



# Hampshire County Council

## Hampshire Learning

### Self-assessment Report

(Academic Year August 2009 - July 2010)

Issue date	Next review	Staff involved
December 2010	June 2011	GA/GF/PW



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## Section One - Background

### 1.1 Context

The county of Hampshire has a total population of 1,285,900 (2008 mid year estimate) with a small proportion of ethnic minority groups. In 2006, 92.9% of Hampshire's resident population were estimated to be of the ethnic group - White British [Demographic Facts and Figures for Hampshire County Council Area: Hampshire County Council, February 2009]. The ethnic group which makes up the majority of the non-white population is Asian. The non-white population increased from 3.3% in 2001 to 4.5% in 2007. Further, the 'other white' ethnic group has increased from 2.6% to 3.0% over the same period [The demographic future of Hampshire: HCC July 2007]

Of the total population, 23.6% is aged 60 and over (England and Wales 21.8%). Compared with the average for England and Wales, there are 2.7% fewer persons in the 15-29 age group and 2% more in the 45-64 age group. [2007 Mid-year population estimates, ONS]

The county (by area) is 85% rural. Major population centres are located in the south-east (Gosport, Fareham and Havant), the north-east (Basingstoke, Farnborough and Aldershot) and central Hampshire (Winchester, Romsey and Eastleigh), with significant economic differences between districts.

In October 2009, the claimant unemployment rate was 2.5%, substantially lower than the national average of 4.2% (DWP Claimant Count, National Statistics).

The workplace population in Hampshire is 552,900 with 'Engineering', Business and Financial Services', 'Construction', and 'Distribution, hotels and restaurants' accounting for a higher proportion of employment than nationally. (Note: Employees only, excludes self-employed and HM Forces uniformed personnel) [Source: Annual Business Inquiry 2007 National Statistics].

Large parts of the Hampshire County Council area remain relatively unaffected by multiple deprivation but there are significant concentrations in the Leigh Park area of Havant. The four wards of Barcroft, Battins, Bondfields and Warren Park contain 15 of the 27 most deprived areas in Hampshire. Other localised pockets are to be found in Fareham, Gosport, New Forest and Rushmoor and Test Valley. [Source: A study of the 2007 English Index of Multiple Deprivation for the Hampshire County Council Area - HCC].

In the 16-74 age group, 41.2% of people in Hampshire do not hold level 2 qualifications, or above, compared with the national average of 45.6%. Only two boroughs have higher proportions than the national average: Gosport 48.7% and Havant 49.6% (2001 Census, Office of National Statistics). There are 21 post-16 colleges serving Hampshire (including the unitary authorities of Southampton and Portsmouth) and 10 schools with sixth forms.

Figures for the individual district councils within Hampshire are given in the table below and show that Havant and Gosport have a higher proportion on average of persons with poor Basic Skills. (Source: DfES Skills for Life Survey, October 2003)

## 1.2 Organisational structure

Councils	% Entry Level	% Level-1	% Level-2	% Entry Level	% Level-1	% Level-2
Basingstoke & Deane	7%	41%	52%	42%	31%	27%
East Hampshire	5%	42%	53%	34%	34%	32%
Eastleigh	7%	45%	48%	44%	31%	24%
Fareham	7%	41%	52%	38%	35%	27%
Gosport	9%	47%	43%	53%	28%	19%
Hart	4%	40%	56%	37%	32%	31%
Havant	9%	50%	41%	50%	34%	16%
New Forest	9%	40%	51%	44%	31%	24%
Rushmoor	8%	45%	47%	48%	30%	22%
Test Valley	7%	39%	55%	42%	30%	28%
Winchester	5%	36%	59%	29%	38%	33%
Hampshire	5%	40%	54%	40%	31%	29%
SE Region	11%	37%	51%	40%	27%	32%
England	16%	40%	44%	47%	28%	25%

As part of a corporate review of Hampshire County Council's services in April 2008, Hampshire Learning was moved from the Children's Services Department to Culture Communities and Rural Affairs (CCRA) but continued to retain its links with Children's Services, as it does with all departments of the County Council. This change has provided additional advantages for increased internal partnership working with libraries, museums and heritage sites for example. Developments in this area continue to take place and CCRA is now working closely with Adult Services to engage with older learners. Ofsted commented favourably on these links at the time of their inspection in June 2010.

Hampshire Learning is appropriately placed to contribute and respond to policies and initiatives relating to Adult and Community Learning. The Service works towards and contributes to the County Council's corporate objectives, Maximising wellbeing; Enhancing our quality of place; and Hampshire safer and more secure for all. The Service provides high quality learning opportunities through existing and new provision; improving access and inclusion for the community. The organisational structure is shown at Appendix 1.

## 1.3 Aspirations

Councillor Ken Thornber, the leader of Hampshire County Council, has recently described the role of Adult and Community Learning in the following way:

*'Hampshire County Council has set itself the task of reaching those in most need, evolving effective strategies to engage even the most disenfranchised members of our adult population in positive learning experiences and, crucially, progressing them onto further training, jobs and voluntary work. (Adults Learning: October 2010)*

This aspiration is reflected in Hampshire Learning's mission statement - 'Developing Adult Learning'- which is based on the belief that learning can transform people's lives

and contributes to the health and wellbeing of individuals and to the wider society. It recognises that people value learning for many different reasons including:

- Personal fulfilment or pleasure
- Keeping active and independent into old age
- Gaining increased confidence
- Opening a door to further opportunities
- Gaining a skill for employment

Hampshire Learning aspires to develop adult learning by:

- Using a whole range of innovative learning opportunities, delivered and promoted across Hampshire to encourage adults and their families to take part for their own personal development and fulfilment
- Targeting support to those who need it most
- Collaborating with a wide range of partners
- Making and mapping learner pathways so learners can move from one learning opportunity to another
- Providing information about all courses in Hampshire, regardless of who manages or funds the provision

## **1.4 Characteristics of provision**

The characteristics of HL's provision of adult and community learning are summarised below:

- The majority of the provision is secured through funding agreements with a range of providers including: schools, children's centres, libraries, voluntary groups, community organisations and internal County Council partnerships.
- The number of learners accessing the provision in 2009-10 was 16,036. Learner information data is provided in Appendix 2.
- A significant proportion of Family Programmes is provided through direct delivery. This initiative was first introduced in 2006-07 because of difficulties in maintaining quality in some sub-contracted provision in these curriculum areas.
- The Hampshire Learning provision sits alongside adult and community learning delivered by other providers, including colleges, with the result that the number of learners being supported in different parts of the county is not in direct proportion to population or levels of deprivation. Data on the non-Skills Funding Agency provision is being collated to support the planning process to identify gaps in provision. The Hampshire Learning network is the partnership which links this wider provision together.
- Hampshire Learning has not traditionally been able to access funding for further education qualification courses, including Basic Skills (other than through Family Literacy, Language and Numeracy programmes). For the transition year, 2009-10, Hampshire Learning held Adult Learner Responsive (ALR) funding for four ex-Learning and Skills Council (LSC) funded External Institutions (EIs) in the Fareham and Gosport area. The funding was used in 2009-10 to provide continuity for the existing

qualification programmes delivered by these four community schools (alongside their community learning programmes). For 2010-11, this funding has been allocated more widely across the provider network with greater curriculum steer and closer monitoring of provision.

- In addition to the funded programmes delivered for the Skills Funding Agency, Hampshire County Council supports a range of leisure activities, delivered in community schools, through the Community Use of Schools Budget.
- From April 2010 the Skills Funding Agency became the single funding provider for adult learning opportunities in England outside of higher education. It will support the programmes that employers and individuals need now and in the future. There will be a transitional period as it replaces the LSC. When this change is fully implemented it is anticipated that the County Council will have more influence on the planning of provision to meet the needs of Hampshire.

## **1.5 Curriculum offer**

Much of the curriculum offer for 2009-10 was focused on target learner groups within particular communities with an emphasis on learners not holding level 2 qualifications. The provision of learning opportunities for adults with poor literacy, numeracy and language skills was increased with greater emphasis on the identification of progression routes to level 2 qualifications. The curriculum was delivered under the following learning categories:

### **Learning Categories**

#### **Wider Family Learning (WFL)**

WFL programmes have the following aims:

- to enable adults and children to learn together
- to develop the skills and the knowledge of both the adult and the child
- to help adults to support their children's learning and development more actively and with greater confidence
- to help adults to understand why their support is important

These programmes may provide an initial entry point into learning from which learners are actively encouraged and supported to progress to FLLN provision, where appropriate, and to work towards level 2 qualifications. Provision is free. Family Learning Impact Fund (FLIF) is used to target families experiencing severe disadvantage and to increase male participation.

#### **Family Literacy, Language and Numeracy (FLLN)**

FLLN programmes have three main aims:

- to improve the literacy, language and numeracy skills of parents/carers with opportunities to access national qualifications
- to improve parents' ability to support their children's learning
- to improve children's acquisition of literacy, language and numeracy skills

Provision is free and focused on parents/carers who have low levels of literacy and numeracy and fall within specified categories such as parents/carers living in disadvantaged communities and parents/carers from minority ethnic backgrounds.

### **Personal and Community Development Learning (PCDL)**

PCDL is learning which is offered for personal development, cultural enrichment, intellectual or creative stimulation and for enjoyment. This learning seeks to meet local interests and needs and complements other local provision. In 2010-11 'Priority PCDL' will be offered free of charge to disadvantaged learners.

During 2009-10, extra community based PCDL style courses were supported at a variety of venues. These courses received little or no direct funding but staff resources were used to establish and support these informal learning opportunities. Much of this work was supported through the Transformation Fund which was a government initiative under the Learning Revolution. In total over 2,000 learners participated in informal learning activities.

### **Skills for Independent Living and Leisure (SILL)**

Learning offered in this category is aimed at developing the knowledge, skills and understanding of adults with learning difficulties and/or disabilities. It promotes independent living in the community and supports adults recovering from mental ill health helping them to re-engage in learning. Provision is free.

### **Neighbourhood Learning in Deprived Communities (NLDC)**

The NLDC fund is available to help local voluntary and community sector organisations deliver learning opportunities and support activities for people living in disadvantaged neighbourhoods.

### **First Steps**

First Steps learning is offered as an initial entry point into learning for pre-Level 2 learners from which they are actively encouraged and supported to progress to other forms of learning, including vocational programmes offered by local colleges, leading to Level 2 qualifications. The provision is free to adult learners who may be disadvantaged or disengaged from learning.

### **Adult Learner Responsive (ALR)**

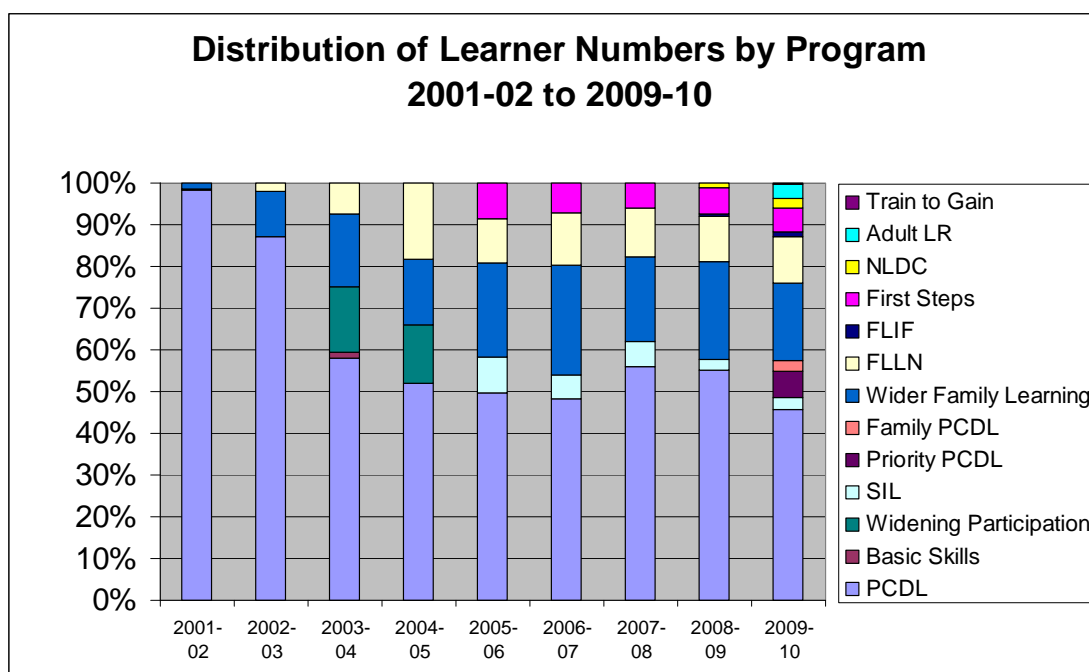
Adult Learner Responsive (ALR) funding was used to support vocational courses at four community schools in the Fareham and Gosport areas. This funding had traditionally been accessed directly from the LSC: however for the transitional year, 2009-10, Hampshire Learning managed the funding and reporting for the vocational programmes delivered by Bridgemary Community Sports College, Brookfield Community School and Language College, Henry Cort Community College, and Portchester Community School.

