

Skegness College of Vocational Training

Inspection report

Unique reference number: 54397

Name of lead inspector: Jai Sharda HMI

Last day of inspection: 11 June 2010

Type of provider: Independent learning provider

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Information about the provider

1. Skegness College of Vocational Training (SCVT) is a small privately owned limited company founded in 1975 and based in Lincolnshire. It delivers work-based learning from four sites in Skegness and one in Boston. The company has contracts with the Skills Funding Agency and the Young People's Learning Agency for the provision of Entry to Employment (E2E), apprenticeship training in hairdressing and beauty therapy and in education and training. It also contracts with the European Social Fund to provide a range of programmes to improve employability and vocational skills.
2. The company's managing director oversees the company's finances. He liaises closely with the senior management team consisting of the general manager and managers responsible for E2E, hair and beauty and for quality. Inspectors did not separately grade provision in education and training, as the number of learners in this subject area was too low.
3. Skegness is a popular seaside resort. The major industry is leisure and tourism, but many outlets are year-round service industries such as motor vehicle, hairdressing and retail. The employer placements that the company uses are all within 35 miles of the town. Seasonal population fluctuations occur during the summer. According to the 1991 census, the proportion of people from minority ethnic groups is very low at 0.7%. The town has a much larger than average proportion of people of retirement age. The unemployment rate in the Skegness area is broadly in line with the national rate. The proportion of school leavers who gained five or more GCSEs at grades A*-C in 2009 is 51.5%, well below the national rate of 65.2%.
4. SCVT provides training on behalf of the following providers:
 - Grimsby Institute of Further and Higher Education
 - Boston College
5. The following organisation provides training on behalf of the provider:
 - Isis Training
 - CG Partnership Limited
 - First College

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to16 Further education (16 to18)	12 part-time learners 39 full-time learners

Foundation learning, including Entry to Employment	190 full-time learners
Provision for adult learners: Further education (19+)	36 full-time learners 33 part-time learners
Employer provision: Apprenticeships	28 apprentices

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
Subject Areas	
Hairdressing and beauty therapy	2
Preparation for life and work	2

Overall effectiveness

6. The overall effectiveness of SCVT's provision is good. The managing director provides good leadership and promotes a culture that sets high expectations for learners and staff. The company has maintained many of the strengths and successfully tackled most of the weaknesses found at the previous inspection. Overall success rates for apprentices are high. Current apprentices are making good progress. Training and assessment are generally satisfactory in E2E but good on the apprenticeship programme. Employers provide good support for learners. They value SCVT's responsive and flexible approach to their needs. Partnership work is good. The company has earned a particularly good reputation with colleges of further education, private training providers and local schools. Guidance and support arrangements are good. Learners on E2E programmes have a wide range of individual personal and social needs, which SCVT meets very well. Staff quickly identify and resolve issues likely to affect adversely learners' ability to complete the qualification. Arrangements to safeguard learners are satisfactory. Learners say they feel safe and protected from abuse. The company has developed an employer engagement strategy as well as a learner involvement strategy. It makes good use of the views of learners, employers and other stakeholders to improve the provision and to

support self-assessment judgements. The company's promotion of equality and diversity is good. Managers make good use of data to narrow any gaps in performance between different groups of learners. Staff and learner induction cover equalities issues well. The company employs a diverse range of staff who are good role models for learners. Seven of the company's 34 staff are former learners and five have a declared disability.

