

## Official Statistics Release

Policy area:	Learning and skills inspections and outcomes
Theme:	Education, children's services and skills
Published on:	28 June 2011
Coverage:	England
Period covered:	1 January to 31 March 2011
Status:	<b>PROVISIONAL</b>
Issued by:	Office for Standards in Education, Children's Services and Skills (Ofsted) 125 Kingsway London WC2B 6SE
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Link to official statistics release web page:	<a href="http://www.ofsted.gov.uk/publications/20110009">http://www.ofsted.gov.uk/publications/20110009</a>
Publication medium:	Ofsted website
Publication frequency:	Quarterly
Next publication date:	6 September 2011

## Introduction

This official statistics release reports on learning and skills inspections that occurred between 1 January and 31 March 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 September 2011.

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## Key findings

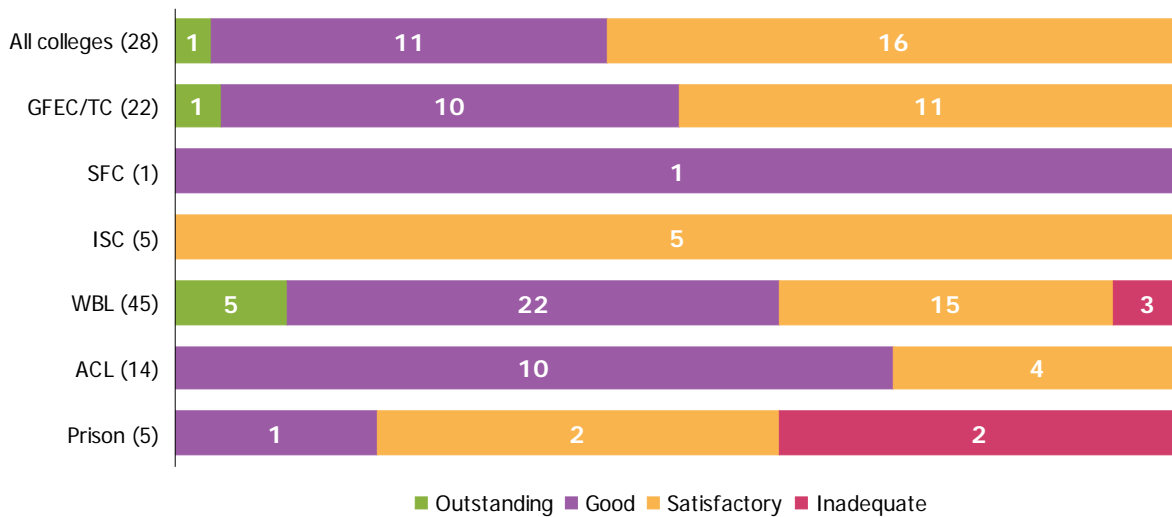
- Between 1 January 2011 and 31 March 2011, there were 90 full inspections and two full re-inspections of learning and skills providers.
- Of the 28 **colleges** inspected between 1 January 2011 and 31 March 2011, 12 were judged to be good or outstanding for overall effectiveness and none were judged inadequate. The remaining 16 were judged satisfactory.
- Forty-five **work-based learning** providers were inspected between 1 January 2011 and 31 March 2011. Of these, 27 were judged to be good or outstanding for overall effectiveness while three were judged inadequate. The remaining 15 were judged satisfactory.
- Of the 14 **adult and community learning** providers inspected, 10 were judged to be good and four were judged satisfactory for overall effectiveness.
- Of the five **prison and young offender institutions** inspected between 1 January 2011 and 31 March 2011, one was judged good for overall effectiveness, two were satisfactory and two were judged to be inadequate.
- Thirty-two of the 37 learning and skills providers judged satisfactory for overall effectiveness were also judged satisfactory for capacity to improve; the other five were judged to have good capacity to improve. Four providers were judged inadequate for capacity to improve. These four providers were also judged inadequate for overall effectiveness.
- Fifty-one of the 92 learning and skills providers inspected were judged to be good or outstanding for outcomes for learners. Of these, one college was judged outstanding and seven work-based learning providers were judged outstanding.
- Sixty of the 92 learning and skills providers were judged to be good or outstanding for the quality of provision. Two providers, both work-based learning providers, were judged inadequate.
- All six providers judged outstanding for leadership and management were judged either good or outstanding for all the other judgements. The five providers judged inadequate for leadership and management were also judged inadequate for overall effectiveness, and four were judged inadequate for capacity to improve.
- Fifty-two focused and re-inspection monitoring visits and partial re-inspections were undertaken between 1 January 2011 and 31 March 2011.

