also noted. The better lessons are often varied and fun, with learners motivated and keen to learn. The previous inspection identified that ICT was only used in ESOL but now it is routinely used across provision. All teaching staff have recognised teaching qualifications and all have had additional staff development. Many are working towards additional qualifications. The previous inspection found that many teaching sessions were based on group aims, that learning was not consistently checked and that there were insufficient opportunities to practice English in language classes. There has been significant staff development in these areas and the situation is now satisfactory.

35. TACC makes insufficient use of learner records to monitor learners' progress. The previous inspection judged target-setting to be ineffective and the monitoring visit noted that insufficient progress had been made in monitoring progress in non-accredited revision. A great deal of developmental work and staff training has taken place. As identified at the previous inspection initial and diagnostic assessment is satisfactory and is now being used to prepare individual learning reports and helping to generate targets. Although considerable improvement has taken place, not all individual learning reports are complete and in some cases targets are too vague or use terms that learners will not easily understand. This has been fully recognised by TACC as an area of continuing development.

36. Arrangements for meeting the needs and interests of learners are inadequate. The breadth of provision is too narrow and programmes are insufficiently flexible to meet local needs. TACC has no evening provision for literacy; it offers three numeracy classes only one of which is in the evening. Weekend classes and the flexible programme for shift workers have been discontinued. Classes only take place at the centre in Grays. TACC has recognised the need to expand its numeracy provision in particular, evening provision in general and to take the service to outreach centres. A mobile learning bus will shortly begin to offer provision more widely.

37. Guidance and support for learners are satisfactory. The language, literacy and numeracy needs of all learners are satisfactorily met. TACC has introduced a programme to integrate literacy, language and numeracy support across all its programmes. Teaching staff on other programmes are given support to help raise their awareness and work with their learners. TACC has established effective links with specialist and community agencies covering a wide spectrum of personal

needs. It provides crèche facilities and actively encourages learners to progress to higher levels.

Leadership and management

38. Leadership and management are satisfactory. Curriculum managers are highly effective in managing change. The previous inspection judged that the implementation of strategies to improve the quality of provision was slow. Since then the curriculum management team has worked actively with college managers and the teaching staff to secure continuous improvement. Implementation of the new attendance policy has effectively improved attendance to 86% against a target of 80%. A strong ethos of staff development has been established. One member of staff has completed a higher level award and seven others, of the 11 staff are now working towards additional qualifications at level five and above. TACC has introduced an in-house training programme. Volunteers now follow a structured training programme by working towards, and in many cases achieving, accredited qualifications. Curriculum managers make good use of the observation of learning and mentoring to support teaching staff. They have established links with other colleges to share good practice. TACC is piloting the incorporation of an ICT qualification into some literacy and ESOL qualifications. Procedures to improve teaching and learning include the use of detailed reference files and thorough monitoring and feedback on the setting of targets for learners and records of their progress. Senior managers and teaching staff are kept fully informed about changes to procedures during quality reviews and team meetings.
39. Internal verification is satisfactory. The self-assessment process, augmented by more recent position papers are an evaluative and an accurate reflection of TACC's strengths and areas for improvement.
40. Equality and diversity are satisfactory. Work is being done with community groups and in the best lessons forms part of some assignments. Although the need for recognising different learners' needs is recorded in lesson plans it is not always implemented in practice.

Family Learning

Satisfactory: Grade 3

Context

41. TACC provides family learning courses to 394 learners at 18 sites. In 2007/08 a total of 988 learners enrolled on family learning courses. Of these, 91% were female, 21% were from black and minority ethnic communities and five per cent had learning difficulties and/or disabilities. Courses are offered during the day in schools, children's centres, at the main college site or on the college bus. Learners can attend recruitment workshops, three week introductory courses, courses on positive parenting, supporting their child's literacy or numeracy as well as courses to prepare for the national tests in literacy and numeracy at level 1 or 2. Wider family learning provides after school activities for parents or carers and children in ICT, sign language, languages and art and crafts. Special activity days take place at weekends and during school holidays and are linked to festivals, national events and topics from school curriculum. The programme is managed by two fractional curriculum managers. Courses are taught by three fractional tutors and four sessional tutors. A community development worker and one administrative assistant support the department.

