

Official Statistics Release

Policy area:	Learning and skills inspections and outcomes
Theme:	Education, children's services and skills
Published on:	7 June 2012
Coverage:	England
Period covered:	1 January 2012 to 31 March 2012
Status:	PROVISIONAL
Issued by:	Office for Standards in Education, Children's Services and Skills (Ofsted) 125 Kingsway London WC2B 6SE
Responsible director:	Matthew Coffey
Statistician:	Jo Parkman
Public enquiries:	enquiries@ofsted.gov.uk
Press enquiries:	pressenquiries@ofsted.gov.uk
Link to official statistics release web page:	http://www.ofsted.gov.uk/resources/official-statistics-learning-and-skills-inspections-and-outcomes
Publication medium:	Ofsted website
Publication frequency:	Quarterly

Introduction

This official statistics release reports on learning and skills inspections that occurred between 1 January and 31 March 2012 under the common inspection framework for further education and skills 2009. These statistics are based on provisional data and are subject to change.

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Key findings

Latest inspection outcome

- At 31 March 2012, there were 384 colleges which had received an Ofsted inspection and were open and in receipt of funding¹. Thirteen of the 384 colleges, around 3%, were judged inadequate for overall effectiveness. Another 255 colleges, around 66%, were judged either good or outstanding for overall effectiveness. The remaining 116 colleges, around 30%, were judged satisfactory at their most recent inspection.

Latest quarter

- In the three months between 1 January 2012 and 31 March 2012, Ofsted undertook 77 full inspections of learning and skills providers, two of which were inspections of colleges previously judged inadequate and four of which were live pilot inspections carried out under the proposed framework for inspections due to be introduced in September 2012. The inspections included 20 college inspections, 29 independent learning provider inspections, 17 adult and community learning provider inspections, nine inspections of Dance and Drama Awards Schemes in colleges and two inspections of further education in higher education institutions².
- Of the 20 **colleges** which were inspected between 1 January 2012 and 31 March 2012, one was judged outstanding for overall effectiveness, four were judged good, 10 were judged satisfactory and five were judged inadequate. All of the five colleges judged inadequate overall were judged satisfactory for teaching and learning and inadequate for leadership and management.³ One of these colleges was also judged inadequate for safeguarding.
- Of the 29 **independent learning providers**, three were judged outstanding for overall effectiveness, 12 were judged good, 12 were judged satisfactory and two were judged inadequate. The three outstanding providers were also judged outstanding for teaching and learning and leadership and management. Self-assessment was also judged to be outstanding in all three of these providers⁴.
- Seven of the 29 independent learning providers were employer providers. One of which was judged outstanding for overall effectiveness, three were good and three were satisfactory.

¹ Ofsted inspects colleges in receipt of funding from The Education Funding Agency (formerly the Young People's Learning Agency) and the Skills Funding Agency.

² 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.

³ Judgements on 'teaching and learning' refer specifically to the judgement 'How effectively do teaching, training and assessment support learning and development?'

⁴ Judgement refers to 'How effectively does self-assessment improve the quality of provision and outcomes for learners?'

- Of the 17 **adult and community learning** providers, 10 were judged good for overall effectiveness, six were judged satisfactory and one was judged inadequate. The 10 good providers were also all judged good for outcomes for learners, capacity to improve and the quality of provision. All but one of the good providers was also judged good for leadership and management, and one was judged outstanding. The one inadequate provider was also judged inadequate for all of the key judgements.
- The two inspections of further education in higher education institutions found provision to be good in one provider and outstanding in the other.
- The nine Dance and Drama Awards Schemes in colleges inspected were located in four providers. Three of the courses were judged outstanding and six were judged good for overall effectiveness.
- Between 1 January and 31 March 2012 there were 32 focused monitoring visits, eight re-inspection monitoring visits and three partial re-inspections. Two of the partial re-inspections were of colleges and one was of an independent learning provider.

Inspection year 1 September 2011 to 31 March 2012

- In the inspection year between 1 September 2011 and 31 March 2012, there have been 159 full inspections of learning and skills providers and six full re-inspections. This included 47 colleges, 72 independent learning providers, 36 adult and community learning providers, six prison and young offender institutions, two probation providers and two Next Step providers. In addition, Ofsted undertook inspections of 12 Dance and Drama Awards Schemes and five inspections of further education in higher education institutions.
- Of the 47 colleges inspected, two were judged to be outstanding for overall effectiveness, 14 were judged to be good, 20 were judged to be satisfactory and 11 were judged to be inadequate.
- All 47 colleges had a previous inspection judgement, and 24 of these had declined between inspections. A further seven had improved between inspections and 16 colleges had received the same inspection judgement at both inspections.
- One college had declined from outstanding at their previous inspection to be judged inadequate at their most recent inspection. A further three colleges had declined from a previously outstanding judgement. Although Ofsted no longer regularly inspects providers judged outstanding, these colleges were identified and selected for inspection as a result of the findings from Ofsted's annual risk assessment which flagged areas of concern.
- Of the seven colleges which had improved between inspections, two had improved from inadequate at their previous inspection to be judged satisfactory for overall effectiveness

at their most recent inspection. Another college had improved from a previous overall effectiveness of satisfactory to be judged outstanding.

