

# Hampshire Learning

## Inspection report

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Type of provider: Local Authority

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## Information about the provider

1. Hampshire Learning (HL) is the adult and community learning service for Hampshire County Council. The service aspires to develop adult learning by using a range of learning opportunities across the county to encourage adults and their families to take part in their own development and fulfilment. It aims to target support for those who need it most, to develop pathways to continued learning and help people plan their continued development.
2. Hampshire Learning offers programmes in seven areas: Family Learning (FL); Family Learning in Literacy and Numeracy (FLLN); First Steps; Skills for Independent Living (SIL); Personal and Community Development Learning (PCDL); Neighbourhood Learning in Deprived Communities (NLDC); and, a recently developed small Train to Gain provision. In 2008/09 over 15,000 people accessed HL provision. The proportion of PCDL has declined over the past four years as the service has developed a wider range of programmes in line with government funding priorities. Family learning has expanded and in 2008/09 represented around a third of the provision.
3. Hampshire is a large and mainly rural county with a population of around 1.3 million people. It is a prosperous county and around 93% of the population identify themselves as White British. Approximately 5% of the population are from minority ethnic backgrounds. Unemployment, at around 3%, is lower than the national average. The proportion of young people not in education, employment or training has recently increased to around 5% but is lower than the England average.
4. At the previous inspection, Hampshire ACL was found to be satisfactory. Leadership and management were found to be good and equality of opportunity was judged satisfactory. Teaching and learning and other aspects of the quality of provision were judged to be satisfactory. Leisure, tourism and travel provision was judged good. Information and communication technology (ICT); arts and media; languages, literature and culture; preparation for life and work; and family learning were found to be satisfactory.

Type of provision	Number of enrolled learners in 2009/10
Provision for adult learners: Learning for qualifications Learning for social and personal development	1,044 part-time learners 13,428 part-time learners
Employer provision: Train to Gain	53 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	3
Equality and diversity	2
Learning for qualifications	Grade
Literacy and numeracy	2
Learning for social and personal development	
Community learning	1
Information and communication technology	3
Visual arts and crafts	2
Family learning	2

## Overall effectiveness

- Hampshire Learning provides a good service. Managers and staff have continued to improve the provision over the past three years. Outcomes for learners are good and outstanding in leisure and language programmes. Teaching and learning are good and provide stimulating activities to help learners to develop and progress. Some course goals and learning plans are not sufficiently precise and in some lessons equality and diversity are not promoted well enough.
- The service has a good range of both accredited and non-accredited provision which meets the needs of individuals and communities across Hampshire. By providing courses specifically aimed at, for example family learning and the elderly, the service is successful in widening participation. The care, guidance and support that learners receive are good and those with little confidence are sensitively supported to progress.
- Leadership and management are good and the quality of curriculum management has improved. Arrangements for safeguarding are satisfactory,

but further training is necessary to make sure that all tutors are confident in reporting safeguarding concerns. The promotion of equality and diversity is good, especially in leisure and languages programmes. However, some tutors' understanding of how to integrate equality and diversity into lessons is under-developed. Self-assessment and quality assurance are good and managers have an accurate view of the key strengths and areas for improvement. However, some subcontractors' self-assessments lack rigour and the service is supporting them to improve. Financial management is good and the service achieves good value for money.

