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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
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Introduction

This official statistics release reports on learning and skills inspections that occurred between 1 April and 30 June 2012 under the common inspection framework for further education and skills 2009. These statistics are based on provisional data and are subject to change.

Ofsted recently undertook a review of the effectiveness of this and other official statistics releases to ensure they are fit for purpose and meeting user needs. This consultation is now closed but a response to the comments and suggestions received will be published in the near future.

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Key findings

Latest inspection outcome

- At 30 June 2012, there were 385 colleges which had received an Ofsted inspection and were open and in receipt of funding¹. Fourteen of the 385 colleges, around 4%, were judged inadequate for overall effectiveness at their latest inspection. Another 250 colleges, around 65%, were judged either good or outstanding for overall effectiveness. The remaining 121 colleges, around 31%, were judged satisfactory at their most recent inspection.

Latest quarter

- In the three months between 1 April 2012 and 30 June 2012, Ofsted carried out 52 learning and skills inspections, of which 18 were college inspections, 14 were independent learning providers and 20 were adult and community learning providers. In addition to this, Ofsted carried out three inspections of Dance and Drama Awards Schemes in colleges, and two inspections of further education in higher education institutions².
- Of the 18 **colleges** inspected, two were judged outstanding for overall effectiveness, and six were judged good. Nine of the colleges were judged satisfactory for overall effectiveness and one general further education college was judged inadequate. All 18 colleges had a leadership and management judgement that was at least equal to or better than the overall effectiveness judgement.
- Of the 14 **independent learning providers** inspected, two were judged outstanding for overall effectiveness, eight were judged good, three were satisfactory and one was judged inadequate. In all 14 inspections, the leadership and management judgement matched the overall effectiveness judgement.
- Of the 20 **adult and community learning providers** inspected, one was judged outstanding for overall effectiveness, 10 were judged good, eight were judged satisfactory and one was inadequate³.
- There were two inspections of further education in higher education institutions, one was judged good for overall effectiveness and the other was judged outstanding.
- Of the three inspections of Dance and Drama Awards Schemes in colleges, two providers were judged good for overall effectiveness and one was judged outstanding.

¹The Common Inspection Framework applies to the inspection of provision either wholly or partly funded by the Skills Funding Agency (SFA) or Education Funding Agency (EFA). For colleges this includes further education colleges, sixth form colleges and independent specialist colleges.

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 From 1 September 2012, adult and community learning providers will be known as community learning and skills providers.

Inspection year 1 September 2011 to 30 June 2012

- In the inspection year between 1 September 2011 and 30 June 2012, there have been 227 full inspections of learning and skills providers. Six of which were full re-inspections of providers which had previously been judged inadequate. This included 69 inspections of colleges, 94 inspections of independent learning providers, 57 inspections of adult and community learning providers, two inspections of Next Step providers and five inspections of probation trusts. There have also been 12 inspections of prison and young offender institutions, 16 inspections of Dance and Drama Awards Schemes in 11 colleges and seven inspections of further education in higher education institutions.
- Of the 69 colleges inspected, four were judged outstanding for overall effectiveness, 22 were judged good, 30 were judged satisfactory and 13 were judged inadequate.
- One of the 69 colleges had not been inspected previously and was judged good for overall effectiveness at its first inspection. The remaining 68 colleges had been inspected previously. Twelve improved their overall effectiveness judgement since their last inspection, 20 received the same judgement for both inspections, including one outstanding college, and 36 declined between inspections.
- Of the 36 colleges which had declined, 10 had previously been judged outstanding for overall effectiveness. One of these was judged inadequate and three were judged to be satisfactory for overall effectiveness. All ten providers had previously also been judged outstanding for leadership and management and all had declined. Quality of provision was another aspect which declined in nine of the ten providers. All had previously been judged outstanding, but only one had maintained this judgement.
- Three of the 12 colleges which improved were judged outstanding, one of which had improved from satisfactory at its previous inspection. In these outstanding colleges outcomes for learners, the quality of provision and leadership and management were also judged to be outstanding. Of the 12 colleges, four were independent specialist colleges. Of the remaining eight, five had improved their success rates between 2009/10 and 2010/11.
- Of the 94 independent learning providers inspected between 1 September 2011 and 30 June 2012, eight were judged outstanding for overall effectiveness, 45 were judged good, 32 were satisfactory and nine were inadequate. Twenty-one of these providers are employer providers, three of which were judged outstanding for overall effectiveness, eight were judged good, six were satisfactory and four were inadequate.
- Of the 94 providers, 28 had not been inspected previously. Of the 66 that had a previous inspection, 21 improved between inspections, 32 received the same judgement and 13 declined between inspections.
- Of the 13 independent learning providers which declined between inspections, 11 had previously been judged good, and three of these declined and were judged inadequate for

