

Adult College for Rural East Sussex

Inspection report

Unique reference number: 50349

Name of lead inspector: Richard Beaumont HMI

Last day of inspection: 29 January 2010

Type of provider: Independent learning provider/
Adult and Community Learning
Beacon Community College

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Information about the provider

1. Adult College for Rural East Sussex (ACRES) was established in 2005 from a consortium of East Sussex Community Colleges. Funding is received from the Learning and Skills Council (LSC) for East Sussex to support learner-responsive and community provision. All funding comes directly from the LSC and learner fees. The main administrative centres are at the Beacon Community College, Crowborough and Uckfield Community Technology College. Courses in 2008/09 were delivered in five community colleges and 23 community-based venues.
2. In 2008/09, ACRES enrolled 1,768 learners on to 298 courses. Of those learners, 78% are female, 73% are aged over 45 years, and 99% are from a White ethnic background. The majority of learners were recruited from the district of Wealden, with the remainder from Rother, Lewes and other districts. Unemployment in Wealden is approximately 40% lower than East Sussex overall. Wealden is mainly a rural community with 23% of the population over 65 years compared to a national average of 16%.
3. The board of ACRES consists of all participating community college principals and one county council representative. The chair of ACRES represents the consortium on the East Sussex Adult Learning Partnership Board. ACRES employs 101 staff, of which 99% are part time. The senior management team consists of the adult learning manager and the business manager. ACRES' mission is to enable the delivery of high-quality adult learning opportunities which reflects the differing needs of the individuals and the communities it serves.
4. The subjects areas directly inspected under community provision are information and communication technology (ICT), sport, leisure and recreation and visual arts. ACRES was last inspected by the Adult Learning Inspectorate in 2007.

Type of provision	Number of learners in 2008/09
Young learner provision: Further education (16 to 18)	20 part-time learners
Adult learner provision: Further education (19+)	343 part-time learners
Community provision	1,405 part-time learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Learner responsive	
	Grade
Literacy, numeracy and ESOL	2
Community provision	
	Grade
Community Learning	3

Overall effectiveness

5. The overall effectiveness of ACRES' provision is satisfactory. Success rates for literacy, numeracy and English for speakers of other languages (ESOL) accredited provision are good. Retention rates for learners on non-accredited courses are generally high. The development of vocational skills is satisfactory, although many learners benefit from good development of personal and social skills.
6. Teaching and learning are satisfactory. Teachers have appropriate subject experience and learners enjoy the sessions. However, too many teachers fail to plan lessons to meet the needs of individual learners. Initial assessment for those learners on accredited courses is effective. Assessment practice is satisfactory and learners regularly monitor and record their progress. However, this process is not sufficiently applied nor understood by all learners or staff. Overall, the needs of learners are met. However, the service attracts a much larger proportion of females and there are insufficient opportunities or clear pathways to progress within ACRES or to other providers or organisations. Care, guidance and support for learners are good.

7. Leadership and management are satisfactory. Senior managers have a clear understanding of the quality of ACRES' provision. Curriculum Coordinators' are particularly effective at supporting staff and developing a team ethos. Safeguarding and equality and diversity are satisfactory. Quality improvement arrangements are satisfactory. The observation of teaching and learning is thorough, although actions to improve are not always clearly addressed. The self-assessment process is satisfactory and judgements generally matched those of the inspection. However, four grades awarded at inspection were lower than ACRES' grades. Value for money is satisfactory.