## Train to Gain

A new contract was established in 2008/09 to deliver vocational and Basic Skills training for staff employed by Hampshire County Council. Delivery of the Basic Skills element started in June/July 2009 and the programme has been developed further in 2009-10.

## Distribution of Learner Numbers

The table below reflects changes in the pattern of provision. It illustrates the concerted and sustained effort made to develop a balanced programme which recognises the importance of learning for all and provides courses which improve the learning of target groups identified in national and local skills strategies. This has been particularly effective with Family Programmes which have increased from 2% to 34% of the total.



## 1.6 Funding

The funding available to Hampshire Learning for the delivery of the adult and community learning provision is largely received through contracts with the Skills Funding Agency. The County Council's contribution is currently around 12.5% of the budget and has grown over the last 3 years. The level of funding made available to providers for delivering different programmes is determined by Hampshire Learning. The level of funding for WFL and FLLN is broadly in line with national recommended guidelines.

Provision is free to learners on WFL, FLLN, First Steps, SILL and NLDC programmes. There is a general expectation that learners attending PCDL courses will contribute to the costs of delivering their programmes through payment of course fees. Fee remission is available on the grounds of low income and in 2010-11 the funding allocation for PCDL has been modified. Leisure courses will be funded up to a maximum of 60 hours per learner at a reduced hourly funding rate. 'Priority' PCDL courses will be offered at no cost to disadvantaged learners; and an additional category of Family PCDL has been

introduced to accommodate those parents who do not meet the criteria for WFL provision.

ALR funding is set at national rates for qualifications listed on the Learning Aims Database. Learners contribute to the cost of their qualification and fee remissions are available for those on low income.

Hampshire Learning's Funding Agreement sets out its expectations of providers with regard to quality standards, delivery and learner targets.

## **Section Two – Overall Judgement**

### **2.1 Summary of grades awarded**

**Overall effectiveness of provision** **Good: Grade 2**

**Capacity to improve** **Contributory Grade: Good 2**

**2.2 Overall Effectiveness of Provision** **Good: Grade 2**

A full Ofsted inspection was carried out in June 2010. The grades and comments in this Self-assessment Report (SAR) reflect the findings detailed in the Ofsted report which records that managers and staff have improved the provision over the past four years since the previous inspection.

Hampshire Learning provides a good service. Outcomes for learners are good and outstanding in community learning programmes. Teaching and learning are good and provide stimulating activities to help learners to develop and progress.

The service has a good range of both accredited and non-accredited provision which meets the needs of individuals and communities across Hampshire. By providing courses specifically aimed at, for example, pre Level 2 learners, the elderly, learners in deprived communities and rural locations, the service is successfully widening participation. The care, guidance and support that learners receive are good and those with little confidence are sensitively supported to progress.

Leadership and management and the quality of curriculum management are all good. Arrangements for safeguarding are satisfactory, but further training is necessary to make sure that all tutors are confident in reporting safeguarding concerns. The promotion of equality and diversity is good in general and at a strategic level: however there is a need to extend training to support tutors to integrate relevant equality and diversity topics into their lessons.

Governance arrangements are sound. Quality improvement arrangements are well conceived and recorded and providers receive good support to develop the quality and range of their provision. The self-assessment process is good and managers have an accurate view of the key strengths and areas for improvement. Internal and external partnerships and networks are well developed. Financial management is good and the service achieves good value for money.

**2.3 Capacity to improve** **Good: Grade 2**

Capacity to improve is good. The recent Ofsted report noted that the service has made clear improvements in leadership and management; the quality of teaching and learning; and the outcomes learners achieve since the last inspection. Provision is outstanding in modern foreign languages and leisure courses, good in visual arts and crafts, family learning, literacy and numeracy and satisfactory in ICT. Managers have set a clear strategic direction for the future development of the service and are strongly committed to their beliefs that learning makes a significant contribution to the personal, social and economic well-being of local residents.

Self-assessment is accurate and used well to improve provision. The service has good systems to monitor the work of a large number of sub-contractors. Contract reviews ensure that provision is in line with the clear strategic vision provided by management. Managers recognise that some providers are still at an early stage of self-assessment and the necessary support is being provided to help with the implementation of effective quality assurance systems. Staff development is good and the use of direct delivery in the areas of FL and FLLN has provided positive results. The service is making continued progress on areas identified for improvement and plans are in place to deliver safeguarding training for officers and tutors.

Senior managers have a realistic understanding of the challenges facing adult learning and training and are taking sensible decisions to ensure the sustainability of provision. Plans are well-developed to address the changes that will need to be implemented following the Comprehensive Spending Review. These plans are designed to enable the continued expansion of internal and external partnerships and provide a solid basis for further improvement.

## **2.4 Key strengths**

- Outcomes for learners are good and outstanding
- Teaching and learning are good providing stimulating activities enabling learners to develop and progress
- Provision is outstanding in community learning
- The service has a good range of both accredited and non-accredited provision which meets the needs of individuals and communities
- The service is successful in widening participation
- Quality assurance is good and the self-assessment process is accurate and evaluative and gives an accurate view of the key strengths and areas for improvement
- Hampshire Learning benefits from its strong internal and external partnerships and networks

## **2.5 Key areas for improvement**

- Further training is necessary to make sure that all tutors are confident in recognising and reporting safeguarding concerns
- Support for tutors is required so that they are more confident to include relevant equality and diversity in lessons
- Work closely with partners and other providers to make sure that opportunities for progression for learners are clearly explained
- Improve data analysis to ensure more effective engagement of learners from target groups
- Improve information for learners about learning opportunities in Hampshire

## Section 3 - Main findings

**Outcomes for Learners** **Good: Grade 2**

**Quality of provision** **Good: Grade 2**

**Leadership and management** **Satisfactory: Grade 2**

**Equality and Diversity** **Contributory grade: Satisfactory: 2**

**Safeguarding** **Contributory grade: Satisfactory: 3**

**Learning provision**

**Wider Family Learning** **Good: Grade 2**

**FLLN** **Good: Grade 2**

**Community Learning** **Good: Grade 1**

**Vocational Learning** **Satisfactory: Grade 3**

**3.1 Outcomes for Learners** **Good: Grade 2**

**3.1.1 How well do learners achieve and enjoy their learning? (CFI A1)**  
**Good: Grade 2**

Learners enjoy their courses and make substantial gains in confidence, skills and knowledge. The Ofsted inspection found that many learners reported a friendly atmosphere in lessons and that they had made substantial social gains from attending courses. No group by gender, ethnicity or age makes less progress than any other group of learners. Where provision is targeted at areas of social deprivation, learners' self esteem and aspirations are being successfully developed. Most learners successfully progress to further study or training and report being able to participate more in the activities within their local communities as a result of completing courses. Safe working was observed in studios, workshops and classrooms during the inspection week.

Outcomes for learners are good and have improved over the past three years. Attainments are good overall and outstanding in community learning. Pass rates and course completions are good across both accredited and non-accredited provision.

### **Non-accredited courses**

Non-accredited courses account for approximately 80% of the provision. In most courses, planning for individual learning is effective with clear and achievable learning goals which are agreed with each learner. Initial assessment effectively helps tutors to identify the appropriate course level for learners, especially in family learning and ICT. This contributes to good retention and attainment.

## Success rates

The overall success rate for non-accredited courses was 89.01% in 2009-10 which is similar to 88.39% in the previous year. Tutors record learners' achievements on individual learning plans (ILPs) and summarise overall achievement on attendance registers at the end of each course.

## Achievement rates

Achievement rates (measured on longer courses only ie excluding workshops) are good overall having increased from 91.95% in 2008-09 to 92.79% in 2009-10. Particularly good results were achieved in ICT (94.64%).

## Retention rates

Retention rates are good averaging 93.28% overall and were particularly good in SILL (97.61%) and ICT (95.81%).

Retention is highest in non-accredited provision in leisure, arts and ICT.

## Accredited courses

Hampshire Learning recognises the quality benefits of accrediting provision through national tests in literacy and numeracy, the NCFE Investing in Quality (IIQ) Licence and external qualifications. The proportion of courses leading to accreditation has remained at 19%, the same as for 2008-09. Wider Family Learning courses currently account for 54% of the accredited provision.

## Success rates

Programme	Number of accredited courses			Success rate		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
WFL	77	95	114	79.90%	72.57%	79.42%
PCDL	13	71	34	66.94%	93.42%	82.19%
SILL	-	-	15			88.85%
NLDC	-	-	5	-	-	65.11%
First Steps	71	71	55	94.72%	95.75%	93.81%
ALR	-	-	79	-	-	65.78%

The lower success rates recorded for NLDC and ALR provision are recognised to be caused by poor retention. NLDC provision is targeted at 'harder to reach' learners where it is necessary to use effective strategies to manage attendance and encourage learners to continue to attend learning activities. The Adult Learner Responsive provision, delivered by the four ex-EIs in 2009-10, is a key area for Hampshire Learning to improve success rates in 2010-11.

## Achievement and retention

Accredited courses (excluding FLLN)

Programme	No. Learners		Achievement %		Retention %	
	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
WFL	605	842	88.01	92.20	82.46	86.14
First Steps	698	377	98.04	98.50	97.67	95.24
NLDC	24	39	100.00	84.85	79.17	76.74
PCDL	398	282	94.36	85.95	95.35	95.63
SILL	15	88	53.85	93.02	86.67	97.73
ALR	-	610	-	88.27	-	74.52

FLLN achievement – National Tests

	Entry Level		Level 1	Level 2
	Full Certificate	Partial		
Literacy	120	75	84	69
Numeracy	24	2	94	86

### 3.1.2 How well do learners improve their economic and social well-being through learning and development? (CFI A2) Good: Grade 2

Family programmes provide a wide range of courses including healthy living, creative arts, communication skills, sports-based courses, ICT, family finance and confidence building. These courses enable parents and carers to develop good skills in supporting children's learning, which improves self-esteem and leads to enhanced social well-being.

The development of learners' skills is good in SILL and FL. Learners are encouraged to develop evaluative and reflective skills through their own learning and that of their child. Learners with learning difficulties participate well and develop good personal and social skills, such as teamwork and the ability to follow and remember instructions.

Learners demonstrate good development of competence and confidence in using ICT. For many learners ICT provides an effective route back into education. Many learners on First Steps and ICT programmes make good use of their improved key skills in their daily lives. The development of technical and practical skills is good in Visual and Performing Arts. Some learners' work is accepted for public exhibitions, and some is sold. There are social benefits for learners through the interaction and support from attending classes.

FLLN programmes identify and target the hardest to reach learners (those without level 2 literacy and numeracy qualifications) including under-represented groups and those living in disadvantaged areas. For many learners in these groups these courses are the first rung on the skills ladder which eventually leads to employment.

Providers have been concerned about the effects of the recession particularly in areas already economically disadvantaged. A partnership between the Havant Library and Learning Centre and Job Centre Plus has created a tailor-made learning programme, 'Step into Employment' which offers adults support with their preparation for work.

Harrow Way Community School has increased the number of First Steps and Priority PCDL programmes in response to the economic downturn. The partnerships and networks established by Hampshire Learning have a broader role to play in this context and two 'recession busting' conferences have been held – one in the Test Valley and one in Winchester and district.

The link between adult and community learning, social and economic well-being, community cohesion and local democracy is ably made by Councillor Ken Thornber, the leader of Hampshire County Council' in his recent article in 'Adults Learning'.

*'The availability of effective departments and services, accessible, quality adult and community learning is one of the cornerstones of local democracy. It augments communities of active and confident people, creating social bonds through shared interests and experiences. It improves the health and well being of local communities and promotes participation and engagement. It strengthens a sense of place and belonging, bringing people together in venues and facilities in their own neighbourhoods. Most importantly, it offers people choice, a means to achieve personal goals, a role in determining their own futures and those of their families and communities. Hampshire Learning has improved the quality of life for many thousands of local people.*

*Adult and community learning is an important part of our local democracy. This is reflected in our work to support large numbers of groups such as those living in disadvantaged and rural communities and those learning for work or pleasure. Through an efficient and partnership-based approach, our adult and community learning services are promoting choice and opportunity and contributing to the needs of government to meet new and challenging requirements'.*

### **3.1.3 How safe do learners feel? (CFI A3)**

Satisfactory: Grade 3

Procedures relating to safeguarding and health and safety are in place to ensure that learning takes place in a safe environment. Hampshire Learning has conducted a review of its Safeguarding Policy and the need for training has been identified (see 3.3 Leadership and Management - Safeguarding). Health and Safety practices are monitored through contract reviews and observations of teaching and learning and risk assessments are carried out on classrooms, buildings and activities. There was no evidence from the Ofsted inspection that learners feel unsafe but it was found that more training was required to ensure that all tutors are confident in recognising and reporting safeguarding concerns.

