

Sunderland City Metropolitan Borough Council

Local authority

Inspection dates		24-28 November 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- success rates on adult and community learning programmes are consistently high and retention is good on non-accredited programmes
- effective management action has resulted in improvements in success rates for apprentices in 2013/14 to above the national figures, arresting the decline from the previous very high levels
- the large majority of learners achieve well and make good progress. Apprentices now develop good, relevant, vocational skills; most learners gain in confidence and self-esteem and many learners report building stronger family relationships as a result of learning
- many learners develop good skills in English and mathematics, and apply them well in the workplace or their personal lives
- the provider works closely with subcontractors and partners to develop programmes for those in most need, supporting the council's strategies to meet the needs of targeted communities
- learners and apprentices receive excellent vocational and pastoral support from tutors, assessors and specialist support agencies
- learners and apprentices take part in a wide range of learning activities which motivate and engage them well and promote their learning; tutors support independent learning well
- the promotion of equality and diversity and safeguarding arrangements are good.

This is not yet an outstanding provider because:

- the quality of tutors' target-setting and progress monitoring arrangements, particularly with respect to learners' personal goals, is too variable
- tutors do not consistently improve learners' spelling and grammar. Mistakes in learners' written work are too often left uncorrected
- the provider does not systematically monitor the impact of its programmes in improving lives or in developing stronger communities
- managers do not systematically include the analysis of management information, particularly data trends, or the quality of teaching, learning and assessment in their monitoring of the quality of provision.

Full report

What does the provider need to do to improve further?

- Ensure all tutors are skilled in the setting of clear, challenging and achievable targets for learners and accurately record the progress all learners make towards the achievement of learning and personal goals to drive rapid progress and provide measurable outcomes.
- Ensure tutors more effectively teach English and mathematics in order to better prepare all learners for work-based tasks, work experience, tests and examinations. Ensure learners' spelling and grammatical errors are routinely corrected and that tutors and managers are fully aware of the need to promote their relevance and importance.
- Make better use of management information in all meetings at every level to ensure a clear understanding of how learners are progressing and achieving and, in particular, the wider impact of family and community learning.
- Formalise management meetings so that managers routinely review key performance indicators, including data trends and the quality of teaching and learning, to measure the impact of improvements across the service.

Inspection judgements

Outcomes for learners	Good
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- Sunderland City Metropolitan Borough Council (SCMBC) retains management oversight of both the Family, Adult and Community Learning (FACL) and the Tyne and Wear Care Alliance (TWCA) who provide learning through 22 subcontractors to those in most need, including long-term unemployed and those with situations that make access to learning difficult. Subcontractors are selected carefully to ensure programmes are delivered successfully in areas of high deprivation and disadvantage, particularly by targeting specific priority communities. For example, projects in targeted communities have improved awareness of healthy eating and healthy lifestyles, aligning with the council's priority to reduce obesity.
- TWCA focuses on apprenticeships in health and social care, which is the main apprenticeship provision. FACL provides mainly non-accredited programmes in family and community learning but also offers apprenticeships and short employability programmes to learners aged 16 and over from intermediate to advanced level. Non-accredited provision makes up around 75% of provision. FACL provides a small number of accredited and non-accredited employability programmes for adult learners.
- Outcomes for learners are good. Overall success rates on classroom-based learning for all qualifications have been consistently high and continually improving. They remain consistently above the national average. After a period of decline from very high levels to around the national average, the success rate on apprenticeship programmes improved in 2013/14 to be above national average.
- The large majority of current learners achieve well and make good progress. After a period of decline, the proportion of apprentices completing their frameworks within planned timescales has improved from a low base to above the national average in 2013/14. Managers have introduced effective monitoring systems with subcontractors to monitor learners' individual progress and drive achievement within expected timescales. This closer monitoring of learners' work and portfolios includes the identification of barriers to achievement and leads to appropriate support and rapid action to accelerate learning. The better management of subcontractors and improved support for learners has resulted in significantly more apprentices completing their training and achieving their qualification within expected timescales.