Main findings

- Success rates on literacy, numeracy and ESOL accredited programmes are high and well above national averages. However, success rates are low on ICT and visual arts accredited programmes. Retention rates are high on the majority of non-accredited courses. Arrangements to recognise and record progress and achievements (RARPA) for learners on non-accredited provision are insufficiently established.
- Data available to monitor minority group achievement and learner progress are incomplete and not analysed.
- Many learners make good progress in improving their personal and social skills. The development of vocational skills and the standard of learners' work are satisfactory. Learners are enthusiastic about their learning and they feel particularly safe at ACRES.
- Teaching and learning are satisfactory. Teaching staff have appropriate subject knowledge. Learning resources are satisfactory and teaching accommodation is well suited to the needs of the subject. The use of information and learning technology (ILT) is underdeveloped. Insufficient attention is paid by teachers in the planning of lessons to meet the needs of individual learners.
- Assessment practice is satisfactory. Learners work well towards achieving whole-class targets. They regularly self assess their progress. However, many have insufficient understanding of how to judge progress. Initial assessment for learners on accredited provision is thorough and effective.
- ACRES meets the needs of those learners who access the provision. The range of courses within subject areas is broad, although too many courses lack progression opportunities within ACRES. Learners have no clear understanding of what progression pathways are available with other providers or organisations.
- Partnership arrangements to widen participation are effective. However, initiatives to attract underrepresented groups have generally failed to redress the imbalance of the provision that attracts mainly women.
- Care, guidance and support for learners are good. Arrangements for initial course advice and enrolment are effective. Learners receive good pastoral

support from teachers. Learners with recognised additional learning and/or disability needs are particularly well supported.

- Leadership and management are satisfactory. Senior managers have a good understanding of the provision. The strategic plan is clear. Curriculum coordinators effectively support senior managers and tutors. However, the management structure, difficulties in recruiting key posts, and current teacher contracts have impeded improvements to the service.
- Safeguarding arrangements are satisfactory. All staff and volunteers have appropriate police checks. The safeguarding policy is comprehensive with a detailed action plan. Staff have sufficient knowledge of safeguarding procedures.
- Equality and diversity are satisfactory. ACRES actively promotes equality but not diversity. Much of the focus of equality and diversity is centred on support for learners. There is very limited analysis of achievements for minority groups. Arrangements to widen participation through community projects have been successful.
- Quality improvement is satisfactory. The process of observing the quality of teaching and learning is thorough. However, there is no analysis to inform management of the key strengths or areas for improvement. Access to data has much improved since the previous inspection, although it has yet to fully support the monitoring all key performance areas. The self-assessment process is satisfactory.
- The management of resources and value for money are satisfactory.

What does ACRES need to do to improve further?

- Fully implement the well-developed RARPA process. Achievement and success rate data should then be used effectively to plan for improvements.
- Monitor learner progress from one course to another effectively to assess and improve curriculum planning.
- Improve the quality of teaching and learning, in particular the planning of learning that specifically meets the needs of individual learners. Different tasks need to be introduced in lessons to address individual learner abilities.
- Clearly align ACRES' strategic aims to curriculum plans and set clear objectives and targets to achieve these aims. Develop provision that has clear pathways for progression within ACRES and link this to other local providers and organisations.
- Introduce a comprehensive quality assurance cycle that monitors key aspects of ACRES' performance and sets challenging, specific and measurable targets to improve.
- Further develop the use of data to monitor performance and, in particular, the impact of support arrangements and variations between minority groups. Develop action plans for improvement.

- Improve the availability of teaching accommodation and introduce more flexible staffing arrangements to plan and improve provision and significantly reduce the number of cancelled classes.

Summary of the views of users as confirmed by inspectors

What learners like:

- support from friendly tutors
- opportunities to socialise with like-minded people
- improving health and well-being (sport and fitness learners)
- learning close to home
- the ease of getting course information and enrolling
- improving confidence to learn more
- welcoming learning environments
- courses that are specifically designed for older age groups.

What learners would like to see improved:

- the availability of more car parking
- more classes
- Uckfield classrooms can be cold and chairs are hard
- youth centre accommodation
- the reduction in the amount of paperwork.

Views of employers:

There are no employers that actively support the learning process.

