

# Stroud College

## Inspection report

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Unique reference number: 130685

Name of lead inspector: Russell Jordan HMI

Last day of inspection: 16 October 2009

Type of provider: General Further Education College

Address: Stratford Road  
Stroud  
Gloucestershire  
GL5 4AH

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## Information about the provider

1. Stroud College is the only further education college in the district of Stroud, Gloucestershire. Stroud is a market town with a rich industrial heritage in the manufacture of woollen cloth. The area is relatively prosperous but has pockets of higher than average unemployment and deprivation. Approximately 5% of the college's learners are of minority ethnic heritage, a much higher proportion than in the local population.
2. Participation in post-16 education and training is high in the area and local schools' results in GCSE courses are higher than the national average. Currently five of the area's eight senior schools have sixth forms. The college works with local schools in the Stroud partnership to provide a prospectus for students aged 14 to 19; it has now phased out all GCE A level provision. There has been significant growth in the number of learners studying full time since 2005 and most of these are aged 16 to 18. Around 50% of students aged 16 to 18 study courses at advanced level and some 30% at intermediate level. The most significant areas of work for the college are in subject areas of literacy and numeracy, and visual and performing arts and media. These jointly account for around half of learners.
3. In 2007 the college moved to new purpose-built premises in Stroud town centre. The college offers skills and personal development training under contract to Gloucestershire Local Authority through some 30 outreach centres in the surrounding area. Apprenticeships are mainly in health and social care, construction, and business administration. The majority of learners in Train to Gain provision are in health and social care programmes.
4. The college provides training on behalf of the following providers:
  - Gloucestershire Local Authority (in a range of seven subject areas for adult and community learning)
  - CSkills (construction).
5. The following organisations provide training on behalf of the college:
  - Brandon Trust (health and care)
  - National Health Service Trust (health and care)
  - Buttercups Pharmaceutical Service (health and care)
  - Independent Training (health and care)
  - Sanctus Plant (construction).

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16	173 part-time learners
Further education (16 to18)	897 full-time learners 118 part-time learners
Foundation learning, including	340 full-time learners 96 part-time learners
Entry to Employment	28 learners
Provision for adult learners: Further education (19+)	156 full-time learners 1,626 part-time learners
Employer provision: Train to Gain	1,197 learners
Apprenticeships	317 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	2
Equality and diversity	2
	Grade
Subject areas	Grade
Health, social care and early years	2
Literacy and numeracy and provision for learners with learning difficulties/ disabilities	2

## Overall effectiveness

6. This is a good college and shows good capacity to improve outcomes for learners and the quality of its provision. Learners feel very safe in the college, reflecting the good promotion of safeguarding. Equality of opportunity is well integrated into college life and teachers take good advantage of opportunities to promote this in lesson activities. Learners are successful in gaining qualifications but in Train to Gain and work-based learning apprenticeships they do not always do so by the planned end date. In advanced courses learners make better than expected progress compared to their results at GCSE, but this is variable across the range of subjects. Learners aged 14 to 16 do particularly well. Learners are well equipped to progress into further study or employment.
7. Learners benefit from an extremely wide range of courses in each subject area, and the college works very well with partners to provide this. The quality of provision for learners is good overall and is outstanding for those aged 14 to 16. The college is particularly good at gathering and acting on learners' views to continuously improve their experience at the college and learners highlight the atmosphere of mutual respect with all staff.

8. Lesson activities are interesting and challenging, but do not always meet the individual needs of all learners; teachers do not always focus sufficiently on what students should be learning, but more on ensuring that planned activities are completed. Teachers are approachable and provide good support for learners both in and outside lessons. The range of specialist advice is good. In seeking to further improve the quality of lessons and the level of success in key skills qualifications, the college has some more work to do in ensuring that leaders and managers know exactly what progress is being made with these improvements.