## Main findings

- Outcomes for learners are good and have improved over the past three years. Success rates have been consistently good for the past two years. Learners enjoy their courses and make substantial gains in confidence, skills and knowledge.
- Teaching and learning are good. Teaching is well planned and engaging in leisure and languages provision, community arts and crafts, and family literacy and numeracy.
- Planning for individual learning is good. However, in a minority of programmes, course goals are vague and learning plans are insufficiently precise. In exercise and language courses, equality and diversity are well promoted. In other courses, however, equality and diversity are not well promoted.
- Whilst maintaining a wide range of non-accredited courses, HL has recently significantly increased its provision to communities where learners are either isolated or are in areas of deprivation.
- Partnership working is good. Extensive partnership collaboration with schools, arts centres, libraries, and other organisations such as housing associations and charities enables the service to contact and engage with a wider range of learners.
- Care, guidance and support for learners are good. Learners are well supported by tutors and are sensitively helped to progress. Learners receive appropriate pre-enrolment information to make informed choices.
- Leadership and management are good. Senior managers work closely with county councillors and council departments to promote adult and community learning as part of local community services. The quality of curriculum management has improved since the last inspection and is good.
- Arrangements for safeguarding are satisfactory. The service ensures that directly employed staff who work directly with children or vulnerable adults have appropriate checks. Managers acknowledge that further training is needed to ensure all tutors in subcontracted provision receive guidance and develop confidence in recognising and reporting safeguarding concerns.
- The promotion of equality and diversity is good. A well thought out equality and diversity framework clearly establishes key responsibilities and procedures.

However, some tutors' understanding of how to apply this in their own work is underdeveloped.

- Self-assessment is used well to review the quality of provision. Managers have an accurate view of the key strengths and areas requiring further development. Actions plans clearly identify areas for improvement and managers regularly review and record progress towards improvement.
- However, the rigour and quality of subcontracted providers' self-assessment reports vary considerably. Experienced providers produce detailed and evaluative reports. Some providers' judgements are insufficiently evaluative about the quality of learning, and grades are sometimes overgenerous.
- Partnership working enables good sharing of resources at some venues. Financial management is good. The service achieves good value for money through careful targeting of provision and ensuring that the majority achieve their learning goals and qualifications.

### What does Hampshire Learning need to do to improve further?

- Support teachers so that they are more confident to include relevant equality and diversity in lessons.
- Work closely with partners and other providers to make sure that opportunities for progression for learners are clearly explained.
- Ensure all teachers in subcontracted provision receive up to date guidance on safeguarding so that they develop confidence in recognising and reporting any concerns.

### Summary of the views of users as confirmed by inspectors

#### What learners like:

- patient, supportive teachers who explain things clearly
- gains in self confidence and surprise at how much they have learned
- relaxed courses with no pressure
- courses are easy to get to
- being able to use new skills to improve employment prospects and to benefit their communities
- using their skills and knowledge to benefit their children.

#### What learners would like to see improved:

- some courses are too short
- difficulty accessing library computers
- not enough information regarding follow-on courses
- anxiety about the future of some courses
- lack of storage for some art classes.

## Main inspection report

### Capacity to make and sustain improvement

Grade 2

8. Capacity to improve is good. The service has made clear improvements in leadership and management, the quality of teaching and learning and outcomes for learners since the last inspection. Provision in visual arts and crafts, family learning, literacy and numeracy is good, satisfactory in ICT and outstanding in modern foreign languages and leisure courses. Managers have set a clear strategic direction for the future development of the service and are strongly committed to their beliefs that learning makes a significant contribution to the personal, social and economic well-being of local residents.
9. Self-assessment is accurate and used well to improve provision. The service has good systems to monitor the work of a large number of subcontractors. Managers recognise that some providers are still at an early stage of self-assessment and are supporting them well to implement effective quality assurance systems. The service is making continued progress on areas for improvement identified in the last self-assessment report. Senior managers have a realistic understanding of the challenges facing adult education and training and are taking sensible decisions to ensure the sustainability of provision.

