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Official Statistics Release

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Introduction

This official statistics release reports on learning and skills inspections that occurred between 1 September 2011 and 31 August 2012 under the common inspection framework for further education and skills 2009. These statistics are based on final data for the academic year and support the findings in the learning and skills sector report which is published alongside *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2011/12*.

Contents

Key findings

Latest inspection outcome

- At 31 August 2012, there were 386 colleges which had received an Ofsted inspection and had been in receipt of funding in 2011/12[1]. Four per cent of the 386 colleges were inadequate for overall effectiveness at their latest inspection. A further 65%, were either good or outstanding for overall effectiveness. The remaining 31% were satisfactory at their most recent inspection.

- Variations exist amongst outcomes for different types of college: 36% of sixth form colleges were judged outstanding for overall effectiveness at their most recent inspection, compared to 17% of general further education college/tertiary colleges and 14% of independent specialist colleges. Sixth form colleges also had the highest proportion of inadequate providers, with 4% inadequate compared to 3% of general further education college/tertiary colleges.

- There were 481 independent learning providers which had received an Ofsted inspection and had been in receipt of funding in 2011/12. At 31 August, 12% were outstanding for overall effectiveness at their most recent inspection. A further 49% were good.

- Of the 263 adult and community learning providers which had received an Ofsted inspection and had been in receipt of funding in 2011/12, five per cent were outstanding for overall effectiveness at their most recent inspection at 31 August 2012. A further 63% of adult and community learning providers were good.

Inspection year 1 September 2011 to 31 August 2012

- In the inspection year between 1 September 2011 and 31 August 2012, there have been 309 inspections of learning and skills providers. This included 70 inspections of colleges, 128 inspections of independent learning providers, 63 inspections of adult and community learning providers, 17 inspections of prison and young offender institutions, six inspections of probation trusts, two inspections of Next Step providers, 16 inspections of Dance and Drama Awards schemes located in 11 colleges and seven inspections of further education in higher education institutions[2].

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[1]The 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 general further education/tertiary colleges, specialist further education colleges, sixth form colleges and independent specialist colleges.
[2] Inspections of Dance and Drama Awards schemes in colleges relate to the specific course only and not providers as a whole. Inspections of further education in higher education institutions relates to the further education provision only and not providers as a whole.

- Of the 70 colleges inspected, six per cent were outstanding for overall effectiveness, 33% were good and 43% were satisfactory. The remaining 19%, almost one fifth of the colleges inspected this year, were inadequate.

- No college inspected in 2011/12 was judged outstanding overall for teaching and learning, and only 44% were good[3]. The overall grade for teaching and learning was found to be satisfactory at 51%, and four per cent was found to be inadequate.

- Of the 128 independent learning providers inspected between 1 September 2011 and 31 August 2012, seven per cent were outstanding for overall effectiveness, 48% were good, 34% were satisfactory and 10% were inadequate.

- Teaching and learning in more than half of the 128 independent learning providers inspected in 2011/12 was found to be good or outstanding[4]. Adult and community learning providers had an even higher proportion – 70% of providers were judged good or outstanding.

Methodology

1. The data in this release are from inspections undertaken between 1 September 2011 and 31 August 2012. The details of these inspections can be found in the supplementary release 'Learning and skills inspections and outcomes – Annual report 2011-12' via the following link:

    http://www.ofsted.gov.uk/resources/official-statistics-learning-and-skills-inspections-and-outcomes

2. Statistics relating to inspections undertaken in this year are final.

3. The annual selection of learning and skills providers for inspection comprises 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). New providers will also be subject to a compulsory inspection after their first year of operation but within three years.

    - The second element of the year's 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.

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[3] Judgement for 'How effectively do teaching, training and assessment support learning and development?'.
[4] Judgement for 'How effectively do teaching, training and assessment support learning and development?'.

- Finally, random selection is used to try to maintain a balance in the year's 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 has been 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 September 2011 and 31 August 2012, percentage (final)[1][2]

Provider	Outstanding	Good	Satisfactory	Inadequate
All colleges (70)[3]	6	33	43	19
GFEC/TC (45)	4	31	49	16
SFC (13)		38	31	31
ISC (12)	17	33	33	17
HEI (7)	43	43	14	
Dada (16)	31	56	13	
ILP (128)	7	48	34	10
ACL (63)	5	59	32	5
Next Step (2)		100		
Prison/YOI (6)[4]		50	33	17
Probation (6)		33	67	

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate
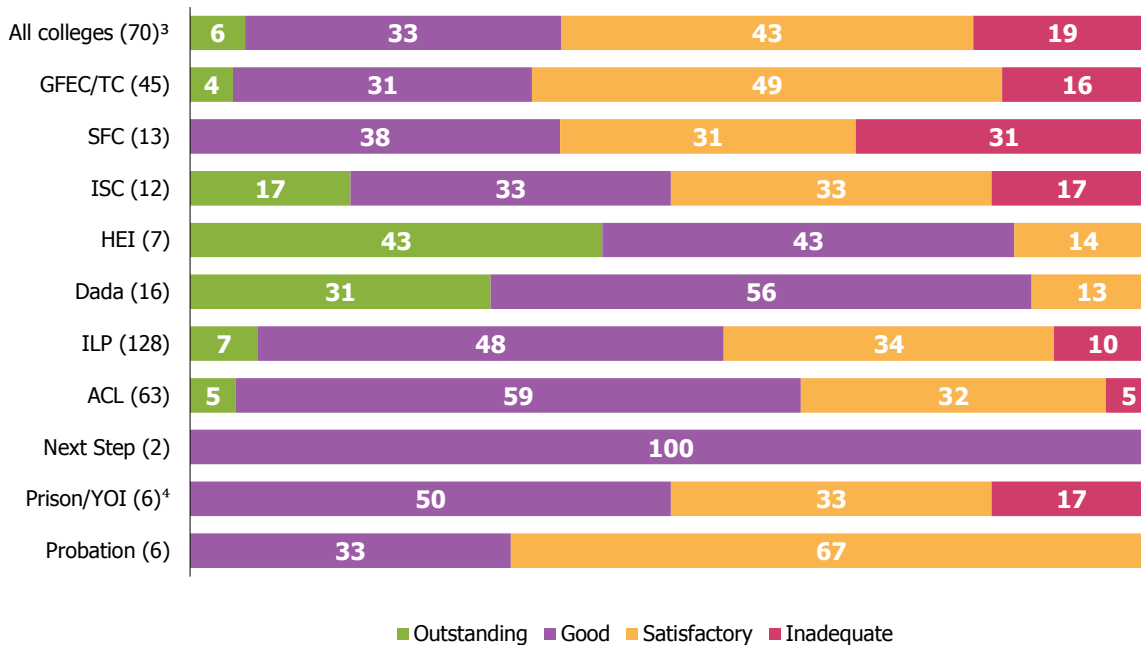
1. Percentages are rounded and may not add to exactly 100. Percentages should be viewed with caution where the number of providers is small.
2. GFEC/TC: general further education college/tertiary college (includes specialist further education colleges); SFC: sixth form college; ISC: independent specialist college; HEI: Further education in higher education institutions; 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.
4. Prison inspections between 1 September 2011 and 31 December 2011 only. From January 2012 Ofsted no longer awards an overall effectiveness judgement for prisons.