## Main findings

- Successful management action has brought about significant improvement in success rates over the past two years, leading to good outcomes for learners. The standard of learners' work is good, and this equips them well for further study or employment in their chosen areas. However, key skills success rates in communication at foundation level are low.
- Learners feel particularly safe around the college. Teachers build good relationships with their students which foster respect and trust and build learners' confidence. Students aged 14 to 16 are highly motivated and develop their personal and vocational skills very well. Teachers' rapport with learners is good and many use humour well to create a productive learning environment. Their extensive industrial experience helps learners gain insight into employment practices and professional standards.
- The college provides learners with an excellent choice of vocational courses in each subject area. The increased range of courses at foundation level enables learners to gain confidence and learn initial skills before stepping up to the next level. Managers use partnerships with schools and employers extremely well both to attract new learners to the college and ensure that the content of each course meets all learners' needs.
- Provision for learners aged 14 to 16 is outstanding. Young people, including those with complex issues or at risk of dropping out of school, receive an excellent introduction to vocational training. They enjoy the subjects and they make very good progress in developing practical skills. Progression rates to further courses are very high.
- Equality and diversity are well integrated into college life. Teachers plan equality and diversity aspects into lessons well and take good advantage of naturally-occurring opportunities to promote equality and diversity and challenge stereotypes.
- The college values learners' views highly. Leaders and managers are visible and approachable; they gather learners' views thoroughly and use them well to continuously improve the learners' experience of the college.
- Teachers are good at planning interesting tasks and activities that provide challenge and stretch for many students, but tasks do not always meet the needs of all students in lessons. Teachers do not always focus sufficiently on learning and lesson aims are too broad. Questions asked of students are not yet

sufficiently targeted to individuals to either build confidence or challenge and extend their learning.

- Learners receive good individual and personal support. The very wide range of specialist advice, counselling and individual support is effective in helping learners tackle personal issues and understand what they need to do to achieve.
- Learners' progress is good in lessons and their overall progress on advanced courses is better than expected. However, there is too much variation across the range of subjects at advanced level, and the progress made by apprentices and learners in Train to Gain is often too slow.
- Lesson observation is not yet sufficiently systematic to provide the college with a clear overview of the quality of lessons. Feedback to teachers is not yet sufficiently clear and precise to enable all teachers to improve the quality of lessons.

### What does Stroud College need to do to improve further?

- Clearly identify what is to be learned in lessons in achievable segments. Carefully check students' learning in engaging ways, including precise and directed open questions. Plan a sufficient and extending range of tasks to challenge the more able and motivate and keep the interest of the whole group.
- Ensure that learners have clear and timely targets for their learning and progress that meet their individual needs and prior attainment more fully.
- Ensure that the observation of teachers and the analysis and reporting of the results are more thorough and systematic. Ensure that feedback to teachers provides them with clearer and more specific actions to improve the quality of lessons.
- Gain a more precise view of learners' level of literacy, numeracy and key skills when they join the college and ensure that provision to meet learners' needs is monitored and evaluated effectively.

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

#### What learners like:

- the safe and friendly environment of mutual respect throughout the college and the clear explanation of their rights and responsibilities
- being able to learn from a variety of learning activities and their teachers' enthusiasm for their subject
- the quality and availability of support from their teachers and good access to information on finance and accommodation
- the wide range of courses at different levels
- how highly the college values learners' views and how well it acts on them
- timetabling that meets the needs of learners with work or family commitments.

What learners would like to see improved:

- the speed of service in the college refectory
- more consistent application of rules on punctuality.

Summary of the views of employers as confirmed by inspectors

What employers like:

- improvements in communication with the college and the quality of service
- the good standard of learners' work
- being able to choose the most appropriate option units for their business
- detailed feedback on learners' progress
- efficient and flexible assessment, and assessors' specialist knowledge in their vocational area
- good support for learners with additional needs.

What employers would like to see improved:

- in a few instances, a higher level of employers' involvement in reviewing learners' progress.

## Main inspection report

### Capacity to make and sustain improvement

Grade 2

9. The college is making good progress in improving outcomes for learners and the quality of provision. There has been significant improvement in learners' success rates over the past two years supported by appropriately stretching targets and a college-wide culture of continuous improvement. The clear strategic vision is successfully shared. Governors provide good support and appropriate challenge. Partnership working and its contribution to the development of the provision are outstanding. Resources are good and the college has excellent new accommodation. Self-assessment gives a mostly accurate evaluation of the strengths and areas for improvement of the college. The college is exceptionally good at gathering and using learners' views to further improve their experience. Teaching and learning have improved and are good. However, the lesson observation process is not yet sufficiently systematic to provide the college with a clear overview of the quality of lessons. The monitoring of strategies to improve key skills provision is in need of further development.