overall effectiveness. Ten of the 13 independent learning providers offered apprenticeships, and in six of them the overall success rate had fallen between 2009/10 and 2010/11. The three providers which didn't offer apprenticeships offered either foundation learning or Train to Gain⁴. Overall, 10 of the 13 providers offered Train to Gain in 2010/11, and in three providers the average success rate had fallen over the same time period. Nine providers had a previous judgement for outcomes for learners, and in five of these it had declined⁵.

- Of the 21 independent learning providers which improved, five were judged outstanding for overall effectiveness and twelve had improved from either inadequate or satisfactory to be judged good. The five providers which had improved to become outstanding all had 2010/11 apprenticeship success rates well above the national average. In the two providers which offered Train to Gain the 2010/11 success rates were also above the national average.
- There were 57 inspections of adult and community learning providers between 1 September 2011 and 30 June 2012. Two of these providers were judged outstanding for overall effectiveness, 35 were judged good, 17 were satisfactory and three were judged inadequate. Of the 57 providers, 50 had been inspected previously, 14 of these had improved between inspections and all were judged at least good for overall effectiveness. Thirteen of these providers had a previous judgement for outcomes for learners, and in all but one provider this judgement had improved between inspections.
- Eight adult and community learning providers declined between inspections. Two of these providers offered apprenticeships and two offered Train to Gain in 2010/11. In all four providers the success rates had fallen between 2009/10 and 2010/11. Five of these providers had a previous judgement for outcomes for learners, and in all five cases the judgement had fallen between inspections.
- Of the five probation trusts inspected between 1 September 2011 and 30 June 2012, two were judged good for overall effectiveness and three were judged satisfactory. From 30 June 2012, Ofsted will no longer inspect offender learning in probation trusts. Her Majesty's Inspectorate of Probation will commence a new programme of inspection of offender management later this year.
- Ofsted inspected 16 Dance and Drama Awards Scheme courses in 11 colleges between 1 September 2011 and 30 June 2012. Two of these had not been inspected previously, but of the remaining 14 schemes, three improved, two remained the same and nine declined between inspections.
- Of the seven inspections of further education in higher education institutions, three were judged outstanding, three good and one satisfactory for overall effectiveness. Only one of the seven inspections of further education in higher education providers was at an institution

⁴ Train to Gain provision ended on 31 July 2011. From 1 August 2011, provision previously falling into this category will now be known as Workplace Learning.

⁵ For inspections between 1 September 2005 and 31 August 2009 the equivalent judgement is 'achievement and standards'.

that had been previously inspected. The remaining six inspections were at providers which had not been inspected previously.

Impact of revisions on key points of previous publication

- Final data covering the period 1 January 2012 to 31 March 2012 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 four college inspections, one inspection of a Dance and Drama Awards Scheme, eight independent learning providers, one adult and community learning inspection, three inspections of probation trusts and six prison inspections.

Methodology

1. The data in this release are from inspections undertaken between 1 April 2012 and 30 June 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. From 1 January 2012, Ofsted will not produce its own summary report for prison inspections. Ofsted will continue to report within the HMI Prisons report and in line with the Common Inspection Framework. Further information on how Ofsted inspects prisoner education and training in the further education and skills sector can be found on the Ofsted website:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-learning-and-skills-training-for-young-adults-and-adults-custody>