### **3.1.4 Are learners able to make informed choices about their own health and well-being? (CFI A4)**

Good: Grade 2

Hampshire Learning is keen to promote healthy lifestyle choices through the adult and community learning offer. PCDL provision includes a wide range of courses aimed at various aspects of healthy living including: sport, cooking and dance. WFL and FLLN programmes target families from disadvantaged communities. As part of the engagement process, many courses are offered which boost confidence, improve literacy and numeracy skills and increase opportunities to gain employment, all of which are connected with improved health and well-being. Some good examples include the charity Trinity in Winchester which works with vulnerable people providing learning programmes in ICT, cookery and art helping learners to improve their self esteem and to progress to online learning and vocational courses at local colleges. Gosport

Voluntary Action continues to work with vulnerable adults to build confidence and identify further opportunities. New programmes have been developed in partnership with Hart Neighbourhood Centre who work with vulnerable groups in the north of the county, including Travellers, to develop ICT skills and build confidence for volunteering and progression into further learning or work; and further partnership working with a local hostel for ex-offenders has led to the introduction of an accredited drama course.

Many courses successfully encourage learners to adopt healthy lifestyles, to take regular exercise and to form positive social interactions.

**3.1.5 How well do learners make a positive contribution to the community?**  
(CIF A5) Good: Grade 2

The service successfully celebrates the achievements of learners through a good variety of activities and events. For example, digital photography and the production of learning journals have enabled learners to record and celebrate their progress and achievements. In addition, Adult Learners' Week, open days and awards ceremonies allow learners from across the service to display their work and to receive the congratulations of others. Learners' achievements are regularly celebrated through curriculum newsletters and the publication of success stories shared through Hampshire Learning's website. Many providers regard this as a strength of their provision. The ICT skills that learners gain enable them to actively support their local communities, for example, by organising social events, producing newsletters and keeping accounts for voluntary and community organisations. Some learners have gained skills that have enabled them to start small business ventures eg in floristry, patchwork and quilting and creative writing.

Volunteering programmes have been developed which encourage learners to participate in learning programmes to assess their own skills and identify suitable volunteering opportunities in the community. Gosport Voluntary Action's accredited, supported volunteering programme encourages learners with mental ill health or other difficulties to take up volunteering. The course provides a high level of support for learners and is successful in placing learners in volunteering positions within the local community. Many libraries deliver volunteering programmes to encourage individuals, particularly those who may be recently unemployed, to take on volunteer roles within the library. Some learners opt to support the delivery of learning opportunities in outreach locations or to assist tutors with the running of courses. This work makes a positive contribution to the Learning in Libraries programme which aims to provide learning to meet local community needs.

In the New Forest, Hampshire Learning has been working in partnership with a community organisation to deliver learning on the Forest Bus and at community venues. The Strengthening Families, Strengthening Communities programme has been delivered to disadvantaged learners, including Travellers. The programme is designed to improve lifestyles and to develop pride in the travelling community's own heritage.

## 3.2 Quality of provision

Good: Grade 2

### 3.2.1 How effectively do teaching, training and assessment support learning and development? (CFI B1)

Good: Grade 2

Hampshire Learning reviewed its Policy and Procedures for Observation of Teaching and Learning (OTL) in 2008-09. Since that time individual Centre Managers have been responsible for managing the observation process within their centre and for ensuring that all their tutors are observed once a year.

The role of Hampshire Learning is to support, monitor and validate the system to ensure that quality standards are maintained. The central observation team includes Quality and Curriculum Development Officers (QCDOs), Centre Managers and experienced Tutors. Observations carried out by the team have been planned to meet the following objectives:

- Sampling classes in each curriculum area and across all providers
- Following up on tutors who have previously received poor grades
- Supporting providers as they establish their own procedures eg paired observations
- Carrying out observations for providers with limited resources or expertise or for other reasons as negotiated with Hampshire Learning

Teaching and learning are good. The end of year outturn shows that the percentage of observations graded as 'outstanding' and 'good' had risen progressively from 53% in 2006-07 to 68% in 2007-08 and to 79% in 2008-09. This excellent progress has been maintained in 2009-10 with a figure of 78%.

The Ofsted inspection noted that the observation of teaching and learning has been improved and target setting and training with tutors have helped to improve outcomes for learners. More tutors are observed and help is given to subcontractors to improve the quality of teaching and learning. Ofsted expressed confidence in Hampshire Learning's judgements and standardisation systems as a result of the joint observations carried out with Hampshire Learning observers.

The Ofsted inspection also found that in most lessons, learners are clear about their objectives and are encouraged both to share in group work and to work independently. Well planned and engaging lessons characterised the non-accredited leisure and languages provision. In addition, lessons in community arts and crafts and family literacy and numeracy were judged to be of a high standard. Where learning is best, tutors understand the barriers to learning that learners bring and provide relevant and stimulating activities to help learners progress.

A summary of the outcome grades awarded and the observations carried out during 2009-10 are shown in the tables below:

<b>Observations of Teaching and Learning 2009-10</b>				
	Funded courses	Number tutors teaching funded courses	Observations undertaken	Target No. of observations
<b>Curriculum area</b>				
Wider Family Learning	427	124	6	15
FLLN	288	84	14	13
ICT	308	68	14	8
Arts	575	170	18	23
SILL	105	39	3	5
Other Community Learning	817	274	40	36
<b>Total</b>	<b>2,520</b>	<b>759</b>	<b>95</b>	<b>100</b>

<b>Observations of Teaching and Learning – summary of grades by curriculum area for 2009-10</b>					
	Grade 1	Grade 2	Grade 3	Grade 4	Total
Wider Family Learning	-	5	1	-	6
FLLN	1	10	3	-	14
ICT	1	10	3	-	14
Arts	5	8	5	-	18
SILL	-	3	-	-	3
Other Community Learning	7	24	8	1	40
<b>Total</b>	<b>14</b>	<b>60</b>	<b>20</b>	<b>1</b>	<b>95</b>

<b>Observations of Teaching and Learning – yearly comparison of grades achieved</b>									
	Grades 2006-07		Grades 2007-08		Grades 2008-09		Grades 2009-10		Ofsted expectation
Grade 1	10		15		8		14		
Grade 2	42	52%	54	68%	61	79%	60	78%	65%
Grade 3	43	44%	30	29%	18	21%	20	21%	27%
Grade 4	4	4%	3	3%	0	0%	1	1%	8%
<b>Totals</b>	<b>99</b>		<b>102</b>		<b>87</b>		<b>95</b>		

### 3.2.2 How effectively does the provision meet the needs and interests of users? (CFI B2) Good: Grade 2

The provision meets learners' needs and interests well. Whilst maintaining a wide range of non-accredited courses, Hampshire Learning has continued to increase the provision within isolated communities and areas of deprivation. Family Learning provision has been developed and improved; ICT courses for the elderly continue to be popular; and courses to develop literacy and numeracy are successfully reaching larger numbers of learners. In addition, provision is coordinated through the network and partnership connections to avoid unnecessary duplication. Hampshire Learning regularly monitors learner evaluations to take account of the views of learners.

Initial assessment and the planning of individual learning are good. Hampshire Learning has worked hard with providers to ensure that learners understand how their learning is being planned, monitored and recorded effectively. Continuing attention is focussed on this area to ensure that:

- Tutors use learning plans sufficiently well to identify learners' individual aims
- The outcomes of the initial assessment are used to inform lesson plans and schemes of work
- Tutors complete documentation to the required standard

Attention has been focused on improving the planning of progression routes by:

- Targeting groups identified in national and local skill strategies and giving priority to a range of learning opportunities aimed at engaging adults with low skills to participate and progress to full level 2 qualifications.
- Planning progression routes with partners. All subcontractors have to identify possible progression routes as part of their submission for funding. Clear criteria and detailed guidance on progression routes is provided in the funding application prospectus. Those providers who do not identify progression routes do not receive funding.
- Using local partnerships effectively to identify and develop progression opportunities. The Hampshire Learning network of local learning partnerships plays a key role in this area.
- Moving to direct delivery for Family Programmes. This enables an increased focus on progression routes to further training and/or to the taking of national literacy and numeracy tests. It also enables closer monitoring of the rates of progression from FL to FLLN.
- Recording a number of individual case studies of learners who have progressed successfully to other courses as a method of identifying best practice.

Further work is required in this area as the Ofsted inspection found that in some areas closer work with partners and other providers, in particular colleges, was required to make sure that opportunities for progression were clearly explained to learners.

### **3.2.3 How effectively are partnerships used to develop provision to meet learners' needs? (CFI B3)**

Good: Grade 2

Hampshire Learning collaborates widely and partnership working is good. Partners include schools, arts centres, libraries, housing associations, MIND, and Age Concern. In addition, Hampshire Learning works in partnership with County Council departments including Adult Services, Ethnic Minority and Travellers Achievement Service (EMTAS), Economic Development, Extended Services, Children's Services including children's centres and parent development.

The expertise of these partner organisations enables the service to contact and engage with a wider range of learners. This can be illustrated by Hampshire Learning's extensive work with EMTAS to deliver FLLN and ESOL provision to meet the needs of ethnic minority groups. In-house initial teacher training courses have been delivered to staff in EMTAS and Age Concern to build capacity within those services.

Local learning partnerships in the eleven district and borough council areas, have had some success in designing learning programmes to meet local community needs. Information is successfully shared about courses that are being offered and some partnerships have developed joint brochures. However, links with some learning providers are not always clearly defined and managers recognise that more needs to be done to identify progression pathways and to coordinate progression opportunities.

### **3.2.4 How effective are the care, guidance and support learners receive in helping them to achieve their learning goals? (CFI B4)** Good: Grade 2

The care, guidance and support learners receive are good. Learners are well supported by tutors and those who are lacking in confidence are sensitively helped to progress. Learners receive appropriate pre-enrolment information to make informed choices. Learners are encouraged to identify their support needs when they enrol, as well as during initial assessment.

Hampshire Learning's 'Learning for All' leaflet promotes the support available for all learners and refers to the Disability Statement to identify support specifically for disabled learners. The Learner Entitlement statement provides information about opportunities to discuss any learner requirements for additional support at any stage during the course. Where additional learning support is provided, there is evidence that it is effective in enabling learners to achieve their learning goals.

Other types of support funded by Hampshire Learning include crèche facilities and additional tutor support in some classes. Provision and use of adaptive technologies is good. Access to most locations is satisfactory and some providers have made good use of additional funding to improve access to premises. It has been recognised that the service's website is not always easy to navigate and this is being updated and improved. Some centres provide learners with insufficient information on how to progress. A course finder module is being developed centrally to ensure clear information is available on courses and progression opportunities.

## **3.3 Leadership and Management** Good: Grade 2

### **3.3.1 How effectively do leaders and managers raise expectations and promote ambition throughout the organisation? (CFI C1)** Good: Grade 2

#### **Ambition and prioritisation / Strategic planning**

Leadership and management are good. Senior managers work closely with county councillors and council departments to ensure that adult and community learning plays an important part in local community services. Strategic leadership is good, with a very clearly articulated vision to expand provision, particularly in areas with high levels of social and economic disadvantage. Hampshire Learning has been particularly effective in moving the emphasis of provision from traditional leisure-based courses, to those which improve the learning of target groups identified in national and local skills development strategies. Managers are ambitious for the future and committed to the continuing improvement of the quality of services.

Hampshire Learning sets a clear direction through strategic objectives. The Three-Year Development Plan, incorporating the annual business plan, is linked to the County Council's corporate and strategic objectives and the Local Area Agreement as well as to national and local priorities. This approach reflects the importance of the skills agenda and fully recognises the value and impact of adult and community learning. The strategy is built on the following:

- The Leitch Review - the motivating force behind the skills agenda and the UK becoming a world leader in skills by 2020
- Action for Communities: Laying the Foundations – a new focus on enhancing collaborative working via local learning partnerships to expand learning access for hard-to-reach groups
- The Learning Revolution – a Government paper published in March 2009 which describes the national vision of adult learning in the future.

Hampshire Learning is the driving force behind adult and community learning and its influence extends well beyond its funding boundaries into the wider provision throughout the county. This has been achieved by linking strategic planning with the development of strong local partnerships. This position has been further strengthened through links with Hampshire County Council Children's Services in connection with the transition from the LSC to the Skills Funding Agency as the principal source of future funding. This importance of effective partnerships is recognised as having a key role to play in creating opportunities for innovative working and in the shaping of future provision.

The Ofsted inspection report records that the quality of curriculum management has improved since the last inspection and is good. Middle managers have a good understanding of service priorities and work well with partners to meet the needs of learners. They are well supported by senior staff and value the continuing professional development provided by the service.

### **Management information**

The management information system (MIS) provides for the systematic collection of appropriate data. This data is derived from many sources. Providers have online access to the MIS to allow them to input enrolment and progression information directly. Hampshire Learning effectively collates and analyses the data and makes reports available to managers. This information is used to determine policy, plan provision and is a key component of the funding application process.

