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Introduction

This official statistics release reports on learning and skills inspections that occurred between 1 October and 31 December 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 12 June 2012.

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Key findings

Latest quarter

- In the three months between 1 October and 31 December 2011, Ofsted undertook 84 full inspections and three full re-inspections of learning and skills providers. This included 23 colleges, 35 independent learning providers, 17 adult and community learning providers, two Next Step providers and four prison and young offender institutions. Ofsted also carried out three inspections of Dance and Drama Awards schemes in colleges and three inspections of further education in higher education institutions¹.
- Of the 23 **colleges** which were inspected between 1 October and 31 December 2011, one was judged outstanding for overall effectiveness and eight were judged good. Five colleges were judged inadequate – two were general further education colleges, two were sixth form colleges and one was an independent specialist college. Seven of the nine colleges which had been judged satisfactory for overall effectiveness had also been judged satisfactory for teaching and learning², the remaining two had been judged good. All of the colleges judged good or outstanding for overall effectiveness were also judged good for teaching and learning.
- Of the 35 **independent learning providers** inspected between 1 October and 31 December 2011, one was judged outstanding for overall effectiveness, 15 were judged to be good, 14 were satisfactory and five were inadequate. Two providers were judged outstanding for teaching and learning – one of which was the only provider judged outstanding for overall effectiveness. Of the five providers judged inadequate for overall effectiveness, four were judged satisfactory and one was judged good for teaching and learning.
- In the five inadequate providers, the capacity to improve and 'How effectively does self-assessment improve the quality of the provision and outcomes for learners?' were also judged inadequate.
- Eight of the independent learning providers are employer providers. Three of these were judged inadequate for overall effectiveness and were also judged inadequate for leadership and management.
- Of the 17 **adult and community learning** providers inspected between 1 October and 31 December 2011, one was judged outstanding for overall effectiveness and 13 were judged to be good. The three remaining providers were judged to be satisfactory. In all three of the satisfactory providers, outcomes for learners was also judged to be satisfactory. In one of

¹ As these do not constitute full inspections their judgements are not included in table 2 but are shown instead in table 4 and table 5.

² Judgements on 'teaching and learning' refer specifically to the judgement 'How effectively do teaching, training and assessment support learning and development?'.

these providers however, the quality of provision and teaching and learning were judged to be good.

- Between 1 October and 31 December 2011 four **prisons** were inspected, of which three were judged to be good for overall effectiveness and one was judged to be satisfactory. One of the prisons judged good for overall effectiveness was judged outstanding for outcomes for learners.
- The two **Next Step** providers inspected between 1 October and 31 December 2011 were both judged good for overall effectiveness. The grade profile across all judgements was consistently good – with only one exception for teaching and learning where one provider was judged to be satisfactory.
- Of the three dance and drama award schemes in colleges inspected, one was judged outstanding, one was judged good and one was judged satisfactory for overall effectiveness.
- Three inspections of further education in higher education institutions were undertaken between 1 October and 31 December 2011. One was judged outstanding for overall effectiveness, one was judged good and one was judged satisfactory.
- There were three full re-inspections of independent learning providers between 1 October and 31 December 2011. All three had been judged inadequate for overall effectiveness at their previous inspection and all three had improved to be judged satisfactory for overall effectiveness. All three had improved in little over a year.
- Between 1 October and 31 December 2011 there were 46 focussed monitoring visits, nine re-inspection monitoring visits and three partial re-inspections. The three partial re-inspections were all of colleges. All three providers improved the areas re-inspected from inadequate to satisfactory.

Inspection year 2011/12

- In the inspection year to date between 1 September 2011 and 31 December 2011, there were 98 full inspections and four full re-inspections of learning and skills providers. This included 27 colleges, 43 independent learning providers, 19 adult and community learning providers, five prison and young offender institutions and two Next Step providers. Ofsted also carried out three inspections of Dance and Drama Awards schemes in colleges and three inspections of further education in higher education institutions.
- Of the 27 colleges inspected between 1 September and 31 December 2011, one was judged to be outstanding for overall effectiveness and ten were judged to be good. Six colleges have been judged inadequate for overall effectiveness. The remaining ten colleges were judged to be satisfactory.