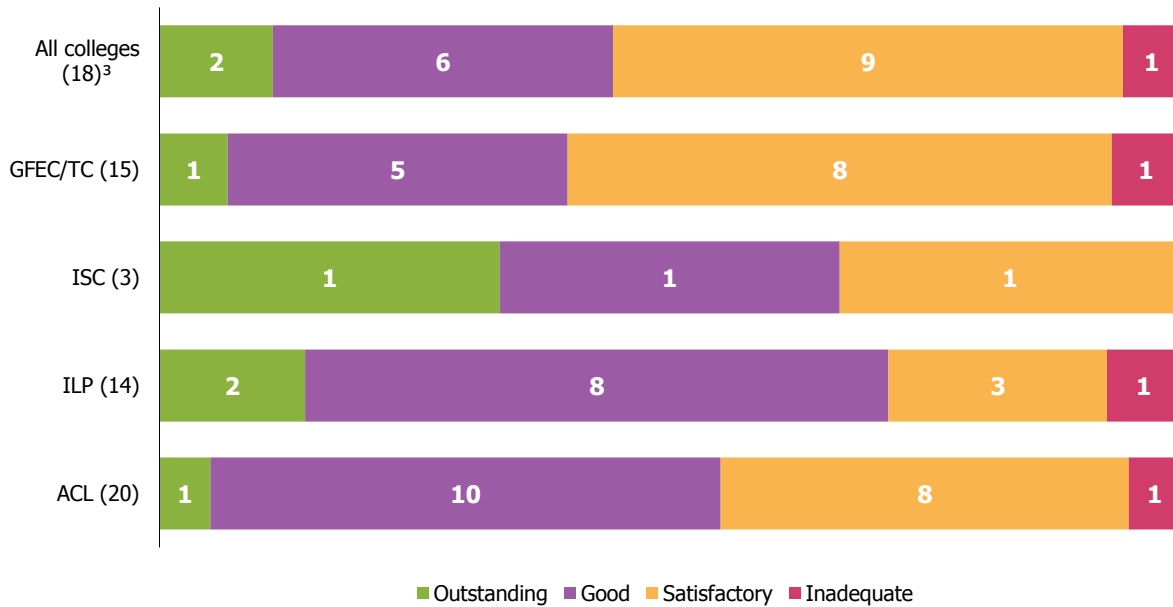
6. From September 2012 a revised framework will be introduced – the *Common inspection framework for further education and skills 2012*. For more information please go to the Ofsted website:

<http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012>

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

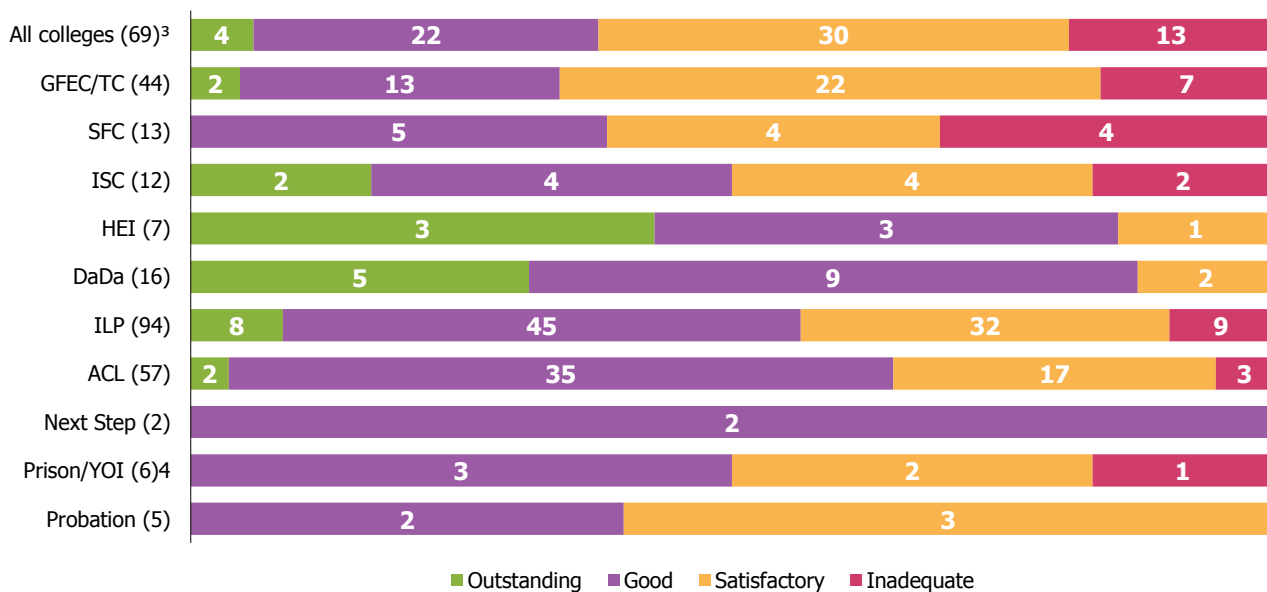
<http://www.ofsted.gov.uk/resources/statistical-notice-ofsted-revisions-policy-for-official-statistics>

Chart 1: Overall effectiveness of learning and skills providers inspected between 1 April 2012 and 30 June 2012 (provisional)¹



1. Figures represent the number of providers.
2. GFEC/TC: general further education college/tertiary college (includes Specialist FE); 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.