Hampshire Learning uses MIS information effectively when planning the scope of the provision to widen participation in relation to target groups of learners. Measures are being developed through the learner involvement strategy to capture the learner voice more accurately and to utilise learner evaluation data to ensure that provision is appropriately targeted to address the needs of disadvantaged and excluded communities.

### **Management of sub-contracted provision**

The management of sub-contracted provision is good. Clear and detailed contracts are in place with all providers, outlining performance against funding, and they are closely monitored on a routine basis. Support and guidance form a key element of the contractual relationship between Hampshire Learning and providers. They are recognised as essential components of the continuous quality improvement cycle and are fully integrated into the formal review process.

One of the challenges with a contracted-out service has been to ensure consistency of the quality standards, a key component in relation to value for money.

Providers are committed to improving standards in teaching and learning. Hampshire Learning offers training for providers to carry out lesson observations and moderates their judgements through paired observations and standardisation meetings. Sub-contracted providers value the training and support provided by Hampshire Learning but the variance in the level of educational expertise amongst centre managers and the availability of suitable tutors affects the implementation of quality improvement strategies. This has been addressed to some degree by the move to direct delivery in FLLN and FL. The Ofsted inspection found that the grades awarded by the service were robust and generally accurate but the inspectors also observed that the quality of providers' own observation reports varied considerably with judgements that were insufficiently evaluative about the quality of learning and grades that were over-generous.

Providers' performance is monitored through contract meetings, performance sampling and a traffic-light assessment system. This enables judgements about providers' suitability to be made. A 'Link Officer' has been allocated to each provider to undertake the annual contract review meeting. Officers are linked to specific partnership areas to make more effective use of their local knowledge. These contract review meetings are based on the funding agreement and are designed to:

- provide support and guidance
- identify areas for development and/or improvement (for example – recording learners' progress and achievement, use of ILPs, accreditation processes, tutor course documentation and marketing and recruitment strategies)
- inform staff development needs
- identify good practice
- encourage collaboration with other providers
- provide feedback against performance

All visits are formally recorded and outcomes effectively monitored. Providers are encouraged to request additional visits or support at any time but provision of additional support is generally determined by the outcomes of performance monitoring.

The results of these visits are taken together with performance monitoring data, data from any additional monitoring visits and information from the traffic-light assessment system to make judgements about the provider's ability to deliver the contract. If, despite reasonable support, providers consistently fail to meet quality standards funding is redeployed.

### **Staff development**

Tutors are well qualified and have relevant subject and vocational expertise. Hampshire Learning provides a comprehensive annual programme of staff development to support all staff involved in the delivery of its funded or subsidised programmes. This training is designed to equip them with the appropriate skills, knowledge and experience to manage and deliver adult and community learning programmes, thus ensuring excellence in teaching and learning and professional practice.

The workforce is diverse and consists of approximately 600 staff, comprising 450 part-time tutors, 50+ centre managers centre administrators and staff employed with the

central learning team in Winchester. The central team includes senior managers, quality and curriculum development officers including curriculum specialists, and administrators.

The staff development programme is developed by the quality team and an annual staff development calendar is produced. 47 training events were held between September 2009 and August 2010, which were attended by a total of 412 staff. Courses focused on a range of themes including CPD, Equality and Diversity, Health and Safety, Initial Teacher Training, Observation of Teaching and Learning, E-Learning, Safeguarding and Delivering Family Learning.

Effective administrative systems are in place to set up and monitor training events. The effectiveness of the programme is measured using data from learner evaluations, provider representation spread, and course cancellation information. Of the 412 staff who attended, 357 completed evaluation forms (87%). Feedback indicated that overall satisfaction with the events was either good or very good. Staff found the majority of courses very helpful and individual comments made included eg "course very well presented", "tutor very effective", "good balance of delivery methods which put into practice what was being taught". Many staff commented that it was good to be with other staff who worked in similar environments, to share practice and ideas.

All Hampshire Learning staff development courses are now promoted on the 'Learning Zone' which is a fully automated Course Administration System (CAS) supported by Hampshire County Council. CAS has made a positive difference to the administration of events over the last year. In particular, it includes an efficient reporting facility which has the potential to be more effective as staff become more confident in using the system.

The staff development programme is mainly delivered by in-house trainers but some courses, eg observer training and safeguarding training are delivered by external specialists. A variety of alternative methods of delivering staff development are also employed including: online Health and Safety and Equality and Diversity training; tutor handbooks and e-newsletters. These resources can be accessed by all staff via the Hampshire Learning's website and increasingly, through the Support4Tutors Moodle virtual learning environment.

## **E-learning**

This was an area for improvement identified in the previous SAR. Significant steps have been achieved with Hampshire Learning staff, centre managers and tutors in embracing e-learning in all its forms. Maintaining and continuing this development is seen as a key area for the service.

The ILT Strategy (incorporating the E-learning strategy) for Hampshire Learning has been reviewed and updated and a group was formed with a remit to develop and implement the strategy for the Hampshire Learning provision. The Steering Group is chaired by the Head of Hampshire Learning and includes: IT Business Partner for CCRA; IT Manager; Hampshire Learning officers and the JISC South East Regional Advisor for e-learning in Adult and Community Learning. Although this group has not continued to meet regularly, a business case was developed to take forward key actions in the strategy document, which included development of the course search facility and on-line payment facilities.

An external ILT (Information Learning Technology) 'health check' was undertaken by JISC RSC SE advisors (2009). This evaluation concluded that Hampshire Learning has increased exposure to ILT/e-learning over the past two years through involvement with the 'E into ACL' project and this had undoubtedly increased awareness of ILT strategy and implementation issues among its managers and staff. There has also been an increased focus on e-technologies generally as part of the new priority being given to such key issues by Hampshire County Council.

E-learning and e-technology initiatives taken to improve the situation have included:

- A local partnership event provided an opportunity for staff to gain hands-on experience in using a range of e-learning equipment and to learn about innovative ways of using technology to enhance the teaching and learning experience. It is anticipated that this local delivery model will be utilised in the future.
- The expansion of E-guides team: funding and training received from LSIS supported Hampshire Learning's E-guide co-ordinator to deliver the nationally recognised E-guides training to 10 additional staff, to bring the number of trained E-Guides to 22. Working through local learning partnerships based in the 11 district/borough council areas, it is hoped the E-Guides/QCDOs will champion the use of e-learning with centre managers, support staff and tutors with the aim of increasing the use of e-technologies in the classroom.
- E-equipment loan scheme: the numbers of providers, Hampshire Learning staff and tutors taking up the loan offer are increasing.
- The continued development in the uptake of the Support4Tutors Moodle as a portal for uploading and sharing resources by the central team and tutors.
- More support for tutors in offering learners the opportunity to take Literacy and/or Numeracy tests online as a way of improving choice for learners.
- A Skype meeting was piloted to replace a staff meeting normally scheduled in offices in Winchester and this has continued to be used as a means of communication.
- Course search facility: the development of the search facility is well under way and will be tested during the autumn term 2010 with full roll out planned for spring term 2011.

### **Good practice**

Progress has been made in the extending and sharing of good practice through the identification of good practice in OTL reports, production of good practice portfolios, learner case studies, curriculum meetings and through the sharing of teaching and learning resources. Curriculum specialists and observers of teaching and learning identify and record details of good practice and obtain the agreement of tutors to promote their work across the provider network. The web site is used to publicise good practice eg planning documentation; innovative teaching methods; celebratory events; and all tutors and centre managers are invited to contribute to this process. Tutors are encouraged to use the web site to access information although Ofsted comment that it is difficult to access. This issue is being addressed through the increased use of the Moodle for tutors.

Interesting examples of good practice identified by providers are as follows:

- At Park Children's Centre a midwife drop-in service for babies is offered as a way of making initial engagement with vulnerable families.
- A learner who was homeless and living in a hostel, due to enduring domestic violence at home, has now turned her life around, has a job, friends, qualification and purpose and her dedication and commitment to learning has been recognised with a Regional Individual Award as part of Adult Learners' Week 2010.
- An 84 year old learner joined a weekly IT class for visually impaired people at New Milton Library. She has now won an Adult Learner's Award in recognition of her determination to learn new skills despite experiencing a number of setbacks in recent years.
- Gosport Voluntary Action continues to celebrate the achievements of learners on the accredited course, Preparation for Volunteering. Two learners received certificates of achievement for Adult Learner of the Year recognising how they have overcome extreme difficulties to become volunteers. Both have now taken up voluntary roles in the community.
- Chamberlayne Children's Centre run a whole range of workshops and courses including Maths, English and Cookery. All courses are well attended and many have a waiting list. The learners say that the free courses are fun, friendly and have made a huge difference to parents' lives, giving them a chance to gain skills.
- Two learners, attending the Write Your Autobiography course at Romsey Community School, have had stories published in Best of British Magazine. Although all learners will see their best work appear in a publication put together by tutor at the end of the year, it is a particular achievement for learners to see their work appear in a magazine with a national readership.

**3.3.2 How effectively do governors and supervisory bodies provide leadership, direction and challenge? (CFI C2) Good: Grade 2**

**Governance**

Governance is good. The decision to locate Hampshire Learning in the department for Culture, Communities and Rural Affairs has strengthened adult and community learning. Collaborative working with other departments, such as the Libraries service, has helped to broaden the range of provision.

Hampshire Learning is positioned appropriately within the structure of the County Council with clear lines of accountability, strong leadership and knowledgeable support at senior level, including elected members. The organisation structure diagram (Appendix 1) provides the details.

The strategic direction is described in the three year plan and is a synthesis of national priorities and local needs. The Head of Hampshire Learning was responsible for overseeing the preparation of the plan which was approved by the Director of CCRA and the cabinet member for CCRA.

The County Council has the requisite policies and procedures in place to ensure that statutory and legislative requirements are met and comprehensive structures are in place to monitor Hampshire Learning's performance, including financial and budgetary management. Hampshire Learning is also inspected by the County Council's internal

audit department. Learner evaluations and satisfaction surveys capture the quality of the learner experience.

Hampshire Learning requires providers to cover governance arrangements in their SAR returns. Many providers are schools and colleges with a good understanding of governance issues and their comments indicate that the majority of them have sound governance structures and procedures in place.

### **3.3.3 How effectively does the provider promote the safeguarding of learners? (CFI C3)** Contributory grade: Satisfactory: Grade 3

#### **Safeguarding**

The County Council has a range of relevant policies and accompanying procedures in place including:

- Safeguarding Children policy
- Safer Recruitment policies
- Education Service guidelines
- Standards for Good Practice in Safeguarding

Safeguarding policy has been reviewed to ensure that the risks are appropriately addressed.

Arrangements for safeguarding are satisfactory. The service ensures that all directly employed staff who work directly with children or vulnerable adults have appropriate Criminal Records Bureau (CRB) checks and training on safeguarding. Subcontracted providers complete checks for their staff, and service managers assure these through annual contract review meetings. The Children's Services department carries out rigorous audits of partner schools' safeguarding arrangements. Safeguarding policies are reviewed regularly. Managers recognise that developing a more comprehensive single central record would help manage safeguarding arrangements more effectively. There is a need for further training to ensure all tutors in sub-contracted provision receive up-to-date guidance and develop confidence in recognising and reporting potential safeguarding concerns.

Many providers are well aware of requirements because they are schools, colleges or providers who have specialised, often for many years, in meeting the needs of children and vulnerable adults.

### **3.3.4 How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap? (CFI C4)** Contributory grade: Good: Grade 2

#### **Equality and Diversity**

The promotion of equality and diversity is good. Hampshire Learning's commitment to equality, diversity and social inclusion for adult and community learning in Hampshire is detailed in the Hampshire Learning Equality Framework. By setting out the core principles, the framework:

- Encourages engagement with the full diversity of people to improve practice.

- Helps to identify barriers facing particular equality groups and develop actions to address these, appropriate to local need.
- Ensures a shared understanding of equality and facilitates the sharing of best practice.
- Ensures that equality and inclusion issues are addressed in a systematic and strategic manner.

In practical terms, the framework is integrated into the self-assessment reporting process and helps to drive forward continuous improvement in equality and delivers the culture change necessary to mainstream equality, diversity and inclusion in all policy and practice. The County Council promotes equality and diversity through the work of the CCRA Departmental Equality and Diversity group.

The overall focus of the provision is increasingly being targeted towards disadvantaged and under-represented groups. The priority groups for WFL are learners in the most deprived communities. FLLN targets parents/carers who have low levels of literacy and numeracy who live in disadvantaged communities or who come from minority ethnic backgrounds. WFL and NLDC provision is developed in areas of need and is targeted to clearly identified groups. Taster days, visits and activity days have been successfully used to increase awareness in areas of deprivation and to encourage participation from under-represented groups. Courses delivered through strand 4 of the Family Learning Impact Fund (FLIF) are targeted towards those families experiencing severe disadvantage and towards fathers in order to increase male participation.