Main inspection report

Capacity to make and sustain improvement

Grade 3

8. Adult College for Rural East Sussex demonstrates a satisfactory capacity to improve. Since the previous reinspection, only one comparable grade has improved. All other grades remain as satisfactory. ACRES no longer has a contract for learners with learning difficulties and/or disabilities following the inadequate grade awarded at reinspection. ACRES has made reasonable progress in many areas, such as observing teaching and learning where further developments and training have recently taken place. The RARPA process is comprehensive and well planned, but implementation of this is too variable. The improved website effectively provides detailed information to support the prospectus and display learners' work.
9. The majority of inspection judgements agree with those in ACRES' self-assessment report. However, two curriculum area grades are lower as are leadership and management and capacity to improve. Quality improvement arrangements are satisfactory and the self-assessment process has improved with greater involvement by all users. A comprehensive quality improvement plan clearly identifies how key areas of improvement are to be actioned. Senior managers and curriculum coordinators now monitor and review the plan regularly. Although there is a significant improvement in the collection and analysis of data, these are not yet fully used to improve performance. The current management structure and staffing difficulties have impeded aspects of ACRES' development and responsiveness.

Outcomes for learners

Grade 3

10. Success rates on courses that lead to a qualification have much improved in the past three years. Approximately 10% of provision is accredited and two thirds of this is in literacy, numeracy and ESOL. In 2008/09, these success rates were high at 86% and six percentage points above the national average. However, success rates are low in ICT and visual arts when compared to similar providers.
11. Retention rates on community-learning courses are high on many courses and have improved steadily over the past three years. RARPA arrangements are well developed but not yet sufficiently applied to allow accurate data to be used to inform learner achievements. Data to monitor performance between minority groups and learner progression are not sufficiently developed.
12. Learners on ICT and sports, recreation and leisure programmes develop good personal and social skills. Learners on literacy, numeracy and ESOL programmes make good progress in class. Learners are enthusiastic about their learning and enjoy their sessions. The development of vocational skills and the standard of learners' work are satisfactory. Attention by ACRES to ensure learners feel safe is effective. Health and safety measures generally make sure learners use safe

working practices. However, ICT learners are not always reminded of the appropriate posture when working at the computer.

The quality of provision

Grade 3

13. Teaching and learning are satisfactory. Many classes include learners with a range of prior learning experiences and subject knowledge. In the better sessions learners' individual needs are well catered for. Teachers use a wide variety of teaching methods to motivate learners and learning materials are of a high quality. Staff have appropriate skills and knowledge to deliver classes. However, in many classes, there is too much whole-class teaching. Teachers fail to plan different tasks to meet the range of learner abilities within the same class. There is insufficient use of information learning technology (ILT) to enhance learning.
14. For those learners enrolling on accredited programmes, initial assessment is effective. Overall assessment practice is satisfactory. ACRES has developed clear procedures to capture and set individual targets that include course outcomes and individual aspirations and goals. However, many learners and staff fail to fully apply or understand the process. Many targets set for learners are generally whole-course targets. Learners regularly assess their own progress, but their understanding of recording progress varies. Where individual learner personal goals are recorded, these are generally not used to plan lessons.
15. The extent to which courses meet learners' needs is satisfactory. In the programme areas offered, there is a broad range of courses available throughout the region. The number of learning venues is appropriate and takes account of learners' locality and potential difficulties with rural public transport. Specific programmes to widen participation have been effective. However, initiatives to attract a greater balance of learners on to mainstream programmes have not been sufficiently successful. For example, many learners are female and aged over 45 years. Progression opportunities within ACRES, or clear progression pathways with other local providers or organisations, are limited. The number of courses being cancelled due to low enrolment numbers is high but reducing. Partnership arrangements with local community colleges are well developed. Effective and improving links with community groups have resulted in successful projects to engage a broader range of learners.
16. Advice, guidance and support for learners are good. Initial advice and guidance are well managed. Staff are particularly helpful and knowledgeable and provide learners with accurate and useful information about the courses offered. Arrangements to support learners with additional learning or support needs are particularly effective. ACRES contacts all learners about the support offered to ensure it meets their needs and that they have every opportunity of achieving. Teachers offer learners good pastoral support.

