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Introduction

This official statistics release reports on learning and skills inspections that occurred between 1 April and 30 June 2011 under the common inspection framework for further education and skills 2009. These statistics are based on provisional data and are subject to change. Ofsted will release final statistics and findings for this period on 6 December 2011.

Contents

Key findings

- In the inspection year to date between 1 September 2010 and 30 June 2011, there were 306 full inspections and 12 full re-inspections of learning and skills providers. This included 84 colleges, none of which had an overall effectiveness judgement of outstanding at its previous inspection.

- Of the 84 **colleges** inspected between 1 September and 30 June 2011, five were outstanding and 34 were judged to be good. Of the remaining 45, four were found to be inadequate.

- Of the 159 **independent learning providers** inspected between 1 September 2010 and 30 June 2011, the majority were providing good or outstanding work-based learning programmes. Sixteen providers were judged outstanding and a further 73 were good. Ten providers were found to be inadequate.

- Of the 47 **adult and community learning providers** inspected between 1 September 2010 and 30 June 2011, only one was judged outstanding, although the large majority were judged to be good. Thirteen providers were satisfactory and none was inadequate.

- Between 1 September 2010 and 30 June 2011 there were 19 inspections of **prison and young offender institutions** and nine **probation** inspections. None of these providers was judged to be outstanding and two prison and young offender institutions were judged inadequate. Of the remaining prison and young offender institutions, six were good and 11 were satisfactory. Two of the nine probation providers were judged to be good and seven were satisfactory.

- In the three months between 1 April 2011 and 30 June 2011, there were 75 full inspections and five full re-inspections of learning and skills providers.

- Of the 22 colleges inspected between 1 April 2011 and 30 June 2011, nine were judged to be good and one outstanding for overall effectiveness. Of the remaining 12, two were judged inadequate.

- The college judged to be outstanding had improved from good at its previous inspection with good capacity to improve. At this college, outcomes for learners, quality of provision and leadership and management were all judged outstanding, as were three of the four subject areas inspected.

- One of the two colleges now judged inadequate had been a good college at its previous inspection. Inspectors found that inadequate leadership and management had failed to take sufficient action when performance began to decline. The other college was judged inadequate following a merger with another FE college. At this college inadequate leadership

and management had failed to improve success rates which have been significantly below national averages for the last two years.

- In 18 of the colleges the grade awarded for the overall quality of the provision was the same as the grade given for the effectiveness of teaching, training and assessment. In the remaining four, higher grades for other aspects of the quality of provision raised the overall grade for quality above that given for teaching, training and assessment.

- Seventeen of the colleges were judged to be good and two outstanding for safeguarding. No college was inadequate for this aspect.

- Over the same period Ofsted carried out 35 inspections of independent learning providers offering work-based learning programmes including Train to Gain, apprenticeships and foundation learning programmes. Of these, 14 providers were judged to be good and one outstanding for overall effectiveness, while four were judged inadequate. The remaining 16 were judged satisfactory.

- In five of the independent learning providers higher grades for other aspects of the quality of provision raised the overall grade for quality above that given for teaching, training and assessment.

- Four independent learning providers were judged inadequate. Three of these providers were offering both Train to Gain and apprenticeship programmes whilst the fourth offered foundation learning programmes. In all four of these providers both overall effectiveness and capacity to improve were inadequate, and in three of the four so were outcomes for learners.

- Fifteen inspections of providers of adult and community learning were carried out. Of these providers 12 are local authorities, two are voluntary organisations and one provider is a specialist designated institution. Most of these providers offer a mix of learning for qualifications and learning for social and personal development. Seven provide Train to Gain programmes which were included in the inspection.

- Of the 15 providers of adult and community learning inspected only one, the specialist designated institution, was judged outstanding, eight were judged to be good and six were judged satisfactory for overall effectiveness. None was judged inadequate.

- The majority of providers of adult and community learning were judged satisfactory for safeguarding and none was inadequate.

- Of the seven prison and young offender institutions inspected between 1 April 2011 and 30 June 2011, three were judged good for overall effectiveness with the remaining four being judged satisfactory. However, in three of the satisfactory providers the extent to which the programmes offered met the needs and interests of learners was judged to be inadequate. None was judged inadequate for safeguarding.

- The five full re-inspections, of previously inadequate providers, comprised one sixth form college, three independent learning providers offering a mixture of apprenticeships and Train to Gain programmes, and one local authority providing adult and community learning. In all cases overall effectiveness was found to have improved to at least satisfactory and one independent learning provider improved to good. Two of the independent learning providers had improved their outcomes for learners to good, demonstrating the speed of improvement which is possible.

- Fifty-one focused and re-inspection monitoring visits and three partial re-inspections, of aspects of provision previously found to be inadequate, were carried out between 1 April 2011 and 30 June 2011. Two of the partial re-inspections were of a single subject area at general further education colleges. In both cases the subject area had improved from inadequate to satisfactory. The remaining partial re-inspection was of the leadership and management at an independent specialist college and this too had improved from inadequate to satisfactory.

Impact of revisions on key points of previous publication

- Final data covering the period 1 January 2011 to 31 March 2011 have been released and can be found on the Ofsted website:

  http://www.ofsted.gov.uk/resources/official-statistics-learning-and-skills-inspections-and-outcomes

- The revised data includes inspection outcomes relating to a further 10 inspections; one independent specialist college; four work based learning providers; two adult and community learning providers; one prison; and two probation services.

- The methodology has been revised so inspections where the last day of inspection falls within the period are included.

- These additions do not impact considerably on the key findings of the provisional data.

Methodology

1. The data in this release are from inspections undertaken between 1 April 2011 and 30 June 2011.

2. Statistics relating to inspections undertaken in this quarter are provisional and include inspections in the period when the report was published within one month of the end of the quarter. If, exceptionally, an inspection report is published later than one month after the end of the quarter, that inspection will be included in the final release of the statistics.