- Of the 72 independent learning providers, five were judged to be outstanding for overall effectiveness, 32 were judged to be good, 28 were satisfactory and seven were judged inadequate.
- Twenty one independent learning providers had been inspected for the first time. Three of these had been judged inadequate for overall effectiveness, and one had been judged outstanding. Of the remaining 17 providers with no previous inspection, 7 were judged good for overall effectiveness and 10 were judged satisfactory.
- Of the remaining 51 independent learning providers which had a previous inspection judgement, 17 had improved between inspections, four of which had improved to be judged outstanding at their most recent inspection. Five providers had improved from a previous judgement of inadequate for overall effectiveness, one of which improved to be judged good. The remaining four were judged satisfactory at their most recent inspection. Another 10 independent learning providers declined between inspections, four of which declined to be judged inadequate. The remaining six providers declined from a previous judgement of good for overall effectiveness to be judged satisfactory.
- Of the 36 adult and community learning providers, one was judged outstanding for overall effectiveness, 24 were judged to be good, nine were judged to be satisfactory and two were judged to be inadequate.
- Five providers had not been inspected previously, including the one outstanding provider. Nine providers had improved between inspections, all of which improved from satisfactory to good. Four providers had declined, including the two inadequate providers which had previously been judged satisfactory for overall effectiveness. The remaining 18 adult and community learning providers had the same overall effectiveness between inspections, 12 of which were good for overall effectiveness and six of which were satisfactory.
- Six prison and young offender institutions were inspected between September 2011 and March 2012, three of which were judged good for overall effectiveness, two satisfactory and one inadequate. The prison judged inadequate for overall effectiveness had declined from a previous judgement of satisfactory.
- The 12 Dance and Drama Awards Scheme courses inspected were located in nine colleges – three colleges offered more than one course. Two of the courses had not been inspected previously, one of which was judged satisfactory for overall effectiveness and one of which was judged outstanding. Six courses had declined between inspections, including three courses based in the same provider, and two based in another. All six courses had previously been judged outstanding and are now judged good for overall effectiveness. Three courses had improved between inspections, including two based in the same provider.

- Ofsted undertook five inspections of further education in higher education institutions. Only one of these had been inspected previously, and was judged satisfactory for overall effectiveness at both inspections. Of the remaining four providers, two were judged outstanding and two were judged good for overall effectiveness.

Impact of revisions on key points of previous publication

- Final data covering the period 1 October to 31 December 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 include a further one prison and young offender institution inspection and two probation trust inspections. These inspections do not alter the key findings of the previous release.

Methodology

1. The data in this release are from inspections undertaken between 1 January and 31 March 2012.
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. The annual selection of Learning and skills providers for inspection comprises of three elements, compulsory inspections, inspections resulting from risk assessment, and a random selection:
 - The compulsory inspections are carried out for providers that have reached the end point of their inspection window (For example a good provider must be inspected every six years).
 - The second element of the years' selection comprises providers selected through risk assessment. This risk assessment looks at a number of current performance measures, and also trends in these performance measures.
 - Finally, random selection is used to try to maintain a balance in the years' inspection programme, and resulting inspection judgements.

Only providers who consistently perform at a high level, tend to reach the end point of their inspection window. Risk assessment enables Ofsted to optimise the use of resources, concentrating inspection activity in areas where it is likely to add most value. The result of using a risk based approach to selection is that inspection judgements for providers, in any given year, can look slightly more pessimistic than we know the national picture to be.