- Already the number of colleges judged inadequate in the first four months of 2011/12 is higher than over the full 2010/11 academic year – when four colleges were judged inadequate.
- Five colleges improved their overall effectiveness judgement – one college improved from satisfactory to become outstanding. Thirteen of the colleges declined between inspections – three of which declined from good to inadequate. One of these colleges is an independent specialist college and was also judged inadequate for safeguarding and equality and diversity. Three colleges have been judged satisfactory for the second consecutive inspection.
- Of the 43 independent learning providers inspected between 1 September and 31 December 2011, two were judged outstanding and 20 were judged to be good for overall effectiveness. Sixteen providers were judged to be satisfactory and five were judged to be inadequate for overall effectiveness. Of the 28 independent learning providers which had been inspected previously, only three had declined between inspections – two to become inadequate and one to become satisfactory. Four of the 28 providers have now been judged satisfactory at their two most recent inspections. Fourteen providers had improved between inspections – in one instance from inadequate to good.
- Of the 19 adult and community learning providers inspected between 1 September and 31 December 2011, one was judged outstanding for overall effectiveness and 14 were judged to be good. Three providers were judged to be satisfactory for overall effectiveness – one of which had declined from its previous judgement of good. One adult and community learning provider was judged inadequate – the first one in over a year.
- Three prison and young offender institutions inspected between 1 September and 31 December 2011 were judged to be good for overall effectiveness and two were judged to be satisfactory. The three prisons which were judged good had all improved from their previous judgement of satisfactory.
- Two Next Step providers were inspected between 1 September and 31 December 2011 and both were judged to be good for overall effectiveness. All of the other key judgements were also judged to be good.
- Of the three dance and drama awards in colleges inspected, one had declined from outstanding to good, one had improved from good to outstanding, and one that was inspected for the first time was judged satisfactory.
- Three providers of further education in higher education institutions were also inspected – one was judged outstanding for overall effectiveness, one was judged good and one was judged satisfactory. The providers judged good and outstanding were inspected for the first time.

Impact of revisions on key points of previous publication

- Final data covering the period 1 July to 30 September 2011 have now 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 a further 11 full inspections: five independent learning providers; two sixth form colleges; two independent specialist colleges; one adult and community learning provider; and one prison and young offenders institution. A further four focussed monitoring visits and three re-inspection monitoring visits have now also been included in the inspection numbers.
- Of the four colleges, two were judged good for overall effectiveness, one was judged satisfactory and one sixth form college was judged inadequate.
- The one adult and community learning provider which was inspected in September 2011 was judged to be inadequate for overall effectiveness.

Methodology

1. The primary data in this release are from inspections undertaken between 1 October and 31 December 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/resources/common-inspection-framework-for-further-education-and-skills-2009>

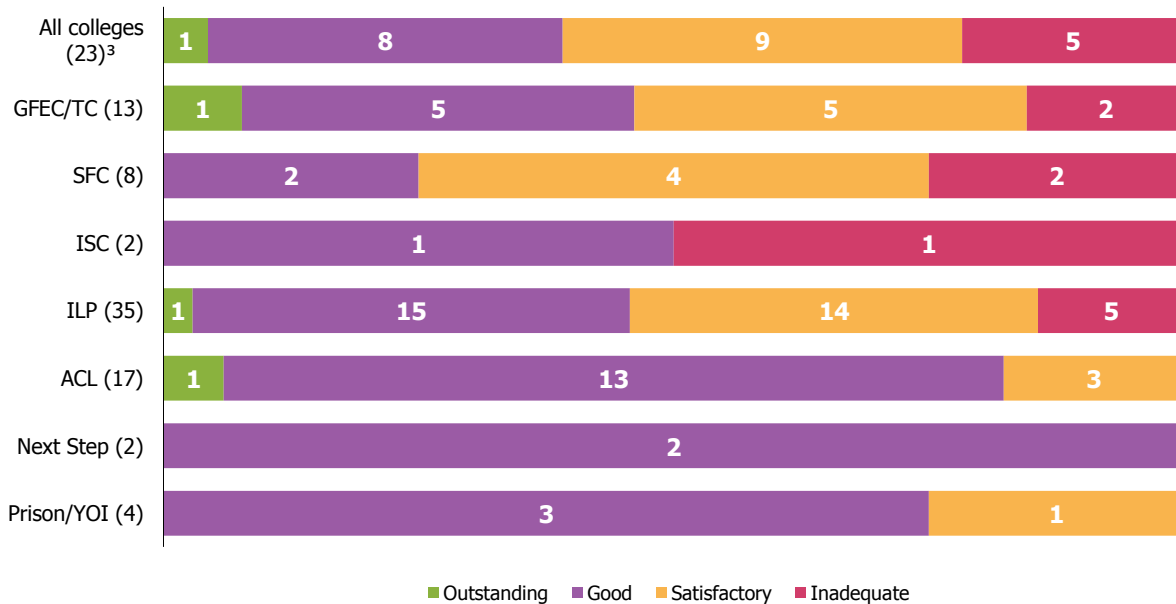
4. Revisions are published in line with Ofsted's revisions policy for official statistics which can be found on the Ofsted website:

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

5. Inspection outcomes of care in further education colleges with residential accommodation can be found in the official statistics for children's social care inspections and outcomes via the following link:

<http://www.ofsted.gov.uk/resources/official-statistics-childrens-social-care-inspections-and-outcomes>.