### Outcomes for learners

Grade 2

10. Outcomes for learners are good and have improved over the past three years. Success rates for non-accredited courses, the majority of the provision, have been consistently good at 85% for the past two years. On accredited provision, success rates are also good, especially in community learning. Family learning and family learning in literature and numeracy success rates are, however, slightly lower. Current service data show that success rates will be maintained at their high level.
11. Retention across the provision is consistently good. In 2008/09 retention improved to 92% and current data show that this level has been maintained. Retention is highest in non-accredited provision in leisure, languages, arts and ICT. Managers recognise that retention is lowest in accredited courses in preparation for life and work and family learning in literacy and numeracy. Learners' attainments are good overall and outstanding in language and leisure courses. Pass rates and course completions are good across both accredited and non-accredited provision. Learners' attendance and punctuality are good. Current records show that the average attendance is 89% for 2009/10.
12. Learners enjoy their courses and make substantial gains in confidence, skills and knowledge. Many report the friendly atmosphere in lessons and make substantial social gains from attending their courses. No group by gender, ethnicity or age makes less progress than any other group of learners. In provision targeted at areas of social deprivation, learners' self esteem and

aspirations are successfully developed. Most learners successfully progress to further study or training and report being able to participate more in the activities of their local communities as a result of completing courses. Safe working was observed in studios, workshops and classrooms during the inspection week.

13. Many courses successfully encourage learners to adopt healthy lifestyles, to take regular exercise and to form positive social interactions. The service also successfully celebrates the achievements of learners through a good variety of activities and events. For example, digital photography and the production of scrapbooks have enabled those on family learning programmes to record and celebrate the progress. In addition, Adult Learners' Week and awards ceremonies allow learners from across the service to display their work and to receive the congratulations of others.

## The quality of provision

Grade 2

14. Teaching and learning are good. At the previous inspection, improving the quality of teaching and learning was a key challenge for the service. The observation of teaching and learning has been improved and target setting and training with teaching staff have helped to improve outcomes for learners. More teachers are observed and help is given to subcontractors to improve the quality of teaching and learning. Inspectors judge that the grades awarded by the service are robust and generally accurate.
15. In most lessons, learners are clear about their objectives and are encouraged both to share in group work and to work independently. Well planned and engaging lessons characterised the non-accredited leisure and languages provision. In addition, lessons in community arts and crafts and family literacy and numeracy were judged to be of a high standard. Where learning is best, teachers understand the barriers to learning that learners bring and provide relevant and stimulating activities to help learners progress.
16. In most courses, planning for individual learning is effective with clear and achievable learning goals which are agreed with each learner. Retention and attainment on these courses are high. However, in a minority of courses the planning of learning is ineffective. Some course goals are vague and learning plans are insufficiently precise to enable judgements to be made about when they have been achieved. Initial assessment effectively helps teachers to identify the appropriate course level for learners especially in family learning and ICT.
17. The promotion of equality and diversity in lessons is variable. In some sessions, such as exercise and language courses, equality and diversity are well promoted. In other sessions, however, equality and diversity are not well promoted. Whilst HL has provided good guidance to teachers on equality and diversity issues, managers recognise that there is still work to do to give guidance on how teachers might incorporate aspects of equality and diversity into lessons.

18. Meeting learners' needs and interests are good. Whilst maintaining a wide range of non-accredited courses, HL has recently increased the provision to isolated communities and areas of deprivation. Family learning provision has been developed and improved, ICT courses for the elderly continue to be popular, and courses to develop literacy and numeracy are successfully reaching larger numbers of learners. In addition, the service recognises where provision is offered by other providers and avoids unnecessary duplication. HL regularly conducts learner surveys to determine the views of learners.
19. Hampshire Learning collaborates widely and partnership working is good. Partners include schools, arts centres, libraries, housing associations, MIND, and Age Concern. The expertise of these organisations enables the service to contact and engage with a wider range of learners. Most of the eleven district learning partnerships on which HL is represented successfully focus on the sharing of information about courses that are being offered. However, links with some providers regarding follow-on courses are not well developed and managers recognise that more needs to be done to ensure coordinated progression routes.
20. The care, guidance and support learners receive are good. Learners are well supported by tutors and those who are lacking in confidence are sensitively helped to progress. Learners receive appropriate pre-enrolment information to make informed choices. Where additional learning support is provided, there is evidence that it is effective in enabling learners to achieve their learning goals. However, the service website is complex and not easy to use to find information and some subcontractors give learners insufficient information on how to progress.