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

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

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

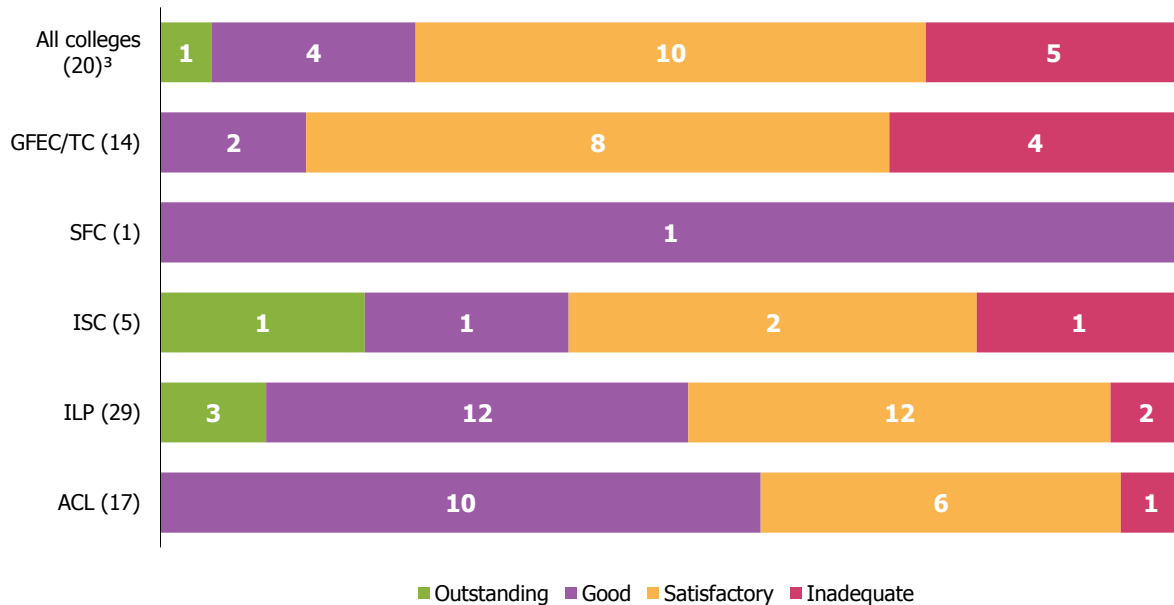
<http://www.ofsted.gov.uk/resources/statistical-notice-ofsted-revisions-policy-for-official-statistics>

6. 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>.

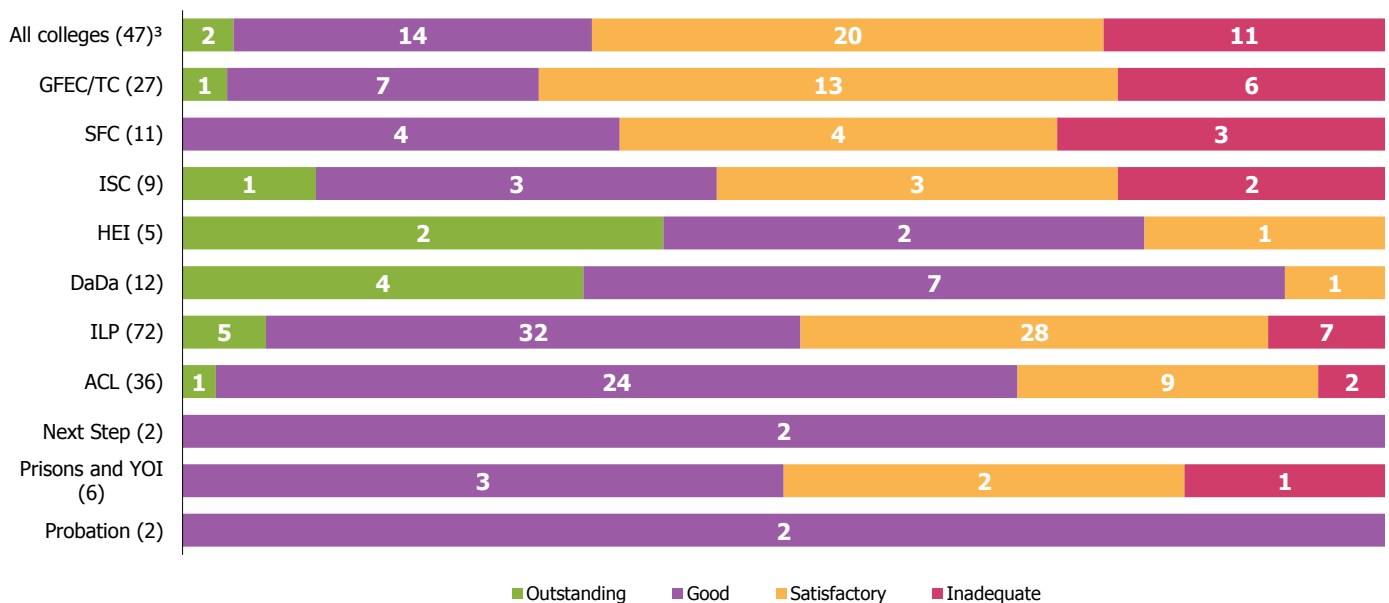
7. The most recent overall effectiveness for colleges is based on colleges which were open and in receipt of funding from the Skills Funding Agency or the Education Funding Agency (formerly the Young People's Learning Agency) as at 31 March 2012. The most recent inspection outcome is based on inspections which occurred up to 31 March 2012 and where the inspection report was published as at 30 April 2012.