## Methodology

1. The data in this release are from inspections undertaken between 1 January 2011 and 31 March 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. 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/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Common-inspection-framework-for-further-education-and-skills-2009/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Common-inspection-framework-for-further-education-and-skills-2009/(language)/eng-GB)

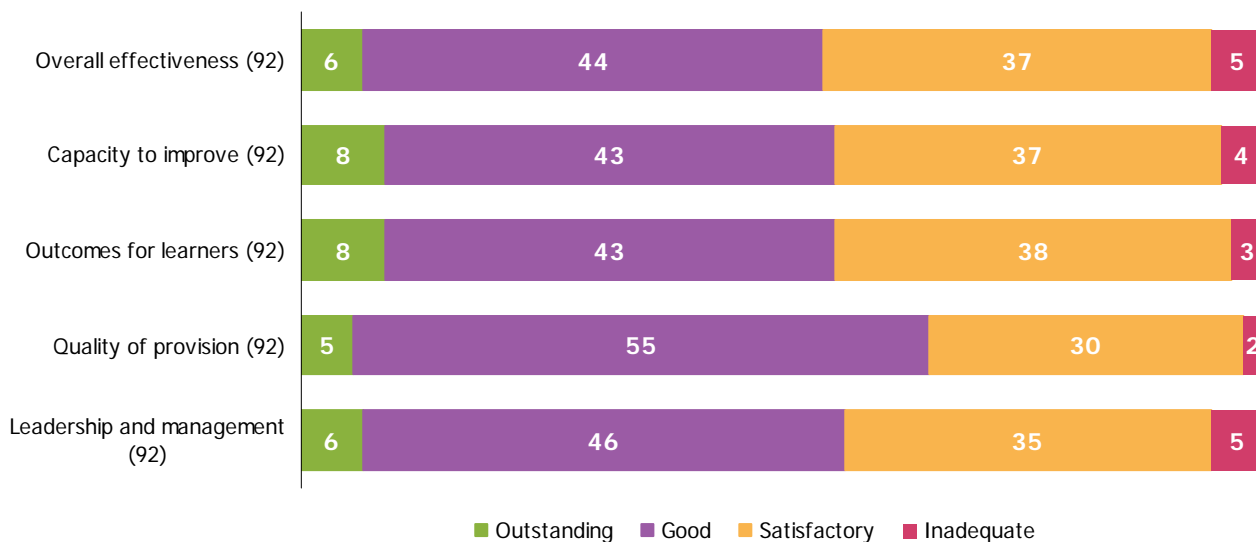
**Chart 1: Overall effectiveness of learning and skills providers inspected between 1 January 2011 and 31 March 2011 (provisional)<sup>1 2</sup>**



1. Figures represent the number of providers.

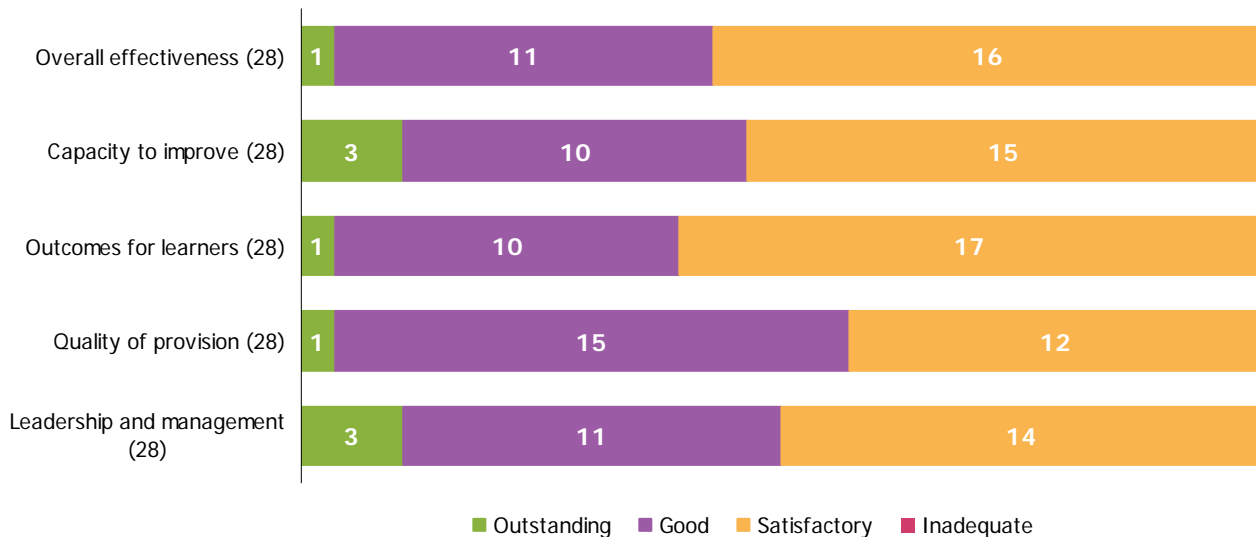
2. GFEC/TC: general further education college/tertiary college; SFC: sixth form college; ISC: independent specialist college; WBL: work-based learning provider; ACL: adult and community learning provider

