

Sutton College of Learning for Adults

Inspection report

Unique reference number: 133042

Name of lead inspector: Anthony Ward HMI

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Type of provider: Local Authority

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Information about the provider

1. Sutton College of Learning for Adults (SCOLA, or the College) provides adult and community learning in the London Borough of Sutton. The college is a service provided through the London Borough of Sutton (the council), and was founded in 1972 when the local authority unified adult education provision. The college delivers Further Education (FE) and Employer Responsive (Train to Gain) provision directly funded from the London South Learning and Skills Council (LSC) and Adult Safeguarded Funding (ASL) provision that is indirectly funded from the LSC through the council.
2. SCOLA holds classes at eight main sites in the London Borough of Sutton with three sites offering day and evening provision and being exclusively used by SCOLA. In addition, the college delivers programmes at 44 different locations in the community, including schools, children's centres and community halls. Provision is offered in a wide range of subject areas. In March 2008 the college opened a new business centre in North Cheam to provide employer training and work-related skills.
3. The senior management team comprises the principal, three curriculum directors and one director of central administration services. The principal is directly accountable to a board of governors and ultimately to the council. The 310 tutors deliver the provision, managed by 15 curriculum managers.
4. The London Borough of Sutton has approximately 180,000 residents. Eleven per cent of the borough's population are from a minority ethnic heritage. The ethnic profile of the college shows that 19.5% of its learners are from minority ethnic groups. Sutton has an unemployment rate of 4.7%. This is below the national average of 6.2% and below the London average of 7.4%.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: Young learner responsive (16–18)	186 part-time learners
Provision for adult learners: Further education (19+)	3,210 part-time learners 9 full-time learners
Adult safeguarded learning	5,325 part-time learners
Employer provision: Train to Gain	78 learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
Subject areas	Grade
Arts media and publishing	2
Preparation for work and life	3

Overall effectiveness

5. SCOLA's capacity to make and sustain improvements is good. SCOLA has responded well to the risks and opportunities of the sector with plans based on careful and appropriate analysis. Success and achievement have steadily improved and learners overwhelmingly enjoy their courses and make good progress. The standard of learners' work is generally good and often outstanding. The quality of provision is good and teaching and learning are good overall. However, the good practice in much of the provision is not yet reflected throughout all the curriculum areas. Leadership and management are good. Staff are mostly well qualified with highly developed specialist skills. Managers and staff are enthusiastic and committed to the success of learners. Resources are at least satisfactory and in many areas are of high quality. SCOLA has forged very effective partnerships with a wide range of local organisations to meet the needs of the community. SCOLA has good arrangements in place to eliminate discrimination and bullying and ensure the safety and well-being of learners.

Main findings

- SCOLA has demonstrated good capacity to improve. Success rates have increased and it has introduced many effective quality improvement measures. SCOLA has a clear vision and appropriate priorities with well-considered plans and committed staff to carry through its plans for improvement. The corporate self-assessment report reflects the findings of the inspection.
- Outcomes for learners are good. Success rates on accredited courses have risen continually. Overall success rates on long courses have improved significantly. Pass rates on accredited courses remain high. Success rates on short courses have not increased sufficiently. In some areas, although pass rates and retention are high, too few learners take their final examination.
- Learners enjoy their courses and the standard of their work is generally good, with many examples of outstanding work. Progress for most learners is at least satisfactory and often good. The progression opportunities for many are good. Attendance rates are improving and are satisfactory or better in most areas; however, in a few areas absenteeism is too high.
- The quality of provision is good. Teaching and learning are good overall, although in a few areas teaching does not engage or stimulate the learners sufficiently. Feedback to learners is clear and constructive. Learning resources in many areas are of very high quality. A number of staff do not have the confidence and expertise to use them effectively.
- SCOLA ensures that its provision meets the needs and interests of learners very well, offering a wide range of courses at all levels and in most subject areas. Provision meets the changing needs of learners and employers and reflects national priorities. SCOLA responds well to approaches from community groups and employers.
- Information, advice and guidance are good. Additional support for learners leads to high success rates for those receiving it. Good financial support helps learners on low incomes to succeed. However, initial assessment fails to identify all the support needs of a few learners and the take-up of support by younger learners identified as needing it is low.
- Initial assessment is satisfactory overall. At its most effective it informs very good planning for individuals. However, it does not consistently lead to the setting of sufficiently individualised learning targets to motivate learners nor is it used sufficiently to plan teaching. SCOLA has systems to recognise and record progress and achievement but these processes are underdeveloped in some subject areas.
- The management of the college is good. Staff development is good and staff are generally well qualified and experienced. Resources have improved and some are excellent. SCOLA offers provision to more than its planned numbers of learners. SCOLA has improved the analysis and presentation of data. Data are used well at a senior level to monitor and manage provision.
- SCOLA has very good arrangements in place to widen participation. In partnership with many local organisations SCOLA provides courses offering

good access to learners across the borough. The provision in place to support learners from under-represented groups is well planned and effective.