Chart 2: Key inspection judgements of learning and skills providers inspected between 1 September 2011 and 31 August 2012, percentage (final)[1][2][3]
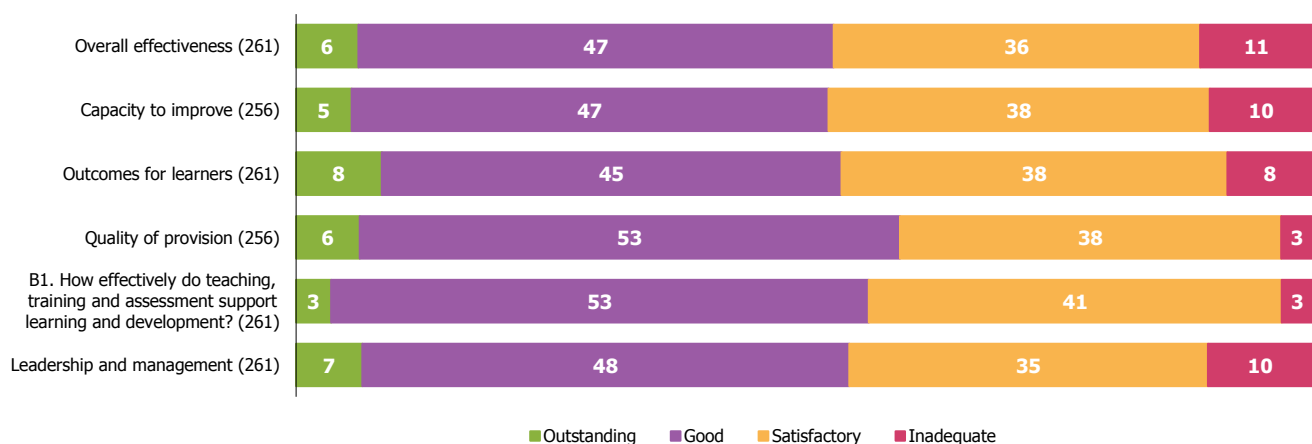
Judgement	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness (261)	6	47	36	11
Capacity to improve (256)	5	47	38	10
Outcomes for learners (261)	8	45	38	8
Quality of provision (256)	6	53	38	3
B1. How effectively do teaching, training and assessment support learning and development? (261)	3	53	41	3
Leadership and management (261)	7	48	35	10

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

1. Percentages are rounded and may not add to exactly 100. Percentages should be viewed with caution where the number of providers is small.
2. Does not include inspections of the Dance and Drama Awards scheme, further education in higher education institute inspections, prison inspections, probation trust inspections or Next Step inspections.
3. Data include five pilot inspections which grade overall effectiveness, outcomes for learners, teaching and learning and leadership and management.

Chart 3: Overall effectiveness of colleges inspected between 1 September 2005 and 31 August 2012, by academic year, percentage [1] [2]

Overall effectiveness of colleges inspected between 1 September 2005 and 31 August 2012, by academic year (percentage)

Period	Outstanding	Good	Satisfactory	Inadequate
1 Sep 2011 - 31 Aug 2012 (70)	6	33	43	19
1 Sep 2010 - 31 Aug 2011 (83)[3]	6	40	49	5
1 Sep 2009 - 31 Aug 2010 (92)	10	47	38	5
1 Sep 2008 - 31 Aug 2009 (94)	19	43	34	4
1 Sep 2007 - 31 Aug 2008 (133)	28	41	24	8
1 Sep 2006 - 31 Aug 2007 (120)	17	41	35	8
1 Sep 2005 - 31 Aug 2006 (100)	11	44	37	8

Introduction of new framework (between 2009-2010 and 2008-2009)

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

1. Percentages are rounded and may not add to exactly 100. Percentages should be viewed with caution where the number of providers is small.
2. Includes general further education/tertiary college (including specialist further education), sixth form college and independent specialist college.
3. Data vary slightly to that reported in previous years due to Ofsted's change in provider types.

Chart 3a: Overall effectiveness of independent learning providers inspected between 1 September 2007 and 31 August 2012, by academic year, percentage [1] [2] [3]

Period	Outstanding	Good	Satisfactory	Inadequate
1 Sep 2011 - 31 Aug 2012 (128)	7	48	34	10
1 Sep 2010 - 31 Aug 2011 (155)[3]	12	47	36	5
1 Sep 2009 - 31 Aug 2010 (183)[3]	6	41	45	8
1 Sep 2008 - 31 Aug 2009 (242)	5	36	51	8
1 Sep 2007 - 31 Aug 2008 (221)	6	54	34	6

Introduction of new framework (between 2009-2010 and 2008-2009)
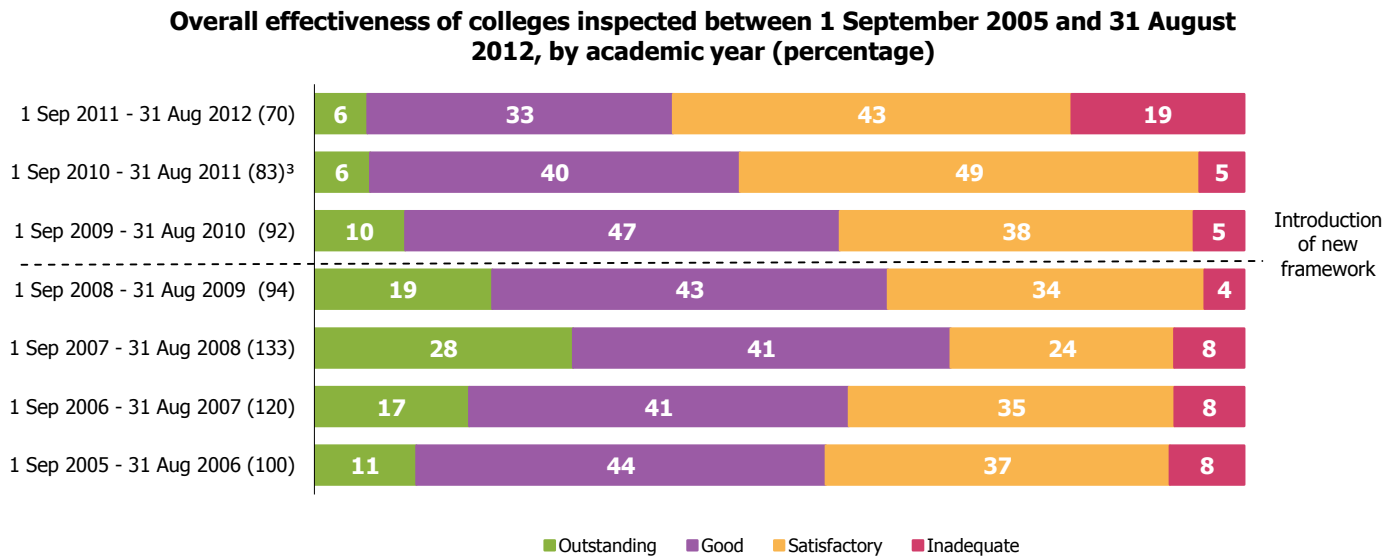
■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