**Chart 2: Key inspection judgements of learning and skills providers inspected between 1 January 2011 and 31 March 2011 (provisional)<sup>1</sup>**



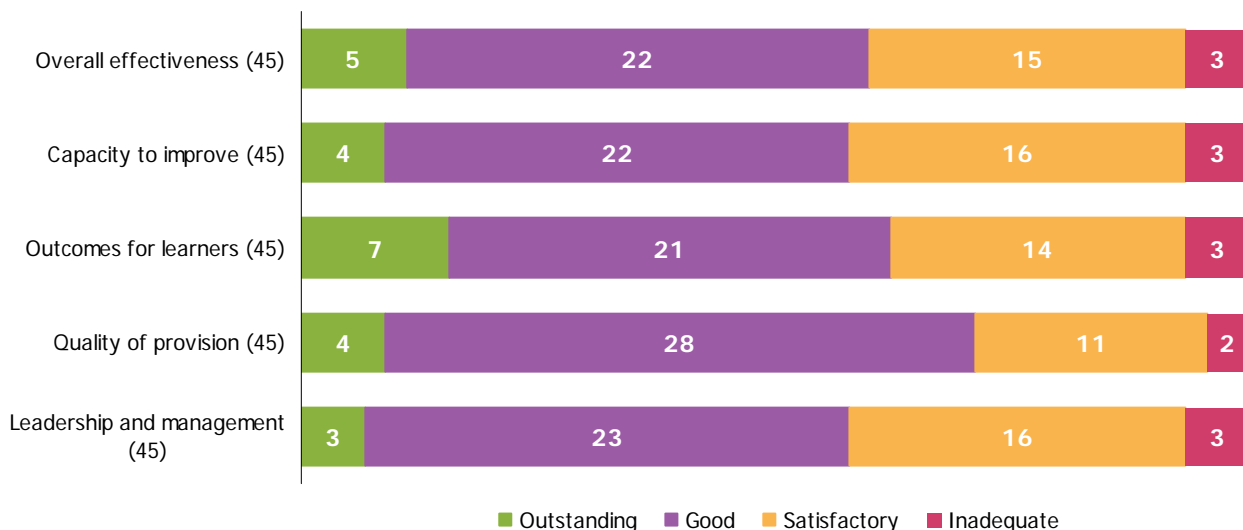
1. Figures represent the number of providers.

**Chart 2a: Key inspection judgements of colleges inspected between 1 January 2011 and 31 March 2011 (provisional)<sup>1 2</sup>**



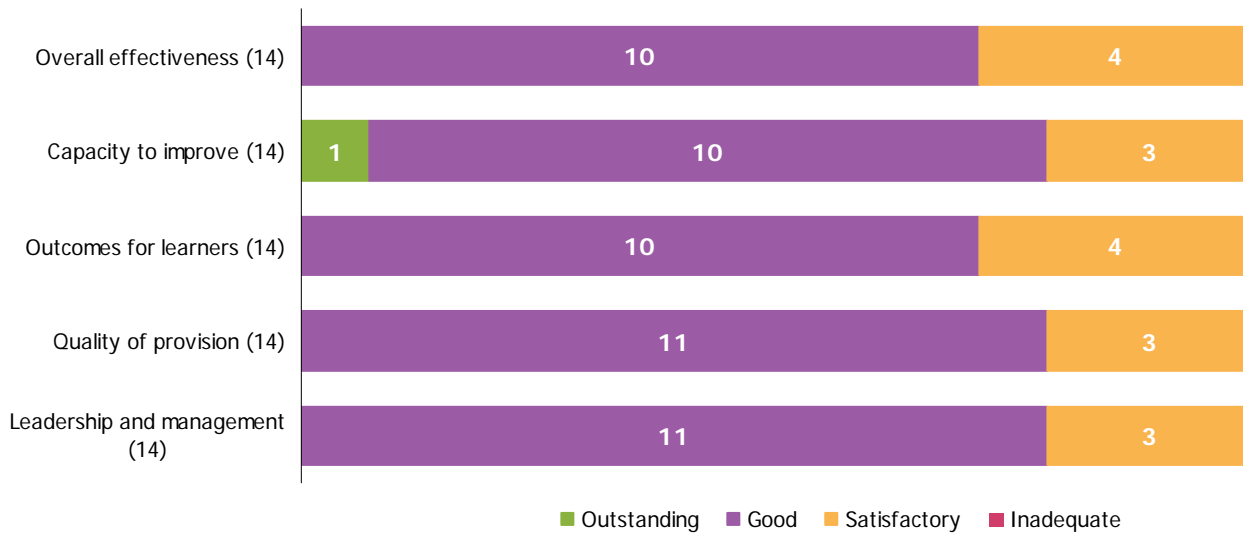
1. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.  
 2. Figures represent the number of providers.