Leadership and management

Grade 3

17. The senior management at ACRES has a clear understanding of the current provision and ways to improve. The recent three-year strategic plan sets the direction ACRES will take to deliver both local and national agendas and priorities. The strategic objectives include critical success factors that are developed in the quality improvement plan which also includes actions from the self-assessment process. The plan is very detailed but does not yet have sufficiently demanding targets to drive improvement. The curriculum coordinator roles effectively support the senior management team and tutors. The current review of staffing is looking at how to develop the staff roles to include key areas for development to support the work of ACRES better and ensure appropriate individual staff duties. There is currently insufficient flexibility in contracts to allow cover for tutor absence and to avoid courses being cancelled. Although, ACRES is currently negotiating new tutor contracts with East Sussex County Council to ensure they meet workforce reforms and improve the service to learners. The management information system is now producing data and reports which ACRES is beginning to use for planning and improvement in some areas but not yet across the whole organisation.
18. The procedures for safeguarding learners meet the current government requirements and are satisfactory. ACRES is part of the East Sussex County Council safeguarding procedures, with the Criminal Records Bureau or police checks for all staff and volunteers. The safeguarding policy is comprehensive and the action plan is detailed. The tutors' and learners' handbooks give clear safeguarding guidance with additional good practical examples for learners. Administration and curriculum staff are undertaking online safeguarding training and ACRES has either briefed all tutors at a training event or emailed the information to those tutors who were not present. Staff have attended safer recruitment training resulting in new recruitment procedures.
19. Equality and diversity are satisfactory. ACRES actively promotes equality for learners. The equality policy includes a summary outline of all statutory legislation. The policy has sections on the roles of different staff groups in promoting equality and diversity, however this focuses mainly on support for individual learners. The promotion of diversity is poor and ACRES misses opportunities to broaden learners' knowledge and views. The new procedures for identifying learners who have support needs have recently been improved and show an increase from 2% to 7% of learners with learning difficulties and/or disabilities. ACRES' staff recognise that these are not new learners but learners who now feel able to reveal that they have a difficulty and/or disability. All staff effectively ensure that learners receive the individual support, additional equipment and changes to venues to enable them to participate fully and achieve to their full ability. Examples show how the support improves the retention and achievement of learners but, at present, there is no analysis of data to quantify how successful the support is. Data to compare achievements of different groups of learners are now being produced but have not yet been fully developed nor analysed for any variations. The new marketing strategy

includes actions to increase participation of underrepresented groups on mainstream courses. ACRES is successful in widening participation through its community development courses, especially for men.

20. Quality improvement arrangements are satisfactory. The internal observation of teaching and learning is thorough. The quality of teaching and learning has improved over time and is satisfactory. However, there is no analysis of ACRES' teaching and learning observations to inform staff development across the organisation. The self-assessment process now includes a greater involvement of learners, tutors, curriculum and administrative staff. The report includes fuller curriculum reports and a clearer identification of areas for development, resulting in a comprehensive quality improvement plan which senior management and curriculum coordinators now effectively monitor and review. Data are not yet fully used. The new termly update is part of the improved self-assessment process and effectively communicates quality improvements to all staff.

21. ACRES satisfactorily manages its resources to secure value for money. It provides relevant, accessible training to meet the needs of all staff to improve their performance. The purchase of laptop computers enables the provision of ICT courses in the community where there are no computer training facilities. The majority of learners finish their learning programmes with increased skills and/or qualifications. ACRES is actively committed to sustainability both in its strategic planning and in effective use of premises and resources.

Learner responsive provision

Literacy, numeracy and ESOL

Grade 2

Context

22. Adult College for Rural East Sussex provides literacy, numeracy and ESOL courses from entry to level 2. Of the 101 adult learners on programmes at the time of the inspection, 64 are on literacy and numeracy courses and 37 on ESOL courses. The majority of learners are female. Most courses are accredited. All learners study part-time on 30-week roll-on/roll-off courses for two and a half hours per week. A team of seven part-time tutors teaches courses on two main sites and two community venues.