- Learners on adult and community learning programmes grow in confidence and self-esteem. Many report that relationships with family and friends have been strengthened as a result of training received. Although some good examples exist of projects to improve community cohesion, SCMBBC does not systematically monitor the impact of these programmes in improving the lives of the most vulnerable learners or in developing stronger communities.
- On non-accredited programmes retention rates are high. However, the quality and effectiveness of targets for learners and the monitoring of their progress towards achieving targets, particularly towards the achievement of personal goals, is too variable. Managers recognise they need to do more to improve the process for the recognition and recording of progress and achievement.
- Most apprentices develop good, relevant, vocational skills and expertise. Many employed learners subsequently attain promotion or are given more responsible tasks in the workplace. Additional qualifications gained by health and social care apprentices during their studies, significantly improve their job performance and their employability. The very large majority of learners gain in confidence and self-esteem. Apprentices have started to recognise the value of functional skills in improving their career prospects and job performance. However, an early focus on non-contextualised functional skills is delaying the development of job-related skills until later in the programme.
- Many learners benefit from developing functional skills in English and mathematics and can apply them in a practical context, for example, an improved understanding of budgeting and finance. However, staff too often do not support learners' skills well enough because they fail to correct mistakes in spelling and grammar in learners' written work. Managers recognise that in most areas the development, integration and support of English, mathematics and information and communication technology (ICT) functional skills require further improvement. Plans are in hand to work closely with subcontractors to develop the English and mathematics skills of tutors where necessary so that they can better support the development of learners' skills.
- There are no significant variations in the achievement of different groups of learners other than between subject areas. Men consistently succeed slightly better than women but success rates for both genders are above national rates. There is no significant difference in performance between those learners who declared a learning difficulty or disability and their peers over the last three years. Learners from minority ethnic heritage generally succeed well.
- SCMBBC does not sufficiently record the destinations of learners upon completing their programmes. The destination of too many learners, particularly in community learning, remains unknown. Reliable data on progression rates between levels of courses, into employment or into further and higher education are not available. Managers are aware that data need to be used better within the service to provide effective measures of impact on learners, employers and communities.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good, which is reflected in the good attainment of learning goals. Through the wide range of subcontractors, SCMBBC provides apprentices and learners with good learning opportunities and support which meet their needs well. Teaching develops confidence and self-esteem well and helps learners and apprentices gain qualifications and progress in the workplace.
- The large majority of tutors and assessors have high expectations for learners and apprentices and promote independent learning well. Tutors and assessors are knowledgeable and use their experience well to develop learners' and apprentices' skills and knowledge. For example, in one foreign language programme, learners develop well their understanding of different dialects and customs and use their newly acquired skills in work and on holiday.
- Tutors and assessors support learners and apprentices particularly well. Personal and social development needs are quickly identified and, through the network of specialist support

agencies, learners and apprentices receive excellent pastoral and vocational support. This helps them develop the confidence to join learning programmes and improve their self-esteem, manage anxiety and resolve barriers to learning and long-term unemployment.

- Most learners develop an adequate understanding of how to use the internet safely. Learners on ICT programmes have a very good understanding and are able to identify ways in which to maintain their safety when online. In childcare and family learning programmes learners develop the skills to ensure the online safety of those in their care.
- Lessons are well planned for the significant majority of learners and apprentices. Learners and apprentices take part in a wide range of learning activities, which motivate and engage them well. For example, in one cookery lesson, learners with significant learning and physical disabilities worked well as a team to prepare and cook different ingredients in a pasta-bake dish.
- Tutors and assessors do not always use the results from initial assessments well to help learners identify their individual learning or personal goals. Individual learning plans are not always used well to identify the starting point or monitor and record the progress learners are making.
- Learners receive and value prompt and constructive verbal feedback from their tutors and assessors and understand how they can improve. However, written feedback is not always sufficiently detailed to help all learners identify how they can improve their skills or knowledge.
- Learners develop English and mathematics skills well. For example, they develop a good understanding of measuring and weighing in cookery lessons and budgeting and finance in family learning. However, tutors do not sufficiently prioritise mathematics in vocational sessions for health and social care apprentices. Learners' spelling and grammatical errors are not routinely corrected. Tutors and managers do not always promote the practice of good spelling, punctuation and grammar.
- Information, advice and guidance are good for the majority of learners. Learners and apprentices are supported well to make appropriate decisions about the best learning programme to meet their needs. However, not all learners are sufficiently aware of other learning programmes or progression opportunities available.
- Tutors and assessors frequently use too narrow a range of assessment methods to monitor the progress learners are making on accredited programmes. They do not use naturally occurring evidence sufficiently to assess learners' skills, knowledge and understanding. Too much reliance is placed on tutors' witness testimonies and apprentices' written responses to questions. A small minority of tutors are insufficiently well supported by internal quality assurance arrangements to help them improve their assessment practice.
- Equality and diversity are promoted very well. Learners and apprentices benefit from learning in inclusive learning environments. Staff reinforce a culture of respect well. Learners and apprentices develop a good understanding of the principles of meeting the needs of individuals. For example, learners on a taxi driving course develop a good understanding of the differing needs of passengers and how they can best meet these needs.