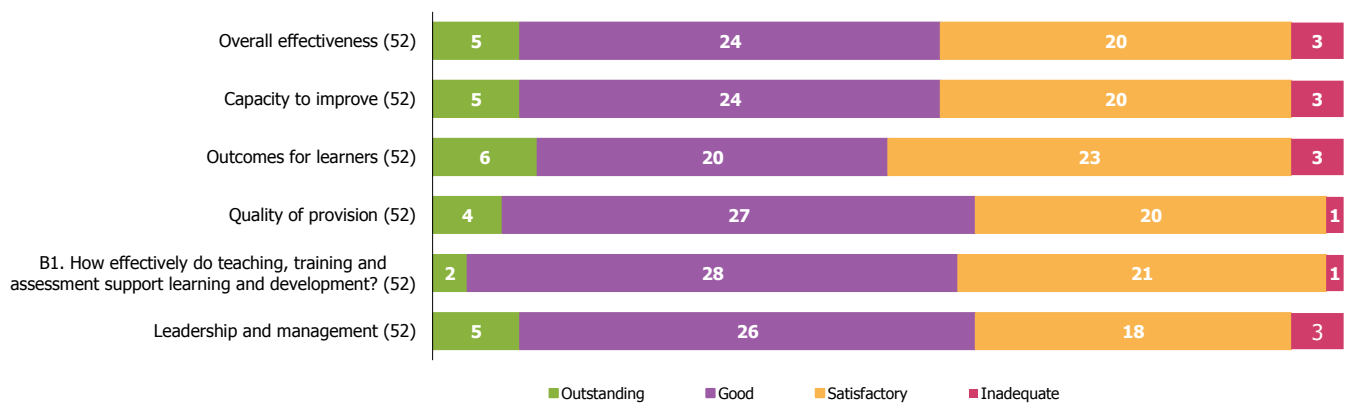
Chart 1a: Key inspection judgements of learning and skills providers inspected between 1 September 2011 and 30 June 2012 (provisional)^{1 2}



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

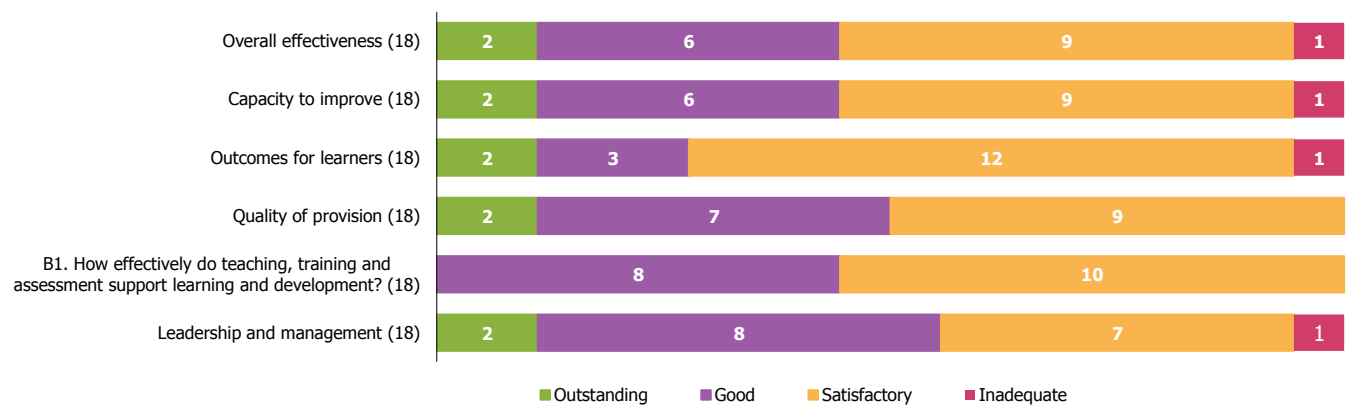
3. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.
 4. Only includes inspections up to 31 December 2011 as from 1 January 2012 Ofsted does not award overall effectiveness judgements for inspections of prison and young offender institutions.