Examples illustrating the diverse approach and the value of partnership working in promoting Equality and Diversity are listed below:

- Family Learning classes in the Rushmoor area delivered to Nepali speaking parents of children in local schools. These classes have been successfully established through a joint working with Hampshire County Council's Ethnic Minority and Travellers' Achievement Service (EMTAS).
- IT courses are delivered at Neville Lovett Community School for learners with both hearing and visual impairments.
- IT classes for visually impaired people through partnership working between Romsey and libraries attract many older learners who are accessing a computer for the first time.
- The Phoenix Centre, an Arts Centre at Bordon, has a specific focus on delivering programmes for people with learning difficulties, both at the Centre and through partnership working with Day Centres across the county.
- A drama project for ex-offenders was developed in conjunction with Winchester University and led to NCFE accreditation for four learners.
- A learning programme delivered at Trinity Winchester for vulnerable adults provides opportunities for further study at local colleges, volunteering opportunities and employment.
- At Fleet library, a new project called 'Mobilise your Computer' provides transport from villages for older learners and those with learning difficulties and disabilities.
- Test Valley Partnership uses a mobile unit to deliver learning provision in rural areas with a focus on courses in IT and Return to Work programmes.

- Literacy and numeracy courses are delivered to Traveller communities in Bransgore in the New Forest where learners have achieved national tests and have progressed to CIEH Food Safety courses.
- Family Learning classes are delivered in conjunction with children's centres to attract fathers, particularly those who may have limited access to their children.
- Cookery courses continue to meet the needs of specific groups of learners. Cooking for Men has been a popular course and Confident Cookery is delivered to vulnerable learners to develop basic skills and encourage healthy eating.

There is evidence that equalities data is being used to plan provision to meet the needs of under-represented learners. For example, the numbers of learners from ethnic minority backgrounds in FLLN increased to 25.4% which compares favourably with 16.92% in 2008-09 and 12.36% in 2007-08 and is considerably higher than the average of 5.09% for provision overall.

The Hampshire Learning Equality and Diversity Action Working Project (supported by LSN and the LSC) conducted an examination to identify the most effective approaches to embed the Single Equality Scheme (SES) within Hampshire Learning's provision to ensure that Equality and Diversity is built into all aspects of the service. To address this area an Action Plan for Hampshire Learning Equality and Diversity was developed and training was delivered.

Although training was delivered to centre managers and staff on the Single Equality Scheme and its impact on adult and community learning provision, some tutors' understanding of how to apply this in their teaching is underdeveloped. During the Ofsted inspection inspectors observed good examples of tutors extending learners' understanding of cultural diversity but noted that 'such opportunities were all too often missed'. There is a need to extend training to support tutors to integrate relevant equality and diversity topics into their lessons across all curriculum areas.

### 3.3.5 How effectively does the provider engage with users to support and promote improvement? (CFI C5) Good: Grade 2

#### User engagement

Providers are required to collate evaluation data from learners on all courses and to submit the summary data to Hampshire Learning. This data is collated and analysed by the MIS team and statistical reports are provided for providers to action appropriately. Providers of SILL courses use a range of evaluation tools to collate and analyse data at a local level. These systems encourage providers to take more responsibility for analysing data and taking appropriate action.

The results of learner evaluation are incorporated in the following table:

Responses from learners	FLLN	FL	PCDL	First Steps
Satisfied with learning experience / Enjoyed the course	98.8%	99.7%	99.6%	100%
Satisfied with quality of teaching / Taught well	96.5%	98.2%	96.9%	99.0%
Individual needs met / Achieved learning goals	98.0%	98.4%	97%	97.6%

Learner participation, representation and responsiveness to learner need, vary across the provider network. Some providers report the use of questionnaires and other means of gaining feedback from the wider community. The majority of providers rely on the analysis of feedback from current learners to inform the curriculum offer and develop and improve provision. Tutors use this information to plan future provision and to bring about improvements. The service also consults the wider community to plan provision to engage new learners and increase participation for under-represented groups. A Learner Involvement Strategy has been developed and disseminated and this has provided a focus to address the issues.

### **3.3.6 How effectively does self-assessment improve the quality of the provision and outcome for learners? (CFI C6) Good: Grade 2**

#### **Self assessment**

The process for producing the Self-assessment Report (SAR) has been refined year on year to improve the quality of the information utilised to produce the final document. Recent years have seen the addition of specific contributory reports, covering e-learning and staff development for example. The percentage of SAR summaries returned by providers is consistently high – 95% in 2007-08, 93% in 2008-09 and 100% in 2009-10.

The self-assessment process utilises information from the following sources:

- Statistical data provided by the management information system
- Contributory SARs from 49 providers - SARs were typically collated by centre managers incorporating learner feedback and input from tutors and other key staff.
- Contributory Quality Improvement Plans (QuIP) from providers
- Separate SAR for Hampshire Learning direct delivery of FL and FLLN programmes
- Separate Hampshire Learning reports completed for key curriculum areas completed by curriculum specialists
- Separate Hampshire Learning reports covering e-learning and staff development
- Observations of teaching and learning
- QCDO monitoring and support visits
- Input from HL officers
- Monitoring of the Quality Improvement Plan (QuIP)
- Hampshire Learning Network – Providers have reported on their involvement with local learning partnerships established through the Hampshire Learning Network

The SAR process includes:

- Support for providers to compile the SAR and the QuIP
- Availability of written guidance and further support if required by providers
- Thorough checking of provider SARs to ensure there is an accurate and effective contribution to Hampshire Learning's overall SAR and QuIP
- Tutor involvement in the SAR process which has been improved through the development of a tutor feedback proforma

- Moderation of providers' SARs and QulPs to ensure standardisation in grading and consistency in reporting feedback to providers
- The regular updating and sharing of the Hampshire Learning QulP targets
- Use of team meetings to monitor subcontractors' targets

The SAR process is judged to be good. Self-assessment is used well to review the quality of provision. The Ofsted inspection found that the self-assessment process was accurate and evaluative and gave an accurate view of the key strengths and areas for improvement. The inspection also found that whilst experienced providers produced detailed and comprehensive reports the rigour and quality of provider self-assessment reports varied considerably.

Action plans clearly identify areas for improvement and managers regularly review and record progress towards improvement. Annual contract reviews monitor the quality of provision, including compliance with Safeguarding and Equality and Diversity, and identify actions for improvement.

## **Quality Improvement**

Hampshire Learning has developed a comprehensive written framework for quality improvement which aims to:

- Clarify and make explicit Hampshire Learning's expectations of providers in delivering quality adult learning
- Take into account learners' needs, interests and skills development
- Involve all staff at all levels in continuously seeking to improve the provision
- Seek to ensure consistency of quality across the provider network
- Take into account the quality requirements of funding, inspection and awarding bodies, including the Skills Funding Agency, Ofsted and NCFE 'Investing in Quality' Licence
- Recognise and record learners' progress and achievement in non-accredited learning (RARPA)

The Quality Improvement Framework consists of:

- Learner Entitlement statement
- Funding criteria and Ofsted's quality standards - Common Inspection Framework
- Provider contract (Funding Agreement)
- NCFE Investing in Quality (IIQ) Licence Quality Statements
- Quality Documentation pack for centre managers
- Self-assessment guidance for centre managers
- Provider review process
- Support and guidance
- Tutor handbook
- Staff development programme
- Observation of teaching and learning and quality monitoring reports
- Curriculum specialist support

Hampshire Learning's Quality Improvement Framework has been externally endorsed by the NCFE's Investing in Quality (IIQ) approval process. In order to maintain the IIQ Licence, Hampshire Learning has been subject to six-monthly reviews to evidence continued compliance with the IIQ Quality Statements which are mapped against the Common Inspection Framework. The IIQ enables Hampshire Learning to develop accredited courses to meet the needs of specific groups of learners and is a valuable tool for recognising learner achievement and supporting progression. The 2009-10 period represents the eighth year of this national award.

**3.3.7 How efficiently and effectively does the provider use its available resources to secure value for money? (CFI C7)** Good: Grade 2

**Value for money – resources**

Most classes are held in community colleges or schools where the accommodation and resources are good, although in a few community venues, space is limited and access to specialist facilities is restricted. Access for learners with restricted mobility is adequate and risk assessments are satisfactorily completed and reviewed. Courses for learners with learning difficulties or disabilities are well resourced. Funding is allocated for class sizes of approximately 6-8 learners and learners receive good individual support. Learners in ICT are generally taught in well-equipped centres. Most centres can access a range of appropriate adaptive technology which is available for learners who have difficulties or disabilities.

The management of resources is good across all areas of learning. Resources are appropriately directed at priority areas and good partnerships with other providers ensure effective and appropriate delivery within a broad geographical area. Good use is being made of laptops as a shared resource. This has opened up the use of additional spaces for the delivery of ICT.

Hampshire Learning has a well developed system to ensure good financial planning and budgetary management. Value for money is also secured through the careful management of providers' contracts (see 3.3 Leadership and Management – management of sub-contracted provision) through the targeting of provision and by ensuring that the majority of learners achieve their learning goals and qualifications.

**Section 4 – Learning provision**

**4.1 Family Literacy, Language and Numeracy** Good: Grade 2

**Context**

FLLN programmes seek to improve the literacy, language and numeracy skills of parents, particularly those from disadvantaged communities or from ethnic minority backgrounds and provide opportunities to access national qualifications. FLLN is delivered by 13 providers in 104 centres across the County. 57% of the learners were new to the programme.

	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
2007-08	242	2498	1837	16.60	83.40	3.38	2.72	12.36
2008/09	260	2662	1767	15.45	84.55	4.07	9.79	16.92
2009-10								
Workshop	87	666	547	16.27	83.73	4.39	1.65	12.98
Longer course	192	1853	1374	8.01	91.99	8.59	2.62	31.08

### Strengths

- Good teaching and learning which is well planned, lively and engaging
- Good improvement in the provision of accredited courses and numbers achieving literacy and numeracy qualifications
- The service uses its wide range of partnerships to target provision to the people in greatest need
- Learners make substantial gains in confidence, particularly to support their children

### Areas for improvement

- Improve initial assessment to inform individual target setting which addresses learners' needs in addition to core curriculum targets
- Improve monitoring of tutors' review of learners' progress against targets
- Increase opportunities to promote learners' understanding of equality and diversity through learning activities, curriculum content and resources.
- Improve success rates on longer courses
- Improve target setting for recruiting learners from the most disadvantaged areas

### Outcomes for learners

	% Ret	% Achieve	%Success	%Attend
2007-08	83.97	87.13	73.17	82.14
2008/09	88.32	90.81	80.20	89.03
2009-10	86.44	84.90	73.39	84.29

Retention is good and achievement is satisfactory. The overall success rate (73.39%) has fallen from the previous year. Attendance is satisfactory.

These programmes target hard-to-reach learners in the most disadvantaged areas. 25.9% of learners on FLLN courses come from the 4 most disadvantaged areas in the county of Gosport, Havant, Rushmoor (Aldershot) and Basingstoke (Popley) compared with 20% of enrolments in these areas for all Hampshire Learning provision. However the table below highlights that in Gosport, Havant and Basingstoke learner numbers have decreased since 2007-08 and there needs to be a continuing focus and clear target setting for the engagement of learners from these areas.

Areas	Number of Learners		
	2007-08	2008/09	2009-10
Gosport	186	239	176
Havant	224	44	82
Rushmoor (Aldershot)	100	100	148
Basingstoke (Popley)	63	31	45
<b>Total</b>	<b>573</b>	<b>414</b>	<b>451</b>
<b>% of total FLLN provision</b>	<b>31.2%</b>	<b>23.4%</b>	<b>25.9%</b>

The total number of courses leading to national literacy and numeracy qualifications (FLLN and FLIF) was 104 in 9/10 compared to 70 in 08/09. There was also an increase in the total number of learners achieving literacy and numeracy qualifications which increased to 477 in 9/10 compared to 313 in 08/09. Literacy passes increased from 199 to 273. Numeracy passes increased from 114 to 204.

The following table indicates the pattern of entry for, and achievement of, national qualifications for learners enrolled on longer courses (30+ guided learning hours). The expectation is that these learners will be entered for literacy or numeracy National Tests or Entry Level Certificates and increases in overall success rates on these programmes will be an area for improvement in 2010-11.

Learner numbers – 30+ glh courses	
Total learners	874
Learners entered for National Tests or Entry Level Certificates	599
Learners achieving accredited outcome	455
% Learners entered for accredited outcome	68.5%
% Achievement	75.9%
% Success	52.0%

### Quality of Provision

An excellent range of short, easily accessible courses is delivered in 104 venues. A good level of engagement is achieved by providing a variety of activities and innovative courses to meet the needs and interests of the learners, for example, crafty books, scrap-booking, literacy through craft, 'the U factor' (family health), the language of numeracy and family finance.