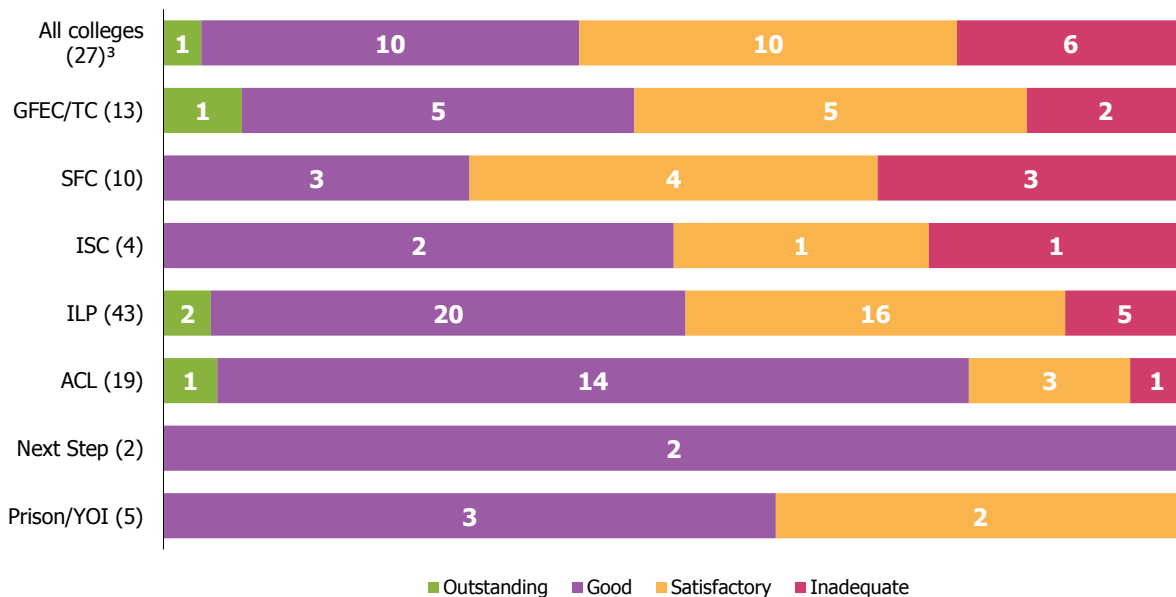
Chart 1: Overall effectiveness of learning and skills providers inspected between 1 October and 31 December 2011 (provisional)^{1 2}



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; YOI: young offender institute.

Chart 1a: Overall effectiveness of learning and skills providers inspected between 1 September and 31 December 2011 (provisional)^{1 2}

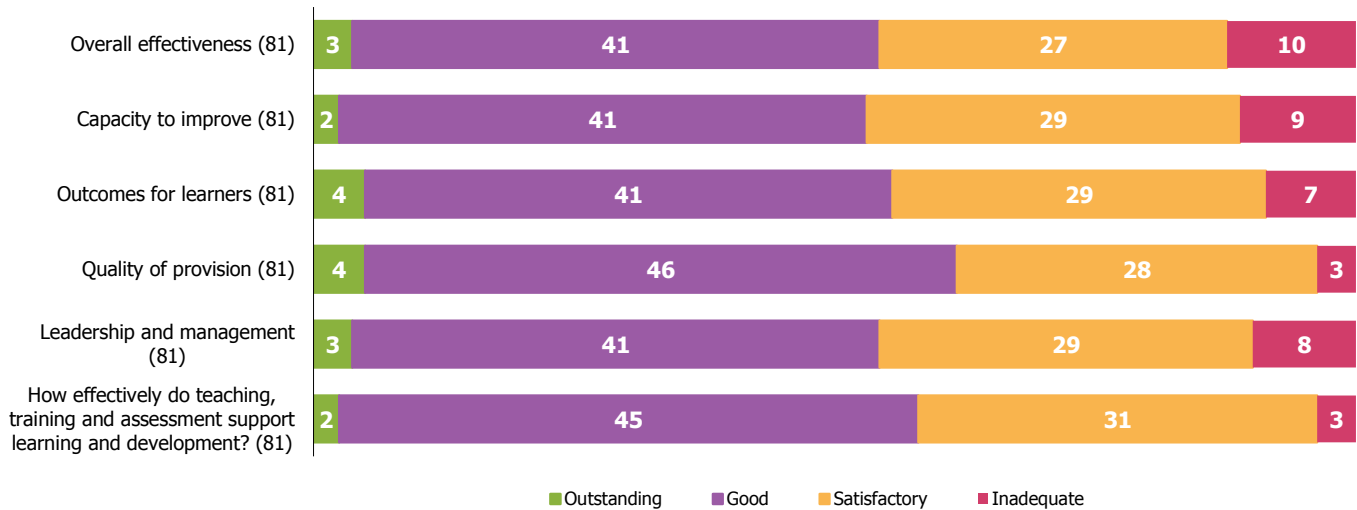


1. Figures represent the number of providers.

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; YOI: young offender institute.