1. Percentages are rounded and may not add to exactly 100. Percentages should be viewed with caution where the number of providers is small.
2. Includes employer providers.
3. Data vary slightly to that reported in previous years due to Ofsted's change in provider types.

Chart 3b: Overall effectiveness of adult and community learning providers inspected between 1 September 2007 and 31 August 2012, by academic year, percentage [1] [2]

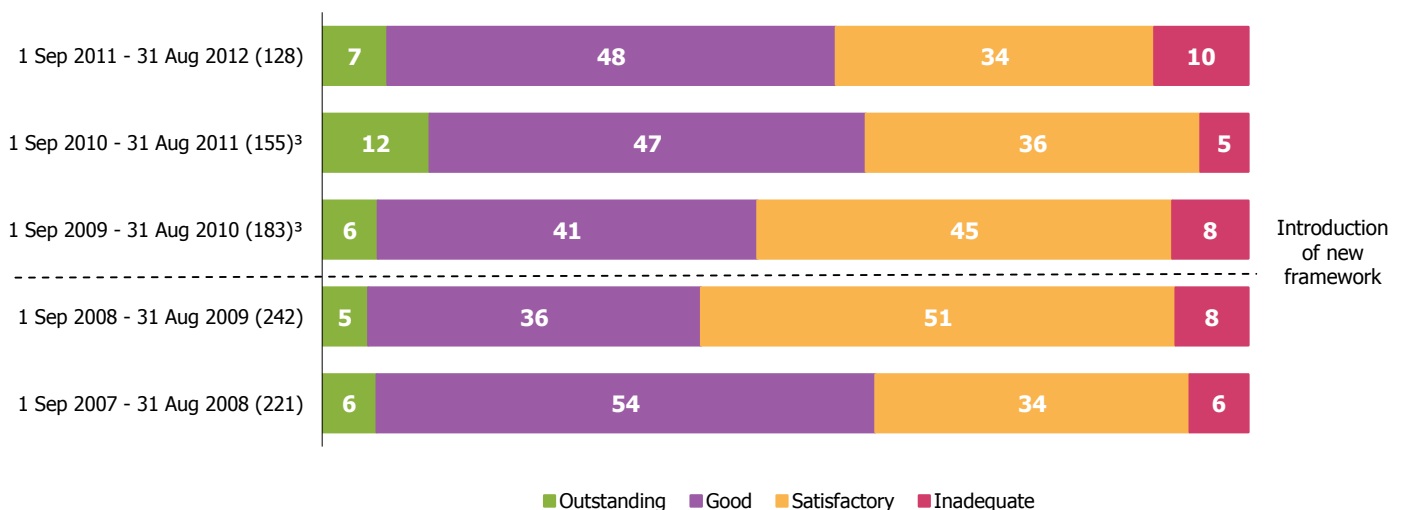|	Outstanding	Good	Satisfactory	Inadequate
1 Sep 2011 - 31Aug 2012 (63)	5	59	32	5
1 Sep 2010 - 31 Aug 2011 (73)[3]	3	59	36	3
1 Sep 2009 - 31 Aug 2010 (69)[3]		64	29	7
1 Sep 2008 - 31 Aug 2009 (68)	6	44	47	3
1 Sep 2007 - 31 Aug 2008 (49)	6	35	45	14

Introduction of new framework

1. Percentages are rounded and may not add to exactly 100. Percentages should be viewed with caution where the number of providers is small.
2. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.
3. Data vary slightly to that reported in previous years due to Ofsted's change in provider types.

Chart 4: Overall effectiveness of learning and skills providers inspected at 31 August 2012, percentage[1]

Overall effectiveness of learning and skills providers inspected at 31 August 2012 (percentage)

	Outstanding	Good	Satisfactory	Inadequate
All college (386)[2]	21	44	31	4
General further education college/tertiary college (243)	17	46	34	3
Sixth form college (92)	36	36	24	4
Independent specialist college (51)	14	51	31	4
Independent learning provider (481)	12	49	35	4
Adult and community learning provider (263)	5	63	31	1

1. Percentages are rounded and may not add to exactly 100. Percentages should be viewed with caution where the number of providers is small.
2. Includes general further education college/tertiary college, sixth form college, specialist further education college and independent specialist college.

