

**Audit Committee – 15 April 2013**

**Walsall Adult and Community College – Outcome of Ofsted Inspection**

**Summary of report:**

The council's adult learning is provided through Walsall Adult and Community College (WACC). The college was subject to a short-notice Ofsted visit which took place between 3 and 7 December 2012. The report of this inspection was that WACC was graded "outstanding" the first institution to achieve this classification under the new common inspection framework of Ofsted.

Audit Committee have asked in the past to receive reports of external inspections of services. The report is attached and is for noting.

**Background papers:**

Ofsted report attached.

**Recommendation:**

That the committee note the outcome of the Ofsted inspection of Walsall Adult and Community College.



**Jamie Morris – Executive Director (Neighbourhood Services)**

**Background**

WACC is funded by the Skills funding Agency and therefore regulated by Ofsted. A new short-notice common inspection methodology was introduced by government in September 2012. The purpose of the new framework is to audit learning providers' overall effectiveness through a week long inspection within two days' notice to the provider.

Ofsted inspects all aspects of provision following four themes.

1. Outcomes for learners
2. Quality of teaching learning and assessment
3. Leadership and management
4. Overall effectiveness

In addition a number of subject areas are specifically reported on. In WACC's case these were ICT; Sport and Leisure; Provision for People with Learning Difficulties and Disabilities.

The outcomes are graded as follows:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Requires Improvement

Grade 4: Inadequate

The table below provides an overview of the grades awarded to WACC by Ofsted.

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	<b>16-18 Learning programmes</b>	<b>19+ Learning programmes</b>	<b>Apprenticeships</b>	<b>Community learning</b>
<b>Overall effectiveness</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Outcomes for learners	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
The quality of teaching, learning and assessment	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
The effectiveness of leadership and management	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

In total twenty-four grades were awarded of which twenty-three were grade one, outstanding and one was grade two, good.

WACC is the first provider to achieve this profile of grades. In recognition, WACC has received a letter of congratulations from the Skills Minister, Matthew Hancock.

**Resource and legal considerations:**

There are no resource and legal implications

**Citizen impact:**

The Ofsted outcome reassures residents of the excellence of learning provision at WACC.

**Performance and risk management issues:**

None

**Equality Implications:**

Equality considerations are considered by Ofsted in their inspection methodology.

**Consultation:**

Not applicable

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# Walsall Adult and Community College

## Local authority

<b>Inspection dates</b>		3–7 December 2012
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Outstanding-1</b>
	Previous inspection:	Good-2
Outcomes for learners		Outstanding-1
Quality of teaching, learning and assessment		Outstanding-1
Effectiveness of leadership and management		Outstanding-1

## Summary of key findings for learners

### This provider is outstanding because:

- The proportions of learners who achieve their qualifications are very high or improving rapidly, except for a very few learners on English for speakers of other languages (ESOL) courses.
- Learners make outstanding progress. Many have not engaged in learning since leaving school and have low starting points; however, because of outstanding teaching and support they do extremely well.
- Learners gain a very good range of additional skills that help them improve their quality of life and their employability. Learners significantly improve their confidence and ability to work on their own.
- Teaching, learning and assessment are outstanding. The college has improved these rapidly since the previous inspection, from satisfactory to outstanding in two and a half years.
- Tutors plan and teach lessons that meet the needs of individual learners extremely well. Good use of an excellent range of activities ensures that learners are fully involved.
- Tutors use questioning and discussions very effectively to ensure learners develop a clear understanding of their subject. Learners are extremely positive about their experience and thoroughly enjoy their learning.
- Outstanding leadership by the Principal has resulted in considerable improvements since the previous inspection. The Principal and senior staff work exceptionally well together to monitor and improve the quality of the provision.
- Walsall Adult and Community College (the college) provides a wide and innovative range of courses and subject pathways for learners to follow.
- An exemplary focus on sustainability has benefited learners, the college and the community through very good use of finance and resources. The college has very good links with the local community.
- The outstanding promotion of equality and diversity has created a community within the college where everyone is welcomed and valued.

## Full report

### What does the provider need to do to improve further?

- Improve the success rate of a very few learners in ESOL by raising the quality of teaching, learning and assessment. In particular, make sure that all learners have clear and detailed individual targets to measure their progress against, and that written feedback is clear and detailed.