Chart 2: Key inspection judgements of learning and skills providers inspected between 1 April 2012 and 30 June 2012 (provisional)^{1 2}



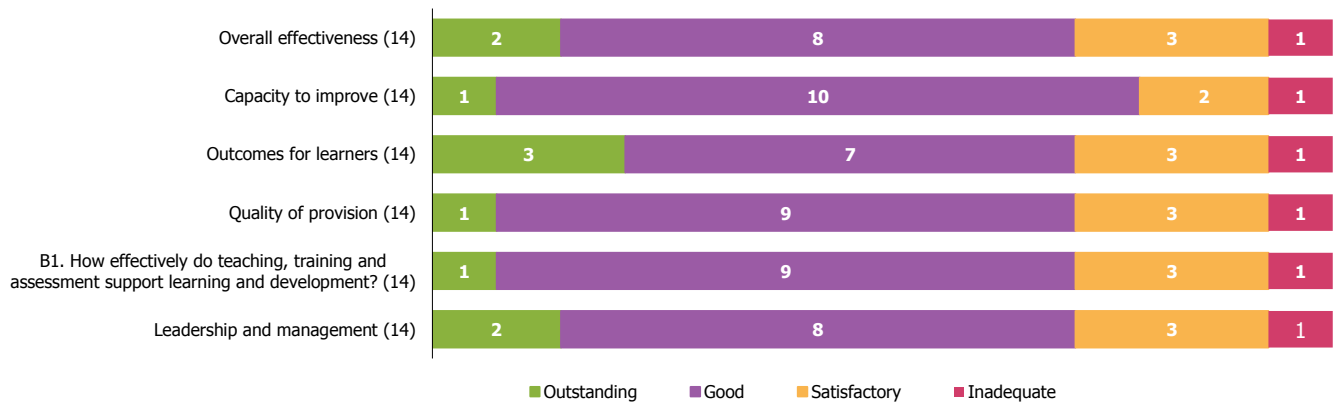
1. Figures represent the number of providers.
 2. Does not include dance and drama college inspections or inspections of further education in higher education institutions, prisons or probation.

Chart 2a: Key inspection judgements of colleges inspected between 1 April 2012 and 30 June 2012 (provisional)^{1 2}



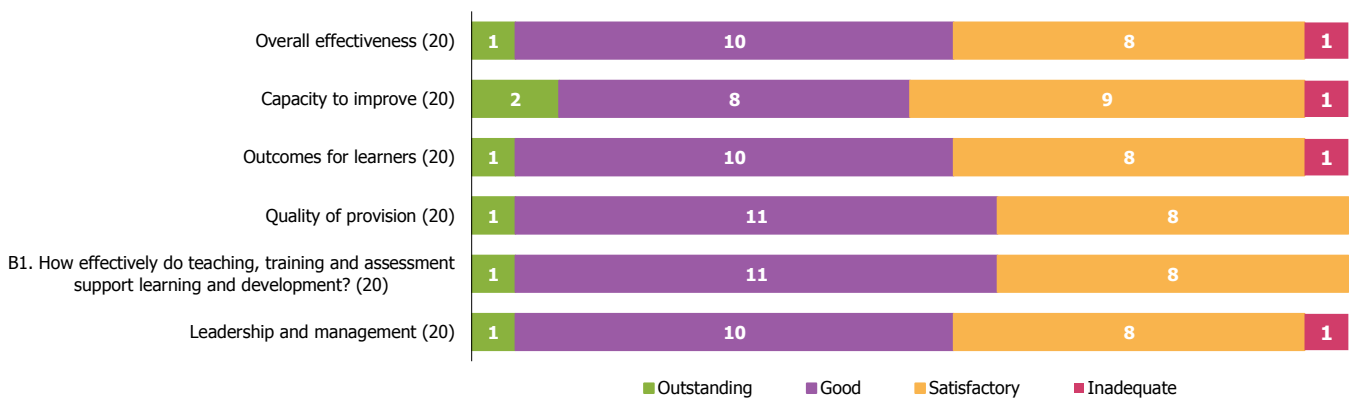
1. Includes general further education college/tertiary college (including Specialist FE), sixth form college, specialist further education college and independent specialist college.
 2. Figures represent the number of providers.