Chart 1: Overall effectiveness of learning and skills providers inspected between 1 January and 31 March 2012 (provisional)^{1 2}



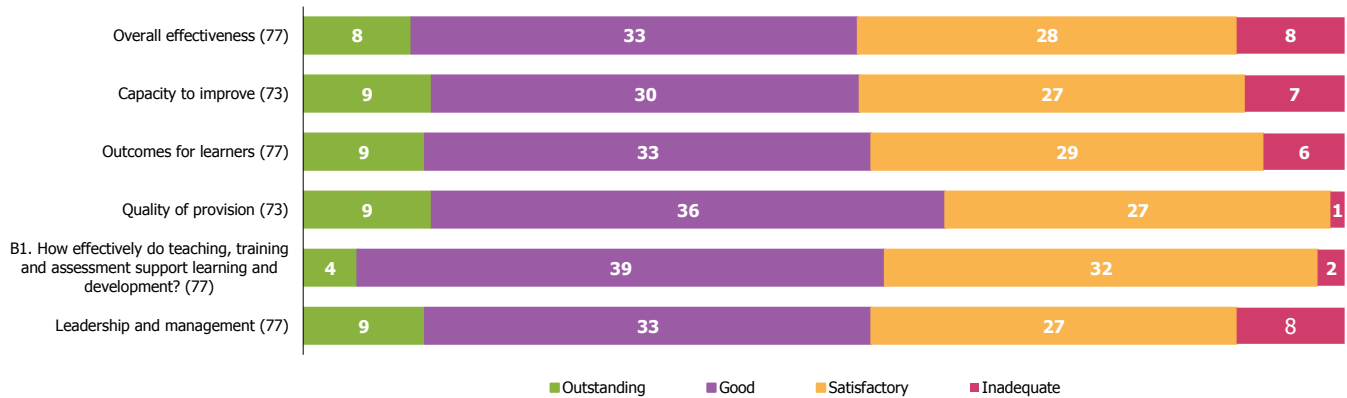
1. Figures represent the number of providers.
2. GFEC/TC: general further education college/tertiary college; SFC: sixth form college; ISC: independent specialist college; ILP: independent learning provider (includes employer providers); ACL: adult and community learning provider
3. Includes general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

Chart 1a: Overall effectiveness of learning and skills providers inspected between 1 September 2011 and 31 March 2012 (provisional)¹



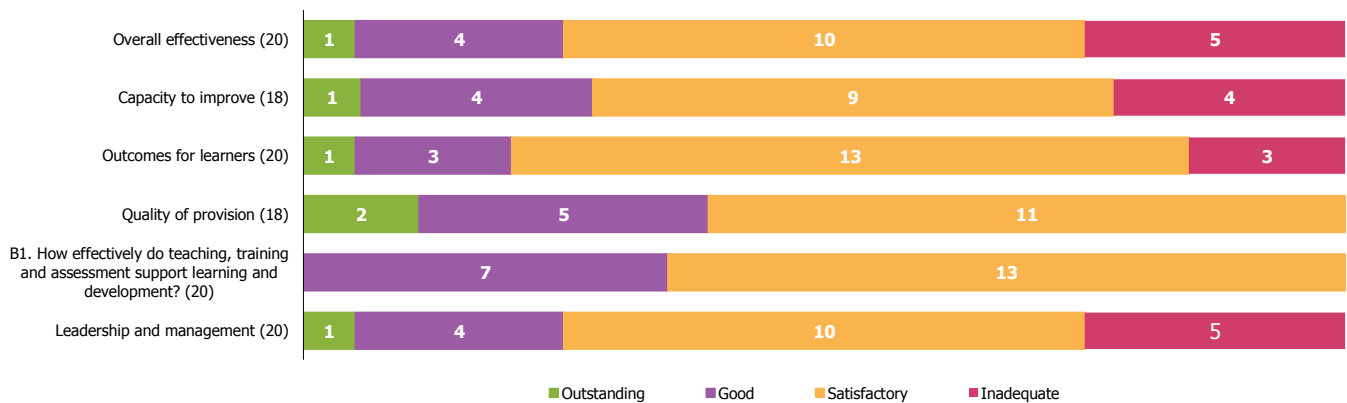
1. Figures represent the number of providers.
2. GFEC/TC: general further education college/tertiary college; SFC: sixth form college; ISC: independent specialist college; HEI: higher education institution; Dada: Dance and Drama Awards Scheme; ILP: independent learning provider (includes employer providers); ACL: adult and community learning provider; YOI: young offender institution.
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 January and 31 March 2012 (provisional)^{1 2 3}