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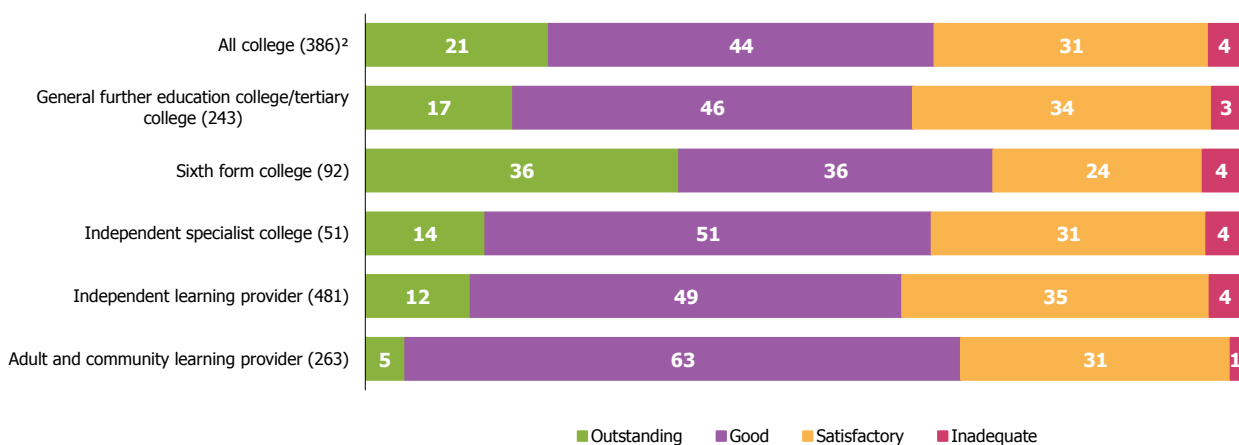
Chart 5: Most recent overall effectiveness of learning and skills providers inspected at 31 August 2012 compared to the most recent overall effectiveness at 31 August 2011 and 31 August 2010, percentage (final) [1] [2]
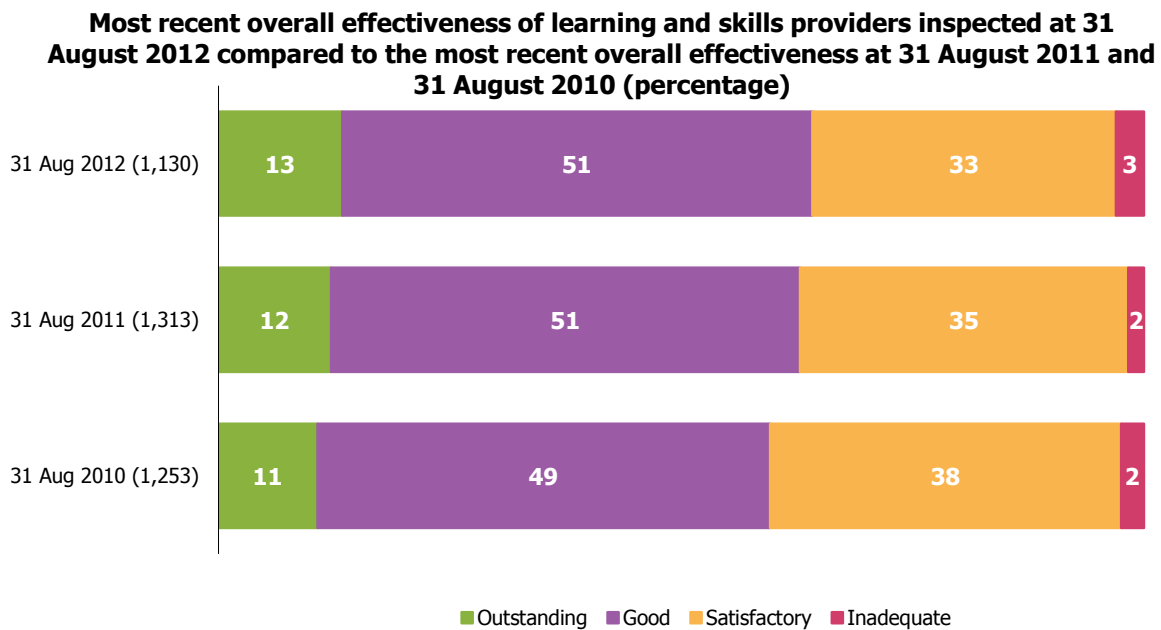
Most recent overall effectiveness of learning and skills providers inspected at 31 August 2012 compared to the most recent overall effectiveness at 31 August 2011 and 31 August 2010 (percentage)

	Outstanding	Good	Satisfactory	Inadequate
31 Aug 2012 (1,130)	13	51	33	3
31 Aug 2011 (1,313)	12	51	35	2
31 Aug 2010 (1,253)	11	49	38	2

■Outstanding ■Good ■Satisfactory ■Inadequate

1. Percentages are rounded and may not add to exactly 100. Percentages should be viewed with caution where the number of providers is small.
2. Includes general further education/tertiary college (including specialist further education college), sixth form college, independent specialist college, independent learning provider (including employer provider), and adult and community learning provider.

Table 1: Number of learning and skills providers inspected between 1 September 2011 and 31 August 2012, by provider and inspection type (final)

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	Next Step	Prison and young offender institutions	Probation
Full inspections	300	68	16	7	122	62	2	17	6
Re-inspections	9	2	0	0	6	1	0	0	0
Focused monitoring visits	123	41	0	0	55	22	5	0	0
Re-inspection monitoring visits	35	20	0	0	11	4	0	0	0
Partial re-inspections	16	14	0	0	1	1	0	0	0
Full/short unannounced prison inspections	0	0	0	0	0	0	0	0	0
Total	**483**	**145**	**16**	**7**	**195**	**90**	**7**	**17**	**6**

Source: Ofsted

1. Includes general further education college/tertiary college (including specialist further education colleges), 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 September 2011 and 31 August 2012 (final) [1] [2] [3]

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**261**	**16**	**6**	**122**	**47**	**94**	**36**	**29**	**11**
Capacity to improve	**256**	**14**	**5**	**120**	**47**	**96**	**38**	**26**	**10**
A. Outcomes for learners	**261**	**22**	**8**	**118**	**45**	**99**	**38**	**22**	**8**
A1. How well do learners achieve and enjoy their learning	256	24	9	114	45	97	38	21	8
A1.a) How well do learners attain their learning goals	256	25	10	96	38	109	43	26	10
A1.b) How well do learners progress?	256	21	8	126	49	92	36	17	7
A2. How well do learners improve their economic and social well-being through learning and development?	256	32	13	160	63	55	21	9	4
A3. How safe do learners feel?	256	40	16	167	65	49	19	0	0
A4. Are learners able to make informed choices about their own health and well being?[4]	147	14	10	85	58	48	33	0	0
A5. How well do learners make a positive contribution to the community?[4]	140	25	18	81	58	32	23	2	1
B. Quality of provision	**256**	**16**	**6**	**136**	**53**	**96**	**38**	**8**	**3**
B1. How effectively do teaching, training and assessment support learning and development?	261	9	3	138	53	106	41	8	3
B2. How effectively does the provision meet the needs and interests of users?	256	42	16	139	54	72	28	3	1
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	256	59	23	144	56	50	20	3	1
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	256	26	10	149	58	73	29	8	3
C. Leadership and management	**261**	**17**	**7**	**125**	**48**	**92**	**35**	**27**	**10**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	256	42	16	123	48	68	27	23	9
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[4]	153	17	11	70	46	52	34	14	9
C3. How effectively does the provider promote the safeguarding of learners?	256	31	12	143	56	77	30	5	2
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	256	10	4	117	46	121	47	8	3
C5. How effectively does the provider engage with users to support and promote improvement?	256	26	10	125	49	98	38	7	3
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	256	11	4	100	39	109	43	36	14
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	256	29	11	122	48	87	34	18	7

Source: Ofsted

1. Does not include inspections of the Dance and Drama Awards scheme, further education in higher education institute inspections, prison inspections probation trust inspections or Next Step inspections.
2. Data include five pilot inspections which grade overall effectiveness, outcomes for learners, teaching and learning and leadership and management.
3. Percentages are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.
4. Where applicable to the type of provision.