Chart 2b: Key inspection judgements of independent learning providers inspected between 1 April 2012 and 30 June 2012 (provisional)^{1 2}



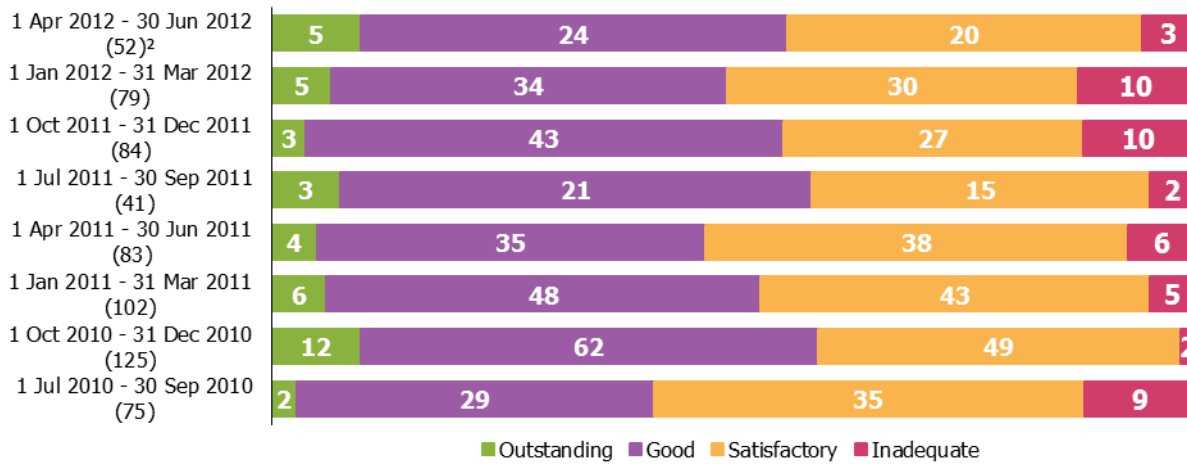
- 1. Figures represent the number of providers.
- 2. Includes employer providers.

Chart 2c: Key inspection judgements of adult and community learning providers inspected between 1 April 2012 and 30 June 2012 (provisional)¹



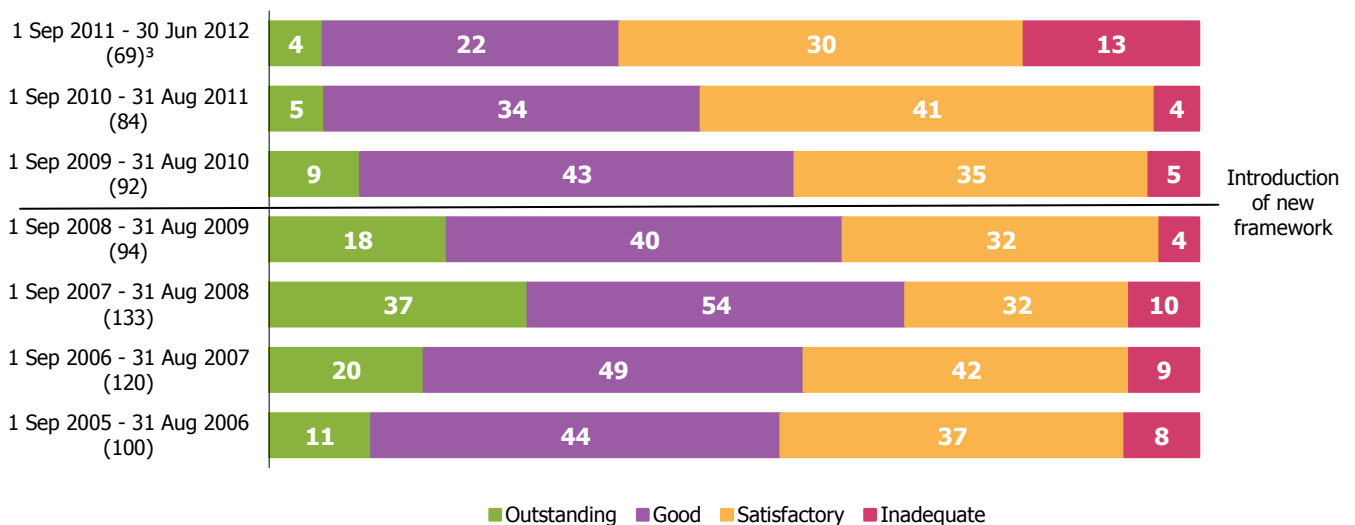
- 1. Figures represent the number of providers.