**Chart 2b: Key inspection judgements of work-based learning providers inspected between 1 January 2011 and 31 March 2011 (provisional)<sup>1</sup>**



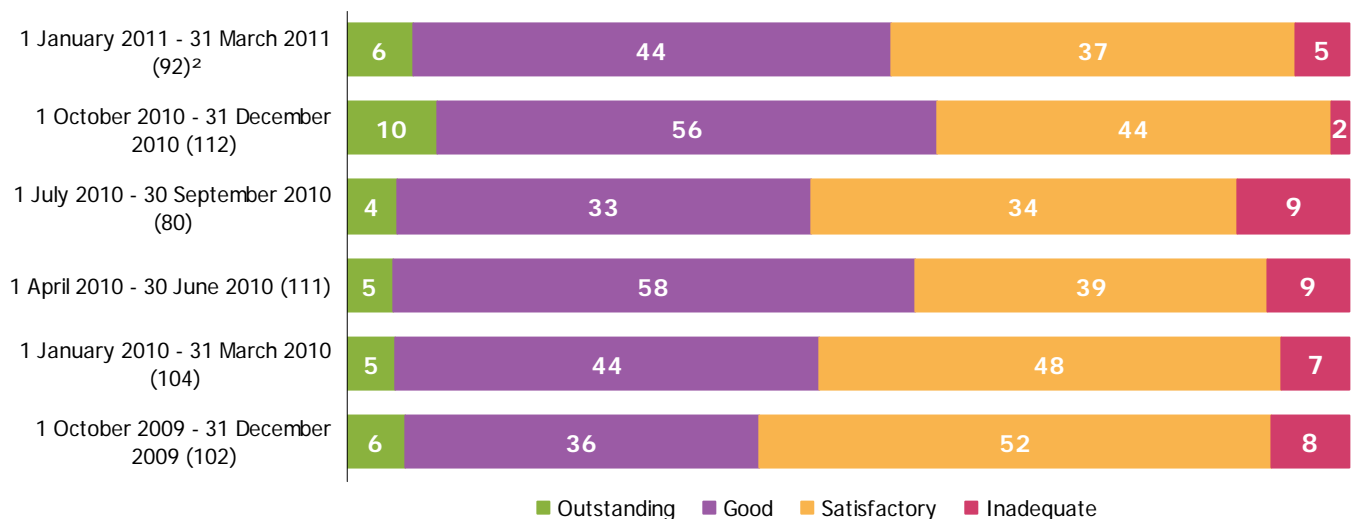
1. Figures represent the number of providers.

**Chart 2c: Key inspection judgements of adult and community learning providers inspected between 1 January 2011 and 31 March 2011 (provisional)<sup>1</sup>**



1. Figures represent the number of providers.

**Chart 3: Overall effectiveness of learning and skills providers inspected between 1 October 2009 and 31 March 2011, by quarter<sup>1</sup>**