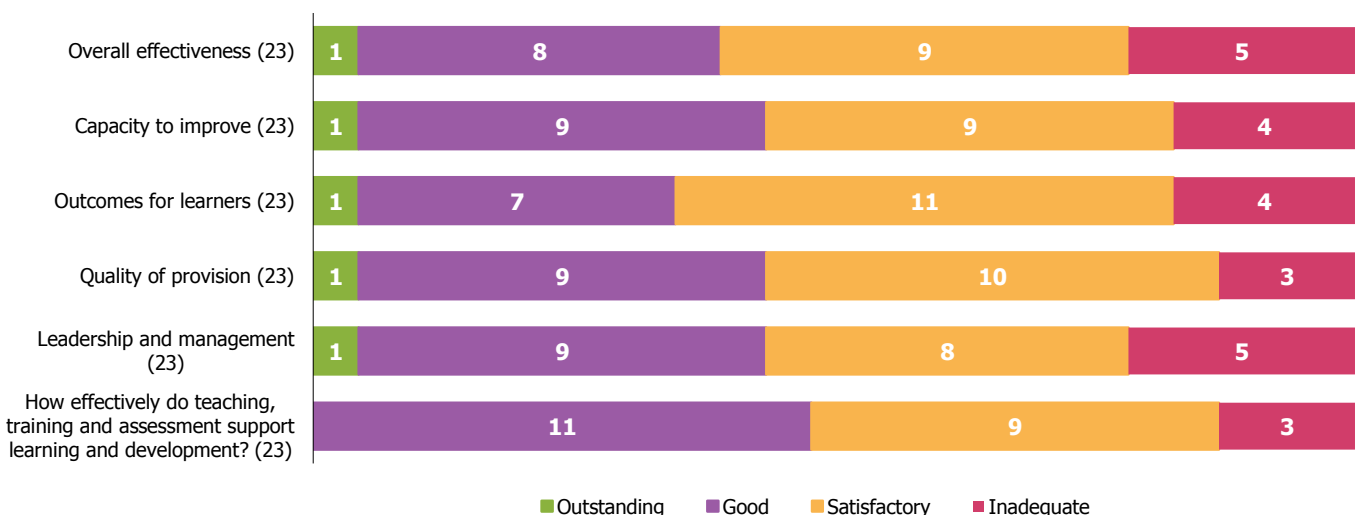
3. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.

Chart 2: Key inspection judgements of learning and skills providers inspected between 1 October and 31 December 2011 (provisional)^{1 2}



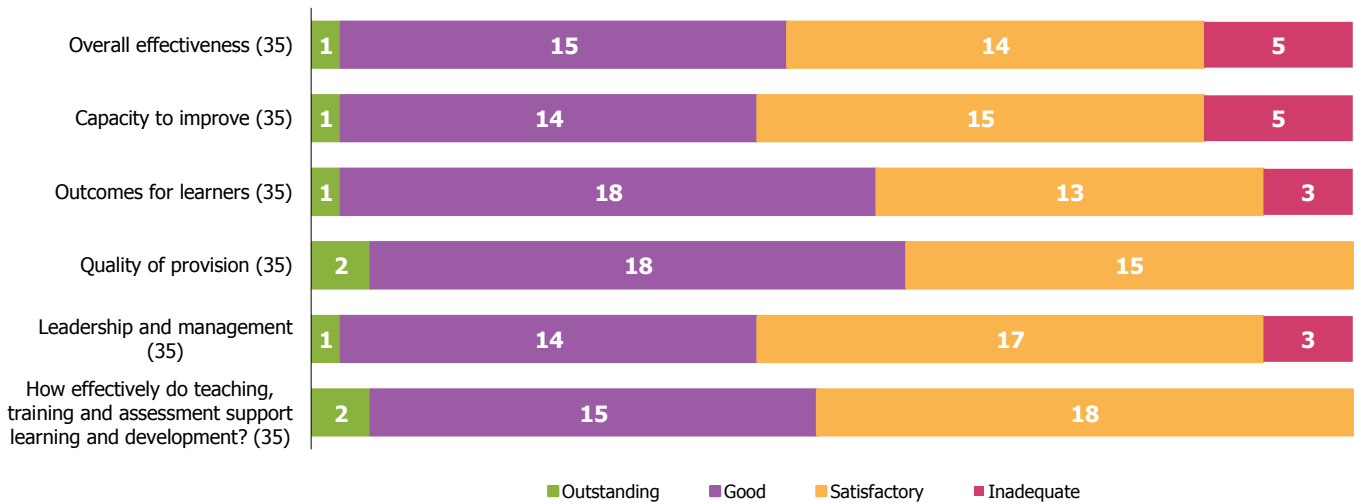
1. Figures represent the number of providers.
2. Does not include dance and drama college inspections or further education in higher education inspections.

Chart 2a: Key inspection judgements of colleges inspected between 1 October and 31 December 2011 (provisional)^{1 2}