Main findings

- Learner success rates are good. Hairdressing apprentices are making good progress towards achieving their learning goals. Most current apprentices have either completed or are on target to complete well within the planned period of study. Retention is high.
- The proportion of E2E learners who progress into further education, training or employment has been rising for the last three years and is now good. In the current year, 72% of leavers have already progressed.
- The development of learners' personal and employability skills is good. On the E2E programme, staff challenge inappropriate behaviour very effectively to promote the standards required when learners enter employment. Hair and beauty learners develop standards of professional and commercial skills that improve their employability.
- Teaching overall is satisfactory. It is good in hairdressing and beauty therapy where tutors plan sessions well and demonstrate a variety of practices that meet or exceed commercial standards. Feedback on learners' work is good and improves their knowledge and skills. However, in E2E, too many sessions fail to extend and build on previous learning. Some teaching methods are outdated and tutors do not use information and learning technology effectively to stimulate learners and add variety.
- The range of provision effectively meets the needs of learners, employers and local communities. Personal and social development classes match E2E learners' interests well. The range of additional qualifications for all learners is good. SCVT identifies and promotes progression routes clearly to learners early in their programme. However, opportunities for E2E learners to take National Tests in literacy and numeracy are limited.
- SCVT uses partnerships very well to reach the most vulnerable young people. Good links with local schools and colleges effectively bridges the gap between school and further learning. The company provides support for learners who want to become self-employed or set up their own salon. E2E learners attend effective job search classes that help them find local employment. However, too few attend work placement as part of their E2E course.
- Support for learners is good. Learners receive good quality information, advice and guidance throughout their programme. Tutors and key workers allow learners to make their own decisions within a framework of support and care. SCVT uses initial assessment well to plan additional support for hair and beauty learners.

- The managing director provides good strategic direction and leadership. He sets out the company's mission and vision effectively. SCVT's mission statement includes a commitment to enable all learners to reach their potential, which staff work hard to achieve. The company promotes an aspirational culture. Senior managers set very high standards of behaviour and work for learners and staff.
- SCVT works effectively in collaboration with a range of partners to widen participation. The company has a policy of ensuring that its training centres are located in areas of need, where there are few other learning venues. The company collaborated successfully with a local college to establish the first motor vehicle training centre in Skegness. Staff have developed an understanding of the range of emotional and behavioural issues that learners have. They apply this understanding effectively to meet learners' individual needs.
- SCVT has satisfactory arrangements for safeguarding. All staff, including those providing administrative and support services, have received an enhanced Criminal Records Bureau (CRB) check. Learners receive information about safeguarding during their induction. The company uses its policy on safeguarding appropriately to ensure learners are safe at work by liaising effectively, with learners' workplace supervisors. All staff have received appropriate training in safeguarding.
- SCVT's scheme for the observation of teaching and learning is insufficiently rigorous. The company's graded lesson observation scheme is broadly satisfactory. However, observers overgrade some learning sessions, especially in E2E. Observation records do not always support the grade given nor do they clearly identify improvement actions for the tutor.

What does Skegness College of Vocational Training need to do to improve further?

- Improve the standard of teaching and learning by updating teaching methods and ensure that the observation of teaching and learning process focuses more rigorously on learning.
- Continue with initiatives to widen participation by further developing productive links with partners and stakeholders.
- Further improve learners' awareness of safeguarding and equality and diversity by integrating these aspects into all stages of the learner journey.

Summary of the views of users as confirmed by inspectors

What learners like:

- the support and guidance provided by tutors

- how the course meets individual needs, offers progression opportunities and provides valuable knowledge and skills
- the excellent quality of training provided by tutors
- the friendly, approachable and supportive teachers
- the small groups and good individual support in lessons
- the practical lessons and hands-on opportunities
- being treated with respect and as an adult
- the good preparation for employment and possibility of returning for the level 3 course
- the work provides essential life skills such as practising driving theory tests, social skills and first aid courses.

What learners would like to see improved:

- the cost of the equipment required for the course
- the amount of small electrical equipment required for practical lessons
- the number of clients in the salon for us to practise on.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the close relationship between the college, tutors and employers which is beneficial in supporting the trainee's needs
- the training that employers and my employees have received
- the approachable staff and quick responses to requests
- the small groups that help learners progress more quickly
- the fantastic support for employers and learners that meets all the training needs
- the helpful communication from SCVT and the support and help from all the tutors
- the high standard of training that reflects both commercial and salon demands
- that SCVT is a local college meeting local needs
- the encouragement provided to learners to progress quickly and move on to their next goal
- the very good standard of learners' work, the quality of SCVT training and the energy demonstrated by the tutors.

What employers would like to see improved:

- the frequency of written progress reports to ensure that learners progress is made more readily available when required.