3. Revisions are published in line with Ofsted's revisions policy for official statistics. For more information about the policy please visit the Ofsted website:

   http://www.ofsted.gov.uk/resources/statistical-notice-ofsted-revisions-policy-for-official-statistics

4. In September 2009 Ofsted introduced a new common inspection framework for further education and skills. For more information about the framework and how Ofsted inspects learning and skills providers, please go to the Ofsted website:

   http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2009

5. From 1 April 2011 Ofsted will report on independent learning providers who provide work based learning, including train to gain and apprenticeships. The description 'independent learning provider' will replace 'work-based learning provider' but will include all provider types previously included under that heading.

Chart 1: Overall effectiveness of learning and skills providers inspected between 1 April 2011 and 30 June 2011 (provisional)[1][2]

Provider	Outstanding	Good	Satisfactory	Inadequate
All colleges (22)[3]	1	9	10	2
GFEC/TC (16)	1	6	7	2
SFC (4)		1	3	
ISC (2)		2		
ILP (35)	1	14	16	4
ACL (15)	1	8	6	
Prison/YOI (7)		3	4	
Probation (1)			1	

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

1. Figures represent the number of providers.
2. GFEC/TC: general further education college/tertiary college; SFC: sixth form college; ISC: independent specialist college; ILP: Independent learning provider; ACL: adult and community learning provider
3. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.

Chart 1a: Overall effectiveness of learning and skills providers inspected between 1 September 2010 and 30 June 2011 (provisional)[1][2]

Provider	Outstanding	Good	Satisfactory	Inadequate
All colleges (84)[3]	5	34	41	4
GFEC/TC (63)	5	26	29	3
SFC (10)		5	5	
ISC (11)		3	7	1
IPL (159)	16	73	60	10
ACL (47)	1	33	13	
Prison/YOI (19)		6	11	2
Probation (9)		2	7	

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

1. Figures represent the number of providers.
2. GFEC/TC: general further education college/tertiary college; SFC: sixth form college; ISC: independent specialist college; ILP: Independent learning provider; ACL: adult and community learning provider
3. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.

Chart 2: Key inspection judgements of learning and skills providers inspected between 1 April 2011 and 30 June 2011 (provisional)[1]

Category	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness (80)	3	34	37	6
Capacity to improve (80)	4	32	37	7
Outcomes for learners (80)	2	39	35	4
Quality of provision (80)	5	41	33	1
Leadership and management (80)	6	28	41	5

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

1. Figures represent the number of providers.

Chart 2a: Key inspection judgements of colleges inspected between 1 April 2011 and 30 June 2011 (provisional)[1][2]

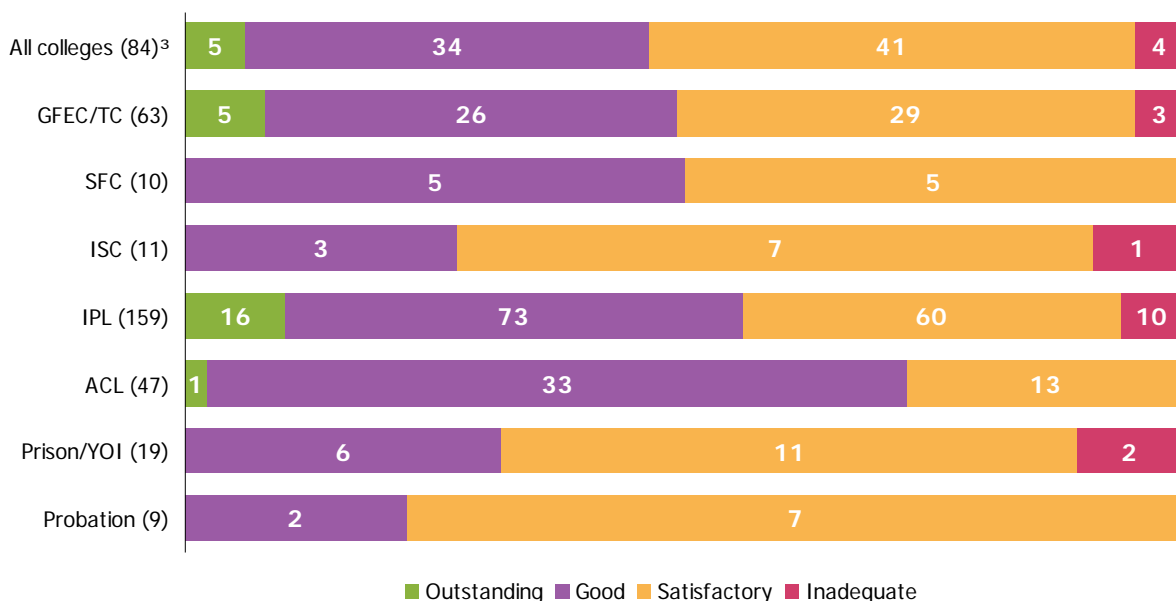| Category	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness (22)	1	9	10	2
Capacity to improve (22)	2	10	9	1
Outcomes for learners (22)	1	8	12	1
Quality of provision (22)	1	12	9	
Leadership and management (22)	2	8	10	2

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

1. Figures represent the number of providers.
2. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.

Chart 2b: Key inspection judgements of independent learning providers inspected between 1 April 2011 and 30 June 2011 (provisional)[1]

	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness (35)	1	14	16	4
Capacity to improve (35)		13	17	5
Outcomes for learners (35)	1	17	14	3
Quality of provision (35)	3	16	15	1
Leadership and management (35)	3	11	18	3