Health and social care

Apprenticeships

19+ Learning programmes

Good

- Teaching, learning and assessment are good, as reflected in the progress towards completion that current apprentices are making. Recent strategies to ensure assessors increase success rates and recognise the importance of completion by the planned end date are starting to have an impact. Learners develop good personal, social and employability skills, and a minority have progressed to more senior support worker or management roles in the care sector. For example, principles of dementia care and activities' coordinators within adult care centres.

- Health and social care learners on all programmes develop a wide range of knowledge and skill essential for their work role. This includes attainment of a good range of additional qualifications to meet the needs of the employer. Employers are actively involved in monitoring and supporting learners and recognise learners' improved self-confidence and practice. For example, learners demonstrate a good understanding of different communication methods and work well to meet the complex needs of individuals.
- Health and social care assessors and tutors have good current knowledge which they use well in sharing pertinent examples to interest learners and extend their awareness. Learners value highly this experience and support enabling them to reflect on their own professional practice.
- Personal support for learners is very good. Planned individual coaching sessions and observations of practice fit flexibly around duty rotas. Additional support sessions are available in either the workplace or centre. Learners value the sensitive understanding of personal issues and the support in helping them manage their time more effectively to complete their studies.
- Session planning is adequate and learners are making good progress towards their qualifications. However, assessors do not make full use of initial assessment to inform plans to meet individual need. They provide insufficient challenge to enable the more able learners to gain a deeper and broader understanding, particularly those aspiring to nursing or taking on senior roles within their work settings. The more effective classroom and coaching sessions include a range of activities to explore topics extending learners' understanding well. Good use of professional discussions confirms understanding and the implications for practice. For example, following training, an apprentice now feels competent to manage the daily challenges facing people with dementia. However, in a small minority of sessions learners do not fully reflect on and consolidate their learning.
- Health and social care assessment methods focus on an over-reliance on workbooks which contain questions to confirm basic understanding with little justification or clear links to practice. Verbal feedback on learners' work is detailed but written feedback is often too brief to aid later reflection on how learners could improve.
- Target-setting requires improvement. Targets are mostly appropriate and equip the learner with the information they need to meet the qualification criteria. However, targets do not challenge them to achieve beyond the qualification requirements. Negotiated targets are too focused on the completion of units by the next visit and do not include personal or career aspirations or link to functional skill needs. Learners are not always clear about the skills they need to develop and demonstrate.
- Initial assessment of functional skills is good and leads to good specialist support in the workplace or centre to meet individual need. The development of English in vocational sessions is generally satisfactory, especially communication and the use of terminology. However, assessors do not routinely correct spelling or identify grammatical errors when marking work. Mathematics is underdeveloped in vocational sessions; learners are not always clear about its importance for work in the sector.
- Initial advice, guidance and support in health and social care are good. Good links with a range of employers and careers guidance partners benefit apprentices. However, information gained during the initial sign-up is not used effectively to tailor programmes to meet individual learners' needs.
- Health and social care learners have good knowledge and understanding of inclusive practice and person-centred care but are less certain of wider aspects of diversity and the benefits of living in a diverse community. Health and social care learners have a good understanding of their role and responsibility to maintain their own and their service users' safety and well-being in their work setting.