### Outcomes for learners

Grade 2

10. Successful management action has brought about significant improvement in success rates over the past two years. Considering the mix of provision, success rates on long courses are above average. However, in intermediate courses they were broadly average in 2008/09, and bringing these into line with the bulk of the provision remains a work in progress for the college. Learners' success rates on apprenticeships and Train to Gain programmes are good but, as the college recognises, not enough of them achieve their qualification by their planned end date. Outcomes for students aged 14 to 16 are outstanding.
11. Learners make good progress in lessons. On advanced courses overall they make better than expected progress relative to their qualifications on entry to their courses and in some courses they make exceptional progress. However, there is too much variation in the progress made across the range of subject areas. The college has taken successful action to both investigate and eliminate differences in achievement between male and female learners and to bring the success rates of learners from a small number of black minority ethnic backgrounds into line with the college average.
12. The standard of learners' work is good, and this equips learners well for further study or employment. Learners' progression into further study or employment is good, and is particularly strong for learners aged 14 to 16. Learners develop good numeracy and literacy skills, although for the large numbers of learners taking key skills at foundation level in communication, success rates are low. Learners enjoy college, as is evident from their good attendance. They have a good understanding of their rights and responsibilities.

13. Learners feel exceptionally safe and value very highly the friendly and supportive environment of the college. They highlight the relationships of mutual respect with their teachers. Attention to health and safety in lessons and practical activities is good.
14. Learners are well equipped to make informed choices about their own health and well-being. Healthy eating is promoted well, and this is supported by a good choice of healthy food and nutritional information in the refectory. Learners make a good contribution to the community. They make valuable contributions to their workplaces and charitable work and this is often effective in developing their team-working and organisational skills. The environmental committee is well attended and students make a significant contribution to sustainability in the college and in the wider community.

## The quality of provision

## Grade 2

15. Teaching and learning are good. Teachers thoughtfully plan interesting and relevant tasks and activities that provide challenge for many students. Teachers share their extensive, relevant industrial experience in vocational areas with learners and use it well in planning activities related to employment practices. In hairdressing and beauty therapy teachers set learners very effective targets. A new system for assessing attitude and approach to learning is presented as an easy-to-read individual chart.
16. Teachers have effective relationships with learners that foster respect, trust and build confidence. Teachers' rapport is good and many use humour well to create a safe and productive learning environment. Teachers working with students aged 14 to 16 carefully manage learning and plan activities that engage and motivate students very effectively. Their personal and vocational skills are developed very well. Effective peer learning is used increasingly by teachers to extend and challenge the more able students and provide an additional and helpful way for all students to learn.
17. Assessment is good. Teachers' written feedback following assessment activities is good and helps learners improve their work. In media, teachers and learners use the college's virtual learning environment (VLE) to communicate well about a range of issues including feedback on work in progress. Work-based learners receive detailed feedback that helps them to complete assessments. In carpentry, students are provided with worksheets that contain small tasks along with helpful criteria against which they can judge themselves. Teachers then provide detailed written feedback. These are enabling the faster learners to carry on working independently during practical workshop sessions. The standard of written feedback following one-to-one discussion in tutorial and review is more variable. The quality of assessment planning for work-based learners is variable. Not all learners are encouraged to collect relevant evidence soon enough and others do not have individual end dates for their qualification.
18. Teachers do not always focus sufficiently on learning when planning lessons. Too often teachers' learning aims are defined as tasks and activities. Where this happens teachers are focused on checking what students have done in a lesson

and not enough on what they have understood or learned. Other learning aims are too broad and are related to the whole course rather than a particular lesson. Teachers' methods of checking for understanding are confined to making sure tasks or activities have been completed, and questions to test understanding are closed or not targeted to individual students. In a few lessons teachers do not plan well for a wide range of abilities and prior attainment. Students who complete a task or activity quickly are given extension tasks that are more of the same rather than different or more challenging. Questions asked of students are not targeted to individuals to either build confidence, or challenge or extend learning. In a minority of lessons teaching strategies are used, such as working in pairs, where students are unclear and uncertain about their purpose. In a few lessons teachers do not consider the whole group's role when individual students are presenting an idea or discussing their projects. The rest of the group are not sufficiently directed to participate fully and become disinterested and disengaged.