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate
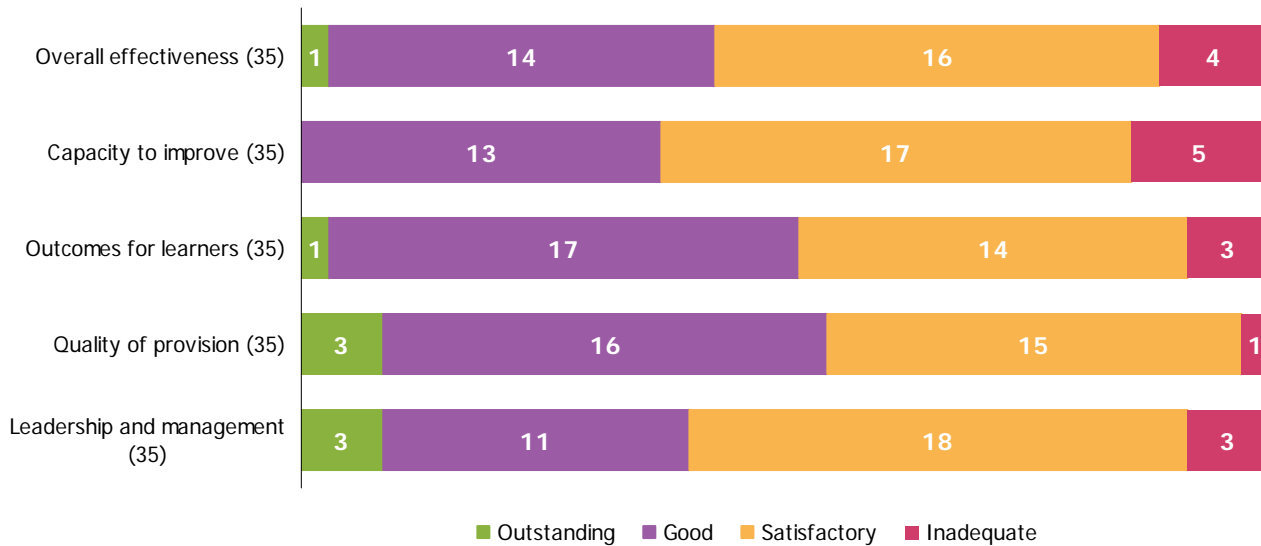
1. Figures represent the number of providers.

Chart 2c: Key inspection judgements of adult and community learning providers inspected between 1 April 2011 and 30 June 2011 (provisional)[1]

	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness (15)	1	8	6	
Capacity to improve (15)	1	7	6	1
Outcomes for learners (15)		9	6	
Quality of provision (15)	1	9	5	
Leadership and management (15)	1	7	7	

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

1. Figures represent the number of providers.

Chart 3: Overall effectiveness of learning and skills providers inspected between 1 October 2009 and 30 June 2011, by quarter[1]

	Outstanding	Good	Satisfactory	Inadequate
1 April 2011 - 30 June 2011 (80)[2]	3	34	37	6
1 January 2011 - 31 March 2011 (102)	6	48	43	5
1 October 2010 - 31 December 2010 (125)	12	62	49	2
1 July 2010 - 30 September 2010 (75)	2	29	35	9
1 April 2010 - 30 June 2010 (105)	6	57	33	9
1 January 2010 - 31 March 2010 (97)	4	44	42	7
1 October 2009 - 31 December 2009 (106)	7	38	51	10

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate
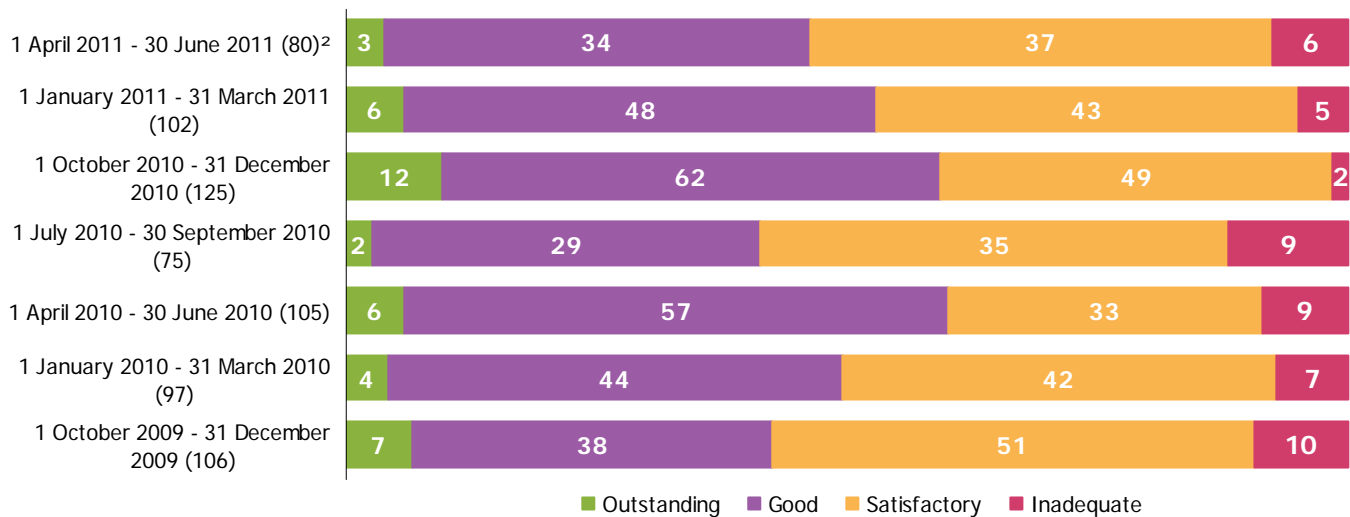
1. Figures represent the number of providers.
2. Provisional.