## Leadership and management

Grade 2

21. Leadership and management are good. Senior managers work closely with county councillors and council departments to ensure that adult and community learning play an important part in local community services. Strategic leadership is good, with a very clearly articulated vision to expand provision, particularly in areas with high levels of social and economic disadvantage. The service responds well in meeting local and national priorities. Managers are ambitious for the future and committed to continuing improvement of the quality of services.
22. The quality of curriculum management has improved since the last inspection and is good. Middle managers have a good understanding of service priorities and work well with partners to meet the needs of learners. They are well supported by senior staff and value the continuing professional development provided by the service.
23. Governance is good. The decision to locate HL in the department for Culture, Communities and Rural Affairs has strengthened adult and community learning. Collaborative working with other departments, such as the libraries service, has



helped to broaden the range of provision. The quality of provision is monitored closely. Priorities for future development and associated risks are clearly identified in the three-year plan.

24. Arrangements for safeguarding are satisfactory. The service ensures that all directly employed staff who work directly with children or vulnerable adults have appropriate Criminal Records Bureau (CRB) checks and training on safeguarding. Subcontracted providers complete checks for their staff and service managers assure these through annual contract review meetings. The Children's Services department carries out rigorous audits of partner schools' safeguarding arrangements. Safeguarding policies are reviewed regularly. Managers recognise that developing a more comprehensive single central record would help manage safeguarding arrangements more effectively. They also acknowledge that further training is needed to ensure all tutors in subcontracted provision receive up-to-date guidance and develop confidence in recognising and reporting potential concerns.
25. The promotion of equality and diversity is good. The equality and diversity framework clearly establishes key responsibilities, along with useful examples to develop staff understanding in the context of adult and community learning. Managers are now integrating equality impact measures into all new policies and practice. Senior and middle managers use data well to analyse participation and success rates for different communities. This has enabled effective targeting of provision to increase participation of male learners, those from minority ethnic backgrounds and learners from disadvantaged areas.
26. While the service has implemented training on equality and diversity, some tutors' understanding of how to apply this in their own work is underdeveloped. Inspectors observed good examples of tutors extending learners' understanding of cultural diversity. However, such opportunities were all too often missed. Managers acknowledge the need to extend training to support teachers to integrate relevant equality and diversity topics into their lessons.
27. Learners routinely evaluate the quality of provision at the end of courses. Tutors use this information to plan future provision and to bring about improvements. The service also consults the wider community to plan provision to engage new learners and increase participation for under-represented groups.
28. Self-assessment is used well to review the quality of provision. Managers have an accurate view of the key strengths and weaknesses. Action plans clearly identify areas for improvement and managers regularly review and record progress towards improvement. Subcontracted providers speak very positively about the training and support provided by HL managers to help improve the rigour of their self-assessments. Annual contract reviews monitor the quality of provision, including compliance with safeguarding and equality and diversity, and identify actions for improvement.

29. Managers train providers to carry out lesson observations and moderate their judgements through paired observations and standardisation meetings. However, as service managers acknowledge, the rigour and quality of subcontracted providers' self-assessment reports vary considerably. Experienced providers produce detailed and comprehensive reports, which critically evaluate the strengths and weaknesses of the provision. Some providers' judgements are insufficiently evaluative about the quality of learning, and grades are sometimes overgenerous.
30. Tutors are well qualified and have relevant subject and vocational expertise. Accommodation and specialist resources are good, although in a few community venues, space is limited and access to specialist facilities is restricted. Partnership working enables good sharing of resources at some venues. Financial management is good. The service achieves good value for money through careful targeting of provision and ensuring that the majority of learners achieve their learning goals and qualifications.

## Learning for qualifications

### Literacy and numeracy

### Grade 2

#### Context

31. Some 1,050 learners currently attend programmes, from entry level to intermediate level, run in a very large number of venues across the county. The service enrolls 2,000 learners annually on family language, literacy and numeracy workshops and longer courses. It recruits 1,400 learners on courses within preparation for life and work, including literacy, numeracy and employability. All learners are over 19 years of age. Around 17% are from minority ethnic groups and 14% are men.