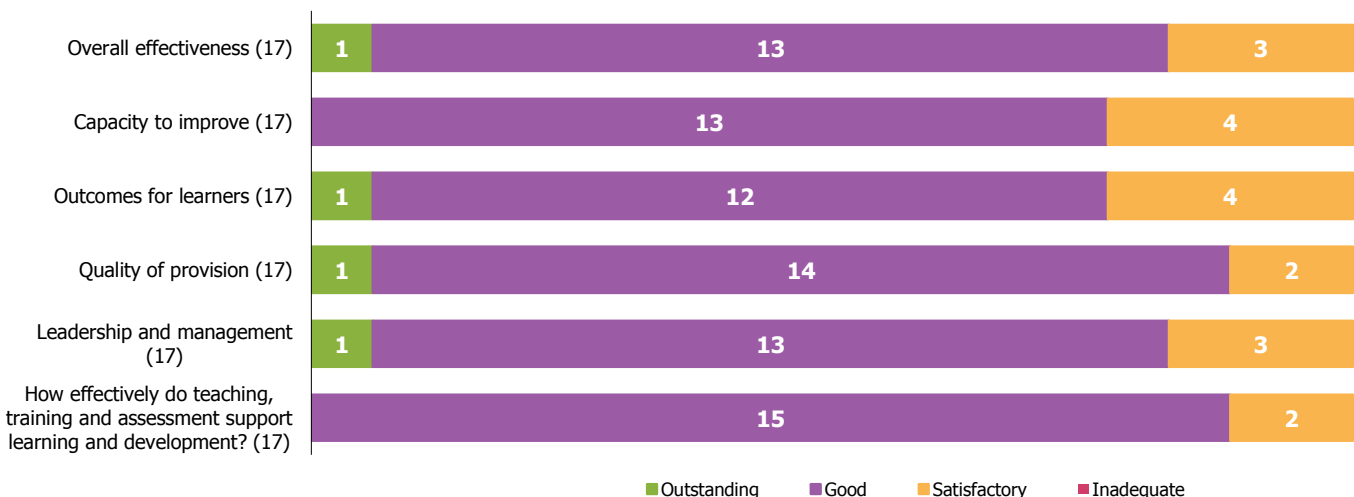
1. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.
2. Figures represent the number of providers.

Chart 2b: Key inspection judgements of independent learning providers inspected between 1 October and 31 December 2011 (provisional)¹



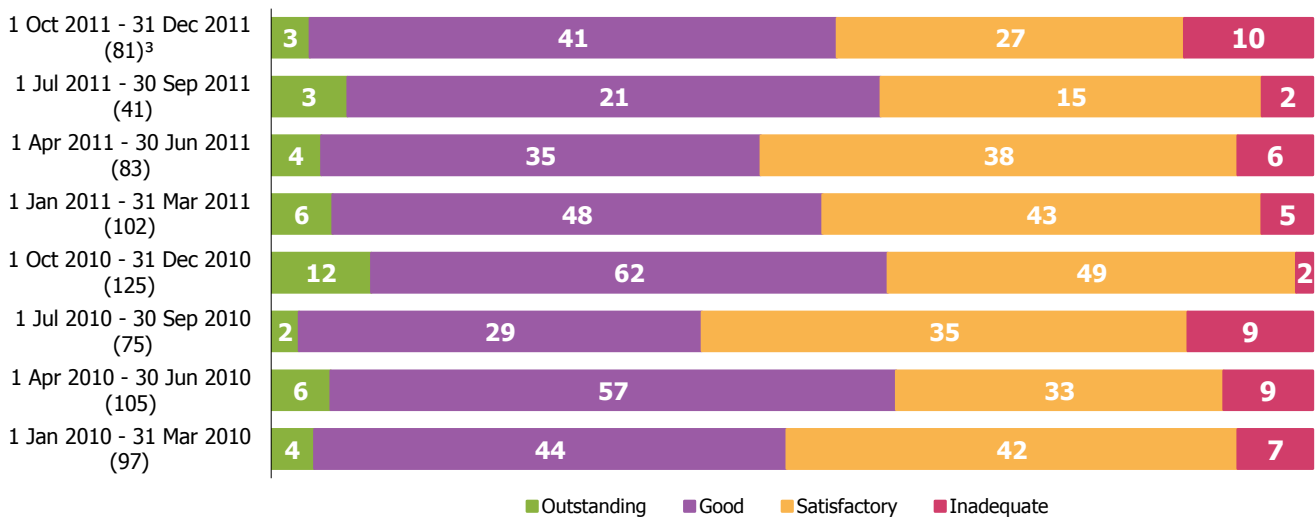
1. Figures represent the number of providers.

Chart 2c: Key inspection judgements of adult and community learning providers inspected between 1 October and 31 December 2011 (provisional)¹