Chart 4: Overall effectiveness of colleges inspected between 1 September 2005 and 30 June 2011, by year[1] [2]
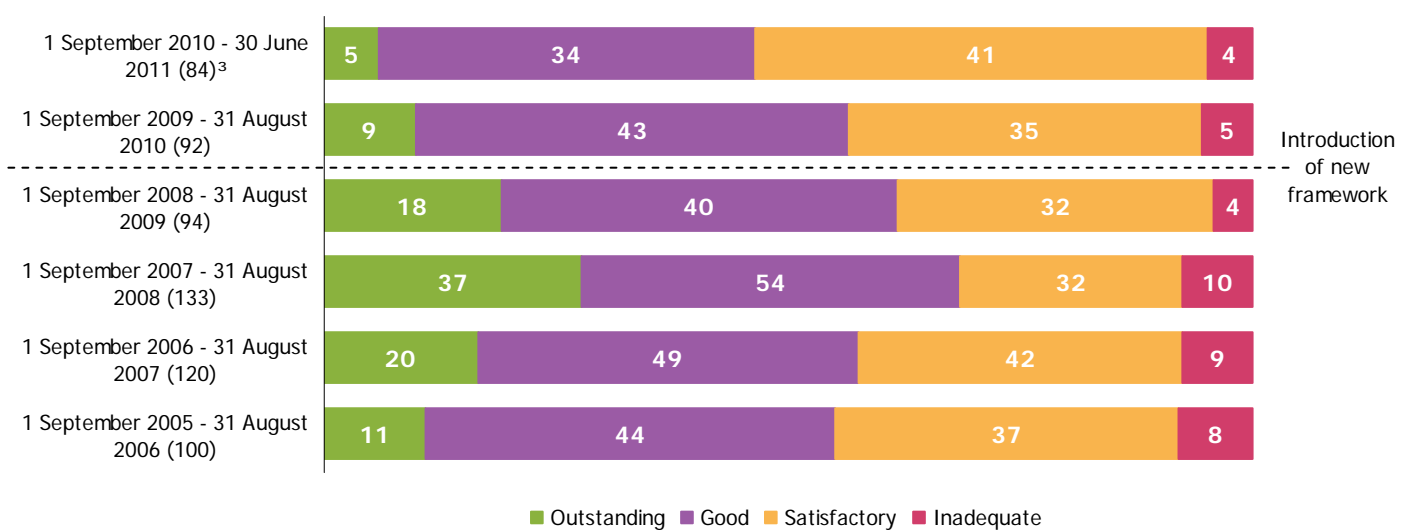
	Outstanding	Good	Satisfactory	Inadequate	
1 September 2010 - 30 June 2011 (84)[3]	5	34	41	4	
1 September 2009 - 31 August 2010 (92)	9	43	35	5	Introduction of new framework
1 September 2008 - 31 August 2009 (94)	18	40	32	4	
1 September 2007 - 31 August 2008 (133)	37	54	32	10	
1 September 2006 - 31 August 2007 (120)	20	49	42	9	
1 September 2005 - 31 August 2006 (100)	11	44	37	8	