19. The college has an excellent range of courses and levels in each curriculum area, with a very strong focus on increasing vocational training. Managers work exceptionally well with external providers to ensure that the college's course offer provides clear progression routes from and to schools and other colleges and providers. Very effective weekly reviews check the viability and appropriateness of each course across curriculum areas. The college has extended its provision at foundation level very effectively to provide good opportunities for learners to gain confidence and initial skills before stepping up to the next level. Success rates at intermediate level have improved significantly in the last two years. Managers have increased the induction periods of many courses, creating a greater choice of pathways to ensure learners are on the most appropriate course and are working at the right level to help them achieve their long-term goals. The college is pivotal in the development of 14 to 19 diplomas.
20. Provision for learners aged 14 to 16 is outstanding. Young people, including disaffected learners or those with complex issues, excluded or at risk of dropping out of school, receive a very good introduction to vocational training. Programmes are planned extremely well with schools. Learners enjoy the subjects and they make good progress in developing practical skills in a vocational environment at college. Progression to college courses is very good. Learners' success often motivates younger students to participate in vocational training and the college provides successful taster sessions for students in Year 8. Resources to support the provision are very good and college staff receive effective training on working with learners aged 14 to 16. The college has significantly increased the range and flexibility of enrichment activities which are now good for many learners. Learners benefit from a good variety of guest speakers and excursions that add interest to their programmes. However, the college has correctly identified that it still needs to increase participation in additional cross-college activities.
21. The college's work with partners to plan its provision and extend learning to more people in the community is outstanding. The college is very effective in working with schools and communities to attract learners from disadvantaged

groups, or those with negative previous experience of education and training, to vocational courses. Partnerships with employers are also extremely successful. The college has expanded and adapted its provision very well in response to local employers' skills gaps or staff shortages. Staff use employer advisory groups very effectively in the five curriculum areas. They have adapted programmes and practical assignments to ensure learners develop the skills and knowledge employers are looking for, particularly to make them more independent at work.

22. Learners receive good individual and personal support. The college has successfully increased the provision and take up of the range of customer services across the college. Learners make good use of individual support and advice on practical issues to help them access and complete their courses. Staff have very good links with external support agencies and are very effective at judging when it is appropriate to refer students for specialist advice and guidance. Arrangements for individual support in and out of lessons are good. Support staff have a good understanding of learners' specific difficulties or disabilities and learners make good progress. Learners receive good initial information and advice to help them choose the most appropriate course, but the college does not ensure that all learners are fully aware of all the progression options sufficiently early enough in their courses.
23. The tutorial provision is satisfactory overall, with some good aspects. Individual tutorials are used well to monitor learners' progress. Group tutorials include advice and information on a good range of topics. However, activities and learning materials are not fully effective in developing learners' independence in carrying out activities such as completing a CV, identifying their own development needs and using reference material.

## Leadership and management

Grade 2

24. Leaders and managers plan well the strategic direction of the college and the curriculum. The college's very strong partnerships with schools, employers and other organisations make an exceptionally good contribution to planning, and employers report that the course provision meets their needs very closely. The college sets appropriately stretching targets for improvement and there is a college-wide culture of continuous improvement. Governors are well informed and provide both good support and appropriate challenge.
25. The college is particularly good at gathering and using learners' views to inform the planning process and improve the provision. Managers are visible and approachable. Learners are actively engaged in the strategic and day-to-day management of the college through the student council, student governors and membership of a range of college committees.
26. Self-assessment gives a mostly accurate evaluation of the college's strengths and areas for improvement. However, the lesson observation system is not yet sufficiently systematic to provide the college with a clear overview of the quality of lessons. Reporting mechanisms for lesson observation contain inaccuracies. Plans to introduce moderation panels have not yet been implemented.