Teaching and learning are good, well planned, lively and engaging. 79% of classes observed this year were graded as 'outstanding' or 'good'. Learning methods are recognised as a strength and learners receive very good individual support and guidance from tutors. Learning materials include on-line resources.

The standard of learners' work in class is good. They acquire good skills, knowledge and increased self-confidence which helps them to support their children in the home environment. This is evidenced by very good achievement levels which are being maintained. Completed portfolios are of very good quality. Learners feel safe and have a good understanding of safeguarding.

Extracts from learner evaluations show that they value the learning experience which in many cases has been life-changing:

- 'I truly believe that my child's increase in confidence, reading and writing is down to my own encouragement'.
- 'By doing this course I can now help my child who has difficulties in learning to achieve good grades in his GCSEs'.

Learners work cooperatively, concentrate well and enjoy their learning. However, in a few classes, initial assessment does not sufficiently inform individual target setting and teaching. Ofsted findings highlighted the need for the outcomes of initial assessment to lead to the setting of individual targets which do not only use the language of the core curriculum. The Ofsted report also stressed the need for closer monitoring of tutors' review of learners' progress against targets on a regular basis.

The service uses its wide range of partnerships to excellent effect in meeting the needs of local communities and targeting provision to the people in greatest need. It has close links with schools, children's centres, arts organisations, community centres, libraries, museums, the army, the navy, the Asian Welfare Organisation, churches, discovery centres, parks, the Forest Bus and specialist disability organisations. New partnerships with employment specialists cater for the needs of learners seeking work.

NCFE direct claim status has been achieved for entry-level literacy qualifications and the external validation reports refer to the effectiveness of the monitoring process and overall quality of the programmes.

### **Leadership and management**

The provision is overseen by the Family Programmes Manager with a lead curriculum specialist providing effective curriculum leadership. Tutors have responded to specialist support which is evidenced by improvements in observations of teaching and learning grades.

FLLN programmes aim to identify and target the hardest to reach learners – those without level 2 literacy and numeracy qualifications, including under-represented groups – ethnic minorities, those living in disadvantaged areas. Crèches are used to allow all learners to participate.

Programmes target learners in the most disadvantaged areas. There has been a year on year increase in the targeting of ethnic minority learners. The cohort has risen from 5.67% in 2006-07 to 16.92% in 2008-09 and is now 25.46% in 2009-10. This compares well with the overall figure of 5.09% for the provision as a whole. Partnership working with the Ethnic Minority and Traveller Achievement Service has enabled ethnic minority learners to achieve entry-level literacy and numeracy qualifications.

26% of national test passes came from the three most deprived areas of the county – Gosport, Havant and Rushmoor. An increasing number of learners are recruited from minority ethnic groups and these learners achieve the same high pass rates as their peers. Efforts are made to meet particular cultural requirements, for example, a literacy group was provided for Muslim women who would not have been able to attend if men were allowed to register. This demonstrates a strong commitment to equality and

diversity at the strategic level but the promotion of equality and diversity in lessons is not sufficiently consistent across the provision.

All tutors undergo enhanced CRB and health clearance procedures. Awareness of safeguarding issues is good but there is a need to improve the training provided for officers and tutors.

To address the difficulty of finding appropriately qualified tutors Hampshire Learning has continued its strategy of developing its Direct Delivery team and an increasing number of tutors now hold or are working towards subject specialist qualifications at Level 4 and 5.

There is a need to continue to develop the use of e-technologies and e-learning in sessions and to encourage tutors to use the Support4tutors Moodle to access resources and share good practice.

Accommodation in primary schools is good, with ready access to ICT.

## 4.2 Wider Family Learning

Good: Grade 2

### Context

	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
2007-08	382	4131	3194	15.50	84.50	2.13	4.38	2.88
2008/09	506	5117	3789	17.45	82.55	2.90	10.11	2.93
2009-10								
Workshop	149	1867	1640	21.59	78.41	1.89	4.15	4.51
Longer course	258	2198	1830	10.38	89.62	6.72	1.64	3.77

Wider Family Learning is a key element of the 'core offer' and is delivered through a combination of direct delivery and sub-contracted provision in children's centres, schools, extended schools, community schools and other community settings and therefore contributes to integrated services for families within Children's Services. The programmes offered in 2009-10 were mapped against the five outcomes of Every Child Matters.

Wider family learning is used as an opportunity to initially engage parents with low literacy and numeracy skills onto programmes that are designed to give them the skills and confidence to support their children. The overall provision includes parenting education, healthy living, creative arts, communication skills, sports-based courses, ICT, family finance and confidence building courses.

The priority groups for this provision are learners in the most deprived communities, specifically those who do not have any formal qualifications or have not reached level 2. Programmes are therefore targeted on the following areas: Gosport, Havant, Rushmoor and Basingstoke and pockets of deprivation in other areas. Wider Family Learning delivered through strand 5 of the Family Learning Impact Fund (FLIF) is targeted towards those families experiencing severe disadvantage and towards fathers in order to increase male participation (16% in 2009-10) and the engagement of learners from ethnic minority backgrounds (4% in 2009-10). More effective targeting is required to improve male

participation and the engagement of learners from ethnic minority backgrounds across the county.

### Strengths

- Innovative range of provision, responsive to local needs
- Family learning courses are well planned in collaboration with partner organisations
- Good acquisition of knowledge and achievement of personal goals and social skills enables learners to develop the confidence to support their children
- Curriculum management is good
- Teaching and learning are good
- Good improvement in the provision of accredited courses and numbers achieving accreditation
- Tutors are skilled at creating a relaxed and supportive learning environment.

### Areas for improvement

- Insufficient use of data in the planning and targeting of provision
- Build confidence of tutors in promoting equality and diversity in lessons
- Improve initial advice and guidance (IAG) for learners
- Deliver training for tutors on IAG and promoting equality and diversity in sessions

### Outcomes for Learners

	% Ret	% Achieve	%Success	%Attend
2007-08	88.40	90.04	79.60	86.57
2008/09	87.42	87.94	76.87	89.12
2009-10				
Workshop	100.00	98.39	98.39	
Longer course	89.26	91.04	81.26	89.47

Retention and achievement are good. The overall success rate (81.26%) has improved from the previous year. Attendance is good.

The total number of accredited courses rose from 98 in 2008/09 to 116 in 2009-10. There was also an excellent increase in the number of learners achieving accreditation which was 860 in 2009-10 compared to 462 in 08/09. Learners are now more confident to undertake accredited programmes. A number of factors have contributed to this success including:

- Good tutor resources
- An increase in the use of scrapbooks to record progress which is an example of good practice
- Effective initial assessment to help identify the appropriate course level for learners
- Staff training events on successful accredited family learning and the Art of Family Learning attended by 18 tutors

Evidence of learner satisfaction is good. 93% of learners enjoyed the courses and 7% mostly enjoyed the courses. 89% of learners on direct delivery family learning courses enjoyed their courses and 82% thought they were well taught.

### **Quality of provision**

Teaching and learning are good. Sessions are well planned and build on previous learning. Activities are well planned with a good range of resources and activities which are designed so that they can be used at home with children.

Tutors demonstrate good subject knowledge and use questions well to challenge learners, check learning points and develop understanding. Tutors are skilled at creating a relaxed and supportive learning environment. They use individual work, whole and small group work to add variety and to enthuse the learners. The teaching methods used build on previous learning and are recognised as strengths in the majority of teaching observations.

Family Learning programmes are wide-ranging and innovative, and responsive to local needs. The development of direct delivery provision has promoted the use of community venues and a network of links with key agencies and community groups. Learning opportunities are in accessible settings at learner convenient times with support for childcare, travel and additional needs. These links also support the identification of learners' needs and enable organisations to refer learners to courses.

Effective partnerships have been established to support curriculum development and widen participation. with delivery of courses in a wide range of venues including: schools, children's centres, libraries, community centres, craft centres, churches, secure accommodation for patients with mental illness, the Forest Bus, Pompey Bus, Discovery Centres, parks, museums, and premises of the probation service, the navy, the army and the Asian Welfare Organisation.

Recruitment strategies through schools are particularly effective and there is good provision of supported learning. Learners feel safe and their children are well looked after in crèches. Progression advice is built into all family learning courses from the start. Family Learning has been shown to be particularly important in improving learners' confidence enabling learners to:

- work more with their children at home, telling stories, reading together or creating books
- volunteer at schools
- join additional courses
- progress to further qualifications

Ofsted inspectors highlighted the need to continue to develop initial advice and guidance for learners by training for tutors and appropriate publicity through the centres of delivery. They also suggested specific, focused training for tutors on promoting equality and diversity in lessons to build tutors' confidence.

Targeting and recruitment of 'hard to reach' learners has been focused on the most disadvantaged areas (Gosport, Havant, Rushmoor and Basingstoke) and provided learning opportunities for disadvantaged and socially excluded families where extra

personal support is often required (see table below). However it is recognised that in Havant participation has decreased and there needs to be a continuing focus and clear target setting for the engagement of learners from this area.

<b>Deprived Areas</b>	<b>2007-08</b>	<b>2008/09</b>	<b>2009-10</b>
Gosport	257	487	426
Havant	261	526	192
Aldershot (Rushmoor)	38	112	185
Popley (Basingstoke)	21	37	22
<b>Total</b>	<b>577</b>	<b>1162</b>	<b>825</b>
<b>% of total FL provision</b>	<b>18%</b>	<b>31%</b>	<b>26%</b>

The development of family learning in Gosport has created learner pathways for parents to move into literacy and numeracy programmes. Courses in Healthy Eating, ICT and Introduction to Money Management have helped recruit learners from one of the most deprived areas in the county enabling them to move to literacy and numeracy programmes. Learners report improvements in their confidence, self-esteem and parenting skills and say they interact more with their children and now have a greater understanding of how their children learn. Many learners also reported the benefits of being able to support their children with their homework as well as the gains in their own skills.

It has been a very successful year for the Big Lottery 'Beyond Horizons' project which has supported a varied range of activities in disadvantaged areas of Andover, Aldershot, Basingstoke, Gosport and Havant. Target families have been engaged through a imaginative programme, for example, families from Rowner went to Tile Barn on an overnight camping trip. A wide range of confidence building activities were organised and the team leaders included two parents who had completed the county's heavyweight camping qualification. Efforts are being concentrated on moving families into family literacy, language and numeracy programmes to improve their skills and confidence to help their children at school. All project targets have been achieved ahead of schedule.

### **Leadership and management**

There is a clear strategy and appropriate action plans are in place for family programmes. Regular team meetings are held to review progress, share good practice and assess the effectiveness of all aspects of provision, all of which contribute to the raising of standards. The Family Programmes Manager is responsible for a team of five QCDOs who work with a variety of providers to support the development and coordination of family programmes across Hampshire.

Good curriculum leadership for centre managers and tutors is provided through meetings and an innovative staff development programme. Support for tutors is effectively delivered through the Curriculum Support Group and the website and Moodle enable tutors to access resources and quality support documents. A good range of staff development events is available at appropriate times and accessible venues to develop a strong tutor team. The resources for family learning are good and well utilised.

Hampshire Learning's position within CCRA has enabled closer links to be forged with colleagues in libraries, museums, galleries, sport and outdoor activities. This has increased the potential to access target learners. The move has also provided good opportunities to work in innovative ways developing family learning projects in non-traditional settings including museums, galleries, arts centres and outdoor activity centres.

Funding is geared to ensure that target learners are being recruited. Direct delivery provision was introduced to improve standards in 2007-08 and is now well-established. The aim has been to achieve a balance between direct and sub-contracted delivery recognising the important contribution sub-contracted delivery can make where the provision is effective, for example, at the Adult and Family Learning Centre in Andover.

There is a need to improve the use of data in the planning of provision. This is particularly relevant to the targeting of male learners and learners from disadvantaged communities.

The awareness of and commitment to equality and diversity issues is well-developed in this element of the provision as the ethos is about targeting the hardest to reach learners many of whom will be from under-represented groups. Promotion of the range of family learning courses uses high quality publicity and information materials which are accessible, free from bias, sensitive to cultural, social and language differences and use language that is easy to understand. Publicity materials are reviewed and changed to reflect the diversity of targeted groups. Equality and diversity policies and procedures are well understood by tutors and providers, but little promotion of diversity is incorporated into lessons and learning activities. There is a need to build the confidence of all tutors in promoting equality and diversity in lessons by specific, focused training.

Awareness is good about safeguarding issues which are given high priority. All tutors undergo enhanced CRB clearance procedures and health clearances. The Ofsted inspection confirmed that annual training in safeguarding is effectively provided and CRB checks are in place.

There is a need to improve advice and guidance given to learners to help with the identification of clear learning pathways. In some cases tutors are giving insufficient emphasis to progression, and information given to learners attending workshops on possible progression routes to FLLN courses has not always been effective.