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate
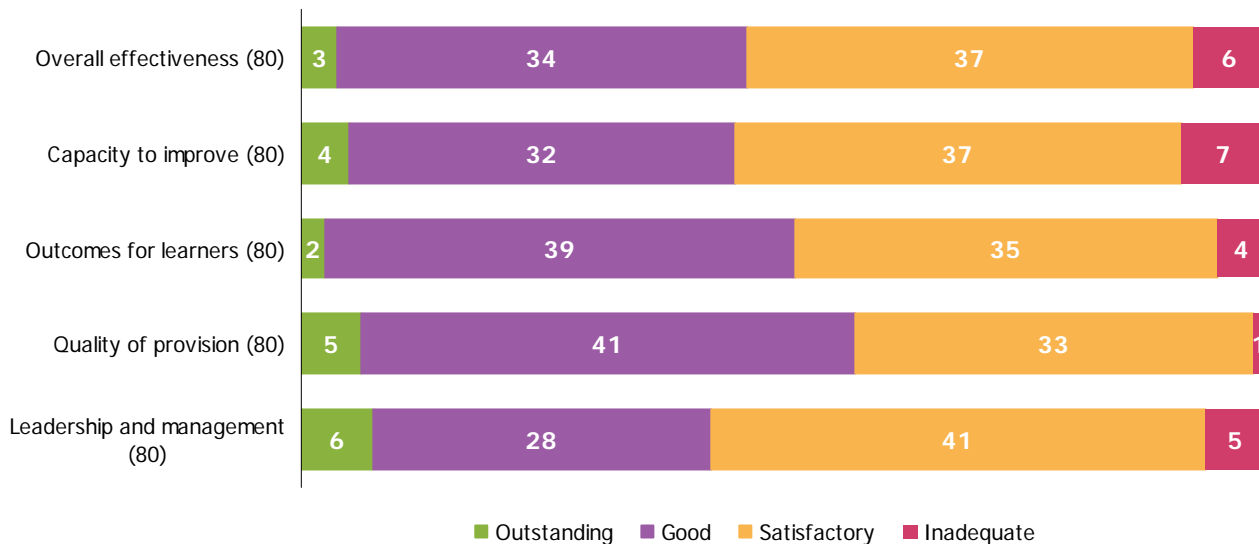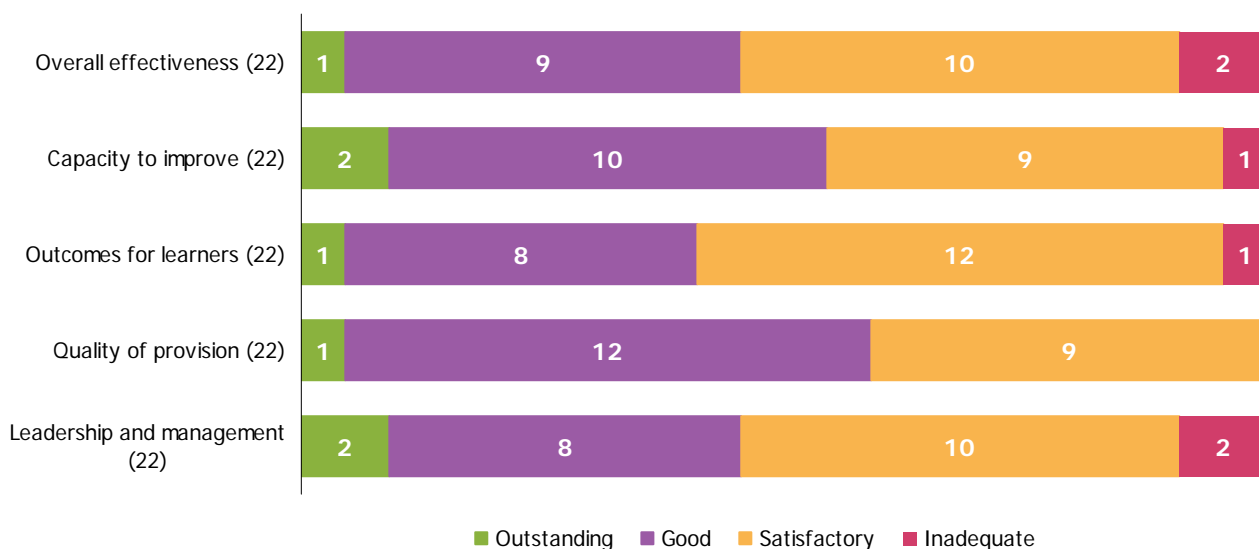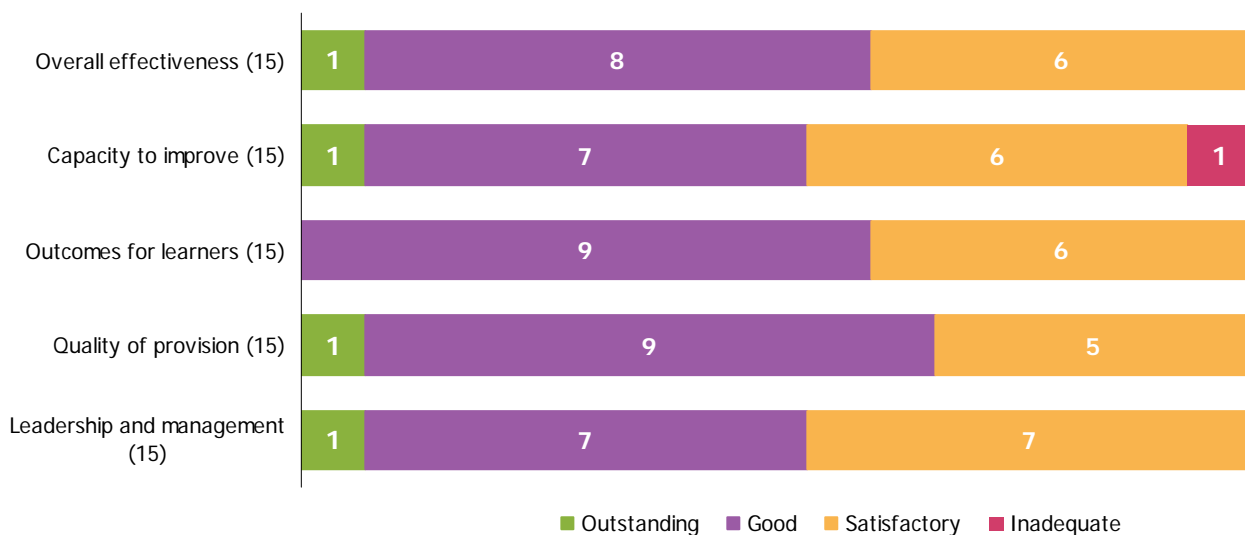
1. Figures represent the number of providers.
2. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.
3. Provisional

Chart 4a: Overall effectiveness of independent learning providers inspected between 1 September 2007 and 30 June 2011, by year[1]

	Outstanding	Good	Satisfactory	Inadequate
1 September 2010 - 30 June 2011 (159)[2]	16	73	60	10
1 September 2009 - 31 August 2010 (209)	11	89	92	17
1 September 2008 - 31 August 2009 (242)	12	87	124	19
1 September 2007 - 31 August 2008 (221)	13	119	75	14

Introduction of new framework

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate
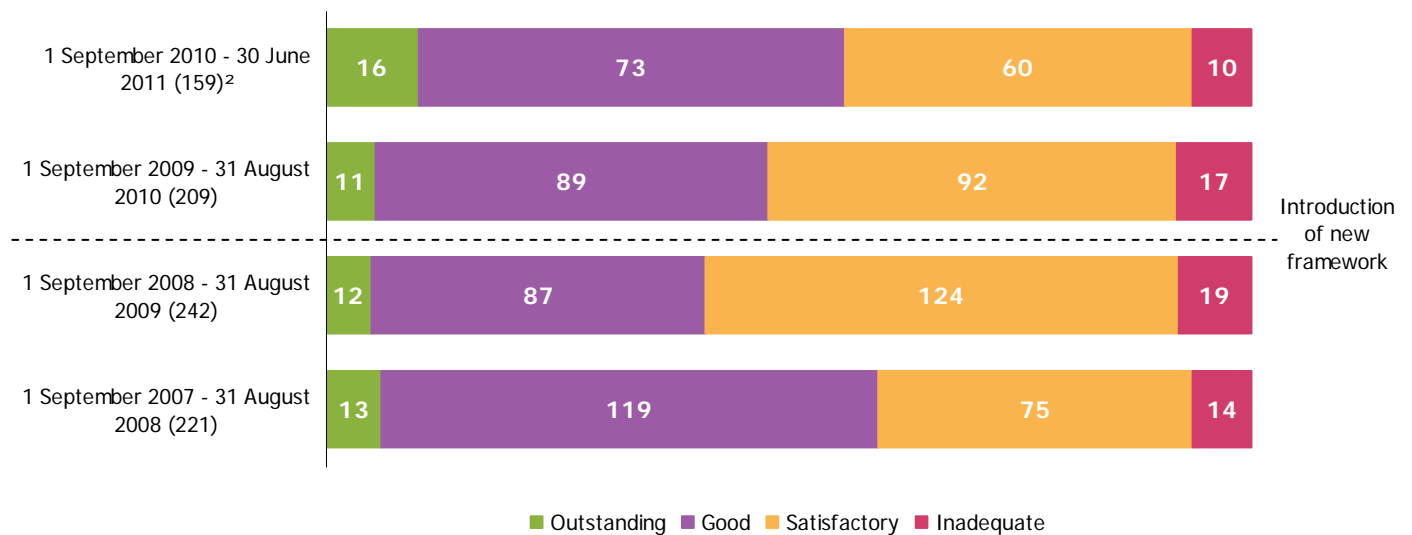
1. Figures represent the number of providers.
2. Provisional.