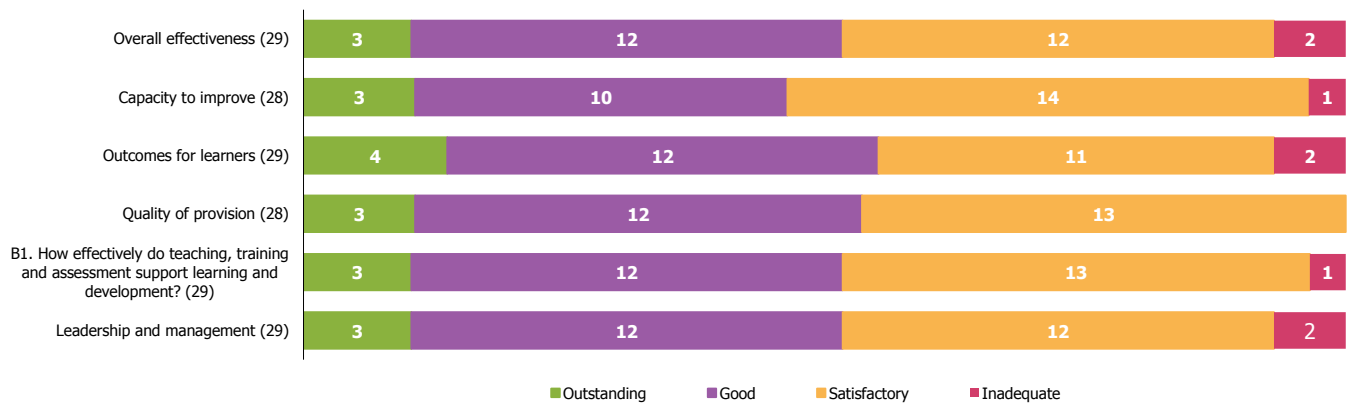
1. Figures represent the number of providers.
2. Data include four pilot inspections which grade overall effectiveness, outcomes for learners, teaching and learning and leadership and management.
3. Does not include Dance and Drama Awards Scheme inspections or inspections of further education in higher education institutions.

Chart 2a: Key inspection judgements of colleges inspected between 1 January and 31 March 2012 (provisional)^{1 2 3}



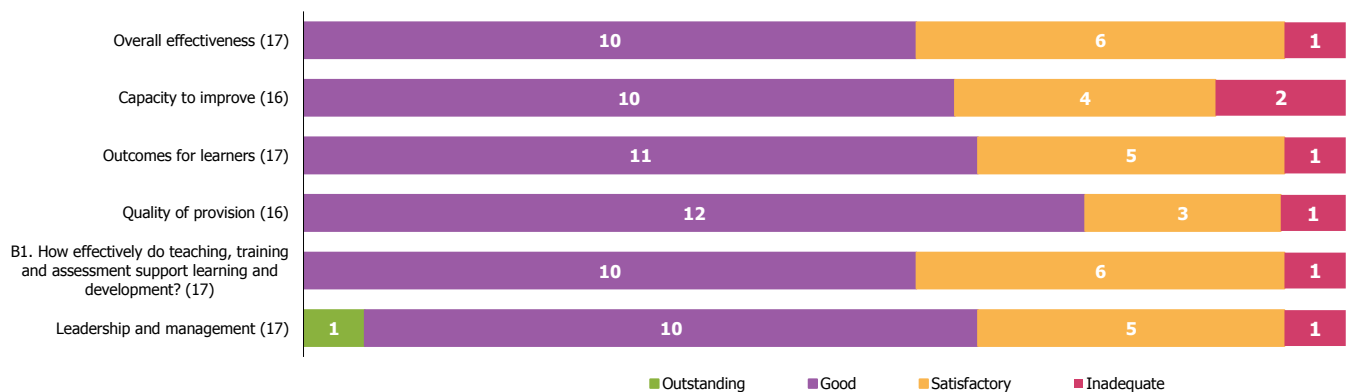
1. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.
2. Figures represent the number of providers.
3. Data include two pilot inspections which grade overall effectiveness, outcomes for learners, teaching and learning and leadership and management.

Chart 2b: Key inspection judgements of independent learning providers inspected between 1 January and 31 March 2012 (provisional)¹



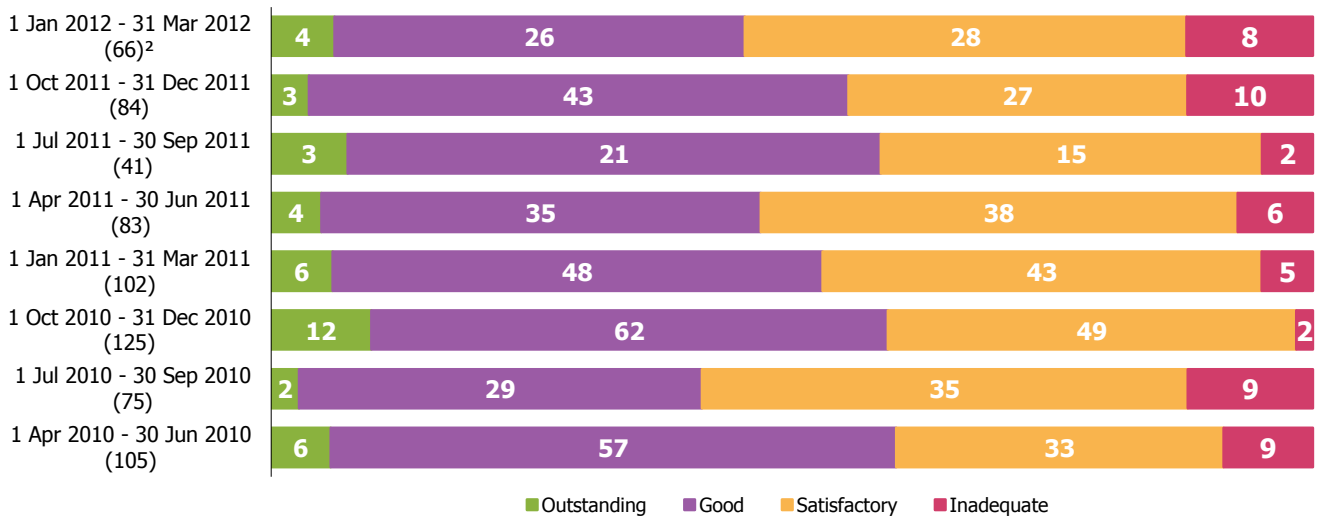
1. Figures represent the number of providers.
2. Includes employer providers.
3. Data include one pilot inspection which grades overall effectiveness, outcomes for learners, teaching and learning and leadership and management.