Table 2a: Inspection outcomes of colleges inspected between 1 September 2011 and 31 August 2012 (final) [1] [2] [3]

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**70**	**4**	**6**	**23**	**33**	**30**	**43**	**13**	**19**
Capacity to improve	**67**	**4**	**6**	**25**	**37**	**28**	**42**	**10**	**15**
A. Outcomes for learners	**70**	**4**	**6**	**18**	**26**	**38**	**54**	**10**	**14**
A1. How well do learners achieve and enjoy their learning?	67	4	6	18	27	36	54	9	13
A1.a) How well do learners attain their learning goals?	67	3	4	18	27	32	48	14	21
A1.b) How well do learners progress?	67	2	3	24	36	36	54	5	7
A2. How well do learners improve their economic and social well-being through learning and development?	67	7	10	32	48	23	34	5	7
A3. How safe do learners feel?	67	17	25	44	66	6	9	0	0
A4. Are learners able to make informed choices about their own health and well being?[4]	65	8	12	36	55	21	32	0	0
A5. How well do learners make a positive contribution to the community?[4]	65	15	23	34	52	15	23	1	2
B. Quality of provision	**67**	**5**	**7**	**26**	**39**	**33**	**49**	**3**	**4**
B1. How effectively do teaching, training and assessment support learning and development?	70	0	0	31	44	36	51	3	4
B2. How effectively does the provision meet the needs and interests of users?	67	8	12	34	51	25	37	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	67	25	37	32	48	10	15	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	67	7	10	32	48	24	36	4	6
C. Leadership and management	**70**	**4**	**6**	**27**	**39**	**26**	**37**	**13**	**19**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	67	8	12	32	48	15	22	12	18
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[4]	67	7	10	31	46	20	30	9	13
C3. How effectively does the provider promote the safeguarding of learners?	67	15	22	35	52	14	21	3	4
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	67	1	1	31	46	33	49	2	3
C5. How effectively does the provider engage with users to support and promote improvement?	67	12	18	27	40	28	42	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	67	3	4	20	30	29	43	15	22
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	67	6	9	25	37	28	42	8	12

Source: Ofsted

1. Includes general further education college/tertiary college (including specialist further education college), sixth form college and independent specialist college.
2. Data include three pilot inspections which grade overall effectiveness, outcomes for learners, teaching and learning and leadership and management.
3. Percentages are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution
4. Where applicable to the type of provision.

Table 2b: Inspection outcomes of general further education colleges/tertiary college inspected between 1 September 2011 and 31 August 2012 (final) [1][2][3]

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**45**	**2**	**4**	**14**	**31**	**22**	**49**	**7**	**16**
Capacity to improve	**43**	**2**	**5**	**15**	**35**	**20**	**47**	**6**	**14**
A. Outcomes for learners	**45**	**2**	**4**	**9**	**20**	**28**	**62**	**6**	**13**
A1. How well do learners achieve and enjoy their learning?	43	2	5	9	21	26	60	6	14
A1.a) How well do learners attain their learning goals?	43	1	2	8	19	25	58	9	21
A1.b) How well do learners progress?	43	1	2	14	33	26	60	2	5
A2. How well do learners improve their economic and social well-being through learning and development?	43	3	7	24	56	13	30	3	7
A3. How safe do learners feel?	43	10	23	29	67	4	9	0	0
A4. Are learners able to make informed choices about their own health and well being?[4]	41	3	7	26	63	12	29	0	0
A5. How well do learners make a positive contribution to the community?[4]	41	7	17	26	63	8	20	0	0
B. Quality of provision	**43**	**2**	**5**	**17**	**40**	**22**	**51**	**2**	**5**
B1. How effectively do teaching, training and assessment support learning and development?	45	0	0	18	40	25	56	2	4
B2. How effectively does the provision meet the needs and interests of users?	43	3	7	26	60	14	33	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	43	18	42	22	51	3	7	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	43	2	5	21	49	16	37	4	9
C. Leadership and management	**45**	**2**	**4**	**18**	**40**	**18**	**40**	**7**	**16**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	43	5	12	22	51	9	21	7	16
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[4]	43	4	9	22	51	12	28	5	12
C3. How effectively does the provider promote the safeguarding of learners?	43	9	21	25	58	7	16	2	5
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	43	0	0	22	51	21	49	0	0
C5. How effectively does the provider engage with users to support and promote improvement?	43	6	14	21	49	16	37	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	43	1	2	14	33	19	44	9	21
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	43	3	7	17	40	19	44	4	9

Source: Ofsted

1. Includes specialist further education college.
2. Data include two pilot inspections which grade overall effectiveness, outcomes for learners, teaching and learning and leadership and management.
3. Percentages are rounded and may not add to 100. Where the number of inspections is small percentages should be treated with caution.
4. Where applicable to the type of provision.

Table 2c: Inspection outcomes of sixth form colleges inspected between 1 September 2011 and 31 August 2012 (final) [1] [2]

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**13**	**0**	**0**	**5**	**38**	**4**	**31**	**4**	**31**
Capacity to improve	**12**	**0**	**0**	**6**	**50**	**4**	**33**	**2**	**17**
A. Outcomes for learners	**13**	**0**	**0**	**5**	**38**	**4**	**31**	**4**	**31**
A1. How well do learners achieve and enjoy their learning?	12	0	0	5	42	4	33	3	25
A1.a) How well do learners attain their learning goals?	12	0	0	5	42	2	17	5	42
A1.b) How well do learners progress?	12	0	0	5	42	4	33	3	25
A2. How well do learners improve their economic and social well-being through learning and development?	12	2	17	4	33	4	33	2	17
A3. How safe do learners feel?	12	5	42	7	58	0	0	0	0
A4. Are learners able to make informed choices about their own health and well being?[3]	12	2	17	7	58	3	25	0	0
A5. How well do learners make a positive contribution to the community?[3]	12	3	25	5	42	3	25	1	8
B. Quality of provision	**12**	**1**	**8**	**5**	**42**	**6**	**50**	**0**	**0**
B1. How effectively do teaching, training and assessment support learning and development?	13	0	0	7	54	6	46	0	0
B2. How effectively does the provision meet the needs and interests of users?	12	3	25	5	42	4	33	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	12	4	33	5	42	3	25	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	12	2	17	4	33	6	50	0	0
C. Leadership and management	**13**	**0**	**0**	**5**	**38**	**4**	**31**	**4**	**31**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	12	1	8	6	50	2	17	3	25
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[3]	12	1	8	5	42	5	42	1	8
C3. How effectively does the provider promote the safeguarding of learners?	12	4	33	4	33	4	33	0	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	12	1	8	4	33	7	58	0	0
C5. How effectively does the provider engage with users to support and promote improvement?	12	3	25	3	25	6	50	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	12	0	0	3	25	6	50	3	25
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	12	1	8	4	33	5	42	2	17

Source: Ofsted

1. Data include one pilot inspection which grades overall effectiveness, outcomes for learners, teaching and learning and leadership and management.
2. Percentages are rounded and may not add to 100. Where the number of inspections is small percentages should be treated with caution.
3. Where applicable to the type of provision.