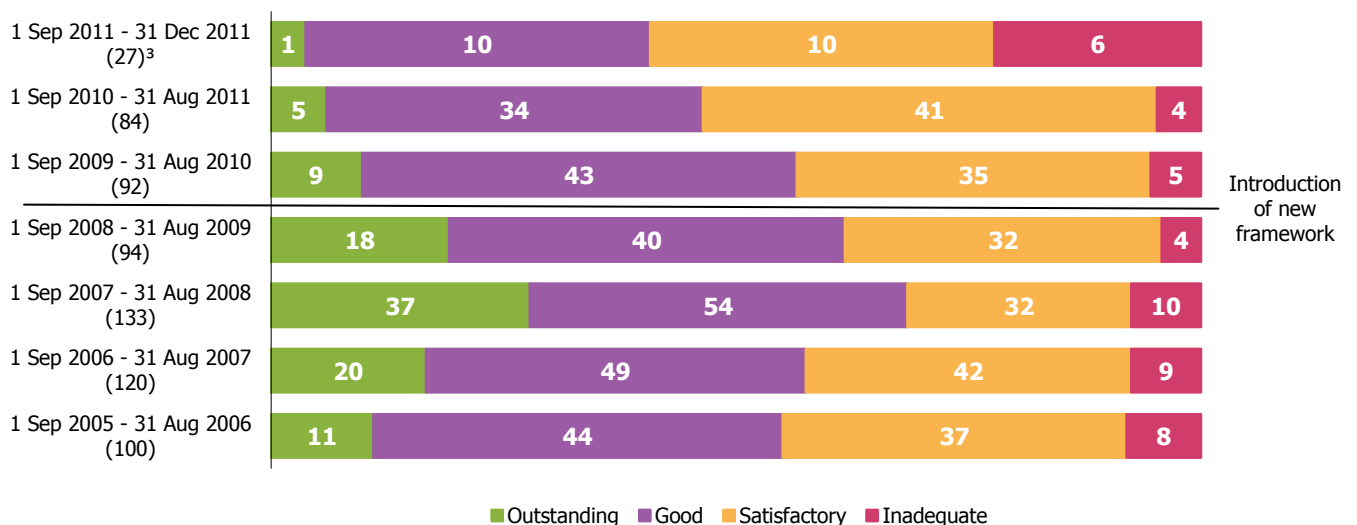
1. Figures represent the number of providers.

Chart 3: Overall effectiveness of learning and skills providers inspected between 1 January 2010 and 31 December 2011, by quarter^{1 2}



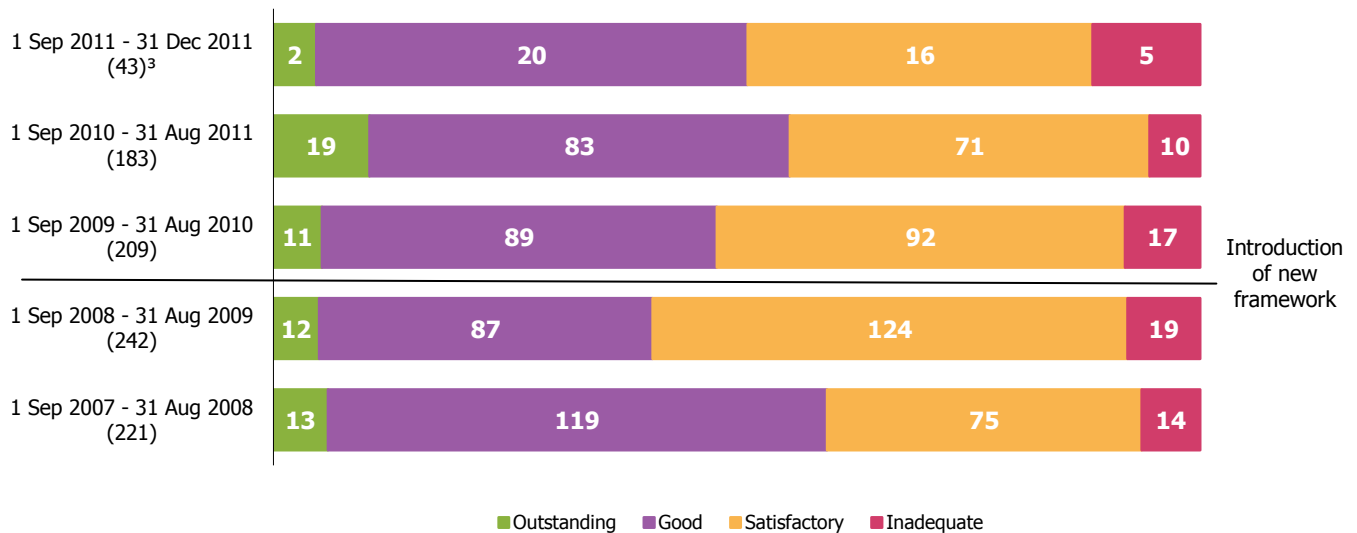
1. Figures represent the number of providers.
2. Does not include dance and drama college inspections or further education in higher education inspections.
3. Provisional.

Chart 4: Overall effectiveness of colleges inspected between 1 September 2005 and 31 December 2011, by year^{1 2}