### Inspection judgements

<b>Outcomes for learners</b>	Outstanding
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- Learners make outstanding progress. The new range of learning pathways in a number of subjects provides greater challenge to learners. In addition, the college caters very well for learners with a wide range of needs, and stretches and challenges them exceedingly well.
- Learners' achievements are outstanding. Success rates for most learners are very high or improving rapidly. For example, in information and communication technology (ICT), learners gain excellent skills and achieve additional units. The quality of learners' work is exceptional and often exceeds the requirements of the qualification.
- Learners' approach to learning is exemplary. Attendance and punctuality are very good and learners thoroughly enjoy their learning. They develop very good skills for working on their own and in small groups. This helps them make outstanding progress in lessons. For example, sports learners develop an excellent attitude to regular and thorough training.
- Learners develop a wide range of living and working skills. These include confidence, team working and independent working skills. Learners develop a very good work ethic because of an extremely strong focus on attendance, behaviour and time keeping. Learners studying independent living and leisure skills develop these skills in realistic work environments. The pre-apprenticeship programmes prepare learners well for an employed apprenticeship.
- Learners develop good entrepreneurial skills. Learners on independent living and leisure skills programmes recycle unwanted jewellery to produce items that they sell at the Walsall arts gallery. Learners on arts and crafts course produce Christmas wreaths using recycled material. Young learners on the pre-apprenticeship construction programme have been fully involved in designing and building improvements to the college, reusing existing building materials wherever possible.
- The college focuses very well on the achievement of different groups of learners. Consequently, managers quickly identify and close any gaps in achievement. For example, the college identified a gap in achievement between sports learners from a White British heritage and those from a minority ethnic heritage. The college closed this gap in less than a year.
- Learners develop their English, mathematics and functional skills very effectively. They make good use of the many opportunities built into all subjects to extend their knowledge. The college has improved mathematics teaching significantly. As a result of this skill development learners improve their employability.
- The large majority of learners move on to further education or employment. Because of the well thought-out subject learning pathways, many learners move on to further courses within the college or with other learning providers.
- Learners gain an excellent understanding of the careers and progression opportunities available to them. As a result of detailed advice and guidance, learners understand very well their options. Learners are all fully confident that they are on a programme that is right for them.

- The college has developed excellent progression routes and learning pathways in many subjects. These meet the needs of the learners and the local community very well. Because of this, courses challenge and stretch learners to achieve to their potential.
- Learners with learning difficulties and/or disabilities achieve exceptionally well. They make excellent progress and gain a range of skills that help them to become more independent in their everyday life. In addition, many of them develop the opportunity for enterprise and possible employment.

### The quality of teaching, learning and assessment

Outstanding

- Teaching, learning and assessment are outstanding and result in outstanding outcomes for learners. The college has been extremely effective in rapidly improving this aspect from satisfactory at the previous inspection. Teaching, learning and assessment in ESOL have not improved so rapidly, but they remain good and weaknesses found at the previous inspection have been dealt with, for example the development of learners' speaking and listening skills
- Tutors plan lessons exceptionally well and ensure that each one meets the varying needs of the group and each individual learner. Tutors use the detailed initial assessment information extremely well to match lesson activities to learners' needs.
- Tutors have high expectations for all learners. As a result of outstanding teaching, they ensure that learners meet these high expectations. Learners have very high levels of confidence and they develop excellent skills for learning on their own and in small groups. For example, sports learners know well how to improve their skills at home.
- Tutors make extremely good use of questions and discussions to engage learners and help them develop their subject knowledge. Learners are very clear about how well they are involved in their lessons, both in the classroom and in practical sessions. As a result, they are extremely eager to learn and enjoy their lessons very much.
- The college has made a significant investment in information and learning technology (ILT). Investment decisions focus well on sustainability and making best use of emerging technology to minimise equipment costs. For example, staff have developed a solution for learners' work to be stored in the online system known as 'the cloud'.
- Staff use ILT well in lessons. For example, in one mathematics revision lesson the tutor used a version of the game 'Who Wants to Be a Millionaire?' to involve learners and give them confidence in trying answers. The tutor mixed this activity well with others to maintain learners' high level of interest and enable learners to show outstanding attainment.
- Assessment of learners' skills is outstanding. On apprenticeship and pre-apprenticeship programmes, tutors use a wide variety of assessment methods and learners are extremely clear about the standard of their work. On other programmes staff measure learners' standards and progress frequently in lessons and at specific stages within the courses. Staff are particularly good at helping learners to develop the skills to assess their own work.
- Feedback to learners is helpful, clear and regular. Tutors give regular verbal feedback during lessons, which contributes significantly to the progress made by learners. Detailed written feedback on learners' work helps learners understand what they need to do to improve. However, written feedback to ESOL learners is not as detailed.
- Staff use targets extremely well to challenge and stretch learners. Tutors set very detailed short- and long-term targets based on assessment results. Staff and learners work extremely well together to monitor progress towards targets. Tutors usually set targets that are highly relevant to each learner; but, for a very few learners in ESOL, targets are not sufficiently individual.
- Initial assessment is exemplary. All learners have a detailed initial assessment of their skills to ensure that they go onto the correct programme. They also have an initial assessment of their learning needs and further detailed assessments if necessary. As a result, learners are on the programme that is most appropriate for them and get the support they need.