ICT for users

19+ Learning programmes Community learning

Good

- Good teaching, learning and assessment are reflected in the good outcomes for learners in ICT. Learners enjoy their classes, and attendance in sessions is very good. Success rates are high, and different groups of learners succeed at similar rates. Reliable data on progression into employment or higher levels of learning are not available.
- Tutors are highly adept at developing the skills and confidence of learners new to ICT. They are familiar with the typical misunderstandings and are quick to correct learners' errors, using concepts and analogies that learners understand readily. Learners value the support, which they find sensitive to their inexperience or high anxiety levels. Tutors are friendly and welcoming and understand learners and their needs well. Well-structured worksheets and exercises enable learners to consolidate new skills, and tutors are quick to encourage both effort and progress. Learners feel valued and engage well with the activities.
- Teaching accommodation is welcoming with good computing and learning technology resources. One tutor loads course materials onto learners' laptops so they can develop their skills using the versions of programmes they will use at home. In another class, learners enjoy the online quizzes created by the tutor to monitor their learning. Learners understand the principles of online safety well.
- The majority of staff use their high levels of skills and technical expertise to plan and deliver good teaching and learning. However, the quality of tutors' planning of learning varies. It is particularly effective where tutors skilfully plan and manage sessions to encourage learners to meet their own personal aims. Most tutors take care to identify learners' personal goals accurately, and then tailor courses to ensure learners achieve these. They help learners devise projects that interest them personally, allow them to demonstrate their new skills, and often develop numeracy skills as well.
- Approximately one half of the courses are designed for beginners and do not lead to qualifications. Tutors plan and assess learning well in these courses, with appropriately challenging outcomes and a good pace of learning. Tutors are generally able to help learners achieve their personal learning aims and some work is of a very high standard. Assessment is appropriately rigorous. Learners develop confidence from reflecting on skills achieved in weekly progress reviews.
- For a minority of learners the planning of learning in courses leading to qualifications is not always effective. For instance, at times tutors fail to promote or monitor learners' achievement of their personal goals. Other tutors focus on lists of tasks, so learners do not benefit from the growth in confidence that comes from identifying skills that they have mastered. Instead they can lose confidence as they struggle to translate concepts already covered to their current work. Few tutors use initial assessment effectively to plan learning that takes account of the differences between learners.
- Assessment on courses leading to qualifications requires improvement. Some tutors rely excessively on duplicated witness testimonies which are insufficiently individualised, and make insufficient use of evidence such as learners' computer programmes. Assessment decisions are occasionally based on insufficient evidence. Tutors often fail to provide suitable feedback to learners to help them improve their literacy skills.
- Through subcontractors, the service is successful in widening the participation of those furthest from the job market, and so meets one of the council's strategic priorities.
- Information, advice and guidance are appropriate, and meet the needs of new learners in helping them select an appropriate course. However, learners receive insufficient information on progression opportunities following completion of their programmes.

- Tutors promote equality of opportunity and celebrate diversity particularly well. Tutors promote free and low-cost software to unemployed learners, and alternative technology, such as keyboards and pointing devices, to those with poorer motor skills. One subcontractor uses specialist narration software to help those with dyslexia improve their writing. Learners understand the 'Safer Learning' initiative with its emphasis on being respected and respecting others.