### **4.3 Community Learning**

Outstanding: Grade 1

#### **Context**

Community learning encompasses the part of the provision traditionally seen as 'non-vocational learning'. This area is increasingly being developed to meet the needs of excluded and disadvantaged learners, learners with learning difficulties or disabilities and learners who are taking the first steps into learning and who wish to move into training or employment.

	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
<b>ICT</b>								
2007-08	147	1700	1480	31.42	68.58	6.08	67.30	0.68
2008/09	203	2033	1625	31.07	68.93	8.16	62.24	1.63
2009-10								
Workshop	58	347	323	31.89	68.11	8.98	48.61	2.48
Longer course	219	2222	1830	32.84	67.16	9.34	64.75	1.53
<b>Arts</b>								
2007-08	334	4062	3291	23.31	76.69	3.37	34.34	1.12
2008/09	362	4225	3369	23.30	76.70	3.86	35.71	1.13
2009-10								
Workshop	70	580	463	13.17	86.83	5.40	18.57	0.86
Longer course	479	5254	3094	22.17	77.83	4.85	35.39	1.52
<b>SILL</b>								
2007-08	190	1412	917	43.62	56.38	56.05	20.07	1.85
2008/09	88	692	385	42.08	57.92	76.88	17.40	0.78
2009-10								
Workshop	1	19	19	36.84	63.16	63.16	0	0
Longer course	100	799	472	41.95	58.0	76.69	12.5	2.12
<b>All Others</b>								
2007-08	426	4982	4256	20.23	79.77	3.20	31.14	1.03
2008/09	497	5505	4186	22.17	77.83	4.49	30.08	1.94
2009-10								
Workshop	151	1163	964	31.64	68.36	7.88	15.87	2.39
Longer course	603	6071	3617	21.21	78.79	7.13	27.29	2.38

All Others includes	Number of Learners
Health, public services & care	518
Leisure, travel and tourism	1748
Languages, literature and culture	711
Preparation for life and work	1079
Business, administration and law	157

## Strengths

- Outcomes for learners are outstanding
- Teaching and learning are outstanding
- Particularly effective development of programmes to meet local needs
- Good operational and strategic management of centres
- Good development of learners' confidence, personal and social skills and additional health-related benefits

## Areas for improvement

- Need to improve safeguarding training for officers and tutors
- Information, guidance and sign-posting about progression to further appropriate courses needs to be improved
- Deliver training for tutors on promoting equality and diversity in sessions
- Develop challenging group and individual learning goals to extend learning
- Ensure that assessment and feedback to learners is effective

## Outcomes for learners

	<b>% Ret</b>	<b>%Achieve</b>	<b>%Success</b>	<b>%Attend</b>
<b>ICT</b>				
2007-08	95.25	95.56	91.02	80.21
2008/09	96.48	96.23	92.84	93.25
2009-10				
Workshop	100	98.81	98.81	
Longer course	96.67	95.15	91.98	89.89
<b>Arts</b>				
2007-08	93.46	86.76	81.09	83.77
2008/09	94.59	92.74	87.73	92.21
2009-10				
Workshop	100	98.96	98.86	
Longer course	95.34	93.83	89.46	91.11
<b>SILL</b>				
2007-08	96.40	92.38	89.05	79.70
2008/09	95.91	91.31	87.58	89.70
2009-10				
Workshop	100	100	100	
Longer course	97.61	94.47	92.21	93.49
<b>All Others</b>				
2007-08	93.80	86.98	81.59	75.05
2008/09	93.58	90.66	84.84	89.98
2009-10				
Workshop	100	99.05	99.05	
Longer course	95.38	93.12	88.82	86.76

Ofsted examined Community Learning during the inspection and graded the provision as outstanding. The data in the table above shows consistently high figures for retention, achievement and success.

Outcomes for learners are outstanding. Learners are engaged, well-motivated to succeed, produce a high standard of work and demonstrate confidence and competence. Learners are given every opportunity to state their needs and interests and are involved in deciding their own achievement targets.

## Quality of Provision

Teaching and learning were found to be outstanding by Ofsted when they investigated the provision in July 2010. This is confirmed by the observations of teaching and learning carried out during 2010 which show a high proportion of observations graded 1 and 2.

In language classes, learners demonstrate a high standard of written and oral skills. Many classes are taught by native speaking tutors who skilfully use the target language use to ensure all learners progress at their own level making sufficient use of repetition and reinforcement to maximise learning with a balanced focus on the four skills of speaking, listening, reading and writing. The emphasis is on depth of language development using a wide variety of contexts and vocabulary and learners are very confident in trying new words and grammatical structures. In advanced language classes learners show excellent development of their conversation skills and increased confidence in using appropriate vocabulary.

Learners gain a wide range of skills and health-related benefits, particularly evident in Tai Chi, Yoga and Pilates classes where learners show a very good understanding of both

the technical movements and the philosophy behind them. Learners who attended the belly dancing class at Oak Farm were inspired by the course and reported positive impacts on health and well-being as well as creativity. These additional benefits are a motivating factor for learners and a positive influence on engagement.

In ICT the range of programmes is good and well integrated with that of other providers in Hampshire. The service collaborates effectively to attract hard-to-reach learners and a learning bus and portable laptop computers are successfully used to bring provision to isolated villages and community centres. Entry level and taster courses in basic computer literacy are complemented by innovative courses such as cyber safety and social networking. Outcomes for learners and attendance are good and success rates on courses leading to qualifications are high. ICT is an area that attracts many elderly learners seeking to learn the new skills of a technological world. They gain confidence and put their learning to practical use by using computers and the internet for shopping and communicating with family and friends. Teaching and learning are satisfactory. The Ofsted inspection noted that in some lessons there was a lack of challenge and a need for course goals and learning objectives to be more precisely defined. It also identified the need to continue to raise standards for learners by making sure that assessment to support learning and feedback are specific and helpful.

A strong point of the Arts provision is that tutors, many of whom are practising artists, designers, photographers and craftspeople, have a high level of specialist expertise. They enthusiastically communicate the knowledge and passion they have for their subject motivating learners to achieve, often beyond the expected level. Learners enjoy their courses and are proud of the high quality of the creative work they produce. In patchwork and quilting courses learners produce articles of high quality which have won awards in national competitions. In soft furnishing classes, pleating and lined curtains made from vibrant fabrics are finished to a professional standard. Learners are also making a positive contribution to their communities, for example, by raising money for a local hospice through the sale of artwork and by working with local children in schools. Workshops, festivals and events held across the county celebrate cultural diversity well but learning about visual arts practice in other cultures is not sufficiently promoted in lessons. New perspectives and experiences for learners could also be introduced by exploring the work of a wider range of artists and art movements. The Ofsted inspection highlighted the need to develop challenging group and individual learning goals to extend learning and to improve the quality of written feedback in progress reviews in order to continue to raise standards and learners' progress.

The development of learners' skills is good in the Skills for Independent Living element of the provision. Learners participate well in a good range of interesting projects and produce work of a high standard. Learners also develop good personal and social skills. A particularly inclusive approach is adopted when identifying topics for the curriculum. Managers collect information from initial assessments, progress reviews and guidance interviews to identify learners' interests and preferences.

Courses are developed in areas of need and are targeted to clearly identified groups. Taster days, visits and family activity days have been successfully used to increase awareness in areas of deprivation and to encourage participation. Where barriers exist, which may prevent learners enrolling, some providers provide financial advice and set up payment plans and in other cases shift workers are enabled to continue their learning by moving between classes based on their working week. NLDC funding has been used in a

partnership initiative, with Havant and Leigh Park Libraries to engage hard to reach learners in the local community, many of whom are new to learning.

Accredited provision included the Confident Cookery and ICT courses delivered by the Trinity Centre, a charitable organisation working with the homeless, drug addicts, and vulnerable women. These programmes were delivered as IIQ accredited programmes with the programme being developed in partnership with the organisations delivering the courses to meet learners' needs and to address local factors.

Partnerships are well developed and the service works effectively at a local level to support initiatives and widen learning opportunities. The service has responded sensitively to community requests and has developed appropriate provision. In addition, HL has provided effective training to support quality assurance in partners' centres.

### **Leadership and management**

The strategic and operational management of centres is good. Centre managers generally provide good support to tutors and learners and ensure adequate resourcing of their classes. They work well with other local providers to plan coherent provision and progression opportunities.

Managers have worked hard to develop strong partnerships and to support tutors across the region. Communication between Hampshire Learning and centre managers is good and morale is high. Centre managers value the support they are given to deal with problems and to develop quality and management arrangements. Staff are suitably experienced and qualified in their specialist areas.

In relation to safeguarding, some of this provision may involve children (eg where PCDL funding is used to engage families) and vulnerable adults. All providers carry out CRB checks where necessary. Many of the providers who teach vulnerable adults have specialised in this client group for many years and have a good awareness of the priority which needs to be given to this area. These needs may not be so well understood by the tutors of traditional adult learning but they too may well encounter vulnerable learners and there is a general need to improve the training provided for officers and tutors.

Effective partnerships have been established to deliver outreach work using laptops. Targeted courses successfully increased participation of under-represented groups, eg visually impaired, older learners, travellers and adults with mental health issues but Ofsted, in its recent inspection, identified the need to use the skills and expertise of tutors to improve the promotion of equality and diversity in lessons.

In the best sessions tutors used a range of embedded e-learning such as interactive whiteboards, PowerPoint presentations, internet downloads, audio and visual learning materials, interactive games and tutor-learner email communications. Other sessions make use of more limited e-learning materials such as word-processed handouts. There is a need for Centre Managers to encourage tutors to explore wider e-learning technologies/opportunities within their teaching and learning to develop innovative practices which enhance the learning environment. More tutors are now using the Support4Tutors' Moodle to create and share resources with colleagues across the region.

All tutors are well qualified and competent in both subject area and teacher training. Most tutors are highly motivated and able to motivate learners using a range of teaching methods.

The provision of information and advice is satisfactory and learners benefit from good progression routes which are the result of collaboration between the various providers.

Resources are good overall. Most classes are held in community colleges or schools where the accommodation and access are suitable.

#### 4.4 Vocational Learning

Satisfactory: Grade 3

##### Context

Vocational learning encompasses the provision that is funded to deliver qualifications or courses leading to qualification courses. Train to Gain funding has been used to deliver Basic Skills and NVQ qualifications for Hampshire County Council staff. This is a relatively small contract, and the funding has reduced following government changes to the programme. During 2009-10, ALR funding was administered by Hampshire Learning for the four ex-EIs during a transitional period prior to the funding being used more widely to support vocational education across the county from 2010-11. First Steps courses provide an entry point for pre-level 2 learners to embark on an introductory programme which will lead, eventually, to a first full Level 2 qualification.

2009-10	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
<b>Train to Gain</b>								
IAG NVQ	3	23	23	0	100	0	0	8.70
Catering NVQ	1	10	10	0	100	0	0	0
Basic Skills	6	20	20	5	95	0	0	15
<b>ALR</b>								
ICT	9	29	26	26.92	73.08	0	7.69	3.85
Arts	2	27	27	33.33	66.67	3.70	0	0
Languages	35	340	334	32.63	67.37	4.19	20.66	1.5
Prep for Life	15	73	46	19.57	80.43	4.35	2.17	4.35
Business	8	77	64	10.94	89.06	0	4.69	12.50
All Others	10	133	131	29.01	70.99	10.69	3.05	9.16
Overall	79	679	610	28.52	71.48	4.43	12.95	4.10
<b>First Steps</b>								
Health	18	162	150	10.67	89.33	10.00	0.67	12.67
ICT	63	403	353	27.20	72.80	8.22	37.96	5.38
Retail	3	21	21	33.33	66.67	47.62	9.52	14.29
Arts	6	58	53	20.75	79.25	22.64	45.28	0
Prep for Life	43	367	364	23.08	76.92	9.34	8.79	19.78
All Others	7	74	74	24.32	75.68	6.76	10.81	16.22
Overall	140	1085	994	23.04	76.96	10.16	20.12	11.87

## Strengths

- Good partnership arrangements to identify target learners
- Good success rates in First Steps provision
- Good range of provision

## Areas for improvement

- Need to improve success rates on qualification courses
- Need to develop clear learner progression pathways for First Steps provision

## Outcomes for learners

2009-10	% Ret	%Achieve	%Success	%Attend
<b>Train to Gain</b>				
IAG	69.57	100	69.57	
Catering	100	-	-	
Basic Skills	80	68.75	55.00	
<b>ALR</b>				
ICT	93.10	85.19	79.31	86.64
Arts	59.26	100	59.26	85.67
Languages	72.78	89.02	64.79	96.64
Prep for Life	64.38	89.36	57.53	63.44
Business	85.33	68.75	58.67	88.19
All Others	77.44	97.09	75.19	85.05
Overall	74.52	88.27	65.78	89.69
<b>First Steps</b>				
Health	88.89	96.53	85.80	95.18
ICT	91.32	92.93	84.96	90.67
Retail	85.71	94.44	80.95	94.00
Arts	100	100	100	100
Prep for Life	97.82	99.16	97.00	86.80
All Others	98.65	100	98.65	100
Overall	94.01	96.57	90.78	91.27

## Quality of Provision

Teaching and learning were judged to be good by Ofsted during the June 2010 inspection. This is confirmed by the observations of teaching and learning carried out during 2009-10 by Hampshire Learning which indicate a high proportion of sessions graded as 1 and 2.