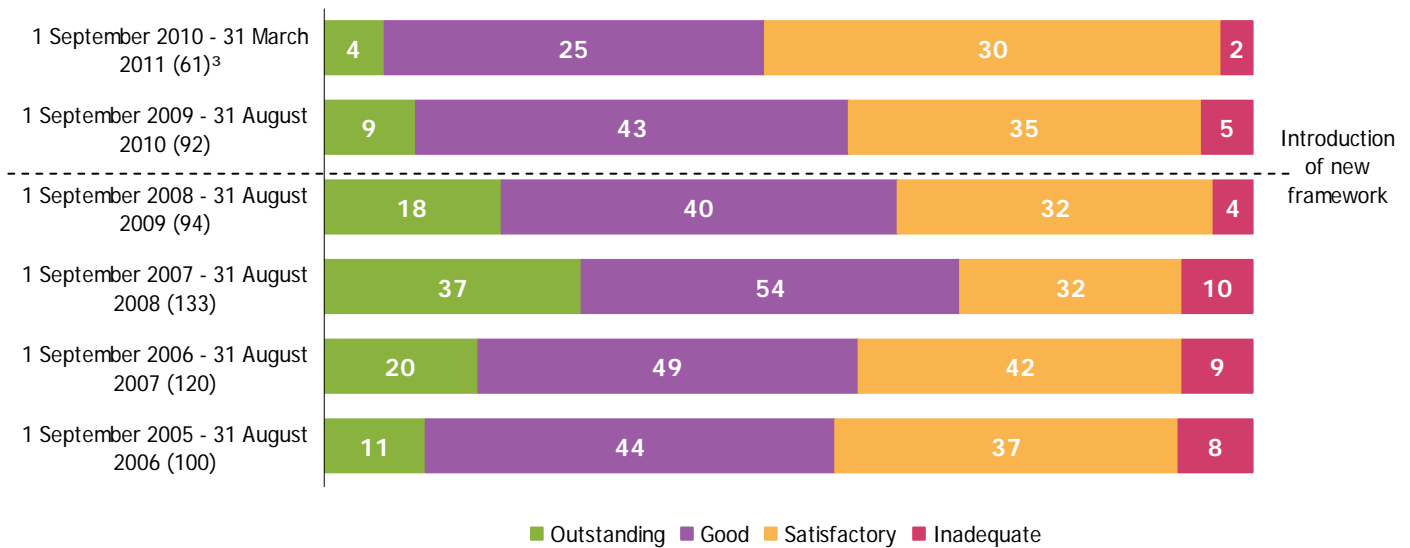


1. Figures represent the number of providers.

2. Provisional.

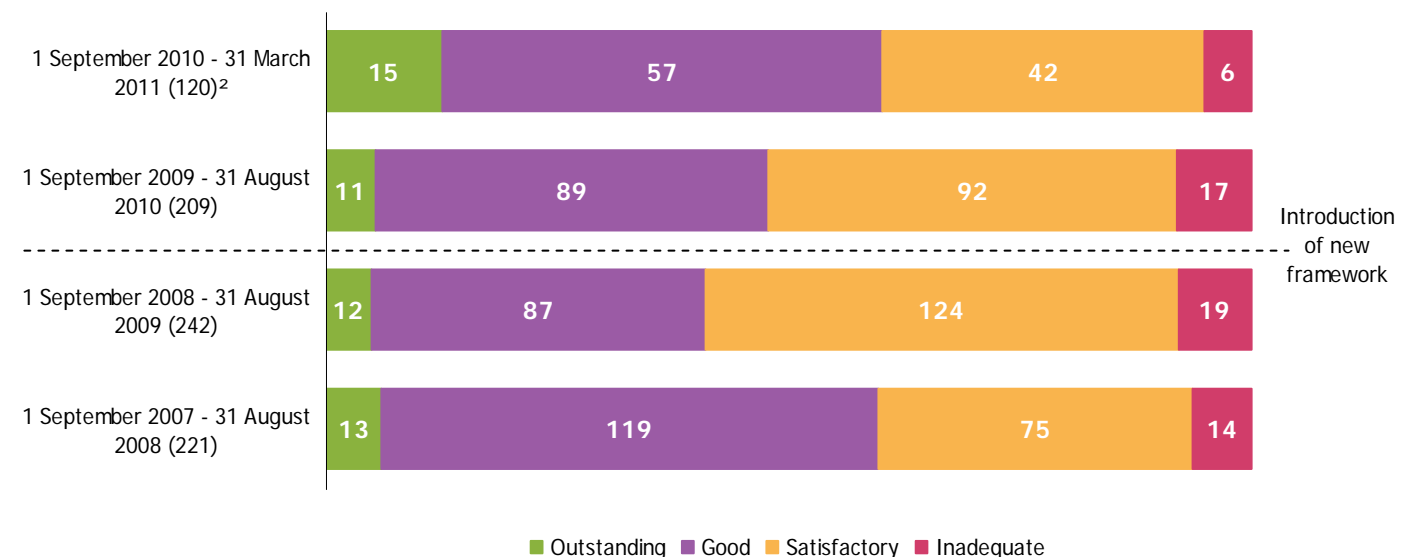


**Chart 4: Overall effectiveness of colleges inspected between 1 September 2005 and 31 March 2011, by year<sup>1 2</sup>**



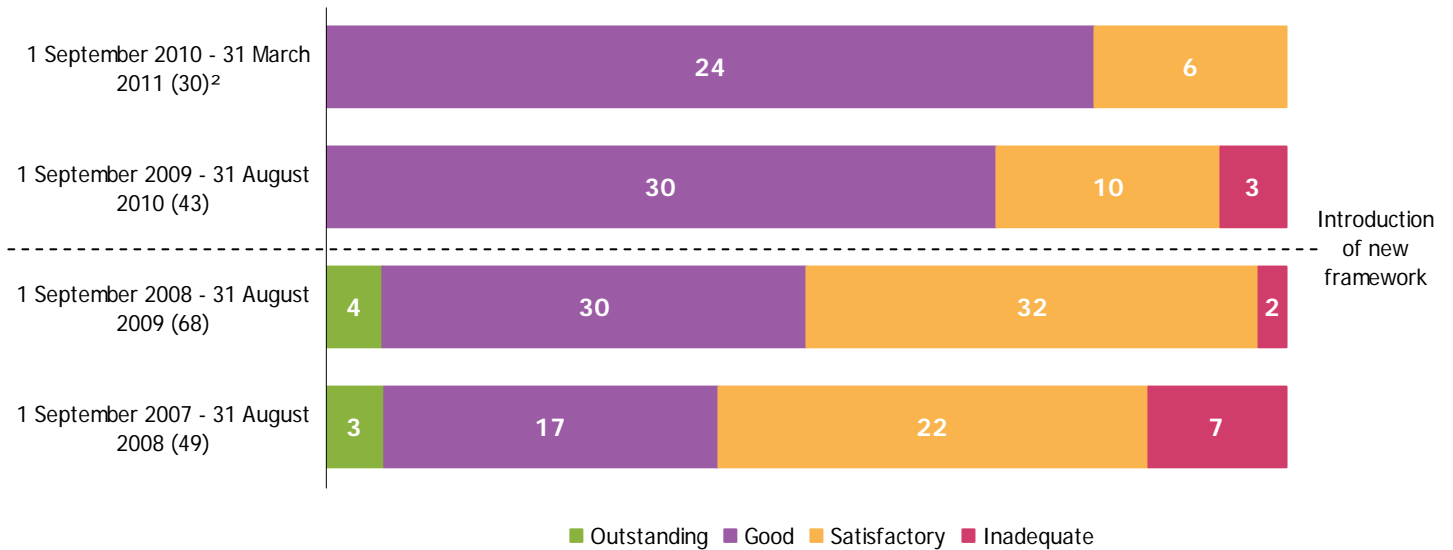
1. Figures represent the number of providers.
2. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.
3. Provisional