Table 2d: Inspection outcomes of independent specialist colleges inspected between 1 September 2011 and 31 August 2012 (final) [1]

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**12**	**2**	**17**	**4**	**33**	**4**	**33**	**2**	**17**
Capacity to improve	**12**	**2**	**17**	**4**	**33**	**4**	**33**	**2**	**17**
A. Outcomes for learners	**12**	**2**	**17**	**4**	**33**	**6**	**50**	**0**	**0**
A1. How well do learners achieve and enjoy their learning?	12	2	17	4	33	6	50	0	0
A1.a) How well do learners attain their learning goals?	12	2	17	5	42	5	42	0	0
A1.b) How well do learners progress?	12	1	8	5	42	6	50	0	0
A2. How well do learners improve their economic and social well-being through learning and development?	12	2	17	4	33	6	50	0	0
A3. How safe do learners feel?	12	2	17	8	67	2	17	0	0
A4. Are learners able to make informed choices about their own health and well being?[2]	12	3	25	3	25	6	50	0	0
A5. How well do learners make a positive contribution to the community?[2]	12	5	42	3	25	4	33	0	0
B. Quality of provision	**12**	**2**	**17**	**4**	**33**	**5**	**42**	**1**	**8**
B1. How effectively do teaching, training and assessment support learning and development?	12	0	0	6	50	5	42	1	8
B2. How effectively does the provision meet the needs and interests of users?	12	2	17	3	25	7	58	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	12	3	25	5	42	4	33	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	12	3	25	7	58	2	17	0	0
C. Leadership and management	**12**	**2**	**17**	**4**	**33**	**4**	**33**	**2**	**17**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	12	2	17	4	33	4	33	2	17
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[2]	12	2	17	4	33	3	25	3	25
C3. How effectively does the provider promote the safeguarding of learners?	12	2	17	6	50	3	25	1	8
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	12	0	0	5	42	5	42	2	17
C5. How effectively does the provider engage with users to support and promote improvement?	12	3	25	3	25	6	50	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	12	2	17	3	25	4	33	3	25
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	12	2	17	4	33	4	33	2	17

Source: Ofsted

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

Table 2e: Inspection outcomes of higher education institutes inspected between 1 September 2011 and 31 August 2012 (final) [1]

Inspection judgements relate to the further education provision only not providers as a whole

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**7**	**3**	**43**	**3**	**43**	**1**	**14**	**0**	**0**
Capacity to improve	**7**	**2**	**29**	**4**	**57**	**1**	**14**	**0**	**0**
A. Outcomes for learners	**7**	**3**	**43**	**3**	**43**	**1**	**14**	**0**	**0**
A1. How well do learners achieve and enjoy their learning?	7	3	43	3	43	1	14	0	0
A1.a) How well do learners attain their learning goals?	7	2	29	4	57	1	14	0	0
A1.b) How well do learners progress?	7	3	43	3	43	1	14	0	0
A2. How well do learners improve their economic and social well-being through learning and development?	7	5	71	2	29	0	0	0	0
A3. How safe do learners feel?	7	5	71	2	29	0	0	0	0
A4. Are learners able to make informed choices about their own health and well being?[2]	2	0	0	1	50	1	50	0	0
A5. How well do learners make a positive contribution to the community?[2]	2	1	50	1	50	0	0	0	0
B. Quality of provision	**7**	**3**	**43**	**3**	**43**	**1**	**14**	**0**	**0**
B1. How effectively do teaching, training and assessment support learning and development?	7	2	29	4	57	1	14	0	0
B2. How effectively does the provision meet the needs and interests of users?	7	4	57	2	29	1	14	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	7	5	71	2	29	0	0	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	7	2	29	4	57	1	14	0	0
C. Leadership and management	**7**	**1**	**14**	**5**	**71**	**1**	**14**	**0**	**0**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	7	3	43	4	57	0	0	0	0
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[2]	6	1	17	3	50	2	33	0	0
C3. How effectively does the provider promote the safeguarding of learners?	7	1	14	3	43	3	43	0	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	7	3	43	2	29	2	29	0	0
C5. How effectively does the provider engage with users to support and promote improvement?	7	3	43	2	29	2	29	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	7	0	0	5	71	2	29	0	0
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	7	3	43	4	57	0	0	0	0

Source: Ofsted

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

Table 2f: Inspection outcomes of Dance and Drama Awards schemes in colleges inspected between 1 September 2011 and 31 August 3012 (final) [1] [2]

Inspection judgements relate to the Dance and Drama Awards scheme only and not providers as a whole.

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**16**	**5**	**31**	**9**	**56**	**2**	**13**	**0**	**0**
Capacity to improve	**16**	**6**	**38**	**8**	**50**	**2**	**13**	**0**	**0**
A. Outcomes for learners	**16**	**6**	**38**	**9**	**56**	**1**	**6**	**0**	**0**
A1. How well do learners achieve and enjoy their learning?	16	6	38	9	56	1	6	0	0
A1.a) How well do learners attain their learning goals?	16	6	38	9	56	1	6	0	0
A1.b) How well do learners progress?	16	6	38	9	56	1	6	0	0
A2. How well do learners improve their economic and social well-being through learning and development?	16	6	38	9	56	1	6	0	0
A3. How safe do learners feel?	16	10	63	5	31	1	6	0	0
A4. Are learners able to make informed choices about their own health and well being?[2]	16	6	38	10	63	0	0	0	0
A5. How well do learners make a positive contribution to the community?[2]	4	2	50	2	50	0	0	0	0
B. Quality of provision	**16**	**6**	**38**	**9**	**56**	**1**	**6**	**0**	**0**
B1. How effectively do teaching, training and assessment support learning and development?	16	1	6	14	88	1	6	0	0
B2. How effectively does the provision meet the needs and interests of users?	16	7	44	8	50	1	6	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	16	13	81	3	19	0	0	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	16	12	75	3	19	1	6	0	0
C. Leadership and management	**16**	**5**	**31**	**9**	**56**	**2**	**13**	**0**	**0**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	16	8	50	6	38	2	13	0	0
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[2]	8	4	50	4	50	0	0	0	0
C3. How effectively does the provider promote the safeguarding of learners?	16	5	31	10	63	0	0	1	6
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	16	4	25	12	75	0	0	0	0
C5. How effectively does the provider engage with users to support and promote improvement?	16	5	31	10	63	1	6	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	16	1	6	13	81	2	13	0	0
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	16	6	38	9	56	1	6	0	0

Source: Ofsted

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

Table 2g: Inspection outcomes of independent learning providers inspected between 1 September 2011 and 31 August 2012 (final) [1,2,3]