Family learning

Good

Community learning

- Teaching, learning and assessment are good. This is reflected in the very high proportion of learners who successfully complete their courses, and the good progress they make in developing the skills and confidence they need to support their children effectively.
- Most tutors demonstrate high expectations of learners and use these well to engage and motivate them to achieve their learning and personal aims. However, some tutors do not always provide sufficient challenge to learners. As a result a few learners do not make the progress they should in gaining new knowledge and skills. Learners benefit from high levels of personal support from tutors and this enables learners with personal problems to complete their courses successfully and to interact more effectively with their children.
- Most tutors plan effectively to meet the needs of learners working at different levels. They use learning activities and resources well to enable learners to make good progress. Many learners benefit from learning new ways of carrying out mathematical processes, such as subtraction and long multiplication. They speak very positively about how the development of their own mathematical skills has increased their confidence, enabling them to help their children with homework. Learners and their children enjoy the educational games that they design in sessions, for example, games that involve choosing how to spend a specific amount of money in a supermarket. Learners appreciate the importance of these games in developing their children's mathematical skills.
- Initial assessment is good for most learners. Tutors routinely carry out initial testing, enabling timely identification of learners' starting points and individual learning needs. They encourage all learners to set individual learning and personal aims based on the outcomes of initial testing. However, tutors do not encourage learners who are capable of working at a higher level to set challenging targets to extend their knowledge and skills further. Most tutors use individual learning plans effectively to record learners' progress towards achieving their learning aims.
- Tutors monitor learning carefully in sessions. They use verbal feedback well to praise and motivate learners. Most tutors routinely provide written feedback on the progress learners are making towards meeting their individual aims. However, the written feedback does not identify specific areas for improvement and, as a result, too many learners do not know what they could do to improve their work.
- Learners benefit from good opportunities to develop their mathematics and ICT skills in sessions. In one session, learners used photo-editing software to create digital images to include in their work. Tutors provide good opportunities for learners to develop their speaking and listening skills in sessions but they do not routinely correct errors in learners' written work.
- Information, advice and guidance require improvement. Most learners benefit from initial information that guides them accurately to courses that meet their personal needs and interests. The provider is aware that staff do not routinely provide learners with information, advice and guidance about other courses that are available. As a result a majority of learners are not sufficiently aware of further opportunities to engage in learning.
- The promotion of equality and diversity is very good. Tutors create an inclusive environment in sessions, in which learners demonstrate high levels of mutual respect. Most tutors make very

good use of opportunities to promote equality and diversity in sessions. In one lesson, the tutor engaged in discussion with learners about different family situations in which some children live, such as children living with same sex parents or with grandparents, or with friends of family members. Arrangements for the safeguarding of learners are checked throughout their programmes.

The effectiveness of leadership and management

Good

- The leadership and management of both the FACL and the TWCA are good. Managers and elected members have a clear vision of where and how both services meet employers' and local community needs. Both areas of provision support the broader council strategies of meeting the needs of all the communities in Sunderland. FACL and TWCA managers have regular and frequent meetings with their line managers who provide good support and some challenge to the provision. However, some meetings are too informal and managers do not use a fixed agenda in order to ensure consistency of review of key areas.
- The elected officers maintain a good level of contact with council's senior managers and service managers. They support both services by attending awards events and provider forums. Briefings vary in detail but serve their purpose for elected officials. However, FACL and TWCA managers do not systematically use data to demonstrate and analyse performance at these meetings. They place insufficient focus on providing senior leaders with sufficient detail on actions to improve the quality of teaching and learning across the service.
- SMBC managers use good systems to manage the provision of accredited and non-accredited programmes for adults and apprenticeships in the care sector. Partnership working is strong and good links established in order to target provision and training at priority groups and communities. SCMBC has good systems in place to manage subcontracted provision and uses a rigorous system of 'due diligence' for procurement of provision.
- All of the provision is delivered through subcontractors and the management of subcontractors is rigorous and robust. Both FACL and TWCA use a wide range of systems and activities, including direct observation, to ensure that subcontractors' staff support tutors. However, SCMBC recognises that the recording and assessment of learners' achievement and progress on some non-accredited courses is inconsistent.
- Self-assessment processes are fully inclusive of SCMBC staff as well as subcontractors. Learners' views are gathered and included in the process. The reports are generally accurate in many areas but do not sufficiently analyse data robustly to gain an accurate view of the key strengths or weaknesses of the provision.
- The planning and management of the curriculum is very successful in identifying and meeting the needs of learners, employers and the local community. The curriculum is particularly effective in meeting the council's key priorities in terms of both targeted communities and range of provision. Partnership working is strong and contributes very well to the development of the provision. The TWCA works very closely and effectively with employers to develop and improve the provision. FACL also engages very effectively with a range of employers and community groups to recruit learners from their priority target groups.
- The promotion of equality and diversity is good. FACL provides good support information and materials for tutors in the tutor handbook. This includes good attention to challenging a range of stereotypes, good identification of the different groups of learners and clear and detailed descriptions of types of abuse. Learners on both areas of provision have a good understanding of equality and diversity. Management of the curriculum is very effective in widening participation among target groups and communities.
- SCMBC takes all reasonable actions to ensure that all subcontractors train their staff in equality and diversity and that delivery staff embed and promote equality and diversity in their teaching. FACL and TWCA analyse learners' data to identify levels of participation and performance by