Strengths

- Good development of learners' confidence and skill in supporting children's learning and behaviour
- Particularly effective strategies to recruit learners and widen participation
- Much improved curriculum management

Areas for improvement

- Insufficiently individualised learning targets

Achievement and standards

42. Achievement and standards are satisfactory. Learners in family learning classes develop much confidence and the skills to support their children's learning and behaviour. They are very motivated to work towards the national tests in literacy and numeracy. Both adults and children display high levels of concentration and participate well in class activities to achieve the set tasks. Adult learners ask questions to clarify concepts or ideas and are keen to offer suggestions to peers on how to respond to their children's behaviour. The overall standard of learners' work is satisfactory. For example, parents and children produce puppets, colourful art work and scrap books in which children can record their holiday activities.

43. Learners' achievement of qualifications is much improved. Since the previous inspection, the number of learners working towards accredited courses has increased significantly. To date in 2008/09, 27 learners have passed the national

tests for literacy or numeracy. During the same period in 2007/08 none passed the tests. Sixteen learners have achieved accredited courses on story sacks and positive parenting.

44. The attendance rate is satisfactory at 85%. Since the previous inspection, TACC implemented some very effective systems to monitor attendance. Retention is satisfactory. In 2007/08 the retention rate was 94%. However, this included many one session workshops. For the year to date, the retention rate is 93%.

Quality of provision

45. Teaching and learning are satisfactory. Courses and lessons are well planned with detailed learning objectives. Tutors record evaluative comments on the quality of lessons and how learners performed. Tutors are very approachable and develop a good rapport with the adults and children in their classes. They make effective use of demonstration and questioning to encourage parents and children to complete practical tasks. Some tutors give good attention to the individual needs of learners and prepare learning materials to meet these needs. However, some lessons do not include a sufficiently wide range of learning activities. Some tutors do not include sufficient reviews of the learning that has taken place during the lesson, whereas other tutors provide effective support for learners to help them reflect on their learning and write meaningful comments on evaluation sheets. In the better lessons tutors make good use of resources such as video and recorded radio programmes to stimulate discussion. However, in other lessons there is too much reliance on paper based handouts and some of these are poorly photocopied. Scissors used in some activity classes are blunt. Tutors do not ensure that all learners contribute equally and in some classes learners have to wait too long to begin their next task.
46. Learning targets in individual learning records are insufficiently individualised to meet the needs of learners. Tutors do not record sufficient information on the background, short term and long term goals of learners. The learning targets they set are generic and do not meet the specific needs or wider interests of learners.
47. Arrangements to meet the needs and interests of learners are good. TACC uses particularly effective strategies to recruit learners and widen participation. The community development worker has established good and close links with a wide range of specialist agencies in the locality. Some of these specialise in working with very young parents. Managers attend outreach and advice sessions in children's centres. They develop collaborative programmes with schools in very deprived areas and with a county-wide initiative to improve the numeracy skills of low achieving children. The revised curriculum offer is flexible and attracts and involves a wide range of learners and locations. Good use is made of the mobile bus.
48. Guidance and support for learners are satisfactory. Centres are very welcoming and learners feel safe. All learners have access to information, advice and guidance and make good use of this to decide on future learning opportunities. A

special area in TACC's cafe provides learners with access to computers. TACC makes special transport and childcare arrangements for learners who want to attend the main centre to do their online national tests.

Leadership and management

49. Leadership and management are satisfactory. Management of the curriculum is much improved since the previous inspection and is now satisfactory. Managers make good use of data and encourage all their staff to use it to monitor the progress and achievement of their learners. Following consultation with partners the team has reorganised the curriculum by building on good practice observed in other providers. Partners value the flexible and responsive approach to curriculum development.
50. Internal communication is good and all staff work well as a team. They meet every month to monitor progress towards set targets. Their well organised collective work space facilitates the sharing of good practice and resources.
51. Staff have good access to professional development with many working towards the new level 5 qualifications. They have a good understanding of quality improvement processes and procedures. The observation of teaching and learning is more thorough than at the previous inspection. The self-assessment report is accurate and the process was fully inclusive. Equality of opportunity is satisfactory, with increasing promotion to widen the provision to other groups.

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 to 2008, compared with the national rates for GFE colleges.

Notional Level	Exp End Year	19+			Diff
		Starts – Transfers	ACL Provider Rate	National Rate	
1 long	06/07	567	66	70	-4
	07/08*	315	78	N/A	+8
2 long	06/07	160	64	69	-5
	07/08*	179	68	N/A	-1
Short**	06/07	477	76	82	-6
	07/08*	172	81	N/A	-1

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

** Courses over 5 weeks long