Main inspection report

Capacity to make and sustain improvement

Grade 2

7. SCVT demonstrates a good capacity to improve. The company has maintained the high standards found at the previous inspection and managers have successfully tackled most of the key weaknesses identified. The proportion of E2E learners who progress into education, training or employment has improved in each of the previous three years and is now good. Current apprentices are making good progress. Retention on most programmes is good. The managing director has a clear vision for the company and provides decisive and effective leadership. The senior management team work well together to raise standards and to improve the overall quality of provision.
8. Quality assurance and quality improvement arrangements are effective in securing improvements to the provision. Managers use feedback from stakeholders and learners well to support improvements. The company introduced a graded lesson observation scheme about 18 months ago. The process is broadly satisfactory. However, observers overgrade some learning sessions, especially in E2E. Observation records do not always support the grade given nor do they clearly identify improvement actions for the tutor. The self-assessment report is realistic, comprehensive and accurate. The company understands its provision well. Managers regularly review and monitor the company's quality improvement plan.

Outcomes for learners

Grade 2

9. Outcomes for learners are good. The company's learner success rates are also good. Hairdressing apprentices are making good progress towards achieving their learning goals. Success rates for learners on franchised learner responsive programmes in hairdressing and beauty therapy are satisfactory and improving. Most current apprentices have either completed all of their units or are on target to complete them well within the planned period of study. Retention on most programmes is high.
10. The proportion of E2E learners who progress into further education, training or employment has been rising for the last three years and is now good. In the current year, 72% of leavers have already progressed. However, very few E2E learners progress onto apprenticeship programmes or into employment with training.
11. The development of learners' personal and employability skills is good. On the E2E programme, staff challenge inappropriate behaviour very effectively to promote the standards required when learners enter employment. Learners achieve a good range of additional vocationally based qualifications that improve their self-esteem and employment prospects. Hair and beauty learners at all levels develop standards of professional and commercial skills that

improve their employability. Learners say that they feel safe at college and in the workplace.

12. Standards of learners' work are satisfactory, as is attendance. Learners enjoy their learning, demonstrate interest in their work and make good progress towards meeting their learning targets.
13. Few E2E learners achieve literacy and numeracy qualifications. In the current year, only three of the 117 leavers on programme have achieved qualifications in literacy and numeracy.

The quality of provision

Grade 2

14. The quality of provision is good. Teaching overall is satisfactory, but it is good in hairdressing and beauty therapy. Staff have appropriate qualifications and demonstrate good practical skills and technical knowledge. The better sessions are lively and learners achieve well. Hair and beauty tutors plan sessions well and demonstrate a variety of techniques that meet or exceed commercial standards. However, some hairdressing resources require updating. Tutors are knowledgeable and assess learners regularly. Feedback on learners' work is good and improves their knowledge and skills. However, too many E2E sessions fail to extend and build on previous learning. Some teaching methods in E2E are outdated and tutors do not use information and learning technology effectively to stimulate learners and add variety. Assessment and verification are satisfactory. Hair and beauty learners receive appropriate additional support to achieve their key skills. Tutors effectively integrate literacy and numeracy teaching for E2E learners with job search and personal and social development classes well.
15. The range of provision effectively meets the needs of learners, employers and local communities. SCVT is particularly responsive to the needs of communities where transport links are poor. Personal and social development classes match E2E learners' interests well. The range of additional qualifications for all learners is good. SCVT identifies and promotes progression routes clearly to learners early in their programme. Seventy percent of hair and beauty learners progress to the next level of study. E2E learners particularly enjoy enrichment activities, such as voluntary work and participation in a football tournament. Enrichment activity for hair and beauty learners is employment-related and meets their needs well. However, opportunities for E2E learners to take National Tests in literacy and numeracy are limited.
16. SCVT uses partnerships very well to reach the most vulnerable young people. Locally run courses make learning accessible. Good links with local schools and colleges effectively bridge the gap between school and further learning. Employer partnerships are good in hairdressing and satisfactory in E2E. All hair and beauty learners have a work placement. The company provides support for learners who want to become self-employed or set up their own salon. E2E learners attend effective job search classes that help them find local

employment. However, too few attend work placement as part of their E2E course. SCVT develops courses for groups facing particular disadvantage. For example, 'Work4Work', is a successful initiative to engage pre-E2E learners in learning before joining an E2E programme.

17. Support for learners is good. Learners receive good quality information, advice and guidance throughout their programme. Tutors and key workers allow learners to make their own decisions within a framework of support and care. SCVT uses initial assessment well to plan additional support for hair and beauty learners. It uses a wide range of specialist agencies, such as the probation service, social services and mental health professionals, to provide more personalised help.