#### Key findings

- Learners make significant gains in confidence through family learning. They volunteer at schools, join additional courses and become able to progress to further qualifications. They work with their children at home, telling stories, reading together or creating books.
- Pass rates on literacy and numeracy have risen substantially over the past three years and are now high. The standard of learners' work in class is good. Completed portfolios are of very good quality. Learners make good progress over time. Learners feel safe and have a good understanding of safeguarding children.
- Teaching is well planned, lively and engaging. Teachers provide a variety of activities with good learning materials including on-line resources. Accommodation in primary schools is good, with ready access to ICT. Learners work cooperatively, concentrate well and enjoy their learning. However, in a few classes, initial assessment does not sufficiently inform individual target setting and teaching. Records of progress are not always effective.
- An excellent range of short, easily accessible courses in over 300 venues successfully meets the needs and interests of learners. Programmes successfully target learners in the most disadvantaged areas. Non-accredited workshops and short courses attract less confident learners and lead on to longer courses with qualifications.
- The service uses its wide range of partnerships to excellent effect in targeting provision to the people in greatest need. It has close links with schools, community centres, arts organisations, libraries and specialist disability organisations. New partnerships with employment specialists cater for the needs of learners seeking work.
- Support and guidance are good. On site childcare arrangements ensure that parents can attend family learning provision. Learners receive very good individual support from teachers. Recruitment strategies through schools are

particularly effective for family learning. Progression advice is built into all family learning courses from the start.

- The promotion of equality and diversity is good. The majority of national test passes come from the three most deprived areas of the county. Family learning recruits a high number of learners from minority ethnic groups. Learners from these groups achieve the same high pass rates as their peers. However, the promotion of equality and diversity in lessons is not sufficiently consistent across the provision.
- Quality improvement arrangements are good. Internal moderation and verification are strong. Observations of teaching and learning are detailed, constructive and accurate. The self-assessment report and quality improvement plan are rigorous and clearly presented. Annual provider contract review meetings employ a useful grading system, which are monitored effectively. However, despite moderation of observation grades, some providers judge their provision too generously.

What does Hampshire Learning need to do to improve further?

- Ensure that the details of initial assessment lead to the setting of individual targets which do not only use the language of the core curriculum. In addition, make sure that teachers regularly review progress against targets.
- Increase opportunities to promote learners' understanding of equality and diversity through learning activities, curriculum content and resources.

## Learning for social and personal development

### Community learning

Grade 1

#### Context

32. Approximately 3,400 learners take non-accredited community learning programmes. Courses, usually part-time and in the evening, take place in over 200 community venues in towns and villages across the county. Most courses are in leisure pursuits such as yoga and Pilates and modern foreign languages for conversation. Currently 83% of the learners are female, 3% are from minority ethnic backgrounds and 32% are aged over 60.

#### Key findings

- Outcomes for learners are outstanding. In language classes, learners demonstrate a high standard of written and oral skills. In yoga and Pilates classes learners show a very good understanding of both the technical movements and the philosophy behind them.
- In advanced language classes learners show excellent development of their conversation skills and increasing confidence using appropriate vocabulary. Learners' autonomy in leisure programmes is successfully encouraged via the internet, by assiduous practice at home and clear checking of progress by tutors.
- Teaching and learning are outstanding. Teachers skilfully use the target language use to ensure all learners progress at their own level. Learners are very confident in trying new words and grammatical structures. The emphasis is on depth of language development using a wide variety of contexts and vocabulary.
- In exercise classes, tutors ensure all learners are able to adapt poses for their own individual needs. Learners focus on their own well-being through outstanding teaching and constant support to ensure they can use the skills and techniques to keep healthy.
- A wide range of leisure and language programmes at all levels successfully meets the needs of learners. Provision takes place in a good number of community venues and village halls. Learners are encouraged to bring in additional materials to stimulate discussion and interest.
- Partnerships are well developed and the service works effectively at a local level to support initiatives and widen learning opportunities. The service has responded sensitively to community requests and has developed appropriate provision. In addition, HL has provided effective training to support quality assurance in partners' centres.
- Support for learners is good. Clear guidance is given on the levels of programmes offered and the initial assessment for exercise classes includes a

comprehensive medical assessment. This ensures that programmes are suitable and any necessary adaptations to equipment are in place.