Chart 4b: Overall effectiveness of adult and community learning providers inspected between 1 September 2007 and 30 June 2011, by year[1]

	Outstanding	Good	Satisfactory	Inadequate
1 September 2010 - 30 June 2011 (47)[2]	1	33	13	
1 September 2009 - 31 August 2010 (43)		30	10	3
1 September 2008 - 31 August 2009 (68)	4	30	32	2
1 September 2007 - 31 August 2008 (49)	3	17	22	7

Introduction of new framework

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

1. Figures represent the number of providers.
2. Provisional.

Table 1: Number of learning and skills providers inspected between 1 April 2011 and 30 June 2011, by provider and inspection type (provisional)[1]

Inspection activity	All learning and skills	All colleges[2]	Independent learning provider	Adult and community learning	Next Step	Prison and young offender institutions	Probation
Full inspections	75	21	32	14	0	7	1
Re-inspections	5	1	3	1	0	0	0
Focused monitoring visits	42	16	19	6	1	0	0
Re-inspection monitoring visits	9	8	1	0	0	0	0
Partial re-inspections	3	3	0	0	0	0	0
Total	**134**	**49**	**55**	**21**	**1**	**7**	**1**

Source: Ofsted inspections

1. Inspections published within one month of the end of the quarter
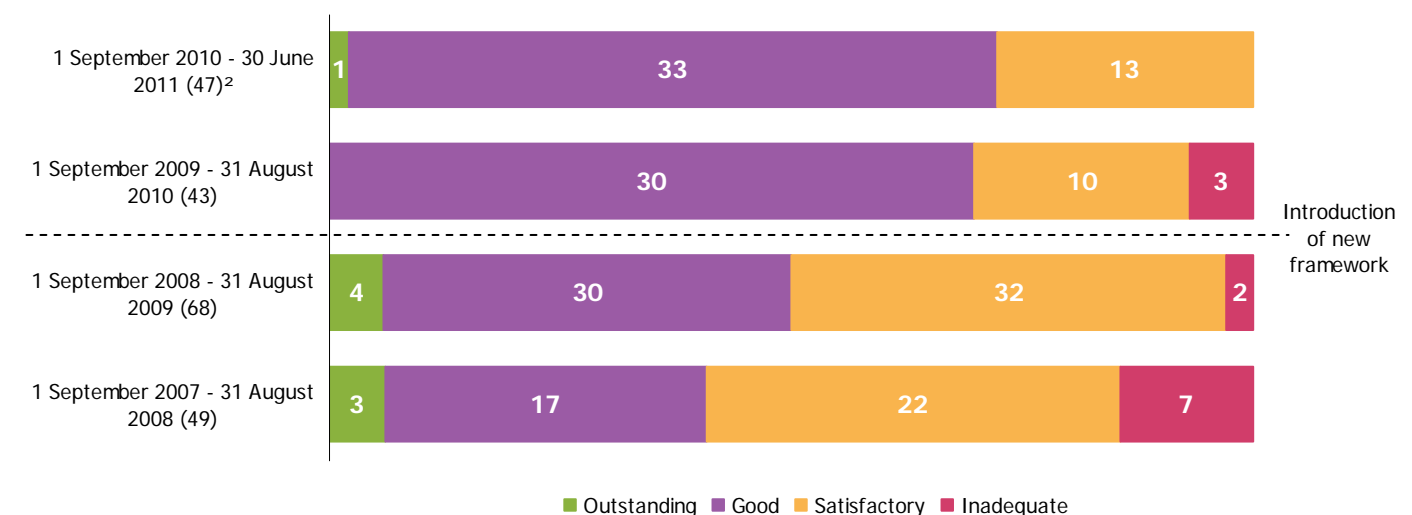
2. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.

Table 2: Inspection outcomes of learning and skills providers inspected between 1 April 2011 and 30 June 2011 (provisional)[1]

	Total number inspected	Outstanding Number	Good Number	Satisfactory Number	Inadequate Number
Overall effectiveness	**80**	**3**	**34**	**37**	**6**
Capacity to make further improvements	**80**	**4**	**32**	**37**	**7**
A. Outcomes for learners	**80**	**2**	**39**	**35**	**4**
A1. How well do learners achieve and enjoy their learning	80	2	39	35	4
A1.a) How well do learners attain their learning goals	80	4	34	33	9
A1.b) How well do learners progress?	79	2	37	36	4
A2. How well do learners improve their economic and social well-being through learning and development?	80	7	54	19	0
A3. How safe do learners feel?	80	7	46	27	0
A4. Are learners able to make informed choices about their own health and well being?[1]	39	1	23	15	0
A5. How well do learners make a positive contribution to the community?[1]	42	6	27	9	0
B. Quality of provision	**80**	**5**	**41**	**33**	**1**
B1. How effectively do teaching, training and assessment support learning and development?	80	2	37	39	2
B2. How effectively does the provision meet the needs and interests of users?	80	12	47	17	4
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	80	15	45	19	1
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	80	5	43	31	1
C. Leadership and management	**80**	**6**	**28**	**41**	**5**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	80	7	34	35	4
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[1]	53	4	18	29	2
C3. How effectively does the provider promote the safeguarding of learners?	80	6	34	38	2
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	80	3	28	47	2
C5. How effectively does the provider engage with users to support and promote improvement?	80	5	37	35	3
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	80	4	24	38	14
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	80	4	35	38	3