Leadership and management

Grade 2

18. Leadership and management are good, as acknowledged in SCVT's self-assessment report. The managing director provides clear strategic direction and leadership. He sets out the company's mission and vision effectively. Staff demonstrate a good understanding of the company's values. SCVT's mission statement includes a commitment to enable all learners to reach their potential, which staff work hard to achieve. The company promotes an aspirational culture. It collaborates effectively with a range of partners to widen participation and to tackle social exclusion. Senior managers set very high standards of behaviour and work for learners and staff. Learners are very well behaved and treat staff and each other with courtesy and respect. SCVT is well regarded in the area as a specialist provider of services for young people with challenging emotional and behavioural problems. The company has maintained the high standards of provision found at the previous inspection in 2005.
19. SCVT has satisfactory arrangements for safeguarding. The self-assessment report judged this aspect of provision to be good. All staff, including those providing administrative and support services, have received an enhanced CRB check. The company maintains a central record of the date that each member of staff received their CRB clearance. The nominee is one of four designated safeguarding officers. Learners receive information about safeguarding during their induction. The company uses its policy on safeguarding appropriately to ensure learners are safe at work, with effective liaison with learners' workplace supervisors. All staff have received appropriate training in safeguarding. They have a satisfactory understanding of their role in implementing the safeguarding policy. SCVT has made satisfactory progress in preparing to implement the Independent Safeguarding Authority Vetting and Barring requirements in 2010.
20. The company has good arrangements for promoting equality and diversity, as recognised in the self-assessment report. SCVT works well with a range of partners to widen participation. In order to have the most significant impact, the company has a policy of ensuring that its training centres are located in areas of need, where there are few other learning venues. The company

collaborated successfully with a local college to establish the first motor vehicle training centre in Skegness. Staff have developed expertise and understanding of the range of emotional and behavioural issues that learners have. They apply this understanding effectively to meet learners' individual needs. SCVT's partners have a high regard for the company and recognise it as a provider of choice for hairdressing apprenticeships and E2E.

21. The company has well-established policies and procedures for equality of opportunity. It carries out detailed equality and diversity impact assessments. Managers regularly monitor the company equality and diversity action plan, which contains clear targets for the recruitment and achievement of minority ethnic learners, women and people with disabilities. The company has begun to make use of data to monitor recruitment, retention and achievement by equality of opportunity categories. It has found that there is no significant achievement gap between different groups. The company identified that many of their young female learners were either parents or parents-to-be and in response to this, set up provision in conjunction with Surestart in Boston. The courses offer training in literacy and numeracy and in parenting skills. Learner and staff understanding of equalities issues is sound. Of the 34 staff that the company employs, seven are former learners and five have a declared disability. They provide a good role model for learners.
22. The company has satisfactory arrangements for engaging with users to support and promote improvements. The company has introduced an appropriate employer engagement and learner involvement strategy. SCVT consults learners and employers by means of questionnaires and it takes appropriate actions to identify and respond to concerns. E2E learners participate in regular meetings where elected learner representatives express their views about all aspects of the provision. However, the company's employer engagement strategy has not yet resulted in an effective and systematic procedure for gaining employer views about the quality of provision.
23. SCVT's self-assessment is effective in improving the quality of provision and outcomes for learners. The managing director and the senior management team produced the self-assessment report after consulting staff, learners, employers and subcontractors. Satisfactory use is made of data to support key judgements and grades. Judgements are evaluative and well-supported by evidence. The company accurately identified most of the strengths and areas for improvement found by inspectors. A few strengths identified for the E2E provision are no more than normal practice and the grade for safeguarding was too generous. Inspectors concurred with the self-assessment grades for all other aspects of the provision.
24. SCVT provides satisfactory value for money. Outcomes for learners are good. Retention is particularly good in 2009/10. Resources to support learning are satisfactory. Staff are appropriately qualified or working towards a relevant teaching qualification. Classrooms are mostly well-equipped. Learners have appropriate access to information and learning technology resources. Tutor-

devised learning materials for E2E learners are satisfactory. However, in hairdressing, the quality of training materials and facilities do not always meet commercial standards.