- Initial assessment focuses extremely well on learners' English, mathematics and functional skills needs. The college ensures that it meets these needs very well, with a range of support and additional tuition options. In addition, the college embeds support for these needs into the curriculum very well. As a result, learners significantly improve these skills.
- The college provides excellent information, advice and guidance. It uses a wide range of innovative ways to promote its provision. It makes very good use of partnerships and links with the local community to reach those learners who might not consider further education.
- Staff provide outstanding support and guidance, both in and out of lessons. Learners are extremely positive about the help that they get to complete their programmes. Because of the exceptional way that the college promotes it, learners have a very well developed sense of equality and play their part well in valuing diversity. Learners are very positive about the excellent relationships they have with staff and other learners.

## ICT for users

### Learning programmes for 19+

Outstanding

- Teaching, learning and assessment are outstanding, as reflected in the outstanding outcomes for learners. They make rapid progress in developing skills in using commercial software, and become highly confident users of ICT. Many learners are significantly ahead of their learning plan targets and those who finish early study additional units. Success rates are very high and improving.
- Learners receive outstanding support from enthusiastic tutors who have high expectations of what learners can achieve. Learners are encouraged well to use computers efficiently and they become adept at using shortcuts. Tutors promote safe working practices. They help learners to adopt the correct posture when sitting, and to use the internet safely.
- Tutors plan their lessons extremely well and develop learners' understanding through clear explanations and well-constructed exercises. These often include challenging tasks that provide excellent opportunities for ICT skill development.
- In most lessons, tutors use questioning extremely effectively to check and extend learning. They use a range of activities very well to help learners develop problem-solving skills. On a very few occasions tutors miss opportunities to develop learners' ability to work on their own.
- Lesson planning for older learners on ICT leisure courses is exceptionally effective. Learners are fully involved in the decision making about the focus of their work for each term. For example, one group of learners gained confidence and graphic design skills through their project to make coasters and mouse mats using photographs that they had taken.
- Tutors have an exceptional focus on promoting sustainability, which ensures resources are not wasted. Learners think carefully about the environmental impact of their work. Classrooms are equipped with energy-efficient equipment and tutors receive frequent reports about energy usage.
- All learners receive a detailed initial assessment to identify their skill level and any additional support needs. Tutors monitor and review progress carefully and frequently. Learners have very challenging short- and long-term targets in their lesson plans. In addition, they have specific and individual targets to achieve during learning sessions.
- Tutors assess learners' work accurately and frequently. Assessment meets the requirements of the awarding body. Tutors prepare learners for examinations exceptionally well by giving challenging tasks and clear feedback on how to improve. Learners speak highly of the very good quality of the teaching and support they get.
- Teaching and learning provide good support for English and learners make good progress in improving the quality of their written work. Tutors focus well on the need to use accurate

technical language. They enhance learners’ numeracy skills through good use of exercises in using spreadsheets.

- Learners receive accurate and detailed guidance about choosing courses and the progression routes available. The courses and pathways offered meet the needs of learners exceedingly well and many go on to study further ICT courses.
- Learners from diverse backgrounds work well together and support each other effectively. Word-processing exercises include references to cultural and ethnic topics such as the Hindu festival of Diwali. The college has excellent arrangements for meeting the needs of learners with dyslexia and a wide range of adaptive equipment for learners with other needs.