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**128**	**9**	**7**	**62**	**48**	**44**	**34**	**13**	**10**
Capacity to improve	**127**	**7**	**6**	**60**	**47**	**48**	**38**	**12**	**9**
A. Outcomes for learners	**128**	**15**	**12**	**63**	**49**	**41**	**32**	**9**	**7**
A1. How well do learners achieve and enjoy their learning?	127	17	13	60	47	41	32	9	7
A1.a) How well do learners attain their learning goals?	127	18	14	52	41	48	38	9	7
A1.b) How well do learners progress?	127	17	13	61	48	41	32	8	6
A2. How well do learners improve their economic and social well-being through learning and development?	127	20	16	82	65	23	18	2	2
A3. How safe do learners feel?	127	17	13	79	62	31	24	0	0
A4. Are learners able to make informed choices about their own health and well being?[4]	41	4	10	24	59	13	32	0	0
A5. How well do learners make a positive contribution to the community?[4]	37	4	11	24	65	8	22	1	3
B. Quality of provision	**127**	**9**	**7**	**66**	**52**	**48**	**38**	**4**	**3**
B1. How effectively do teaching, training and assessment support learning and development?	128	8	6	64	50	52	41	4	3
B2. How effectively does the provision meet the needs and interests of users?	127	23	18	69	54	33	26	2	2
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	127	20	16	72	57	32	25	3	2
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	127	13	10	75	59	35	28	4	3
C. Leadership and management	**128**	**9**	**7**	**61**	**48**	**47**	**37**	**11**	**9**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	127	23	18	61	48	35	28	8	6
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[4]	32	3	9	16	50	12	38	1	3
C3. How effectively does the provider promote the safeguarding of learners?	127	13	10	66	52	46	36	2	2
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	127	2	2	53	42	67	53	5	4
C5. How effectively does the provider engage with users to support and promote improvement?	127	10	8	58	46	53	42	6	5
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	127	7	6	45	35	59	46	16	13
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	127	17	13	62	49	41	32	7	6

Source: Ofsted

1. Data include one pilot inspection which grades overall effectiveness, outcomes for learners, teaching and learning and leadership and management.
2. Percentages are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.
3. Includes employer providers.
4. Where applicable to the type of provision.

Table 2h: Inspection outcomes of adult and community learning providers inspected between 1 September 2011 and 31 August 2012 (final) [1] [2]

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**63**	**3**	**5**	**37**	**59**	**20**	**32**	**3**	**5**
Capacity to improve	**62**	**3**	**5**	**35**	**56**	**20**	**32**	**4**	**6**
A. Outcomes for learners	**63**	**3**	**5**	**37**	**59**	**20**	**32**	**3**	**5**
A1. How well do learners achieve and enjoy their learning?	62	3	5	36	58	20	32	3	5
A1.a) How well do learners attain their learning goals?	62	4	6	26	42	29	47	3	5
A1.b) How well do learners progress?	62	2	3	41	66	15	24	4	6
A2. How well do learners improve their economic and social well-being through learning and development?	62	5	8	46	74	9	15	2	3
A3. How safe do learners feel?	62	6	10	44	71	12	19	0	0
A4. Are learners able to make informed choices about their own health and well being?[3]	41	2	5	25	61	14	34	0	0
A5. How well do learners make a positive contribution to the community?[3]	38	6	16	23	61	9	24	0	0
B. Quality of provision	**62**	**2**	**3**	**44**	**71**	**15**	**24**	**1**	**2**
B1. How effectively do teaching, training and assessment support learning and development?	63	1	2	43	68	18	29	1	2
B2. How effectively does the provision meet the needs and interests of users?	62	11	18	36	58	14	23	1	2
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	62	14	23	40	65	8	13	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	62	6	10	42	68	14	23	0	0
C. Leadership and management	**63**	**4**	**6**	**37**	**59**	**19**	**30**	**3**	**5**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	62	11	18	30	48	18	29	3	5
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?[3]	54	7	13	23	43	20	37	4	7
C3. How effectively does the provider promote the safeguarding of learners?	62	3	5	42	68	17	27	0	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	62	7	11	33	53	21	34	1	2
C5. How effectively does the provider engage with users to support and promote improvement?	62	4	6	40	65	17	27	1	2
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	62	1	2	35	56	21	34	5	8
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	62	6	10	35	56	18	29	3	5

Source: Ofsted

1. Data include one pilot inspection which grades overall effectiveness, outcomes for learners, teaching and learning and leadership and management.
2. Percentages are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.
3. Where applicable to the type of provision.

Table 2i: Inspection outcomes of Next Step providers inspected between 1 September 2011 and 31 August 2012 (final) [1]

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**2**	**0**	**0**	**2**	**100**	**0**	**0**	**0**	**0**
Capacity to improve	**2**	**0**	**0**	**2**	**100**	**0**	**0**	**0**	**0**
A. Outcomes for learners	**2**	**0**	**0**	**2**	**100**	**0**	**0**	**0**	**0**
A1. How well do learners achieve and enjoy their learning?	2	0	0	2	100	0	0	0	0
A1.a) How well do learners attain their learning goals?	2	0	0	2	100	0	0	0	0
A1.b) How well do learners progress?	2	0	0	2	100	0	0	0	0
A2. How well do learners improve their economic and social well-being through learning and development?	2	0	0	2	100	0	0	0	0
A3. How safe do learners feel?	2	0	0	2	100	0	0	0	0
A4. Are learners able to make informed choices about their own health and well being? [2]	0	0	0	0	0	0	0	0	0
A5. How well do learners make a positive contribution to the community? [2]	1	0	0	1	100	0	0	0	0
B. Quality of provision	**2**	**0**	**0**	**2**	**100**	**0**	**0**	**0**	**0**
B1. How effectively do teaching, training and assessment support learning and development?	2	0	0	2	100	0	0	0	0
B2. How effectively does the provision meet the needs and interests of users?	2	0	0	2	100	0	0	0	0
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2	0	0	2	100	0	0	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2	0	0	2	100	0	0	0	0
C. Leadership and management	**2**	**0**	**0**	**2**	**100**	**0**	**0**	**0**	**0**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	0	0	2	100	0	0	0	0
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? [2]	0	0	0	0	0	0	0	0	0
C3. How effectively does the provider promote the safeguarding of learners?	2	0	0	2	100	0	0	0	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	0	0	2	100	0	0	0	0
C5. How effectively does the provider engage with users to support and promote improvement?	2	0	0	2	100	0	0	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	0	0	1	50	1	50	0	0
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	2	0	0	2	100	0	0	0	0

Source: Ofsted

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

Table 2j: Inspection outcomes of prison and young offender institutions inspected between 1 September 2011 and 31 August 2012 (final) [1]