Source: Ofsted inspections

1. Where applicable to the type of provision.

Table 3: Inspection outcomes of colleges inspected between 1 April 2011 and 30 June 2011 (provisional)[1]

	Total number inspected	Outstanding Number	Good Number	Satisfactory Number	Inadequate Number
Overall effectiveness	**22**	**1**	**9**	**10**	**2**
Capacity to make further improvements	**22**	**2**	**10**	**9**	**1**
A. Outcomes for learners	**22**	**1**	**8**	**12**	**1**
A1. How well do learners achieve and enjoy their learning	22	1	8	12	1
A1.a) How well do learners attain their learning goals	22	1	7	11	3
A1.b) How well do learners progress?	22	1	7	14	0
A2. How well do learners improve their economic and social well-being through learning and development?	22	1	13	8	0
A3. How safe do learners feel?	22	3	18	1	0
A4. Are learners able to make informed choices about their own health and well being?[2]	20	0	14	6	0
A5. How well do learners make a positive contribution to the community?[2]	20	5	11	4	0
B. Quality of provision	**22**	**1**	**12**	**9**	**0**
B1. How effectively do teaching, training and assessment support learning and development?	22	0	10	12	0
B2. How effectively does the provision meet the needs and interests of users?	22	3	15	4	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	22	5	13	4	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	22	2	13	7	0
C. Leadership and management	**22**	**2**	**8**	**10**	**2**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	22	2	10	9	1
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[2]	22	2	10	9	1
C3. How effectively does the provider promote the safeguarding of learners?	22	2	17	3	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	22	1	13	7	1
C5. How effectively does the provider engage with users to support and promote improvement?	22	2	13	7	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	22	2	5	13	2
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	22	1	9	12	0

Source: Ofsted inspections

1. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.

2. Where applicable to the type of provision.

Table 4: Inspection outcomes of independent learning providers inspected between 1 April 2011 and 30 June 2011 (provisional)[1]

	Total number inspected	Outstanding	Good	Satisfactory	Inadequate
		Number	Number	Number	Number
Overall effectiveness	**35**	**1**	**14**	**16**	**4**
Capacity to make further improvements	**35**	**0**	**13**	**17**	**5**
A. Outcomes for learners	**35**	**1**	**17**	**14**	**3**
A1. How well do learners achieve and enjoy their learning	35	1	17	14	3
A1.a) How well do learners attain their learning goals	35	3	13	13	6
A1.b) How well do learners progress?	35	1	18	13	3
A2. How well do learners improve their economic and social well-being through learning and development?	35	4	25	6	0
A3. How safe do learners feel?	35	4	17	14	0
A4. Are learners able to make informed choices about their own health and well being?[1]	10	1	4	5	0
A5. How well do learners make a positive contribution to the community?[1]	10	0	7	3	0
B. Quality of provision	**35**	**3**	**16**	**15**	**1**
B1. How effectively do teaching, training and assessment support learning and development?	35	2	14	17	2
B2. How effectively does the provision meet the needs and interests of users?	35	7	21	6	1
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	35	5	20	9	1
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	35	2	17	15	1
C. Leadership and management	**35**	**3**	**11**	**18**	**3**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	35	4	12	16	3
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[1]	14	1	4	8	1
C3. How effectively does the provider promote the safeguarding of learners?	35	3	10	20	2
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	35	1	9	24	1
C5. How effectively does the provider engage with users to support and promote improvement?	35	2	15	15	3
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	35	1	10	16	8
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	35	2	18	12	3

Source: Ofsted inspections

1. Where applicable to the type of provision.

Table 5: Inspection outcomes of adult and community learning providers inspected between 1 April 2011 and 30 June 2011 (provisional)

	Total number inspected	Outstanding	Good	Satisfactory	Inadequate
		Number	Number	Number	Number
Overall effectiveness	**15**	**1**	**8**	**6**	**0**
Capacity to make further improvements	**15**	**1**	**7**	**6**	**1**
A. Outcomes for learners	**15**	**0**	**9**	**6**	**0**
A1. How well do learners achieve and enjoy their learning	15	0	9	6	0
A1.a) How well do learners attain their learning goals	15	0	9	6	0
A1.b) How well do learners progress?	15	0	10	4	1
A2. How well do learners improve their economic and social well-being through learning and development?	15	1	10	4	0
A3. How safe do learners feel?	15	0	8	7	0
A4. Are learners able to make informed choices about their own health and well being?[1]	6	0	4	2	0
A5. How well do learners make a positive contribution to the community?[1]	8	1	7	0	0
B. Quality of provision	**15**	**1**	**9**	**5**	**0**
B1. How effectively do teaching, training and assessment support learning and development?	15	0	9	6	0
B2. How effectively does the provision meet the needs and interests of users?	15	1	9	5	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	15	3	11	1	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	15	1	9	5	0
C. Leadership and management	**15**	**1**	**7**	**7**	**0**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	15	1	8	6	0
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[1]	14	1	4	9	0
C3. How effectively does the provider promote the safeguarding of learners?	15	1	4	10	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	15	1	5	9	0
C5. How effectively does the provider engage with users to support and promote improvement?	15	1	6	8	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	15	1	7	6	1
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	15	0	7	8	0

Source: Ofsted inspections

1. Where applicable to the type of provision.

Table 6: Inspection outcomes of prison and young offender institutions inspected between 1 April 2011 and 30 June 2011 (provisional)