- Equality and diversity are promoted well across the curriculum. Stakeholders have had good involvement in developing equality and diversity policies. SCOLA celebrates learners' success particularly well. Arrangements to eliminate discrimination and harassment are good as is the safeguarding of the health and well-being of learners.
- Quality improvement is generally satisfactory and many improvements have been introduced. Observations of learning and teaching are improved and the system is secure. Recognising and recording achievement are used routinely in many areas. Managers use management information well and staff demonstrate good and outstanding practice in many subject areas.
- Quality systems are not consistent across SCOLA. The sharing of good practice is insufficiently developed and the improvements made are not found in all areas of provision. For example, inspectors found examples of poor target setting, use of uninspiring teaching materials and some poor awareness of management information.

What does SCOLA need to do to improve further?

- Develop and strengthen measures to encourage learners to attend and to take the final examination to help raise their achievement.
- Improve planning of individual learning, including effective initial assessment, to ensure learners understand and achieve their goals.
- Build on good practice to develop staff expertise in recognising and recording learners' progress and achievement across all provision.
- Introduce measures to ensure that quality improvement processes are implemented effectively to develop the quality of provision across every area.

Summary of the views of users as confirmed by inspectors

What learners like:

- making fast progress from day one
- acquiring computer skills at college that can then be used at home
- very patient and helpful tutors
- useful information about working safely
- the enjoyable ways in which they learn
- looking at things in a new way
- new challenges and different ways of working
- lots of different ways of learning in one lesson
- the dyslexia workshop for help with writing independently
- the learner committee for raising awareness of disability rights.

What learners would like to see improved:

- some cramped rooms where it is difficult to move around
- their own use of interactive whiteboards
- the length of classes extended
- opportunities for the practice of new skills in class.

Summary of the views of employers as confirmed by inspectors

What employers like:

- proactivity in meeting flexible training needs
- flexibility in approach to training materials and methods
- highlighting of available resources
- extremely supportive and sensitive meeting of employees' needs
- the very helpful and responsive staff
- the access to good guidance.

What employers would like to see improved:

- funding for courses.

Main inspection report

Capacity to make and sustain improvement

Grade 2

6. SCOLA has a sound track record of sustained improvement. Success rates have increased significantly since the previous inspection and it has introduced many effective quality improvement measures. SCOLA has set a range of ambitious but achievable targets to improve outcomes for all learners. The board of governors and senior staff have developed a clear vision and appropriate priorities designed to sustain improvement and raise expectations for all users. The board fulfils its role well and has overseen the implementation of a major financial and structural review. SCOLA has well-qualified and committed staff to carry through its plans for improvement and is introducing an appropriate management structure based on sound analysis of current and future risks and opportunities. SCOLA's processes for self-assessment and quality improvement include appropriate use of the views of users and the self-assessment report closely reflects the findings of the inspection.

Outcomes for learners

Grade 2

7. Outcomes for learners are good. Success rates on accredited courses have risen continually over the three years from 66% in 2006/07 to 72% in 2008/09. This is a significant increase since the previous inspection in 2006. Overall success rates on long courses have improved from 57% in 2004/05 to 75% in 2008/09. Pass rates on accredited courses remain high at 91% and retention has risen to 89% from 85% in the three years to 2008/09. Train to Gain provision is small and too new to judge progress.
8. Overall success rates on short courses have remained static at 65% over the last three years. The volume of short courses has decreased significantly during this time and the accreditation has moved to end testing from portfolio evidence. In some areas, although pass rates and retention are high, too few learners take their final examinations, reducing success rates in a few areas to less than satisfactory levels. SCOLA recognises this as an area for improvement.
9. Learners enjoy their courses and most contribute fully in their sessions. The standard of their work is generally good. Inspectors found many examples of outstanding work. Progress for most learners is at least satisfactory and often good. The progression opportunities for many are good. Learners have good opportunities to make a positive contribution both in the college and also in the wider community. Learners feel very safe and comfortable in a generally very good learning environment. Attendance rates are improving and are satisfactory or better in most areas; however, in a few areas the number of learners failing to attend is too high.