Key findings

- Success rates are high in the majority of courses, with rising success rates over three years across the whole provision to 6% above national averages. Literacy and numeracy success rates at entry and level 1 are particularly high. Success rates for the full qualification at entry level for ESOL are high in 2008/2009.
- The standard of learners' work is particularly good in numeracy and good in literacy. Standards of learners' work in ESOL are satisfactory. Attendance is satisfactory overall and is well monitored in lessons.
- Learners make very good progress in literacy and numeracy lessons. Learning diaries in, for example, literacy clearly demonstrate individual progress in learners' skills. Progression overall is satisfactory. The majority of learners progress well between levels within the same class, with a minority moving on to more advanced courses.
- Learners feel safe and enjoy their lessons. Learners particularly enjoy the six-book challenge which encourages reading for pleasure. Learners gain confidence and report improvement in skills. ACRES provides a welcoming and friendly learning environment and learner feedback on safety is good. All learners show a high awareness of mutually understood codes of conduct in lessons.
- Teaching and learning are satisfactory overall, with outstanding examples in numeracy and good teaching in literacy. Good teaching of study skills in literacy guides learners on writing persuasive text. In ESOL lessons, teachers give good attention to accuracy in writing.
- The availability of teaching and learning resources are insufficient in too many classes, although teachers develop their own resources well. ILT, where available, is not used routinely to give interest and variety to learning. ESOL learners were insufficiently prepared for online practice tests in reading. In literacy the choice of reading texts and the range of dictionaries that teachers bring to classes are limited. Learners report issues with cold accommodation.

- A thorough initial and diagnostic assessment process is in place and informs targets on individual learning plans (ILPs). Targets are well written and regularly reviewed. However, in lessons across the provision, individual targets on ILPs do not routinely inform planning. Lessons do not appear to integrate the specific skills needed by an individual but focus on the topics and skills required by the group as a whole.
- The breadth and depth of provision in literacy, numeracy and ESOL are insufficient with only 12 classes in total over four locations. However, good actions are in place to improve learner numbers and the range of courses. This has resulted in raising learner numbers this year.
- Support from teachers and volunteers in lessons is good and volunteer support is well managed in lessons. Teachers provide a supportive and cheerful learning environment.
- Curriculum management across the area is good, with effective interim management arrangements for literacy and numeracy. High success rates have been maintained and moderation of non-accredited learning is thorough. Initial and diagnostic assessment has been substantially improved through partnership working. Quality improvement arrangements, including tutor handbooks, are thorough, detailed and clear.
- The self-assessment report reflects the provision well. Actions to improve since the last inspection have been addressed with ACRES identifying that ILT remains an issue. The grades awarded for the teaching of literacy and numeracy are accurate. However, some aspects of ESOL teaching are over graded. Actions are in place for the safeguarding of learners and the promotion of equality and diversity is satisfactory.

What does ACRES need to do to improve further?

- Ensure lessons are planned to include learning targets identified on ILPs.
- Ensure a rigorous focus is given to the improvement of teaching and learning resources, including ILT, and their use in lessons by teachers.
- Ensure that programmes in literacy, numeracy and ESOL continue to be developed to meet the needs of the wider community.
- Put effective actions in place to raise standards in teaching and learning in ESOL with a strong focus on developing a range of learning activities of topical interest to learners and of relevance to their everyday lives.

Community provision

Community learning

Grade 3

Context

23. Currently, 983 learners are enrolled on community-learning courses. These are non-accredited courses and most are first-step courses for adults. The main subject sectors learners can take courses in are visual arts, ICT, sport, recreation and leisure, and languages. Approximately 80% of learners are female. The provision is delivered by 64 part-time tutors in five community colleges and community venues.