Chart 3: Overall effectiveness of learning and skills providers inspected between 1 July 2010 and 30 June 2012, by quarter¹



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

Chart 4: Overall effectiveness of colleges inspected between 1 September 2005 and 30 June 2012, by year^{1 2}



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

Chart 4a: Overall effectiveness of independent learning providers inspected between 1 September 2007 and 30 June 2012, by year¹



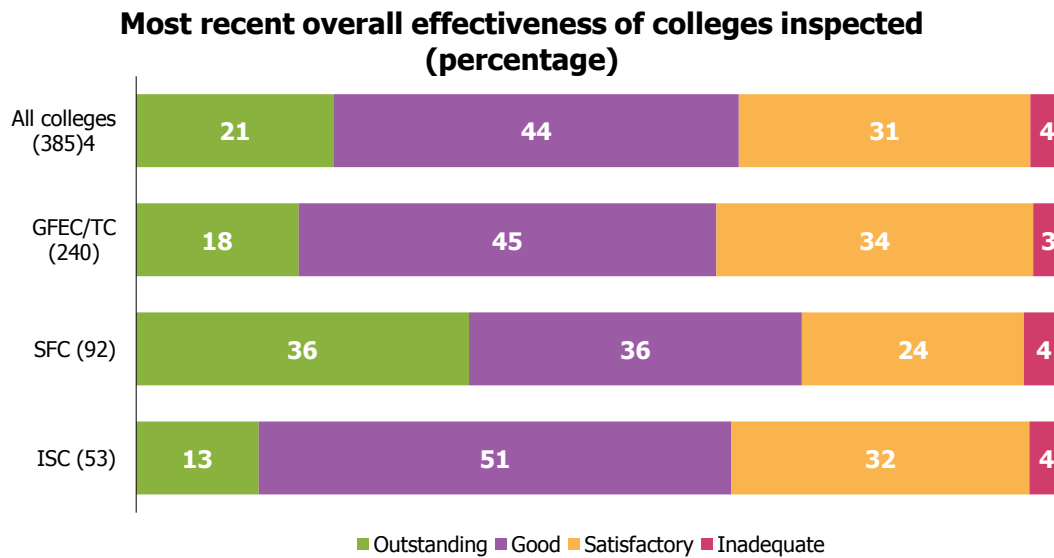
1. Figures represent the number of providers.
2. Provisional.

Chart 4b: Overall effectiveness of adult and community learning providers inspected between 1 September 2007 and 30 June 2012, by year¹



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

Chart 5: Most recent overall effectiveness of colleges inspected at 30 June 2012 (provisional)^{1 2 3}



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

2. GFEC/TC: general further education college/tertiary college; SFC: sixth form college; ISC: independent specialist college.

3. Based on Young Persons Learning Agency and Skills Funding Agency funding information.

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

Table 1: Number of learning and skills providers inspected between 1 April 2012 and 30 June 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
Full inspections	57	18	3	2	14	20
Re-inspections	0	0	0	0	0	0
Focused monitoring visits	26	12	0	0	9	5
Re-inspection monitoring visits	9	6	0	0	2	1
Partial re-inspections	8	7	0	0	0	1
Total	100	43	3	2	25	27

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. 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 April 2012 and 30 June 2012 (provisional)¹

	Total number inspected	Outstanding Number	Good Number	Satisfactory Number	Inadequate Number
Overall effectiveness	52	5	24	20	3
Capacity to improve	52	5	24	20	3
A. Outcomes for learners	52	6	20	23	3
A1. How well do learners achieve and enjoy their learning	52	7	18	24	3
A1.a) How well do learners attain their learning goals	52	7	14	26	5
A1.b) How well do learners progress?	52	5	28	16	3
A2. How well do learners improve their economic and social well-being through learning and development?	52	7	33	11	1
A3. How safe do learners feel?	52	7	38	7	0
A4. Are learners able to make informed choices about their own health and well being? ²	35	2	22	11	0
A5. How well do learners make a positive contribution to the community? ²	34	7	21	6	0
B. Quality of provision	52	4	27	20	1
B1. How effectively do teaching, training and assessment support learning and development?	52	2	28	21	1
B2. How effectively does the provision meet the needs and interests of users?	52	9	29	13	1
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	52	14	31	7	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	52	4	36	11	1
C. Leadership and management	52	5	26	18	3
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	52	14	22	13	3
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? ²	39	6	21	11	1
C3. How effectively does the provider promote the safeguarding of learners?	52	8	32	12	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	52	4	26	22	0
C5. How effectively does the provider engage with users to support and promote improvement?	52	7	31	12	2
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	52	3	20	24	5
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	52	7	25	18	2