different groups of learners and take effective actions to remedy any identified under-performance by any group. They continue to develop strategies to engage with more males such as offering provision in partnership with Sunderland Association Football Club's charity, the Foundation of Light.

- Safeguarding of all learners is good. A fully integrated approach to health and safety and safeguarding for learners is very effective in ensuring that learners are safe while attending classes and improve their knowledge and understanding of risks. All learners understand and know how to report issues. FAFL and TWCA deliver a range of safeguarding training to which all subcontractors' staff are invited. Both services apply a rigorous system to check all subcontractors during the procurement process to ensure that all staff are qualified and that their records are checked with the disclosure and barring service. All council staff are required to complete online safeguarding training.
- Staff with responsibility for sharing information, advice and guidance use their visits to learners at the start, middle and end of their programme to check safeguarding with learners. The service has developed good links with local 'Prevent' officers and staff. TWCA network development officers are members of local authority safeguarding boards. TWCA has developed good links with other agencies including the police, ambulance and fire services.
- Although SCMBC promotes most key aspects of safeguarding well to all learners, the e-learning policy is less effective. The brief mention of 'cyber bullying' in the learners' handbook is not sufficient to ensure that learners are fully aware of all the potential risks of being on the internet. FAFL has provided radicalisation awareness training in local communities.

Record of Main Findings (RMF)

Sunderland City Metropolitan Borough Council

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	N/A	N/A	N/A	N/A	2	2	2	2
Outcomes for learners	2	N/A	N/A	N/A	N/A	2	2	2	2
The quality of teaching, learning and assessment	2	N/A	N/A	N/A	N/A	2	2	2	2
The effectiveness of leadership and management	2	N/A	N/A	N/A	N/A	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
ICT for users	2
Family learning	2

Provider details

Type of provider	Local authority							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	5,218							
Principal/CEO	Neil Revely							
Date of previous inspection	November 2008							
Website address	www.sunderland.gov.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	N/A	567	N/A	40	N/A	N/A	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	17	301	3	170	N/A	N/A		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	542							
Number of employability learners	32							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Foundation of light ■ Age UK ■ Sunderland north family zone ■ Rose health and safety training ■ Training in childcare ■ Apextra training ■ Peshaw view ■ Michael Erskine ■ Mark Burns Cassell ceramics ■ Uplift associates ■ Media savvy 							

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- E Achieve
 - Bright sparks
 - Northern rights
 - United community action
 - Sunderland north community business centre
 - Northern learning trust
 - Frontline
 - North East Council for Addictions training
 - Learning 4 Ever
 - Monumental Training
 - Absolute Care Training

Contextual information

SCMBC is the service within Sunderland City Council which receives funding from the Skills Funding Agency to provide learning for social and personal development, learning for qualifications and employer provision, which is mainly apprenticeships. SCMBC retains management oversight of both the FACL and the TWCA who have no direct delivery, but provide learning through 22 subcontractors at community based venues across the city. TWCA focuses on apprenticeships in health and social care, FACL is responsible for all other provision. Through the subcontractors, SCMBC provides courses in 12 subject areas as well as family learning and community development. The subcontractors recruit learners from a very diverse range of backgrounds including from areas of relatively high unemployment and socio-economic deprivation.

Information about this inspection

Lead inspector

Bob Busby HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Tyne and Wear care alliance manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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