The quality of provision

Grade 2

10. The quality of provision is good. Teaching and learning are good overall. In the best lessons teachers plan a good variety of different activities to develop learners' skills and understanding. Lively and enjoyable lessons interest and involve all learners. Learners ask questions freely and are not afraid of taking risks or making mistakes. Frequent checks on progress ensure all group members are learning. Feedback to learners is clear and constructive. In a few areas inspectors found too little teaching that engaged and stimulated learners.
11. Staff are mostly well qualified with a wide range of highly developed specialist skills. Many are current practitioners in their chosen area. Almost all staff are qualified teachers of adults or in the process of becoming so. Most staff providing additional learning support (ALS) are trained teachers with specialist qualifications in literacy, numeracy or English for Speakers of other Languages (ESOL).
12. Learning resources in many areas are of very high quality. The college has invested in large numbers of interactive whiteboards to enrich learning. In some areas, however, staff and learners experience technical difficulties and, despite significant training, the confidence and expertise of staff in their use is still not fully developed.
13. Initial assessment is satisfactory overall. At its most effective it is supplemented by subject specific assessment to inform planning for individuals. However, initial assessment does not consistently lead to the setting of specific individual learning targets to focus and motivate learners. Targets are often too broad and do not sufficiently affect the way teachers plan for individuals in lessons. SCOLA recognises this in the self-assessment report
14. Inspectors found very good examples of systems to recognise and record progress and achievement in non-accredited provision; for example, useful and innovative work including photographic evidence and learner friendly documentation which learners found motivating and rewarded their progress. However, these processes were underdeveloped in some subject areas and SCOLA recognises this as an area for improvement.
15. The provision meets the needs and interests of learners very well. The college offers a wide range of courses at all levels and in most subject areas. A thorough annual curriculum review ensures that provision meets the changing needs of learners and employers, reflects national priorities and promotes equality and diversity. The college is quick to respond to approaches from community groups and employers.
16. Extremely productive partnerships with the council and a wide range of local statutory and voluntary bodies help the college to design targeted provision to meet specific needs. Good working relationships with other providers help to identify gaps in the local offer and avoid overlap. A very large family learning

programme runs in partnerships with schools. The close relationship with the library is particularly productive.

17. Information, advice and guidance (IAG) are good. The centrally sited IAG centre makes the service easily accessible. Additional support for learners outside classes is good and leads to high success rates for learners receiving it. Tutorial support on specific targeted courses is very effective in raising success rates. Carefully targeted financial support helps learners on low incomes to participate and succeed. For a few learners initial assessment is not sufficiently rigorous to identify accurately all support needs and the recording of some support work is insufficient. The take-up of support by younger learners identified as needing it is low. SCOLA recognises this as an area for development.

Leadership and management

Grade 2

18. The college's strategy is clear, well considered and based on appropriate analysis. It takes good account of the risks and opportunities in the sector. The board exercises good governance through effective scrutiny and oversight. Board members have relevant skills and experience and support the college well. The local authority also offers good support on both a strategic and practical level.
19. The management of the college is good. SCOLA has carefully considered current funding imperatives while recognising the needs of the local community. Staff development is good and staff are generally well qualified and experienced. Resources have improved and some are excellent. SCOLA achieves good value for money through offering provision to more than its planned numbers of learners. SCOLA has improved the analysis and presentation of data. Data are used well at a senior level to monitor and manage provision; however, the knowledge and use of data in a few areas is insufficiently developed. SCOLA recognises this in the self-assessment report.
20. SCOLA enjoys a unique role in the local area to widen participation. It has strong partnerships with local and community organisations through which it gains a good understanding of local needs and it works hard to ensure appropriate funding is available to meet them. SCOLA provides courses in a wide range of partners' premises offering good access to learners across the borough. Partners speak highly of the quality and relevance of SCOLA's provision in attracting learners from under-represented groups. The provision in place to support these learners is well planned and effective.
21. Equality and diversity are promoted well across the curriculum. SCOLA analyses the performance of different groups of learners and monitors this carefully at monthly management meetings. The performance of different groups shows no significant variation. Learners from Black and other minority ethnic heritages make up nearly one fifth of the student population which is higher than that in