27. Feedback to teachers is not yet sufficiently clear and precise to enable all teachers to improve the quality of their lessons. The college has worked well to develop the provision of key skills in vocational areas, particularly in response to the low success rates in communication skills at foundation level last year. However, the strategy for this area is not yet sufficiently developed and there are as yet insufficient procedures to monitor and evaluate the effectiveness of this work.
28. The college promotes the safeguarding of learners well, and this is supported by learners' views on how safe they feel in the college. The college has a single register containing information on Criminal Record Bureau (CRB) checks for all staff, volunteers and governors of the college, and on the training which has been given to governors, full-time and part-time staff. Appropriate training has been given to staff leading this area, and a senior manager has specific responsibility for safeguarding. There are comprehensive policies and procedures for protecting young people and vulnerable adults. These include procedures for involving other agencies where appropriate, and for meeting the statutory reporting requirements. Appropriate and prompt action is taken to address issues within prescribed procedural operating standards. Learners are made aware of safeguarding activities through well-planned activities in lessons and are involved in the development of policies and activities in this area. The identity badge system, introduced this year to improve safety, originated in discussion with learners. The safety of the working environment and procedures to safeguard learners in employers' premises are assessed effectively before learners undertake work experience or work-based learning. The college carries out appropriate risk assessments for college activities off-site, and for potential risks within the college.
29. Equality and diversity are integrated well into college life. Learners from different backgrounds work well together. Teachers plan equality and diversity aspects into lessons well and take good advantage of opportunities as these occur in lessons to promote equality and diversity themes and challenge stereotypes. The college monitors the performance of different groups carefully and to good effect. There are appropriate policies and procedures for equality and diversity to ensure that the college meets its legislative duties, and arrangements for monitoring these are sound. Learners and staff are protected from harassment, bullying and discrimination. Any inappropriate behaviour is reported and swiftly dealt with in accordance with the approved procedures. All full-time and part-time staff and governors are trained in equality and diversity. Learners are energetically involved in the equality and diversity committee. The college works well with partners to promote equality and diversity in the community. Employers providing work experience or work-based learning are required to have an equality and diversity policy and to show commitment to it. Equality issues are included in learner reviews in work-based learning, although there is sometimes insufficient depth in this aspect of the reviews.
30. Learners value highly the college's excellent new building. Resources and equipment are of a good standard. However, in media, learners would like to use more of the equipment found in use in the industry. The environmental group has made positive changes such as a campaign to save power which

reduced consumption by 4%. There are very good financial control processes. The college provides good value for money as a result of achieving good outcomes for learners.

## Subject areas

Health, social care and early years

Grade 2

### Context

31. Full-time provision from foundation to advanced level in health and social care and children's care, and learning and development caters for around 80 learners. There are around 50 learners enrolled on apprenticeship programmes and 11 learners aged 14 to 16 on the young apprenticeship programme. Around 40 learners are undertaking courses in counselling and 47 learners are undertaking access to higher education courses. Adults account for approximately 60% of learners in the subject area.

### Key findings

- Learners' outcomes are good. Success rates are high on most courses, but they are low on the first diploma for child care, learning and development. Learners' written work is well presented and demonstrates good knowledge and understanding of the vocational area. Learners take pride in their work and use their information technology skills well to include explanatory diagrams to further enhance their work. Learners respond appropriately to the needs of children and clients.
- Teaching and learning are good. Lessons are well planned by knowledgeable, confident teachers who have relevant vocational experience. Learners contribute thoughtfully, sensitively and with respect to discussions. In most lessons, teachers check learners' understanding well through effective questioning. However, in other lessons assessment activity to check the learners' understanding is not sufficiently precise or effective, and planned activities do not meet the needs and prior attainment of all learners.
- Teachers' feedback on written work is evaluative and clearly identifies the ways in which learners can make progress towards their target grades. Learners speak warmly of the highly effective ways in which staff support them.
- Partnership working is outstanding. Exceptional communication with employers helps to ensure that qualifications offered at the college meet the needs of local employers very closely and that employers are familiar with what is being taught in college. Taster sessions in local schools raise awareness of careers in care very well. These have resulted in a significant increase in the recruitment of learners to the care courses.
- The college places strong emphasis on continuous improvement and support for staff. All staff are fully aware of the priority areas and actions for improvement.
- The safeguarding of learners is given a high priority. The management of equality and diversity is good and learners demonstrate good understanding of ways in which this can be promoted effectively in their vocational area.

- Leaders and managers place a high value on learners' feedback to improve the provision. Learners report that their views are listened to and that the response is prompt.