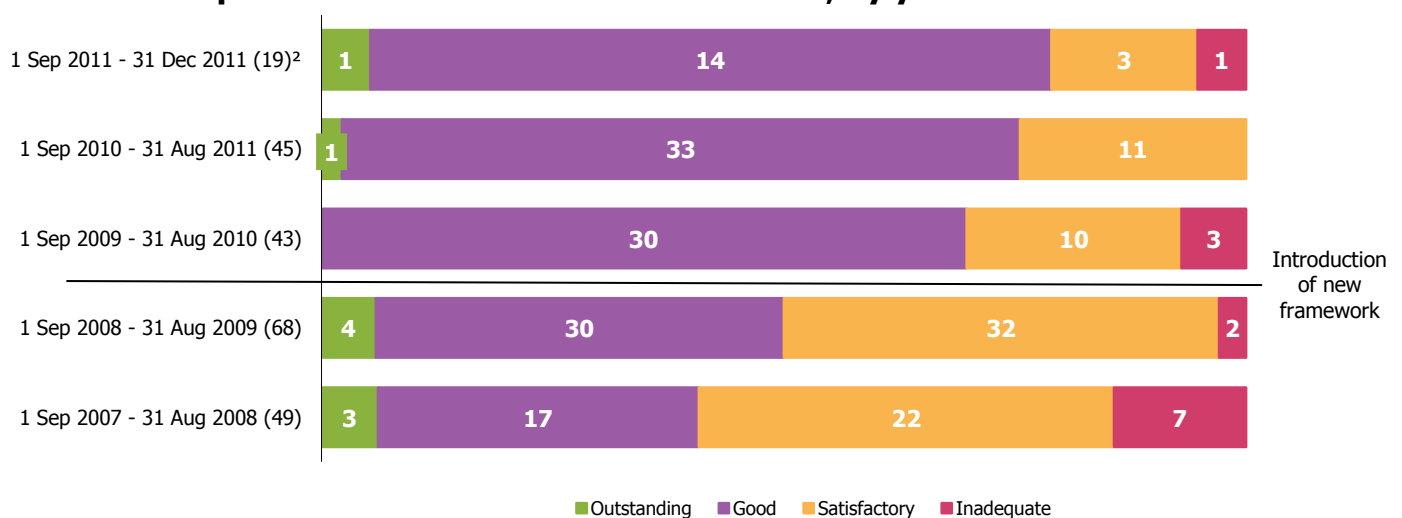
1. Figures represent the number of providers.
2. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.
3. Provisional

Chart 4a: Overall effectiveness of independent learning providers inspected between 1 September 2007 and 31 December 2011, by year^{1 2}



1. Figures represent the number of providers.
2. Includes employer providers.
3. Provisional.

Chart 4b: Overall effectiveness of adult and community learning providers inspected between 1 September 2007 and 31 December 2011, by year¹



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

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

Inspection activity	All learning and skills	All colleges ¹	Dance and drama colleges ²	Further education in higher education institutions	Independent learning provider ³	Adult and community learning	Next Step	Prison and young offender institutions
Full inspections	84	23	3	3	32	17	2	4
Re-inspections	3	0	0	0	3	0	0	0
Focused monitoring visits	46	14	0	0	20	9	3	0
Re-inspection monitoring visits	9	6	0	0	1	2	0	0
Partial re-inspections	3	3	0	0	0	0	0	0
Total	145	46	3	3	56	28	5	4

Source: Ofsted inspections

1. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.
2. Inspection of the Dance and Drama Awards scheme only not providers as a whole.
3. Includes employer provision

Table 2: Inspection outcomes of learning and skills providers inspected between 1 October and 31 December 2011 (provisional)¹

	Total number inspected	Outstanding Number	Good Number	Satisfactory Number	Inadequate Number
Overall effectiveness	81	3	41	27	10
Capacity to improve	81	2	41	29	9
A. Outcomes for learners	81	4	41	29	7
A1. How well do learners achieve and enjoy their learning	81	4	41	28	8
A1.a) How well do learners attain their learning goals	81	5	37	31	8
A1.b) How well do learners progress?	81	3	41	31	6
A2. How well do learners improve their economic and social well-being through learning and development?	81	8	51	20	2
A3. How safe do learners feel?	81	11	55	15	0
A4. Are learners able to make informed choices about their own health and well being? ²	44	5	24	15	0
A5. How well do learners make a positive contribution to the community? ²	44	7	25	10	2
B. Quality of provision	81	4	46	28	3
B1. How effectively do teaching, training and assessment support learning and development?	81	2	45	31	3
B2. How effectively does the provision meet the needs and interests of users?	81	8	50	23	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	81	16	46	19	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	81	8	45	25	3
C. Leadership and management	81	3	41	29	8
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	81	10	44	19	8
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? ²	47	7	22	13	5
C3. How effectively does the provider promote the safeguarding of learners?	81	9	47	23	2
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	81	2	36	40	3
C5. How effectively does the provider engage with users to support and promote improvement?	81	8	37	34	2
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	81	2	34	33	12
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	81	4	42	29	6

Source: Ofsted inspections

1. Does not include inspections of Dance and Drama Awards schemes or further education in higher education institute inspections.
2. Where applicable to the type of provision.