the local area. Marketing material is well produced, attractive and has appropriate images. SCOLA celebrates learners' success well. High profile presentations, exhibitions and award ceremonies reward achievement and motivate learners. Learners take pride in the achievement of their colleagues. Appropriate race, gender and disability equality policies are in place. Stakeholders have had good involvement in developing them. The policies are suitably monitored and reported on annually. Thorough arrangements to eliminate discrimination and harassment are promoted well through staff and learners' handbooks, learners' inductions and staff training. All accommodation complies with the Disability Discrimination Act criteria. Adults with learning difficulties are particularly encouraged to express their views and become involved in decision making through a very effective user group.

22. Safeguarding arrangements meet current government requirements and are well managed. SCOLA has clear lines of accountability, both within the senior management team and within its board of governors. Appropriate policies and procedures are in place including e-safety. SCOLA works hard to ensure the safety and well-being of learners. All staff and volunteers have enhanced Criminal Records Bureau (CRB) disclosures and relevant details are recorded on a single central register. Staff receive suitable safeguarding training and have a good awareness of safeguarding issues. The board of governors is also going through the vetting process and many have a good awareness of safeguarding issues. Safeguarding forms part of the induction for all learners. Learners are generally well aware of their rights and responsibilities and report feeling very safe and secure. Complaints are well documented and generally addressed quickly and effectively. Premises and activities are appropriately risk assessed. SCOLA receives good support with safeguarding through the local authority.
23. Quality improvement is satisfactory. SCOLA has made many improvements since the previous inspection. Recognising and recording achievement are now used routinely in many areas. Management information is used very well in some areas and inspectors found many examples of good and outstanding practice. The system for observing teaching and learning is well structured and managed. Observations are undertaken mostly by skilled and experienced observers who identify accurately most strengths and areas for development. However, a few observations did not take sufficient account of individual learning when allocating grades and not all action plans have reviews of progress effectively recorded. The sharing of good practice is insufficiently developed and the improvements made are not found in all areas of provision. For example, inspectors found examples of poor target setting, use of uninspiring teaching materials and some poor awareness of management information. SCOLA recognises these as areas for improvement in the self-assessment report.

Subject areas

Arts, media and publishing

Grade 2

Context

24. The college currently has 1,581 learners who attend a wide range of courses across four main venues in the borough. Some 369 of these learners are studying on courses leading to a qualification. Accredited and non-accredited courses are offered at beginner, intermediate and advanced levels. Subjects include art and design, drawing and painting, calligraphy, graphic and interior design, pottery, jewellery, photography, digital media, dance, music, fashion and patchwork.

Key findings

- Outcomes for learners are good. Success rates on accredited provision are high and particularly high on long courses. Students make good progress in their learning, reflected in high achievement rates on both accredited and non-accredited courses. Many advanced learners gain high grades. Attendance in lessons is satisfactory. Retention is good and improving, especially for new learners.
- Learners produce high quality practical work. They learn a wide range of technical skills and develop good individual creativity. In jewellery, learners develop ideas from a range of influences, developing pieces in silver, copper and semi-precious stones. Photography learners explore unusual viewpoints in images. Dancers show good performance skills. In two-dimensional art, learners show good understanding of colour, perspective, paint handling and exploration with mixed media.
- Learners enjoy their learning and achieve their intended aims well. They enjoy learning from and about each other's work and performance. Learners take pride in the high standard of work they produce. They identify and value the way learning has enhanced their lives. Learners work safely and responsibly in both workshop and studio setting. They feel safe and well supported. Teachers and learners work well together in creating inclusive, pleasant and lively learning environments.
- Learners make a positive contribution to the wider community through exhibitions and performance within SCOLA, at local venues and through art projects raising money for charity. Examples include: pottery exhibited at the London Potters' exhibition; mural designs produced for a local walk-way; and flamenco and country and western dancers performing to raise money for McMillan Nurses. The SCOLA choir performs at a local church.
- Quality of provision is good. Teaching and learning are good. Teachers often inspire and motivate their learners to progress and aim for excellence. They provide relevant specialist advice and guidance tailored to the needs of the individual learner. Projects challenge learners to experiment and try new

techniques and learners progress quickly and build confidence. Teachers use innovative teaching methods and independent creative decision-making is actively promoted.