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**6**	**0**	**0**	**3**	**50**	**2**	**33**	**1**	**17**
Capacity to improve	**6**	**0**	**0**	**3**	**50**	**2**	**33**	**1**	**17**
A. Outcomes for learners	**6**	**1**	**17**	**3**	**50**	**2**	**33**	**0**	**0**
A1. How well do learners achieve and enjoy their learning?	6	1	17	3	50	2	33	0	0
A1.a) How well do learners attain their learning goals?	6	1	17	3	50	2	33	0	0
A1.b) How well do learners progress?	6	1	17	3	50	2	33	0	0
A2. How well do learners improve their economic and social well-being through learning and development?	6	1	17	1	17	4	67	0	0
A3. How safe do learners feel?	6	0	0	4	67	2	33	0	0
A4. Are learners able to make informed choices about their own health and well being? [2]	1	0	0	1	100	0	0	0	0
A5. How well do learners make a positive contribution to the community? [2]	2	1	50	1	50	0	0	0	0
B. Quality of provision	**6**	**0**	**0**	**3**	**50**	**3**	**50**	**0**	**0**
B1. How effectively do teaching, training and assessment support learning and development?	6	0	0	2	33	4	67	0	0
B2. How effectively does the provision meet the needs and interests of users?	6	0	0	3	50	2	33	1	17
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	6	1	17	2	33	3	50	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	6	0	0	2	33	4	67	0	0
C. Leadership and management	**6**	**0**	**0**	**3**	**50**	**2**	**33**	**1**	**17**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	6	0	0	4	67	1	17	1	17
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? [2]	0	0	0	0	0	0	0	0	0
C3. How effectively does the provider promote the safeguarding of learners?	6	0	0	3	50	3	50	0	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	6	0	0	2	33	4	67	0	0
C5. How effectively does the provider engage with users to support and promote improvement?	6	0	0	4	67	1	17	1	17
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	6	0	0	2	33	3	50	1	17
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	6	0	0	3	50	2	33	1	17

Source: Ofsted

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

Table 2k: Inspection outcomes of probation trusts inspected between 1 September 2011 and 31 August 2012 (final) [1]

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness	**6**	**0**	**0**	**2**	**33**	**4**	**67**	**0**	**0**
Capacity to improve	**6**	**0**	**0**	**2**	**33**	**4**	**67**	**0**	**0**
A. Outcomes for learners	**6**	**0**	**0**	**2**	**33**	**4**	**67**	**0**	**0**
A1. How well do learners achieve and enjoy their learning?	6	0	0	2	33	4	67	0	0
A1.a) How well do learners attain their learning goals?	6	0	0	2	33	3	50	1	17
A1.b) How well do learners progress?	6	0	0	2	33	4	67	0	0
A2. How well do learners improve their economic and social well-being through learning and development?	6	0	0	4	67	2	33	0	0
A3. How safe do learners feel?	6	0	0	2	33	4	67	0	0
A4. Are learners able to make informed choices about their own health and well being? [2]	1	0	0	1	100	0	0	0	0
A5. How well do learners make a positive contribution to the community? [2]	3	0	0	3	100	0	0	0	0
B. Quality of provision	**6**	**0**	**0**	**3**	**50**	**2**	**33**	**1**	**17**
B1. How effectively do teaching, training and assessment support learning and development?	6	0	0	4	67	1	17	1	17
B2. How effectively does the provision meet the needs and interests of users?	6	0	0	2	33	3	50	1	17
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	6	0	0	3	50	3	50	0	0
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	6	0	0	4	67	1	17	1	17
C. Leadership and management	**6**	**0**	**0**	**2**	**33**	**4**	**67**	**0**	**0**
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	6	0	0	2	33	4	67	0	0
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? [2]	0	0	0	0	0	0	0	0	0
C3. How effectively does the provider promote the safeguarding of learners?	6	0	0	0	0	6	100	0	0
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	6	0	0	2	33	4	67	0	0
C5. How effectively does the provider engage with users to support and promote improvement?	6	0	0	3	50	3	50	0	0
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	6	0	0	0	0	3	50	3	50
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	6	0	0	4	67	2	33	0	0

Source: Ofsted

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

Table 3: Learning and skills providers judged inadequate between 1 September 2011 and 31 August 2012 (final)

URN	Provider name	Type of provider	Date of inspection
52120	Hampstead Garden Suburb Institute	Adult and community learning provider	30/09/2011
58587	Capital Engineering Group Holdings Ltd	Independent learning provider	07/10/2011
54472	Southbank Training Limited	Independent learning provider	21/10/2011
58966	Travis Perkins Plc	Independent learning provider - employer	04/11/2011
58927	ISS UK Limited	Independent learning provider - employer	25/11/2011
58198	Polestar UK Print Limited	Independent learning provider - employer	16/12/2011
52266	HMP Dartmoor	Prisons	16/12/2011
50720	Birmingham Rathbone Society	Adult and community learning provider	20/01/2012
54434	Smart Training and Recruitment Limited	Independent learning provider	03/02/2012
54055	RW Rechere and Associates Ltd	Independent learning provider	10/02/2012
55459	Barford Education and Training (North East) Limited	Independent learning provider	16/03/2012
58992	Dunelm Group Plc	Independent learning provider - employer	11/05/2012
52040	Greenspring Training	Adult and community learning provider	18/05/2012
59019	Rexel UK Limited	Independent learning provider - employer	29/06/2012
58193	Parenta Training Limited	Independent learning provider	26/07/2012
58716	Cornerstone (Leicester) Limited	Independent learning provider	09/08/2012
58991	LOTA Training	Independent learning provider	24/08/2012
130699	Totton College	Sixth form college	30/09/2011
130433	Coulsdon Sixth Form College	Sixth form college	21/10/2011
132980	Treloar College	Independent specialist college	10/11/2011
130665	Sussex Coast College Hastings	General further education/tertiary college	25/11/2011
130588	John Leggott Sixth Form College	Sixth form college	25/11/2011
130417	Southwark College	General further education/tertiary college	09/12/2011
130486	Knowsley Community College	General further education/tertiary college	10/02/2012
130621	Macclesfield College	General further education/tertiary college	24/02/2012
130413	Lambeth College	General further education/tertiary college	24/02/2012
130484	City of Wolverhampton College	General further education/tertiary college	24/02/2012
130586	Franklin College	Sixth form college	24/02/2012
50539	Aspin House	Independent specialist college	22/03/2012
130813	Stafford College	General further education/tertiary college	20/04/2012

Source: Ofsted

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.

From 1 September 2012 Ofsted will be categorising these providers as community learning and skills providers.

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 ceased 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://www2.ofqual.gov.uk/standards/142-statistics-articles/429-sector-subject-area-classification-system-ssac

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.