<p><b>Sport, leisure and recreation</b></p> <p><b>Learning programmes for 16–18</b></p> <p><b>Learning programmes for 19+</b></p> <p><b>Apprenticeships</b></p> <p><b>Community learning</b></p>	<p>Outstanding</p>
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- Learners make excellent progress in developing their knowledge, techniques and understanding of sport and exercise. Community learners make excellent improvements in their fitness, which has a significant impact upon their quality of life. Learners benefit from the development of independence, which allows them to practise effectively beyond lessons. Learners on pre-apprenticeship programmes improve significantly their confidence, independence, and coaching and reflective skills.
- Learners are highly motivated and engage very well in their learning. Tutors, additional learning support workers and, in some lessons, additional coaches all contribute to supporting learners very well.
- Learning is very well planned and highly personalised. Learners are actively involved in planning their own learning. They participate enthusiastically in a wide variety of activities that meet their needs well and provide a good challenge for them.
- Highly skilled coaching and peer- and self-assessment all contribute well to help learners improve rapidly. Learners respond well to the strong culture of achievement set by a range of challenging exercises, activities and questions.
- Learners receive excellent feedback from their assessments. Feedback comes from a wide range of sources, including tutors, other learners and the learners themselves. Tutors make excellent use of a range of feedback types, including written, verbal, and video analysis. Tutors mark work thoroughly and comments are detailed and very effective in helping learners improve.
- Tutors develop learners’ English skills well, through good marking and correction of grammar and spelling mistakes. Learners are encouraged to read widely about sports issues. One learner who speaks English as an additional language had improved their English because of taking part in a yoga class.
- Learners do not develop their skills in mathematics as much as those in English. In the past they did not always enjoy mathematics lessons and attendance decreased. The college became aware of this and took action that has already had a positive impact on learners’ enjoyment and attendance.
- Learners on the pre-apprenticeship programme have very high aspirations. The college’s partnership with Walsall Football Club means that learners benefit from working with professional coaches in a real working environment. Other partnerships, such as that with the local university, result in additional support and mentoring for learners.
- Tutors are very effective at ensuring learners are well aware of their possible next steps in their education and careers. Learners have a detailed knowledge of each qualification and how gaining it will help them achieve their goals.



- Learners are very respectful and supportive to each other and their tutors. Tutors promote well a culture of valuing diversity. Tutors and learners regularly and effectively challenge misconceptions about ability. Learners on the pre-apprenticeship programme remind each other of appropriate behaviour and support each other to behave well.

## ESOL

### Learning programmes for 19+

Good

- Because of good teaching, learning and assessment, progress and achievement in lessons are good. All learners make at least the progress expected of them, and many make better progress. Success rates for the very large majority are high. For the very small minority at foundation and intermediate levels they are not as high, but improving. Learners develop a wide range of additional skills, particularly relevant to their own needs.
- Staff use their skills and expertise well to plan teaching, learning and support to meet each learner's needs. The majority of tutors use excellent and varied resources and activities such as seasonal catalogues, topical discussion, examination revision posters, and role play. In a very few lessons not enough use is made of resources.
- Tutors make good use of local community settings as a context for lessons. Learners are fully involved in lessons and, as a result, gain social, personal and language skills that benefit them well and improve their employability. Extra-curricular activities, such as reading clubs, contribute well to helping learners increase their involvement in the community.
- Tutors have very high expectations of learners and set challenging targets for each group. Tutors rigorously monitor the progress of the group towards these targets. However, too many of the targets set for each learner are not sufficiently well matched to their individual needs.
- In the majority of lessons, tutors use good questioning techniques, and give good verbal feedback and reinforcement of learning. However, written feedback is often brief and does not help learners understand what they need to do to improve sufficiently well.
- Learners benefit from high levels of care, support and motivation from staff. This enables them to enjoy their learning and make good progress in developing their language skills. Learners are very positive about their learning experience.
- Tutors develop learners' speaking and listening skills very well and regularly reinforce correct pronunciation when speaking. However, too often tutors miss opportunities to reinforce skills in mathematics.
- Staff provide good initial advice and guidance. The college has a dedicated adviser for learners with ESOL requirements who works closely with each learner. Initial assessment is good. As a result, learners are clear about the benefits of their programme.
- Learners participate fully in a wide range of excellent enrichment activities. These include community interpreting, childcare, charitable activities, presentation days, trips, reading club and employability career launches. These enable learners to broaden their experience and help prepare them for further education and employment.
- Tutors promote equality and diversity well in lessons. Staff use teaching materials that are sensitive to all needs and foster good relations. As a result, learners have a good understanding of equality and diversity and get on well with each other.