	Total number inspected	Outstanding Number	Good Number	Satisfactory Number	Inadequate Number
Overall effectiveness	**7**	**0**	**3**	**4**	**0**
Capacity to make further improvements	**7**	**1**	**2**	**4**	**0**
A. Outcomes for learners	**7**	**0**	**5**	**2**	**0**
A1. How well do learners achieve and enjoy their learning	7	0	5	2	0
A1.a) How well do learners attain their learning goals	7	0	5	2	0
A1.b) How well do learners progress?	6	0	2	4	0
A2. How well do learners improve their economic and social well-being through learning and development?	7	1	5	1	0
A3. How safe do learners feel?	7	0	3	4	0
A4. Are learners able to make informed choices about their own health and well being?[1]	3	0	1	2	0
A5. How well do learners make a positive contribution to the community?[1]	3	0	1	2	0
B. Quality of provision	**7**	**0**	**3**	**4**	**0**
B1. How effectively do teaching, training and assessment support learning and development?	7	0	3	4	0
B2. How effectively does the provision meet the needs and interests of users?	7	1	1	2	3
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	7	2	0	5	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	7	0	3	4	0
C. Leadership and management	**7**	**0**	**2**	**5**	**0**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	7	0	3	4	0
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[1]	3	0	0	3	0
C3. How effectively does the provider promote the safeguarding of learners?	7	0	3	4	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	7	0	1	6	0
C5. How effectively does the provider engage with users to support and promote improvement?	7	0	3	4	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	7	0	2	3	2
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	7	1	1	5	0

Source: Ofsted inspections

1. Where applicable to the type of provision.

Table 7: Inspection outcomes of probations inspected between 1 April 2011 and 30 June 2011 (provisional)

	Total number inspected	Outstanding	Good	Satisfactory	Inadequate
		Number	Number	Number	Number
Overall effectiveness	**1**	**0**	**0**	**1**	**0**
Capacity to make further improvements	**1**	**0**	**0**	**1**	**0**
A. Outcomes for learners	**1**	**0**	**0**	**1**	**0**
A1. How well do learners achieve and enjoy their learning	1	0	0	1	0
A1.a) How well do learners attain their learning goals	1	0	0	1	0
A1.b) How well do learners progress?	1	0	0	1	0
A2. How well do learners improve their economic and social well-being through learning and development?	1	0	1	0	0
A3. How safe do learners feel?	1	0	0	1	0
A4. Are learners able to make informed choices about their own health and well being?[1]	0	0	0	0	0
A5. How well do learners make a positive contribution to the community?[1]	1	0	1	0	0
B. Quality of provision	**1**	**0**	**1**	**0**	**0**
B1. How effectively do teaching, training and assessment support learning and development?	1	0	1	0	0
B2. How effectively does the provision meet the needs and interests of users?	1	0	1	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	1	0	1	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	1	0	1	0	0
C. Leadership and management	**1**	**0**	**0**	**1**	**0**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1	0	1	0	0
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[1]	0	0	0	0	0
C3. How effectively does the provider promote the safeguarding of learners?	1	0	0	1	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	1	0	0	1	0
C5. How effectively does the provider engage with users to support and promote improvement?	1	0	0	1	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	1	0	0	0	1
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	1	0	0	1	0

Source: Ofsted inspections

1. Where applicable to the type of provision.

Table 8: Learning and skills providers judged inadequate between 1 April 2011 and 30 June 2011 (provisional)[1]

URN	Provider name	Type of provider	Date of inspection
130714	Hereford College of Arts	Specialist FE	01-Apr-11
130537	Kirklees College	GFEC/TC	08-Apr-11
54113	Rewards Training Recruitment Consultancy Limited	Independent learning provider	10-Jun-11
53069	L.I.T.S Ltd	Independent learning provider	17-Jun-11
51152	Choices 4 All Ltd.	Independent learning provider	24-Jun-11
52165	Heathercroft Training Services Limited	Independent learning provider	24-Jun-11

Source: Ofsted inspections

1. Includes all providers judged inadequate for overall effectiveness.

Glossary

Adult and community learning

Adult and community learning is provided by local authorities, voluntary and community organisations, Specially Designated Institutions, further education colleges and independent learning providers. The provision is diverse in character and aims to meet the needs and interests of a wide range of communities. Courses include those leading to qualifications; programmes leading to qualifications whilst in employment; provision for informal adult learning; provision for social and personal development.

General further education college

General further education colleges offer a range of education and training opportunities for learners aged from 14 years upwards, including adults.

Independent Learning

Independent Learning generally describes learning while a person is employed and typically applies to learners aged 16 and over.

Independent specialist college

Independent specialist colleges provide education and training for students with complex learning difficulties and/or disabilities, whose learning needs cannot be met by their local college or provider.

Monitoring visits

Ofsted undertakes monitoring visits to providers previously judged to be satisfactory and where the capacity to improve is less than good, or where providers have inadequate grades but are not judged inadequate overall. The risk assessment process used to create the annual inspection schedule can also trigger monitoring visits.

Next Step

Next Step is the national information, advice and guidance service for adults. There is one main Next Step contractor in each of the 10 geographical regions. They subcontract some or all of their provision to a range of specialist providers and agencies. The service aims to provide labour-market focused careers information and advice services to support improvements in customers' progression to sustainable employment, or into education and training.

Offender learning

Ofsted undertakes judicial service inspections in partnership with HMI Prisons and HMI Probation. Ofsted HMI evaluate the quality of learning and skills in prisons, including young offender institutions and secure units for young people and also provision in community settings.

Sector subject areas

Sector subject areas are 15 groups of subjects as classified by the Office of Qualifications and Examinations Regulation (Ofqual). Most subject areas have a number of secondary subject areas or tiers. For example, subject area seven, retail and commercial enterprise, covers warehousing, hospitality, hairdressing and beauty therapy, as well as retailing. In providers that offer second-tier subjects, the area for inspection may be at that level and not the whole subject area. A full list of sector subject areas can be found on the Ofqual website:

http://www.ofqual.gov.uk/research-and-statistics/150/429

Sixth form college

A sixth form college is an educational institution where students aged 16 to 18 typically study for advanced school-level qualifications, such as A-levels, or school-level qualifications such as GCSEs.