- Leadership and management are good. Managers have worked hard to develop strong partnerships and to support tutors across the region. Communications are good and morale is high.
- Quality assurance is well developed and the self-assessment report is both evaluative and accurate. Areas for development identified in the previous inspection have been addressed and subject specialists appointed.

What does Hampshire Learning need to do to improve further?

- Use the skills and expertise of tutors in promoting equality and diversity in lessons to build confidence across the rest of the service.

## Information and communication technology

## Grade 3

### Context

33. A curriculum manager, 20 part-time tutors and approximately 30 subcontracting organisations, support 251 learners enrolled on 38 courses. Subjects offered include using common IT programs, the internet, text processing and qualifications in IT. They range from beginners' courses to advanced level. Learners attend at 40 community venues. Most learners are women, 97% are White British and half are aged 60 or older.

### Key findings

- Outcomes for learners and attendance are good. Success rates on courses leading to qualifications are high. Most learners make good progress. However, in a minority of courses, learners' skills and progress are only satisfactory. On some non-accredited courses, goals are vague and insufficiently lack challenge.
- Many learners are elderly and seek to learn the new skills of a technological world. They gain in confidence, often from very low levels, and are pleased with their progress. Most enjoy learning to use computers and the internet for shopping and communicating with family and friends.
- Teaching and learning are satisfactory. Most lessons are well planned, engage learners and have a good variety of activities. In some lessons, however, there is a lack of challenge; teaching strategies are limited and do not enthuse learners. Teachers do not always have high enough expectations of their learners.
- Tutors provide very good support for learners. Their sensitive approach successfully puts learners at their ease. Tutors' explanations are clear and encouraging, and they use questions well to help learners relate new skills to previous learning. Learners make most progress when the learning activities relate closely to their interests and personal goals.
- Assessment practices are satisfactory. Verbal feedback in lessons is good and written feedback provides advice on how to improve. However, some feedback is not specific enough to help learners improve their work. Tutors do not always make sufficient use of assessment to support learning. On some long courses, intermediate milestones are not always agreed with learners.
- The range of programmes is good and well integrated with that of other providers in Hampshire. The service collaborates effectively to attract hard-to-reach learners. A learning bus and portable laptop computers are successfully used to bring provision to isolated villages and community centres. Entry level and taster courses in basic computer literacy are complemented by innovative courses such as cyber safety and social networking.
- Support for learners is satisfactory. Learners who receive additional support succeed at least as well as their peers. Support to persuade learners to return

after absences is effective. Information, advice and guidance are appropriate, although online information is complex and difficult to use.

- Leadership and management are satisfactory. Teachers and managers work well with partners to improve provision and implement council initiatives. Accommodation and resources are good. Staff development and the implementation of safeguarding arrangements are satisfactory. Managers use data satisfactorily and management information is accurate and up to date.
- The promotion of equality and diversity is satisfactory. Courses successfully recruit learners from disadvantaged groups such as the homeless, and those with mental health difficulties. HL works well with Age Concern, to provide learning to older people. Equality and diversity are always not promoted sufficiently in lessons. However, learners have a good knowledge of their rights and responsibilities. Some tutors' understanding of equality and diversity is under-developed, and the take up of training by subcontractors is inconsistent.
- Quality improvement and self-assessment are satisfactory and result in good improvement plans. Some lesson observation grades carried out by subcontractors are too generous. Managers are actively supporting subcontractors to improve the quality of their lesson observations and self-assessment processes.