**Independent living and leisure skills**

**Learning programmes for 19+**

Outstanding

- Teaching, learning and assessment are outstanding. This is reflected in the very high proportion of learners who achieve their qualifications. Learners make outstanding progress in developing their independence and gaining personal and social skills because of the wide range of practical subjects and activities that tutors use. Learners increase their physical mobility, become confident to use transport independently and progress on to further training or employment.
- Tutors have extremely high expectations of learners and motivate them well. Tutors use their skills exceedingly well to raise learners’ interest and get learners to work hard. This helps learners gain confidence and complete a range of tasks to a very high standard. Tutors use questions and discussions well to help learners develop their understanding.
- Learners receive outstanding care and support. Staff work together very well to provide an individual support programme for each learner. Excellent partnership arrangements with carers and specialist support agencies contribute exceedingly well to reducing barriers to learning.
- Tutors use their experience well to plan and deliver a wide range of additional activities. Learners benefit from, for example, a choir, a reading club, and Zumba lessons, which take place at lunchtimes. Frequent visits to fairs and shows, such as the Good Food Show at the National Exhibition Centre, further enhance learning opportunities.
- Tutors are particularly effective at detailed initial assessment, which they use extremely well to plan courses and lessons to meet the wide range of learners’ specific needs. Support workers benefit from detailed group profiles, which give them much information on how to meet the specific needs of each learner.
- Tutors make good use of individual targets at the start of each lesson, to ensure that learners are clear about what they need to achieve in that lesson. Tutors monitor progress well and learners have an excellent understanding of how they are progressing towards their targets.
- Tutors ensure that all learners engage in practical activities by giving very clear instructions or demonstrations. For example, learners in a food preparation lesson were extremely clear about the sequence of tasks, and those in a jewellery class were clear about how to thread beads and sequence colours.
- Tutors make very good use of ICT to support learning and stimulate learners’ interest. In ICT classes, learners are extremely skilled and confident in using a range of ICT resources to research items of interest, make animated cards or complete puzzles.
- Learners and their parents and carers receive outstanding information, advice and guidance. The recruitment process is extremely thorough. Staff, learners, and parents and carers work well together to develop a stimulating learning programme for each learner. Discussions about progress and next steps are frequent and effective.
- The college promotes equality and diversity across the curriculum extremely well. Learners work very well together in class, and also support and respect each other very well in the common room. For example, learners are encouraged to learn sign language to help them communicate with a deaf learner.

**The effectiveness of leadership and management**

Outstanding

- The Principal provides outstanding leadership because of her involvement in ensuring high-quality provision to meet the needs of learners and deal with some of the very wide range of social and economic problems in the borough. Her commitment and drive play a major part in the outstanding outcomes for learners.

- The Principal and the senior management team have improved the quality of teaching, learning and assessment through a combination of robust performance management and innovative staff development. They have also dealt very well with all the areas for improvement from the previous inspection. As a result, the quality of teaching, learning and assessment has improved from satisfactory to outstanding.
- Senior leaders have very high expectations of staff, learners and subcontractors. Leaders use target setting very well to monitor and improve performance at all levels. Partnerships with local organisations, as well as other directorates in the council, contribute exceptionally well to learners' outstanding experiences.
- Staff benefit from training and development of a very high quality. The college's 'inspiring learning zone' is an innovative concept in staff development, which includes resources, training and excellent arrangements for sharing good practice.
- The performance management of staff is exceptionally rigorous. The college carries out regular observations of teaching, learning and assessment. The results are used to good effect to help staff develop. Highly experienced mentors provide excellent support to tutors working for the college and the subcontractors.
- The college has significantly improved the way that it manages subcontractors and this is now rigorous. Subcontractors receive good support and extensive challenge at regular meetings and training events, as well as by more formal contract monitoring, target setting and performance management.
- Self-assessment is inclusive, rigorous and accurate. Managers make very good use of tutors' course evaluations, subcontractors' self-assessment and management information to support judgements about the provision. Governors rigorously scrutinise the draft self-assessment report and the accompanying action plans and challenge managers robustly.
- The college makes extensive use of stakeholders' feedback to evaluate the quality of provision and responds quickly to learners' suggestions for improvement. The college has introduced the use of an electronic communication tool to communicate regularly and effectively with employers. The college deals promptly and effectively with the very few complaints that occur.
- The college has strengthened governance arrangements so that board members' expertise more closely matches the needs and priorities of the college. Governors receive regular training and are well qualified to deal with detailed finance and performance reports. These changes have brought greater rigour to governance, which contributes well to the culture of continuous improvement.
- The Principal personally leads the college's outstanding promotion of sustainability, which it interprets in its broadest sense. It integrates sustainability effectively with its respect and equality agenda. This develops a greater awareness of respect for resources amongst staff, learners and partners. As a result, waste and duplication are minimised. The college carefully monitors its use of paper, energy and travel. The college further promotes the sustainability agenda by effectively working with other organisations to make best use of finance and resources.
- The college offers a very responsive and flexible curriculum that meets the needs of the diverse communities in the borough exceptionally well. It carefully aligns provision to meet local, national and council priorities. For example, by the development of vocational pathways, and training staff to help learners with learning difficulties, and/or disabilities, access public transport.
- The college's promotion of equality and diversity is outstanding. The proportions of learners from minority ethnic groups and those with additional learning needs are considerably greater than in the borough as a whole. Managers carefully monitor the performance of different groups of learners to ensure that no significant differences in outcomes exist between these groups.
- The service has a very clear emphasis on meeting the needs of the wide range of learners who are not in education, training or employment. Since it started, the pre-apprenticeship