- In a few lessons, however, lesson preparation documentation does not accurately reflect the good practice in lessons through lack of detail or insufficiently specific or measurable learning outcomes. These are not consistently shared with learners and fail to focus on what learners will learn. Learning checks are infrequent in some sessions, with a limited range of assessment methods planned, particularly on accredited provision.
- Individual learning targets are not always consistently identified on individual learning plans. They focus on themes or activities. Some targets are not sufficiently individualised or challenging. Some individual learning plans state generic lists of topics or themes and fail to be sufficiently specific in relation to the needs of individual learners. Focus on specific requirements of a unit on some accredited learning programmes is not consistently identified or shared with learners.
- SCOLA offers a good range of courses, the majority with appropriate progression pathways. The SCOLA website details course information and further learning opportunities. Beginners are welcomed into classes where skills' development is the initial focus. Autonomy in learning and a more experimental approach are encouraged through progression onto more advanced courses.
- Learners benefit from a good range of enrichment activities. For example: learners attend and contribute to the twin-town 'Patchwork' exhibition in Berlin; lacemakers take part in workshops in Bruges; pottery learners attend a Raku workshop and demonstrations at the Victoria and Albert museum in London; jewellery learners won the national 'Inspired By...' competition held at the Victoria and Albert museum; and art students visit galleries.
- Support for learners is good. Academic support and guidance towards progression pathways is provided by subject specialist teachers. Initial assessment is satisfactory. On the best courses tutors provide learners with subject specific questionnaires to identify the levels of specialist skills and related knowledge. Specialist technicians support teachers and learners well in workshop areas.
- Leadership and management are good. Accommodation and resources are excellent. Pottery and jewellery workshops are organised and equipped well. Industry standard computers and appropriate software offer good opportunities for current design practice. Art rooms and dance studios provide learners with professional learning environments. Most studios have interactive whiteboards; however, some staff do not use these sufficiently effectively to support teaching and learning.
- Teachers are well qualified by specialism and most have an appropriate teaching qualification. All are practising artists, designers and creative practitioners. Their specialist expertise is used effectively in providing learners with current industrial knowledge and encouraging exploration of performance, art and design from diverse cultures. Teachers are enthusiastic and committed to their learners' success.

- Self-assessment, although satisfactory, is not sufficiently focused on the whole subject sector in order to gain a full overview of the area, monitor and compare good practice and explore common issues. The collation and analysis of data are inconsistent. Sharing of good practice across the arts and media curriculum is not sufficiently effective.

What does SCOLA need to do to improve further?

- Develop staff techniques in the effective use of interactive whiteboards and other technologies, such as virtual learning environment, to improve teaching and learning.
- Develop current good practice in setting clear individualised targets, measuring progress and achievement, and planning an appropriate range of assessment methods to improve the quality of lesson planning.
- Strengthen quality improvement through more effective self-assessment with clearer focus on actions to address common issues across the sector, improved use of data and better sharing of good practice.

Preparation for life and work

Grade 3

Context

25. Currently 1,076 learners are enrolled on accredited part-time courses from pre-entry to level two. About half are on ESOL courses and a quarter on courses for learners with moderate or severe learning disabilities and difficulties (LLDD). The remainder attend literacy and numeracy courses. SCOLA offers provision at three main centres and many community venues including schools. One hundred and thirty-three learners attend non-accredited courses such as family learning. Many classes are supported by trained volunteers.

Key findings

- Learners enjoy their lessons and are highly motivated. Skills' development is good. On LLDD courses, learners make good progress in improving their personal and social skills. They develop skills of team working and problem solving. Learners gain confidence in communicating with others and developing practical skills, for example in dance, computing and photography.
- Learners develop good study skills. In English and mathematics classes they gain confidence in using computers to research for information, practise reading and learn how to proof read written work. Learners of mathematics start to understand basic concepts sometimes for the first time. ESOL learners explore new language concepts with peers in reviewing homework and use dictionaries and other reference materials effectively to extend their understanding and vocabulary.
- Success rates on externally accredited courses for LLDD learners have been consistently high over a three-year period. Learners on language, literacy and numeracy courses now have good opportunities to have their progress recognised through external accreditation. Success rates at levels one and two on these courses are satisfactory. However, success rates on entry level courses are low. Some learners are reluctant to take accreditation.
- Learners make very positive contributions to the college and wider community. LLDD learners have formed a user group committee and learn valuable self-advocacy skills in representing the learner body at the local learning disabilities partnership board. Learners attending a reading group edit and produce a high quality magazine of learners' writing. An ESOL learner actively contributes to the cross-college learner forum.
- Attendance rates in LLDD courses are very good despite some transport difficulties and are satisfactory on literacy and numeracy courses. However, attendance rates are low on ESOL courses. A significant minority of learners struggle with changing shiftwork patterns, transport and child care. Learners often complete additional homework tasks to maintain their progress in learning.
- Teaching and learning are satisfactory. In the best lessons, learners are actively engaged in a range of well-planned, lively and challenging tasks. Learners