Source: Ofsted inspections

1. Does not include inspections of Dance and Drama Awards Schemes, further education in higher education institutions, prison and young offender institutions and probation trusts.

2. Where applicable to the type of provider.

Table 3: Inspection outcomes of colleges inspected between 1 April 2012 and 30 June 2012 (provisional)¹

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

Source: Ofsted inspections

1. Includes general further education college/tertiary college (includes specialist FE), sixth form college, specialist further education college and independent specialist college.

2. Where applicable to the type of provision.

Table 4: Inspection outcomes of Dance and Drama Awards Schemes in colleges inspected between 1 April 2012 and 30 June 2012 (provisional)¹

	Total number inspected	Outstanding Number	Good Number	Satisfactory Number	Inadequate Number
Overall effectiveness	3	1	2	0	0
Capacity to improve	3	1	2	0	0
A. Outcomes for learners	3	2	1	0	0
A1. How well do learners achieve and enjoy their learning	3	2	1	0	0
A1.a) How well do learners attain their learning goals	3	2	1	0	0
A1.b) How well do learners progress?	3	2	1	0	0
A2. How well do learners improve their economic and social well-being through learning and development?	3	1	2	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	3	3	0	0	0
A5. How well do learners make a positive contribution to the community? ²	1	0	1	0	0
B. Quality of provision	3	2	1	0	0
B1. How effectively do teaching, training and assessment support learning and development?	3	1	2	0	0
B2. How effectively does the provision meet the needs and interests of users?	3	2	1	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	3	3	0	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	3	3	0	0	0
C. Leadership and management	3	1	2	0	0
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	3	0	0	0
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? ²	3	0	3	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	1	2	0	0
C5. How effectively does the provider engage with users to support and promote improvement?	3	2	1	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	0	3	0	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 of the Dance and Drama Award Scheme only and not providers as a whole.
2. Where applicable to the type of provision.

Table 5: Inspection outcomes of further education in higher education institutions inspected between 1 April 2012 and 30 June 2012 (provisional)¹

	Total number inspected	Outstanding	Good	Satisfactory	Inadequate
		Number	Number	Number	Number
Overall effectiveness	2	1	1	0	0
Capacity to improve	2	0	1	1	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	1	1	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	1	1	0	0
A3. How safe do learners feel?	2	1	1	0	0
<i>A4. Are learners able to make informed choices about their own health and well being?²</i>	0	0	0	0	0
<i>A5. How well do learners make a positive contribution to the community?²</i>	0	0	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	1	0	1	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2	1	1	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2	0	1	1	0
C. Leadership and management	2	0	1	1	0
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	1	1	0	0
<i>C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?²</i>	2	0	0	2	0
C3. How effectively does the provider promote the safeguarding of learners?	2	0	0	2	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	0	1	1	0
C5. How effectively does the provider engage with users to support and promote improvement?	2	1	0	1	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	1	1	0	0

Source: Ofsted inspections

1. Judgements relate to the provision of further education not providers as a whole.
2. Where applicable to the type of provision.

Table 6: Inspection outcomes of independent learning providers inspected between 1 April 2012 and 30 June 2012 (provisional)¹

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

Source: Ofsted inspections

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

Table 7: Inspection outcomes of adult and community learning providers inspected between 1 April 2012 and 30 June 2012

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

Source: Ofsted inspections

1. Where applicable to the type of provider.

Table 8: Learning and skills providers judged inadequate between 1 April 2012 and 30 June 2012¹

URN	Provider name	Type of provider	Date of inspection
130813	Stafford College	General further education college/tertiary college	20/04/2012
58992	Dunelm Group Plc	Independent learning provider	11/05/2012
52040	Greenspring Training	Adult and community learning provider	18/05/2012

Source: Ofsted inspections

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

From 30 June 2012 Ofsted will cease to inspect probation trusts.

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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