programme has recruited 105 learners from this group and the large majority have gone on to further education or employment with training.

- Because of outstanding partnership working, the college engages and supports learners from the most disadvantaged areas of the borough very well. Managers have very carefully selected a small number of subcontractors to provide 'first steps' learning programmes for those least likely to respond to conventional marketing or recruitment initiatives.
- The college plays an outstanding role in engaging with, and supporting, the community. It is fully involved with regeneration work across the borough. For example, the college is a major partner in the development of a local social care centre. Along with the council, it has rapidly transformed this into an exceptional resource to support the community and provide support the community and provide learning and progression opportunities for learners, particularly those with learning difficulties and/or disabilities.
- The college meets its statutory requirements for safeguarding learners. Staff and designated officers receive training appropriate to their level of responsibility and are clear about their role. Safeguarding and health and safety, staff receive appropriate priority at learner inductions and at progress reviews, as well as at staff meetings. Individual case studies demonstrate that the college's arrangements for supporting vulnerable adults are effective.

## Record of Main Findings (RMF)

### Walsall Adult and Community College

<p><b>Inspection grades are based on a provider's performance:</b></p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	<b>Overall</b>	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Community learning	
	<b>Overall effectiveness</b>	<b>1</b>	1	1	1	1
	Outcomes for learners	<b>1</b>	1	1	1	1
	The quality of teaching, learning and assessment	<b>1</b>	1	1	1	1
	The effectiveness of leadership and management	<b>1</b>	1	1	1	1

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>ICT for users</b>	<b>1</b>
<b>Sport, leisure and recreation</b>	<b>1</b>
<b>ESOL</b>	<b>2</b>
<b>Independent living and leisure skills</b>	<b>1</b>

## Provider details

<b>Walsall Adult and Community College</b>	
<b>Type of provider</b>	Local authority
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 9
	Part-time: 6843
<b>Principal/CEO</b>	Maria Gilling
<b>Date of previous inspection</b>	January 2010
<b>Website address</b>	www.wacc.ac.uk

<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Total number of learners (excluding apprenticeships)</b>								
<b>Full-time</b>	0	0	0	0	0	0	0	0
<b>Part-time</b>	134	841	20	241	4	77	0	26
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	20	61	0	24	N/A	N/A		
<b>Number of community learners</b>	1589							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ Age UK</li> <li>▪ Frank F Harrison</li> <li>▪ Manor Farm</li> <li>▪ MAP</li> <li>▪ Palfrey Community Centre</li> <li>▪ Steps to Work</li> <li>▪ Walsall Housing Group</li> </ul>							

## Additional socio-economic information

In 2009, Walsall Metropolitan Borough Council rationalised its adult learning service into one organisation, Walsall Adult and Community College (the college). The college operates from one main building in Walsall and a number of other locations in the borough. It provides a range of programmes for learners, with many structured pathways to help learners progress to further education or employment. The borough is the fourth most deprived authority, out of 34, in the West Midlands and the 45th in the country. The proportion of people from minority ethnic backgrounds is 17%. The number of key benefit claimants is one third higher than the national average. Twenty seven per cent of the borough's children are defined as living in poverty.

## Information about this inspection

**Lead inspector**

Derrick Baughan HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Director of Quality 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 lessons, assessments and progress reviews. The inspection took into account all of the 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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