**Chart 4a: Overall effectiveness of work-based learning providers inspected between 1 September 2007 and 31 March 2011, by year<sup>1</sup>**



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 31 March 2011, by year<sup>1</sup>**



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

**Table 1: Number of learning and skills providers inspected between 1 January 2011 and 31 March 2011, by provider and inspection type (provisional)**

	All learning and skills	All colleges <sup>1</sup>	Work-based learning	Adult and community learning	Next Step	Prison and young offender institutions
Full inspections	90	28	43	14	0	5
Re-inspections	2	0	2	0	0	0
Focused monitoring visits	36	13	21	2	0	0
Re-inspection monitoring visits	11	2	8	1	0	0
Partial re-inspections	5	3	1	0	1	0
<b>Total</b>	<b>144</b>	<b>46</b>	<b>75</b>	<b>17</b>	<b>1</b>	<b>5</b>

*Source: Ofsted inspections*

1. 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 January 2011 and 31 March 2011 (provisional)<sup>1 2</sup>**

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
<b>Overall effectiveness</b>	<b>92</b>	<b>6</b>	<b>7</b>	<b>44</b>	<b>48</b>	<b>37</b>	<b>40</b>	<b>5</b>	<b>5</b>
<b>Capacity to make further improvements</b>	<b>92</b>	<b>8</b>	<b>9</b>	<b>43</b>	<b>47</b>	<b>37</b>	<b>40</b>	<b>4</b>	<b>4</b>
<b>A. Outcomes for learners</b>	<b>92</b>	<b>8</b>	<b>9</b>	<b>43</b>	<b>47</b>	<b>38</b>	<b>41</b>	<b>3</b>	<b>3</b>
A1. How well do learners achieve and enjoy their learning	92	8	9	42	46	39	42	3	3
A1.a) How well do learners attain their learning goals	92	10	11	35	38	39	42	8	9
A1.b) How well do learners progress?	92	7	8	49	53	31	34	5	5
A2. How well do learners improve their economic and social well-being through learning and development?	92	9	10	57	62	26	28	0	0
A3. How safe do learners feel?	92	6	7	65	71	21	23	0	0
A4. Are learners able to make informed choices about their own health and well being? <sup>3</sup>	49	0	0	31	63	18	37	0	0
A5. How well do learners make a positive contribution to the community? <sup>3</sup>	56	7	13	37	66	12	21	0	0
<b>B. Quality of provision</b>	<b>92</b>	<b>5</b>	<b>5</b>	<b>55</b>	<b>60</b>	<b>30</b>	<b>33</b>	<b>2</b>	<b>2</b>
B1. How effectively do teaching, training and assessment support learning and development?	92	4	4	54	59	31	34	3	3
B2. How effectively does the provision meet the needs and interests of users?	92	17	18	48	52	25	27	2	2
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	92	26	28	44	48	20	22	2	2
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	92	11	12	53	58	27	29	1	1
<b>C. Leadership and management</b>	<b>92</b>	<b>6</b>	<b>7</b>	<b>46</b>	<b>50</b>	<b>35</b>	<b>38</b>	<b>5</b>	<b>5</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	92	14	15	46	50	28	30	4	4
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? <sup>3</sup>	54	4	7	32	59	18	33	0	0
C3. How effectively does the provider promote the safeguarding of learners?	92	4	4	53	58	35	38	0	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	92	2	2	46	50	42	46	2	2
C5. How effectively does the provider engage with users to support and promote improvement?	92	4	4	46	50	39	42	3	3
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	92	5	5	32	35	46	50	9	10
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	92	12	13	43	47	34	37	3	3

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. Where the number of inspections is small, percentages should be treated with caution.
3. Where applicable to the type of provision.