Chart 2c: Key inspection judgements of adult and community learning providers inspected between 1 January and 31 March 2012 (provisional)¹



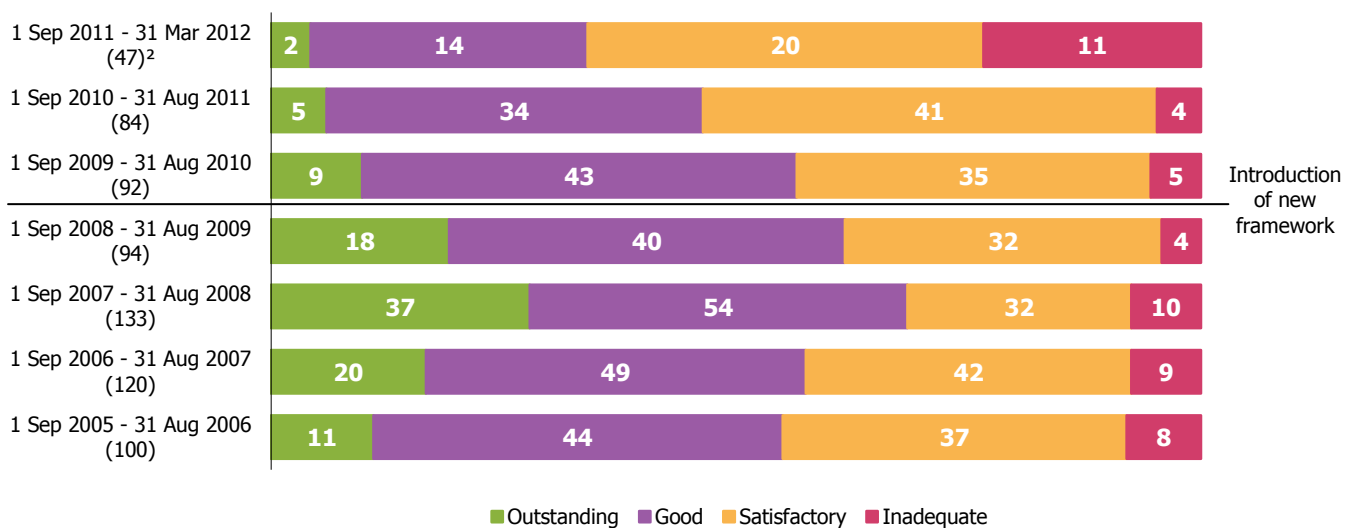
1. Figures represent the number of providers.
2. Data include one pilot inspection which grades overall effectiveness, outcomes for learners, teaching and learning and leadership and management.

Chart 3: Overall effectiveness of learning and skills providers inspected between 1 April 2010 and 31 March 2012, by quarter^{1 2}