Subject areas

Hairdressing and beauty therapy

Grade 2

Context

25. At the time of inspection, SCVT had 124 learners on hairdressing, beauty and holistic therapy courses at NVQ levels 1, 2 and 3. Most learners are female and over 19 years of age. Six learners are from minority ethnic backgrounds and 26% of learners have additional learning needs. Twenty-one pupils from local schools are studying NVQ level 1 and diploma courses in hairdressing and beauty therapy and 23 learners are on apprenticeships in hairdressing.

Key findings

- Overall success rates for apprenticeships are good, with many achieving well within the planned period of study. Current apprentices are making good progress towards achievement of the framework and NVQ. All apprentices have either completed their programme early or are on target to complete well within the planned period of study.
- Success rates for learners aged 16-18 are satisfactory and improving. SCVT has strengthened its interview and selection criteria for these programmes. The progress of current learners is good. Most learners have either already completed or are on target to achieve within the next two months.
- In 2009/10, retention for learners on the NVQ level 2 and 3 beauty therapy and nail technology courses subcontracted from Grimsby College and for learners on advanced apprenticeships is 100%. However, for NVQ level 1, 2 and 3 in hairdressing, retention is broadly satisfactory.
- The standard of learners' work is satisfactory and meets the requirements of the qualification. Learners at all levels develop standards of professional and commercial skills that improve their employability. Learners are able to relate theory to practical activity well. They enjoy their learning and show a keen interest in their work. Learners make good progress in meeting the targets set at the beginning of their lessons.
- Teaching and learning are good. Tutors help to develop learners' confidence and motivation well. They use their commercial experience to illustrate key points and effectively integrate theory with practice. Tutors plan lessons well and emphasise health and safety effectively. Learning sessions are well-focused. Tutors skilfully use their knowledge of learners' needs and abilities to deliver lessons that are interesting and promote learning.
- Assessment of learners' performance is accurate and reliable. Monitoring and target setting of individuals' progress in reviews and practical lessons is good. Tutors closely monitor and track learner progress. Staff provide additional support for learners who are at risk of falling behind. Apprentices have many assessment opportunities in the workplace and at college.

- The provision meets the needs and interests of learners well. The range of courses is wide and includes several short course options. Enrichment opportunities are employment-related and meet learners' needs. Learners and employers speak positively about the programmes offered. Most learners progress to the next level of study or into employment at the end of their course.
- Partnerships are particularly effective in further developing the provision to meet learners' needs. In-salon training delivered by employers complements the college's own training and increases opportunities for workplace assessments. Close communications between subcontractor colleges and SCVT support the sharing of good practice, collaborative development of the curriculum and standardisation activities for assessors and verifiers.
- Care, guidance and support are good. Information, advice and guidance help learners to make informed choices about their studies. Learners receive good quality personalised support to help them decide the appropriate courses of study for them. Staff make good use of initial assessment to plan support and further develop learners during lessons and reviews.
- Leadership and management are good. Managers have a thorough understanding of the provision. They maintain good partnerships with schools and employers that benefit learners. Staff are actively involved in target-setting and action-planning for improvement. Teamwork is good. Staff development opportunities are good. However, specialist hairdressing and beauty accommodation and equipment do not fully meet modern commercial standards.
- Commitment to continuous improvement is good. Monitoring of progress is regular and effective. SCVT has well-established quality systems. Teachers and managers are actively involved in evaluating the effectiveness of courses. The self-assessment report is broadly accurate and reflects the judgements made by inspectors. Progress in improving success rates has been good.
- Learners have a satisfactory understanding of equality and diversity and of safeguarding. They know who to talk to if they feel bullied or mistreated. Their understanding of employment rights and responsibilities is sound. However, learners are not always able to clearly articulate how they would adapt their practice in the salon to meet the needs of clients from diverse backgrounds.

What does SCVT need to do to improve further?

- Continue to strengthen the improved and focused interview and selection processes to raise success rates in learner responsive courses and in key skills.
- Ensure that specialist hairdressing and beauty therapy accommodation and equipment more fully reflects current commercial standards.
- Further develop learners' awareness of equality and diversity and safeguarding to enable them to set these in the context of hairdressing and/or beauty therapy.