Key findings

- Retention rates have improved over the past three years and are generally high, particularly in ICT and visual arts. The RARPA process is well developed but has yet to be fully implemented by all staff. Current achievement and success rate data do not fully inform ACRES of learner and course performance. Learners' progress in class and the standard of work are satisfactory. Data on learners' progress on to other or higher courses have yet to be developed.
- Learners on ICT and sports, recreation and leisure programmes attain good social benefits from their learning. The development of vocational skills is satisfactory. Learners enjoy lessons and feel particularly safe with good attention to health and safety. However, learners on ICT programmes are not always reminded of the correct posture required when using computers.
- Teaching and learning are satisfactory. In the better lessons teachers update their sessions to reflect individual learner progress and encourage the development of independent learning skills. Teachers use a good range of teaching methods to motivate learners. Teachers have appropriate subject experience and knowledge and teaching accommodation is at least satisfactory and good in visual arts. However, too much whole-class teaching takes place, with no planning to meet learners' individual needs. The use of ILT is under-developed to support learning and the development of learning materials. Opportunities to promote equality and diversity in lessons are missed, particularly in sports, leisure, recreation and visual arts. In the least effective teaching sessions, lessons are too slow and the focus on learning is not always clear.
- Assessment practice is satisfactory. All learners have ILPs and many learners include individual personal targets. Learners regularly monitor their progress against the targets set. However, the process is not fully established nor understood by all learners or teaching staff. Target setting generally is focused on beginners and lacks the recognition of more experienced and able learners. Learners' interpretation of what progress has been made varies.
- Programmes satisfactorily meet learners' needs. Many of the older learners enjoy the opportunities and benefits to socialise. Groups of learners give public

performances, in particular in fitness and visual arts. In the subject areas offered, there is generally a broad curriculum. However, there is insufficient curriculum planning to clearly offer progression opportunities onto higher level programmes. Progression pathways with other learning providers or local organisations have not been developed. Partnership arrangements to widen participation are effective.

- Care, guidance and support for learners are good. Learners receive good advice by knowledgeable and helpful staff. Teachers offer good pastoral support. Arrangements for learners with additional learning and/or disability needs are well developed, handled sensitively and are very effective.
- Leadership and management are satisfactory. Curriculum coordinators develop a good team ethos with staff and offer effective support where required. The internal teaching and learning observation process is well established and has improved the quality of teaching and learning. However, records do not always fully support the grade being awarded and actions for improvement are not systematically followed up. Contingency arrangements to cover teacher absences are insufficiently developed. The link between ACRES' strategic aims and curriculum development is unclear.
- The promotion of health and safety and equality and diversity is satisfactory. Arrangements to obtain feedback from learners are satisfactory. Self-assessment judgements broadly match the findings of inspection, although grades in sports, recreation and leisure and visual arts are overly generous.

What does ACRES need to do to improve further?

- Fully implement the RARPA process and then effectively assess the performance of non-accredited provision by learner, course and curriculum areas.
- Establish a process to effectively monitor and evaluate learner progression onto other courses.
- Improve the quality of teaching and learning with particular attention to the planning of learning to meet the needs of individual learners with different abilities, starting points and personal targets.
- Plan the curriculum to clearly show progression routes within ACRES and link progression opportunities to other local learning providers and organisations.
- Set clear and challenging targets to develop the curriculum on offer to widen participation rates from underrepresented groups, particularly men and younger learners.

Information about the inspection

24. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the adult learning manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC), the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.
25. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners had completed on behalf of the provider. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)

Adult College of Rural East Sussex

Learning types: 14-16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships. **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	16-18 Learner responsive	19+ Learner responsive	Community provision
Approximate number of enrolled learners				
Part-time learners	1,193	1	209	983
Overall effectiveness	3	2	2	3
Capacity to improve	3			
A. Outcomes for learners	3	2	2	3
A1. How well do learners achieve and enjoy their learning?	3			
A1.a) How well do learners attain their learning goals?	3			
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. Do learners feel safe?	2			
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	n/a			
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a			
B. Quality of provision	3	3	3	3
B1. How effectively do teaching, training and assessment support learning and development?	3			
B2. How effectively does the provision meet the needs and interests of users?	3			
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	3			
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2			
C. Leadership and management	3	3	3	3
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3			
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3			
C3. How effectively does the provider promote the safeguarding of learners?	3			
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3			
C5. How effectively does the provider engage with users to support and promote improvement?	3			
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3			
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	3			

*where applicable to the type of provision

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