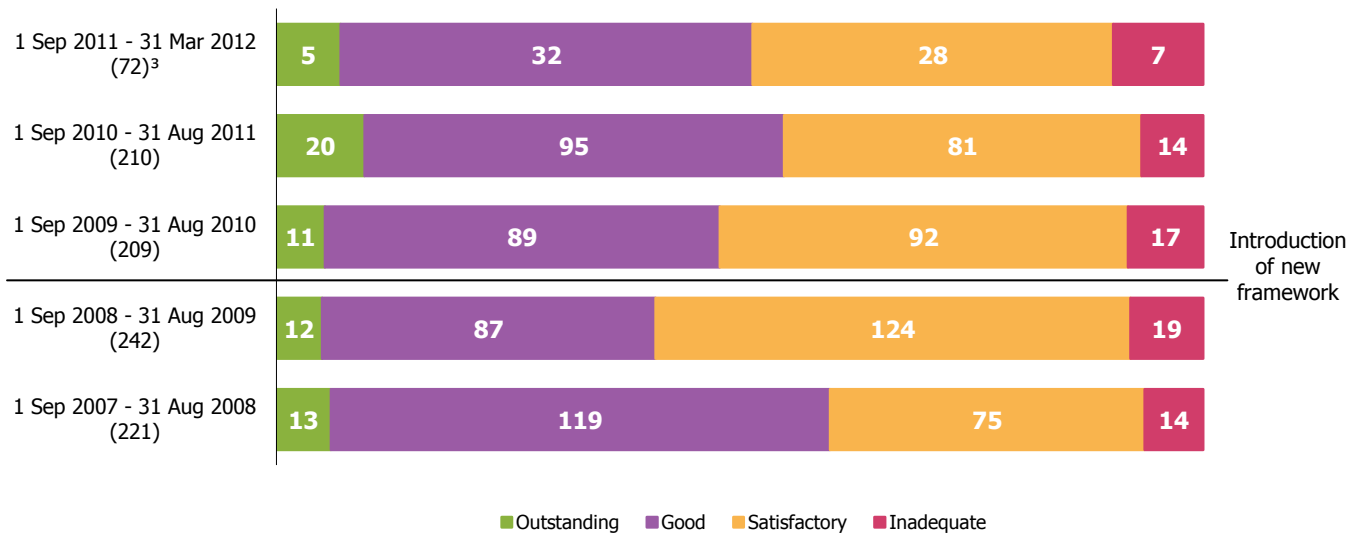
1. Figures represent the number of providers.
2. Provisional.

Chart 4: Overall effectiveness of colleges inspected between 1 September 2005 and 31 March 2012, by year^{1 2 3}



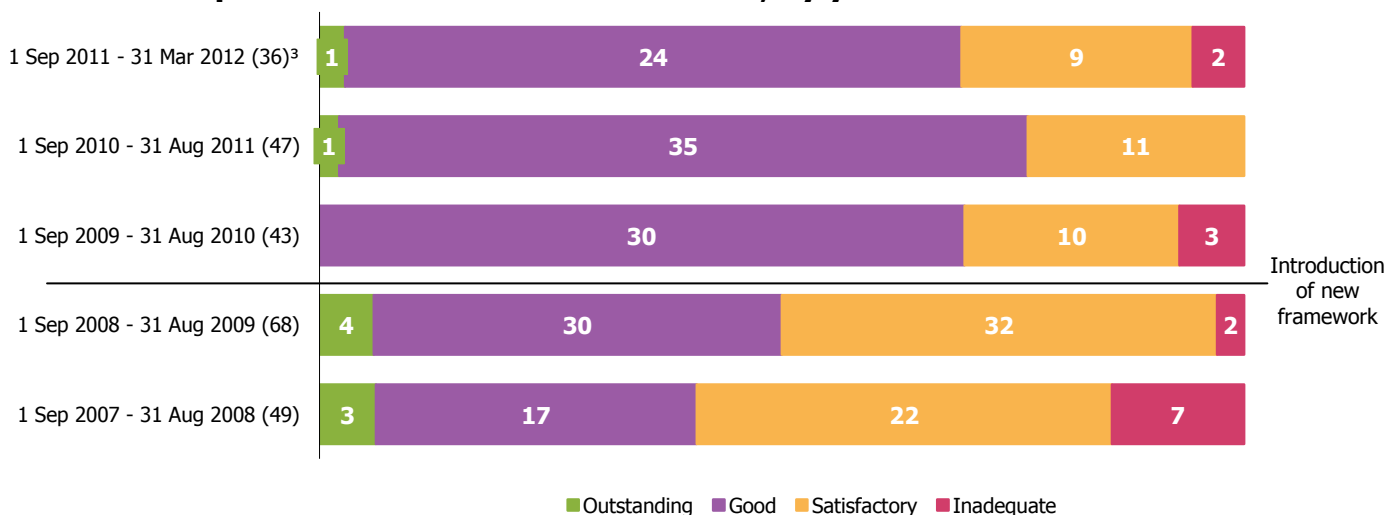
1. Figures represent the number of providers.
2. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.
3. Provisional.

Chart 4a: Overall effectiveness of independent learning providers inspected between 1 September 2007 and 31 March 2012, by year¹



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 March 2012, by year¹



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

Chart 5: Most recent overall effectiveness of colleges inspected at 31 March 2012 (provisional)^{1 2 3}



1. Figures represent the number of providers.
2. GFEC/TC: general further education college/tertiary college; SFC: sixth form college; ISC: independent specialist college.
3. Based on the Education Funding Agency (formerly the Young People's Learning Agency) and Skills Funding Agency funding information.
4. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.