**Table 3: Inspection outcomes of colleges inspected between 1 January 2011 and 31 March 2011 (provisional)<sup>1 2 3</sup>**

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
<b>Overall effectiveness</b>	<b>28</b>	<b>1</b>	<b>4</b>	<b>11</b>	<b>39</b>	<b>16</b>	<b>57</b>	<b>0</b>	<b>0</b>
<b>Capacity to make further improvements</b>	<b>28</b>	<b>3</b>	<b>11</b>	<b>10</b>	<b>36</b>	<b>15</b>	<b>54</b>	<b>0</b>	<b>0</b>
<b>A. Outcomes for learners</b>	<b>28</b>	<b>1</b>	<b>4</b>	<b>10</b>	<b>36</b>	<b>17</b>	<b>61</b>	<b>0</b>	<b>0</b>
A1. How well do learners achieve and enjoy their learning	28	1	4	10	36	17	61	0	0
A1.a) How well do learners attain their learning goals	28	1	4	7	25	19	68	1	4
A1.b) How well do learners progress?	28	1	4	12	43	15	54	0	0
A2. How well do learners improve their economic and social well-being through learning and development?	28	1	4	16	57	11	39	0	0
A3. How safe do learners feel?	28	2	7	25	89	1	4	0	0
A4. Are learners able to make informed choices about their own health and well being? <sup>4</sup>	27	0	0	19	70	8	30	0	0
A5. How well do learners make a positive contribution to the community? <sup>4</sup>	27	3	11	19	70	5	19	0	0
<b>B. Quality of provision</b>	<b>28</b>	<b>1</b>	<b>4</b>	<b>15</b>	<b>54</b>	<b>12</b>	<b>43</b>	<b>0</b>	<b>0</b>
B1. How effectively do teaching, training and assessment support learning and development?	28	0	0	15	54	13	46	0	0
B2. How effectively does the provision meet the needs and interests of users?	28	6	21	14	50	8	29	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	28	15	54	12	43	1	4	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	28	4	14	21	75	3	11	0	0
<b>C. Leadership and management</b>	<b>28</b>	<b>3</b>	<b>11</b>	<b>11</b>	<b>39</b>	<b>14</b>	<b>50</b>	<b>0</b>	<b>0</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	28	6	21	10	36	12	43	0	0
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? <sup>4</sup>	28	4	14	16	57	8	29	0	0
C3. How effectively does the provider promote the safeguarding of learners?	<b>28</b>	<b>2</b>	<b>7</b>	<b>22</b>	<b>79</b>	<b>4</b>	<b>14</b>	<b>0</b>	<b>0</b>
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	<b>28</b>	<b>1</b>	<b>4</b>	<b>14</b>	<b>50</b>	<b>13</b>	<b>46</b>	<b>0</b>	<b>0</b>
C5. How effectively does the provider engage with users to support and promote improvement?	28	1	4	18	64	9	32	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	28	3	11	9	32	15	54	1	4
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	28	4	14	12	43	12	43	0	0

Source: Ofsted inspections

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

2. Percentages are rounded and may not add to 100.

3. Where the number of inspections is small, percentages should be treated with caution.

4. Where applicable to the type of provision.

**Table 4: Inspection outcomes of work-based learning providers inspected between 1 January 2011 and 31 March 2011 (provisional)<sup>1 2</sup>**

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
<b>Overall effectiveness</b>	<b>45</b>	<b>5</b>	<b>11</b>	<b>22</b>	<b>49</b>	<b>15</b>	<b>33</b>	<b>3</b>	<b>7</b>
<b>Capacity to make further improvements</b>	<b>45</b>	<b>4</b>	<b>9</b>	<b>22</b>	<b>49</b>	<b>16</b>	<b>36</b>	<b>3</b>	<b>7</b>
<b>A. Outcomes for learners</b>	<b>45</b>	<b>7</b>	<b>16</b>	<b>21</b>	<b>47</b>	<b>14</b>	<b>31</b>	<b>3</b>	<b>7</b>
A1. How well do learners achieve and enjoy their learning	45	7	16	20	44	15	33	3	7
A1.a) How well do learners attain their learning goals	45	8	18	18	40	12	27	7	16
A1.b) How well do learners progress?	45	6	13	25	56	10	22	4	9
A2. How well do learners improve their economic and social well-being through learning and development?	45	7	16	30	67	8	18	0	0
A3. How safe do learners feel?	45	4	9	30	67	11	24	0	0
A4. Are learners able to make informed choices about their own health and well-being? <sup>3</sup>	13	0	0	5	38	8	62	0	0
A5. How well do learners make a positive contribution to the community? <sup>3</sup>	18	4	22	11	61	3	17	0	0
<b>B. Quality of provision</b>	<b>45</b>	<b>4</b>	<b>9</b>	<b>28</b>	<b>62</b>	<b>11</b>	<b>24</b>	<b>2</b>	<b>4</b>
B1. How effectively do teaching, training and assessment support learning and development?	45	4	9	27	60	12	27	2	4
B2. How effectively does the provision meet the needs and interests of users?	45	9	20	24	53	12	27	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	45	5	11	26	58	13	29	1	2
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	45	7	16	23	51	14	31	1	2
<b>C. Leadership and management</b>	<b>45</b>	<b>3</b>	<b>7</b>	<b>23</b>	<b>51</b>	<b>16</b>	<b>36</b>	<b>3</b>	<b>7</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	45	7	16	24	53	11	24	3	7
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? <sup>3</sup>	14	0	0	9	64	5	36	0	0
C3. How effectively does the provider promote the safeguarding of learners?	45	2	4	21	47	22	49	0	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	45	1	2	23	51	21	47	0	0
C5. How effectively does the provider engage with users to support and promote improvement?	45	2	4	22	49	19	42	2	4
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	45	2	4	13	29	26	58	4	9
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	45	6	13	22	49	15	33	2	4