Table 3: Inspection outcomes of colleges inspected between 1 October and 31 December 2011 (provisional)¹

	Total number inspected	Outstanding Number	Good Number	Satisfactory Number	Inadequate Number
Overall effectiveness	23	1	8	9	5
Capacity to improve	23	1	9	9	4
A. Outcomes for learners	23	1	7	11	4
A1. How well do learners achieve and enjoy their learning	23	1	7	11	4
A1.a) How well do learners attain their learning goals	23	1	6	10	6
A1.b) How well do learners progress?	23	0	8	12	3
A2. How well do learners improve their economic and social well-being through learning and development?	23	2	10	9	2
A3. How safe do learners feel?	23	6	15	2	0
A4. Are learners able to make informed choices about their own health and well being? ²	23	4	12	7	0
A5. How well do learners make a positive contribution to the community? ²	23	4	14	4	1
B. Quality of provision	23	1	9	10	3
B1. How effectively do teaching, training and assessment support learning and development?	23	0	11	9	3
B2. How effectively does the provision meet the needs and interests of users?	23	2	12	9	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	23	7	10	6	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	23	3	7	11	2
C. Leadership and management	23	1	9	8	5
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	23	2	13	3	5
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? ²	23	3	11	6	3
C3. How effectively does the provider promote the safeguarding of learners?	23	4	12	5	2
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	23	1	10	11	1
C5. How effectively does the provider engage with users to support and promote improvement?	23	5	8	10	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	23	0	8	10	5
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	23	2	7	10	4

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 further education in higher education institutions inspected between 1 October and 31 December 2011 (provisional)¹

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

Source: Ofsted inspections

1. Inspection is of further education provision only and not provider as a whole.
2. Where applicable to the type of provision.

Table 5: Inspection outcomes of Dance and Drama Awards scheme in colleges inspected between 1 October and 31 December 2011 (provisional)¹

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

Source: Ofsted inspections

1. Inspection judgements relate to the provision of the Dance and Drama Awards scheme only and not provider as a whole.
2. Where applicable to the type of provision.

Table 6: Inspection outcomes of independent learning providers inspected between 1 October and 31 December 2011 (provisional)^{1 2}

	Total number inspected	Outstanding Number	Good Number	Satisfactory Number	Inadequate Number
Overall effectiveness	35	1	15	14	5
Capacity to improve	35	1	14	15	5
A. Outcomes for learners	35	1	18	13	3
A1. How well do learners achieve and enjoy their learning	35	1	18	12	4
A1.a) How well do learners attain their learning goals	35	1	17	15	2
A1.b) How well do learners progress?	35	2	17	13	3
A2. How well do learners improve their economic and social well-being through learning and development?	35	3	24	8	0
A3. How safe do learners feel?	35	3	21	11	0
<i>A4. Are learners able to make informed choices about their own health and well being?²</i>	9	1	3	5	0
<i>A5. How well do learners make a positive contribution to the community?²</i>	8	0	4	3	1
B. Quality of provision	35	2	18	15	0
B1. How effectively do teaching, training and assessment support learning and development?	35	2	15	18	0
B2. How effectively does the provision meet the needs and interests of users?	35	3	22	10	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	35	3	22	10	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	35	3	22	9	1
C. Leadership and management	35	1	14	17	3
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	35	4	17	11	3
<i>C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?²</i>	9	2	4	3	0
C3. How effectively does the provider promote the safeguarding of learners?	35	4	18	13	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	35	0	11	22	2
C5. How effectively does the provider engage with users to support and promote improvement?	35	2	13	18	2
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	35	2	10	17	6
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	35	1	17	15	2

Source: Ofsted inspections

1. Includes employer providers.
2. Where applicable to the type of provision.

Table 7: Inspection outcomes of adult and community learning providers inspected between 1 October and 31 December 2011 (provisional)

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

Source: Ofsted inspections

1. Where applicable to the type of provision.

Table 8: Inspection outcomes of Next Step providers inspected between 1 October and 31 December 2011 (provisional)

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

Source: Ofsted inspections

1. Where applicable to the type of provision.

Table 9: Inspection outcomes of prison and young offender institutions inspected between 1 October and 31 December 2011 (provisional)

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

Source: Ofsted inspections

1. Where applicable to the type of provision.

Table 10: Learning and skills providers judged inadequate between 1 October and 31 December 2011¹

URN	Provider name	Type of provider	Date of inspection
58587	Capital Engineering Group Holdings Ltd	Independent learning provider	07/10/2011
54472	Southbank Training Limited	Independent learning provider	21/10/2011
130433	Coulsdon Sixth Form College	Sixth form college	21/10/2011
58966	Travis Perkins Plc	Independent learning provider - employer	04/11/2011
132980	Treloar College	Independent specialist college	10/11/2011
58927	ISS UK Limited	Independent learning provider - employer	25/11/2011
130665	Sussex Coast College Hastings	General further education college/tertiary college	25/11/2011
130588	John Leggott Sixth Form College	Sixth form college	25/11/2011
130417	Southwark College	General further education college/tertiary college	09/12/2011
58198	Polestar UK Print Limited	Independent learning provider - employer	16/12/2011

Source: Ofsted inspections

1. This list only includes inspections where the report was published as at 31 January 2010.

Glossary

From September 2011 Ofsted categorises providers in the following ways:

Adult and community learning provider

Adult and community learning providers include local authorities, charities, voluntary and community organisations, specially designated institutions, and community interest companies. Their 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 provider

A company which provides government funded education. The category independent learning provider includes employer providers who only offer government funded training to their own employees.

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.

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