Preparation for life and work

Grade 2

Context

26. SCVT has a direct contract for E2E provision. It also provides training for 20 learners with learning difficulties and disabilities on behalf of Grimsby Institute of Further and Higher Education. The company also receives ESF money to provide employability training for 25 disaffected young people. At the time of the inspection, 76 learners were on the E2E programme. The E2E manager and three team leaders manage the provision.

Key findings

- Learner progression is good. In the current year, 72% of leavers have already progressed into further education, training or employment. Progression has improved from around the national average three years ago to well above this in 2008/09. However, very few learners progress onto apprenticeship programmes or into employment with training.
- The development of learners' personal and employability skills is good. Staff challenge inappropriate behaviour very effectively to promote the standards required when learners enter employment. Learners achieve a good range of additional vocationally based qualifications that improve their self-esteem and employability.
- Few learners achieve literacy and numeracy qualifications. In the current year, only three of the 117 leavers have gained qualifications in literacy and numeracy. Although all learners attend classes and activities to improve their literacy and numeracy skills, they are not sufficiently encouraged to take up literacy and numeracy accreditation.
- Learners feel safe and use safe working practice in the training centres and in their work placement. Tutors use personal and social development classes well to improve learners' understanding and knowledge of the risks posed by smoking, using drugs and sexual behaviour. Many learners gain qualifications in health and safety, first aid and food hygiene.
- Teaching and learning are satisfactory. In the better lessons, tutors link clearly learning to previously covered topics. The wide range of teaching methods engages learners well. Attainment in these lessons is good. In the weaker lessons, activities do not always meet learner's individual needs and tutors do not give sufficient time to enable learners to complete tasks. Some accommodation is shabby, and some learning resources are of poor quality.
- Tutors make insufficient use of information and learning technology to support learning. SCVT has plans to improve the quantity and quality of information and learning technology resources but this has not yet happened. Teaching sessions rely too heavily on paper learning resources.
- SCVT uses partnerships particularly well to respond to learners' needs. It uses well-established and effective partnerships to provide opportunities for learners

in their own communities. This is particularly important where transport links are poor. The company uses its good links with local colleges to help learners progress onto full-time courses and to set up innovative projects that promote social inclusion.

- Tutor support is good. Many learners have a complex range of support needs and barriers to progression that tutors effectively and sensitively address. Delivery staff actively support the company's ethos of helping the most disadvantaged. Support and encouragement from SCVT significantly improves learners' confidence, motivation and life chances. Particularly high levels of support enable even the most disadvantaged learners to achieve.
- Team working is good. Tutors work flexibly. They travel regularly between SCVT's sites to support learning effectively. Programme planning is responsive to local priorities and new initiatives are relevant to learners, employers and local communities. Good use is made of tutors' individual strengths and specialisms to improve the variety of course content.
- SCVT creates a learning environment in which learners and staff are encouraged to promote fairness and acceptance of others. Learners' understanding of equality and diversity is satisfactory and continually reinforced. Induction provides learners with an effective introduction to issues of bullying, unfair treatment and expected standards of behaviour. Actions taken to narrow the achievement gap between different groups is effective.

What does SCVT need to do to improve further?

- Further develop links with local employers to help more learners progress into employment with training.
- Encourage more learners to accredit their learning in literacy, numeracy and information technology.
- Further improve the quality of teaching and learning by sharing the existing good practice and ensuring that all learners needs are fully met.'
- Stimulate learners by making improvements to the learning environment and providing ILT resources for all learners.

Information about the inspection

27. One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's general manager, 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.
28. 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 offers.

Record of Main Findings (RMF)

Skegness College of Vocational Training

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

<p>Grades using the 4 point scale</p> <p>1: Outstanding; 2: Good;</p> <p>3: Satisfactory; 4: Inadequate</p>	Overall	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners				
Full-time learners	214	128	86	0
Part-time learners	122	39	39	18
Overall effectiveness	2	2	2	2
Capacity to improve	2			
Outcomes for learners	2	2	2	2
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	2			
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?	3			
Are learners able to make informed choices about their own health and well being?*	3			
How well do learners make a positive contribution to the community?*	n/a			
Quality of provision	2	2	2	2
How effectively do teaching, training and assessment support learning and development?	3			
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	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?*	n/a			
How effectively does the provider promote the safeguarding of learners?	3			
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?	3			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
How efficiently and effectively does the provider use its available resources to secure value for money?	3			

*where applicable to the type of provision

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