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.

2. Where the number of inspections is small, percentages should be treated with caution.

3. Where applicable to the type of provision.

**Table 5: Inspection outcomes of adult and community learning providers inspected between 1 January 2011 and 31 March 2011 (provisional)<sup>1 2</sup>**

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
<b>Overall effectiveness</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>71</b>	<b>4</b>	<b>29</b>	<b>0</b>	<b>0</b>
<b>Capacity to make further improvements</b>	<b>14</b>	<b>1</b>	<b>7</b>	<b>10</b>	<b>71</b>	<b>3</b>	<b>21</b>	<b>0</b>	<b>0</b>
<b>A. Outcomes for learners</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>71</b>	<b>4</b>	<b>29</b>	<b>0</b>	<b>0</b>
A1. How well do learners achieve and enjoy their learning	14	0	0	10	71	4	29	0	0
A1.a) How well do learners attain their learning goals	14	0	0	9	64	5	36	0	0
A1.b) How well do learners progress?	14	0	0	10	71	3	21	1	7
A2. How well do learners improve their economic and social well-being through learning and development?	14	1	7	10	71	3	21	0	0
A3. How safe do learners feel?	14	0	0	9	64	5	36	0	0
A4. Are learners able to make informed choices about their own health and well being? <sup>3</sup>	9	0	0	7	78	2	22	0	0
A5. How well do learners make a positive contribution to the community? <sup>3</sup>	9	0	0	7	78	2	22	0	0
<b>B. Quality of provision</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>79</b>	<b>3</b>	<b>21</b>	<b>0</b>	<b>0</b>
B1. How effectively do teaching, training and assessment support learning and development?	14	0	0	10	71	3	21	1	7
B2. How effectively does the provision meet the needs and interests of users?	14	2	14	9	64	3	21	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	14	6	43	6	43	2	14	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	14	0	0	9	64	5	36	0	0
<b>C. Leadership and management</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>79</b>	<b>3</b>	<b>21</b>	<b>0</b>	<b>0</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	14	1	7	11	79	2	14	0	0
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? <sup>3</sup>	12	0	0	7	58	5	42	0	0
C3. How effectively does the provider promote the safeguarding of learners?	14	0	0	9	64	5	36	0	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	14	0	0	9	64	5	36	0	0
C5. How effectively does the provider engage with users to support and promote improvement?	14	1	7	6	43	7	50	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	14	0	0	9	64	3	21	2	14
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	14	2	14	8	57	4	29	0	0

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.

2. Where the number of inspections is small, percentages should be treated with caution.

3. Where applicable to the type of provision.

**Table 6: Inspection outcomes of prison and young offender institutions inspected between 1 January 2011 and 31 March 2011 (provisional) <sup>1</sup>**

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

Source: Ofsted inspections

1. Where the number of inspections is very small, percentages are not shown.
2. Where applicable to the type of provision.



**Table 7: Learning and skills providers judged inadequate between 1 January 2011 and 31 March 2011 (provisional)<sup>1</sup>**

Unique reference number	Provider name	Type of provider	Date of inspection
52253	HMP Blundeston	Prisons and young offender institutions	31-Jan-11
52362	HMYOI Rochester	Prisons and young offender institutions	14-Feb-11
58520	Standguide Limited	Work Based Learning	08-Mar-11
58517	Age UK Milton Keynes	Train to Gain	15-Mar-11
58579	BLUE SCI	Train to Gain	22-Mar-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 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.

## Work-based learning

Work-based learning generally describes learning while a person is employed and typically applies to learners aged 16 and over.

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