understand what skills they are practising. Tutors make good use of information and learning technology and authentic materials to enhance the learning environment. Learners measure their own progress and know how to improve. Learners work well together to share knowledge and understanding.

- Too many observed lessons were satisfactory. In some sessions tutors had not planned in sufficient detail to address the full range of learners' needs, with too much emphasis on overlong, whole-group explanations and with a limited range of learning activities. Learning materials were often insufficiently stimulating. More able learners were sometimes not challenged while others struggled to keep up. Not all ESOL learners had sufficient opportunities to practise speaking and listening skills.
- Learners on LLDD courses have a detailed assessment of their learning needs and are set individual, precise targets for learning which inform lesson planning. Tutors and learners together review the progress towards these in lessons so learners know what they must do to improve. However, on some other courses, target setting is underdeveloped and tracking of progress is insufficiently rigorous.
- The provision is very responsive to the needs and interests of learners. Learners can develop their basic skills through a range of flexible, accredited vocational options such as customer service, tiling and decorating or family learning. Work is celebrated in newsletters, displays and magazines with writing competitions encouraging creativity.
- The college has developed very good partnerships with a range of agencies to ensure coherent, targeted learning opportunities and promote social inclusion.
- Learners are well supported to enable them to succeed on their learning programmes.
- Well-trained volunteers support learners in a very effective and sensitive manner, challenging them to extend their skills. A specialist dyslexia tutor helps learners develop effective strategies for independent study skills. Learners receive good information, advice and guidance to help with choice of courses. Skilled advocates help learners more fully express their needs.
- Leadership and management are satisfactory. The self-assessment process involves tutors and learners through mid- and end-of-term course reviews. Data are used satisfactorily to identify trends in attendance, retention, achievement and success rates. However, the process fails to focus sufficiently on improvements in teaching and learning. Good practice in teaching and learning is shared insufficiently. Some actions to improve the quality of provision are ineffective.
- Equality and diversity are well promoted. Learners have worked closely with tutors to simplify the college handbook to make it more accessible for all learners. Learners gain a good understanding of their rights and responsibilities and the learning process. Activities are incorporated into the booklets so that learners can check their understanding and reinforce their learning. They update the simplified handbooks each year and contribute photographs to enhance the booklet's presentation.

What does SCOLA need to do to improve further?

- Set clear and measurable targets on learning and attendance to give learners sufficient guidance on what they are expected to do to achieve their personal objectives and gain accreditation.
- Develop staff expertise in setting detailed lesson objectives so learners fully understand the skills they will practise and develop in taught sessions.
- Plan active learning activities with authentic learning materials to fully engage and address the needs of all learners.
- Ensure that quality improvement processes are implemented effectively, for example sharing good practice and effective use of individual learning plans, to develop the quality of provision.

Information about the inspection

26. One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by SCOLA's Director of Studies as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the local LSC, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
27. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires that learners and employers had recently completed on behalf of the college. They also observed learning sessions and other learning activity. Inspectors collected some evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)
Sutton College of Learning for Adults
 Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners					
Full-time learners				9	
Part-time learners			141	5130	30
Overall effectiveness	2		2	2	
Capacity to improve					
Outcomes for learners	2		2	2	
How well do learners achieve and enjoy their learning?	2				
How well do learners attain their learning goals?	3				
How well do learners progress?	2				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
How well do learners make a positive contribution to the community?*	2				
Quality of provision	2		2	2	
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
Leadership and management	2		2	2	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2				
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	2				
How effectively does the provider promote the safeguarding of learners?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	2				

*where applicable to the type of provision

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