What does Stroud College need to do to improve further?

- Clearly identify what is to be learned in lessons and develop ways to check that learning has taken place.
- Develop a range of tasks and activities to better meet the needs of individual learners.

## Literacy, numeracy and work with students with learning difficulties and/or disabilities

Grade 2

### Context

32. About 1,350 learners are on programmes for literacy, numeracy and for learners with learning difficulties and/or disabilities. Some 46% of learners are aged 16 to 18 and the same proportion are male. About 5% are from minority ethnic groups.

### Key findings

- Outcomes for learners are good. Success rates are excellent on entry level courses and on adult numeracy at level 2. Success rates for key skills at level 2 are also high. However, too many learners' results are not sufficiently good. Level 1 adult literacy and numeracy are satisfactory. For the large numbers of learners taking key skills communication at level 1, success rates are low.
- Large numbers of learners progress to higher level courses within the college's provision for students with learning difficulties or disabilities. The proportion of learners on the Entry to Employment (E2E) programme moving into paid work is high. Progression from courses for learners with behavioural, emotional and social difficulties is excellent, as is that of learners previously not in employment, education or training.
- The standard of learners' work in classes is good. Learners make good progress in lessons. They work with concentration and interest, contribute freely and enjoy their learning.
- Teaching and learning are good. Teachers plan carefully for active and lively lessons. Activities are designed well to meet individual needs. Resources and accommodation are good. The key skills staff who jointly deliver sessions with teachers in vocational areas have a good understanding of a variety of employment contexts.
- Teachers use initial and diagnostic assessments well to set clear individual targets. Behavioural targets are particularly helpful to learners. Verbal feedback to learners is supportive and challenging. Written feedback gives learners clear ideas on how to improve.
- The college offers an excellent programme for students with barriers to learning. In partnership with specialist agencies, the college has devised a wide range of carefully-targeted provision for specific cohorts of learners. Access to provision offered both in college and in the community is good.
- Guidance and support are very good. Attendance is closely monitored. Teachers and support staff are skilled at managing challenging behaviour. Staff make good contact with parents, where appropriate, and use reward schemes very effectively to motivate learners.

- The college provides very good additional support for learners with a wide range of difficulties, including specialist support for learners with physical and sensory impairments.
- In-class support is generally discrete and effective. However, a few less experienced support staff do not have sufficient skill in English or numeracy to be helpful to learners. Others are occasionally over-intrusive or unaware of learners' needs for support.
- The management of the quality improvement programme for key skills is good. Good partnerships between vocational and key skills specialists ensure that good practice is shared. Staff work well together to design assignments and learning materials. Key skills specialists teach alongside vocational staff where appropriate. Most key skills teaching is undertaken by vocational staff who have a high level of credibility among learners.

What does Stroud College need to do to improve further?

- Develop and consolidate improvements to key skills outcomes. Check all administrative, registration and tracking procedures to ensure that learners' progress is monitored closely and appropriate adjustments are made.
- Undertake observations of all key skills teaching using specialist literacy or numeracy observers. Identify good practice and arrange peer observation. Provide mentoring and support to teachers where necessary.
- Review outcomes from initial assessment arrangements. Monitor what action is taken by teachers for learners with skills below entry level 3 and strengthen arrangements for these learners.

## Information about the inspection

33. Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the college's vice principal (Reputation and Standards), 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 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.
34. 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 college offers.

Record of Main Findings (RMF)			
Provider Name:	Stroud College	Inspection No	342309
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	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners at the time of inspection	1,050	0	900	150	0
Full-time learners	3,500	180	120	1,700	1,500
Part-time learners					
Overall effectiveness	2	1	2	2	2
Capacity to improve	2				
<b>A. Outcomes for learners</b>					
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?	3				
A2. How well do learners improve their economic and social well-being through learning and development?	2				
A3. How safe do learners feel?	1				
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2				
A5. <i>How well do learners make a positive contribution to the community?*</i>	2				
<b>B. Quality of provision</b>					
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?	1				
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	1				
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2				
<b>C. Leadership and management</b>					
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	1	2	2	2
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2				
C3. How effectively does the provider promote the safeguarding of learners?	2				
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?	1				
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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