What does Hampshire Learning need to do to improve further?

- Improve the progress and skills development of learners by ensuring that course goals and learning objectives in lessons are more precise.
- Make sure that learners are appropriately enthused and challenged in all classes so that they make the best possible progress.
- Continue to raise standards for learners by making sure that assessment to support learning and feedback are specific and helpful.
- Build the confidence of all tutors in promoting equality and diversity in lessons by specific, focused training.



## Visual arts and crafts

## Grade 2

### Context

34. Hampshire Learning offers a broad range of over 250 mainly non-accredited visual arts and crafts programmes in 52 venues across the county. Many venues are based in village halls, libraries, schools and community centres. In 2009/10, of 2,241 enrolments, women comprise 80% of learners and 38% are aged 60 or over.

### Key findings

- Outcomes for learners are good. Achievement rates are high on both accredited and non-accredited programmes. Attendance is high. Learners enjoy their courses and are proud of the high quality work they produce. By raising money, for example, for a local hospice through the sale of artwork and working with local children in schools, learners are making a positive contribution to their communities.
- Learners produce creative work of a high standard. Patchwork and quilting learners produce articles of high quality and have won awards in national competitions. In soft furnishing classes, pleating and lined curtains made from vibrant fabrics are finished to a professional standard. Life drawings depict the model through exploration of line and tone.
- Learners develop a good range of technical skills. Drawing techniques are fully explored and learners produce expressive work in sketchbooks. More advanced learners develop new skills through experimentation with pen and ink on watercolour, unusual fabrics and collage with mixed media.
- Teaching and learning are good. Teachers provide specialist vocational advice enabling learners to make progress quickly. Learners are actively engaged in their learning. Teachers encourage learners to be reflective and to develop confidence in their creative practices. However, individual targets are not always sufficiently challenging and written feedback does not always provide specific guidance for learners.
- The range of visual arts programmes is good. Most centres work closely with partner organisations to provide a coherent range of courses with clear, detailed information about course contents. Learning events and one-day workshops have successfully led to the recruitment of new learners.
- Support for learners is good. Learners feel well supported by their tutors. Initial advice and guidance are satisfactory. However, learners' specific needs are not consistently captured in initial assessment. Teachers provide good advice on potential progression routes and current practice in creative industries. Most teachers are clear about accessing additional support for their learners.
- Curriculum management is good. Data are used effectively to make judgements on how the curriculum will develop and improve. The self-

assessment report is accurate in the identification of key priorities for improvement.

- The promotion of equality and diversity is satisfactory. Workshops, festivals and events held across county celebrate cultural diversity well. Learning about visual arts practice in other cultures is not sufficiently promoted in lessons.
- Resources are satisfactory. Specialist rooms in schools provide functional creative working environments. Specialist equipment and storage for soft furnishing materials for the accredited programme are insufficient. Access to venues is good for all learners and working practices are safe.
- Staff are well qualified and have a wealth of specialist expertise in their vocational areas. Many are practising artists, designers, photographers and craftspeople. They use this expertise and knowledge to inspire learners and build confidence in their own creative decision making.

What does Hampshire Learning need to do to improve further?

- Develop challenging group and individual learning goals to extend learning.
- In order to continue to raise standards and learners' progress, improve the quality of written feedback in progress reviews.
- Build the confidence of all tutors in promoting equality and diversity in lessons by specific, focused training.

## Family learning

## Grade 2

### Context

35. Twenty nine courses in family learning are offered for 252 learners. Around 90% of the learners are female. Eleven courses are taught by HL staff and the remainder by partner organisations. Courses are delivered in 19 locations, mainly primary schools and children's centres. A third of the courses are designed for children and adults to work together. The courses are part time and accreditation is at entry level.