Table 1: Number of learning and skills providers inspected between 1 January and 31 March 2012, 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 ³	Independent learning provider ⁴	Adult and community learning provider
Full inspections	75	18	9	2	29	17
Re-inspections	2	2	0	0	0	0
Focused monitoring visits	32	12	0	0	14	6
Re-inspection monitoring visits	8	4	0	0	3	1
Partial re-inspections	3	2	0	0	1	0
Total	120	38	9	2	47	24

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 colleges as a whole. Data refers to the number of courses inspected not the number of colleges.
3. Inspection of further education provision only not providers as a whole.
4. Includes employer provision.

Table 2: Inspection outcomes of learning and skills providers inspected between 1 January and 31 March 2012 (provisional)^{1 2}

	Total number inspected	Outstanding	Good	Satisfactory	Inadequate
		Number	Number	Number	Number
Overall effectiveness	66	4	26	28	8
Capacity to improve	62	4	24	27	7
A. Outcomes for learners	66	5	26	29	6
A1. How well do learners achieve and enjoy their learning	62	5	25	27	5
A1.a) How well do learners attain their learning goals	62	6	19	30	7
A1.b) How well do learners progress?	62	5	27	26	4
A2. How well do learners improve their economic and social well-being through learning and development?	62	8	34	17	3
A3. How safe do learners feel?	62	10	40	12	0
A4. Are learners able to make informed choices about their own health and well being? ³	38	6	15	17	0
A5. How well do learners make a positive contribution to the community? ³	37	6	20	11	0
B. Quality of provision	62	5	29	27	1
B1. How effectively do teaching, training and assessment support learning and development?	66	3	29	32	2
B2. How effectively does the provision meet the needs and interests of users?	62	12	27	23	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	62	16	35	11	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	62	9	33	18	2
C. Leadership and management	66	5	26	27	8
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	62	9	26	20	7
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? ³	41	3	14	20	4
C3. How effectively does the provider promote the safeguarding of learners?	62	7	35	19	1
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	62	2	28	30	2
C5. How effectively does the provider engage with users to support and promote improvement?	62	7	28	27	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	62	4	15	35	8
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	62	9	27	21	5

Source: Ofsted inspections

1. Does not include inspections of the Dance and Drama Awards scheme or further education in higher education institutions inspections.
2. Data include four pilot inspections which grade overall effectiveness, outcomes for learners, teaching and learning and leadership and management.
3. Where applicable to the type of provision.

Table 3: Inspection outcomes of colleges inspected between 1 January and 31 March 2012 (provisional)^{1 2 3}

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

Source: Ofsted inspections

1. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.
2. Data include two pilot inspections which grade overall effectiveness, outcomes for learners, teaching and learning and leadership and management.
3. Where applicable to the type of provision.

Table 4: Inspection outcomes of further education in higher education institutions inspected between 1 January and 31 March 2012 (provisional)

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

Source: Ofsted inspections

1. Where applicable to the type of provision.

Table 5: Inspection outcomes of Dance and Drama Awards Schemes in colleges inspected between 1 January and 31 March 2012 (provisional)

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

Source: Ofsted inspections

1. Data refer to the number of Dance and Drama Awards Scheme courses inspected, not the number of colleges.
2. Where applicable to the type of provision.

Table 6: Inspection outcomes of independent learning providers inspected between 1 January and 31 March 2012 (provisional)^{1 2}

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

Source: Ofsted inspections

1. Data include one pilot inspection which grades overall effectiveness, outcomes for learners, teaching and learning and leadership and management.

2. Includes employer providers.

3. Where applicable to the type of provision.

Table 7: Inspection outcomes of adult and community learning providers inspected between 1 January and 31 March 2012 (provisional)^{1 2}

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

Source: Ofsted inspections

1. Data include one pilot inspection which grades overall effectiveness, outcomes for learners, teaching and learning and leadership and management.
2. Where applicable to the type of provision.

Table 8: Learning and skills providers judged inadequate between 1 January and 31 March 2012 (provisional)¹

URN	Provider name	Type of provider	Date of inspection
50720	Birmingham Rathbone Society	Adult and community learning provider	20/01/2012
54434	Smart Training and Recruitment Limited	Independent learning provider	03/02/2012
130486	Knowsley Community College	General further education college/tertiary college	10/02/2012
54055	RW Rechere and Associates Ltd	Independent learning provider	10/02/2012
130621	Macclesfield College	General further education college/tertiary college	24/02/2012
130413	Lambeth College	General further education college/tertiary college	24/02/2012
130484	City of Wolverhampton College	General further education college/tertiary college	24/02/2012
116572	Aspin House at Hope Lodge School	Independent specialist college	22/03/2012

Source: Ofsted inspections

1. This list only includes inspections where the report was published as at 30 April 2012.

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 which was replaced by the National Careers Service on 5 April 2012. The service provided 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. From 1 January 2012, Ofsted no longer publishes reports for prison and young offender institutions. These reports can now be found on the HMIP website:

<http://www.justice.gov.uk/about/hmi-prisons>

Ofsted contributes to a reduced number of judgements in these reports.

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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