### Key findings

- Outcomes for learners are good. Learners' work and portfolios amply demonstrate their progress. Learners enjoy the programmes, make good gains in skills and knowledge and are aware of the skills they are developing. They report gains in confidence to progress to other courses.
- Learners feel safe and their children are well looked after in the crèches. In joint sessions they appreciate the special time they spend with their children. All courses and crèche provision are free to the learner. Attendance and retention have consistently improved.
- Teaching and learning are good. Sessions are well planned and build on previous learning. Tutors use questions well to challenge learners, check learning points and develop understanding. Activities are well planned so that they can be used at home with children.
- Tutors are skilled at creating a relaxed and supportive learning environment. They use individual work, whole and small group work to add variety to sessions and to enthuse learners. Learners work well in teams, respect each other and provide good mutual support.
- Learners focus well on their work throughout the sessions. They receive constructive feedback on their progress and how they might improve. The good rapport in sessions allows learners to ask questions and to contribute to discussions and share experiences. Individual learning plans are used well by learners and teachers to monitor and review learners' progress.
- Family learning courses are well planned in collaboration with partner organisations. Where there have been concerns over quality in the past, service employees now teach the programmes. Courses are developed in areas of need and are targeted to clearly identified groups. Taster days, visits and family activity days have been successfully used to increase awareness in areas of deprivation and to encourage participation.
- Support for learners is good. Additional learning support for English for speakers of other languages (ESOL) learners and those with dyslexia is also good. Information and guidance on progression to further appropriate courses are satisfactory. Managers and teachers are currently reviewing their practice as they have identified this as an area for development.

- Curriculum management is good. Subcontracted provision is well managed and monitored. Team meetings and meetings with partners are regular and focus appropriately on new provision opportunities and good practice. Partners are trained to observe teaching and learning and standardisation meetings ensure consistency.
- All tutors have good opportunities for continuing professional development. Tutors are either fully qualified or are working towards relevant teaching qualifications. Annual training in safeguarding is effectively provided and CRB checks are in place.
- Equality and diversity policies procedures well understood by tutors and providers. Publicity materials are reviewed and changed to reflect the diversity of targeted groups. However, little promotion of diversity is incorporated into lessons and learning activities.
- Quality assurance is good and the self-assessment report is evaluative and accurate. Action plans are effective in bringing about improvements. Recently learners have engaged in community forums to help plan courses, but it is too early to judge the outcomes.
- Resources are good. Printed materials are well presented and appropriate for the learners. Accommodation is satisfactory.

What does Hampshire Learning need to do to improve further?

- Continue to develop initial advice and guidance for learners by training for tutors and appropriate publicity through the centres of delivery.
- Build the confidence of all tutors in promoting equality and diversity in lessons by specific, focused training.

## Information about the inspection

36. Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the provider's head of quality and curriculum, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC) or other funding bodies, 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.
37. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider/college offers.

## Record of Main Findings (RMF)

## Hampshire Learning

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full-time and part-time courses, Foundation learning tier, including E2E); 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships Blank Column: insert DWP employability programmes (including Workstep), or Judicial Services or nextstep as appropriate

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive	Employer responsive	Non accredited
Approximate number of enrolled learners at the time of inspection				
Full-time learners				
Part-time learners	3,969	122	127	3,720
Overall effectiveness	2	2	2	2
Capacity to improve	2			
A. Outcomes for learners	2	2	2	2
A1. How well do learners achieve and enjoy their learning?	2			
A1.a) How well do learners attain their learning goals?	2			
A1.b) How well do learners progress?	2			
A2. How well do learners improve their economic and social well-being through learning and development?	2			
A3. How safe do learners feel?	2			
A4. Are learners able to make informed choices about their own health and well being?*	2			
A5. How well do learners make a positive contribution to the community?*	2			
B. Quality of provision	2	2	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2			
B2. How effectively does the provision meet the needs and interests of users?	2			
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2			
C. Leadership and management	2	2	2	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	2			
C3. How effectively does the provider promote the safeguarding of learners?	3			
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2			
C5. How effectively does the provider engage with users to support and promote improvement?	2			
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
C7. 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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