The **Train to Gain provision** was well delivered and provided an opportunity for Hampshire County Council staff providing reception and administration support for adult and community learning centres to gain an NVQ qualification in Advice and Guidance Support. The programme was delivered flexibly with group workshops initially followed by individual support and assessment in the workplace. Retention rates appear low as this was a small cohort of learners but those learners who completed the programme all achieved the qualification and, overall, the programme was deemed

successful with excellent feedback from the external moderator. In addition, HC3S, the County Council's catering service, has delivered NVOs in Food Safety and Cooking, due to complete in December 2010. Basic Skills qualifications were also delivered to Hampshire County Council staff who had not yet reached Level 2. Although achievement rates were satisfactory, retention was poor and this provision is no longer being delivered through this model.

The **ALR provision** has been reviewed for 2010-11 and funding now supports a range of qualifications which focus on Basic Skills and Foundation Learning. Success rates for the provision delivered in 2009-10 were poor and closer monitoring and support for tutors is now in place.

The delivery of **First Steps provision** has been of a high standard with excellent success rates, particularly in the Arts. A wide range of courses has been delivered, many in partnership with colleges, which will lead learners into college provision. HC3S, Hampshire County Council's catering service, continued to deliver the introductory programme of training for kitchen and servery staff in Hampshire schools.

### **Leadership and Management**

Management of these courses has been satisfactory overall. Hampshire Learning has been responsible for the Train to Gain contract and some First Steps provision, with HC3S, community schools and colleges managing the majority of First Steps courses. The ALR provision was managed entirely by the four ex-El's during the transitional funding year, with Hampshire Learning being responsible for allocating the funding and making returns to the funding body.

Tutors are well qualified and competent in both subject area and teacher training. Most tutors are highly motivated and able to motivate learners using a range of teaching methods.

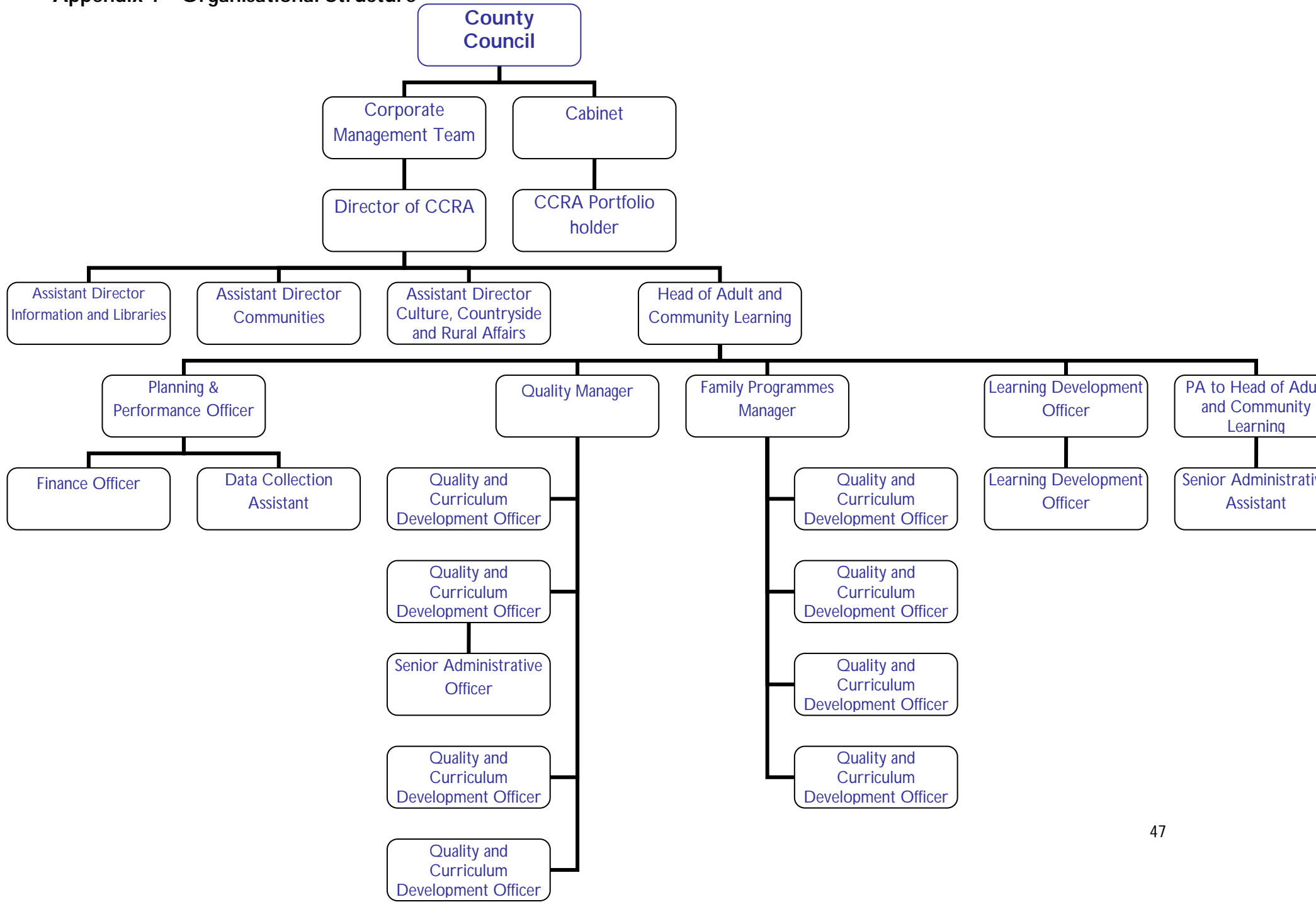
The provision of information and advice was particularly good for the Train to Gain learners and those employed by HC3S. Many learners have progressed to further learning and have demonstrated increases in confidence and improved opportunities for volunteering and employment.

Resources are good overall. Most classes are held in community colleges or schools where accommodation and access are suitable.

The service uses its wide range of partnerships to excellent effect in targeting provision to people in greatest needs. New partnerships with employment specialists cater for the needs of learners seeking work.

Within First Steps, overall targeting of pre-level 2 learners has been good with clear progression pathways for many learners. For 2010-11 more emphasis is being placed on identified progression routes, particularly into college provision, for learners to achieve full Level 2 qualifications.

**Appendix 1 – Organisational Structure**



## Appendix 2 – Data tables

The tables shown below provide learner data for adult programmes secured by AFL in 2009/10, with a breakdown by sector subject.

### Number of learners and learner categories

	2006/07	2007-08	2008/09	2009-10	National 2006/07
Total numbers of learners	13,475	14,774	15,272	16,036	745,500
* Enrolment per 1,000 adult population	21.68	20.32	22.02	24.19	
% of learners who have disabilities and/or learning difficulties	5	5.6	6.1	8.3	
% of learners who are male	22.8	21.7	22.3	23.0	23.5
% of learners from ethnic communities	2.2	2.8	3.6	5.1	12.6
% of learners aged 60+	22.3	21.67	23.2	24.7	25.6

\* participation rate is below national average as 16 further education colleges are also funded to run adult learning programmes

### Workshops, courses, enrolments and learners

	<u>Workshop</u>	<u>Courses</u>	<u>Enrolments</u>	<u>Learners</u>
Health, public services and care	34	51	741	682
Information and communication technology	58	291	3001	2459
Retail and commercial enterprise	2	24	220	179
Leisure, travel and tourism	1	305	3330	1748
Arts, media and publishing	70	490	5958	3614
Languages, literature and culture	1	164	1502	1045
Preparation for life and work – Excluding SIL and FLLN	96	167	2091	1602
Preparation for life and work – FLLN	87	192	2519	1732
Preparation for life and work – SIL	1	100	818	472
Business, administration and law	13	17	257	198
Family Learning	149	257	4065	3232
All Others	4	32	494	475
<b>Overall</b>	<b>516</b>	<b>2090</b>	<b>24996</b>	<b>16036</b>

## Retention, Achievement and Success rates

	<u>%</u> <u>Retention*</u>	<u>%</u> <u>Achieved*</u>	<u>%</u> <u>Success*</u>	<u>%</u> <u>Attendance*</u>
Health, public services and care	89.47	96.32	86.18	92.56
Information and communication technology	95.81	94.64	90.67	89.64
Retail and commercial enterprise	95.59	94.36	90.20	89.37
Leisure, travel and tourism	95.45	93.36	89.11	84.43
Arts, media and publishing	95.17	93.81	89.28	91.77
Languages, literature and culture	90.12	93.01	83.82	95.49
Preparation for life and work – excluding SILL and FLLN	94.16	91.74	86.38	78.95
Preparation for life and work – FLLN	86.44	84.90	73.39	84.29
Preparation for life and work – SILL	97.61	94.47	92.21	93.49
Business, administration and law	88.54	79.86	70.71	87.58
Family Learning	89.26	91.04	81.26	89.47
All Others	91.52	98.64	90.28	90.17
<b>Overall</b>	<b>93.28</b>	<b>92.76</b>	<b>86.53</b>	<b>88.52</b>

\*Workshops excluded

## Learner characteristics

	<u>% Male</u>	<u>% Female</u>	<u>% LDD</u>	<u>% 60+</u>	<u>% Ethnic</u>
Health, public services and care	18.77	81.23	9.09	9.24	4.11
Information and communication technology	31.88	68.12	8.82	58.28	2.16
Retail and commercial enterprise	14.53	85.47	8.94	7.26	6.15
Leisure, travel and tourism	13.62	86.38	2.46	29.52	1.54
Arts, media and publishing	22.14	77.86	5.20	32.96	1.49
Languages, literature and culture	29.95	70.05	3.35	31.29	2.20
Preparation for life and work – excluding SILL and FLLN	29.15	70.85	14.67	14.92	8.36
Preparation for life and work – FLLN	10.85	89.15	7.04	2.42	25.46
Preparation for life and work – SILL	41.79	58.21	75.88	12.27	2.08
Business, administration and law	18.69	81.31	5.05	8.59	8.08
Family Learning	16.49	83.51	4.49	2.85	4.21
All Others	29.68	70.32	8.63	31.16	6.11
Overall	22.33	77.67	6.13	30.75	3.63

## Potential Guided Learning Hours (GLH) by Subject Sector Categories

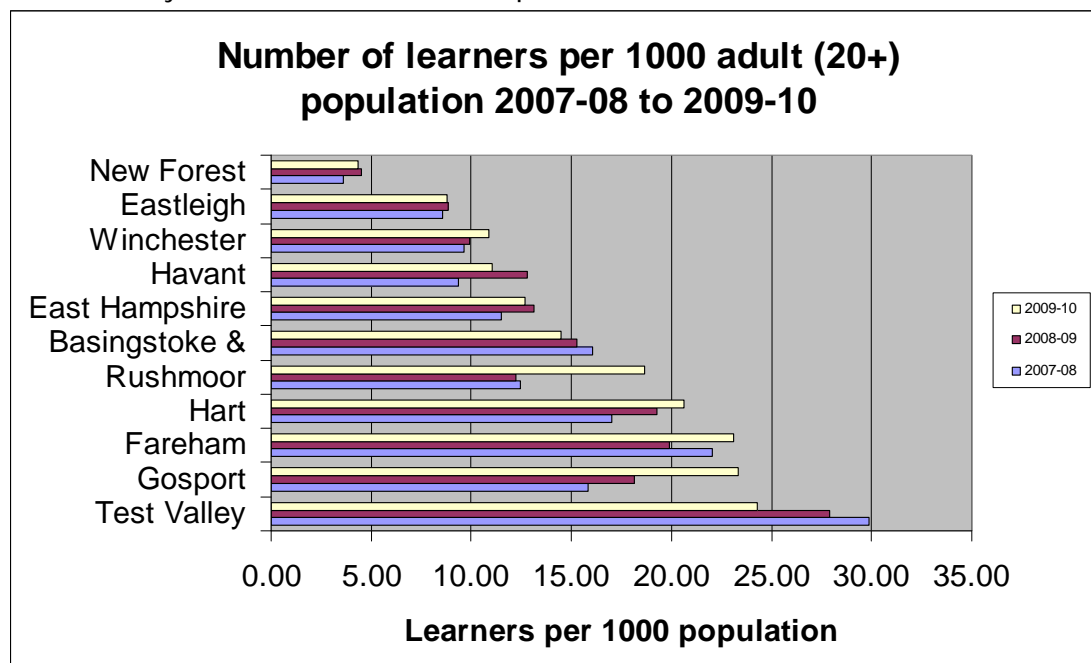
The following table shows the percentage of potential guided learning hours within subject sectors delivered by HL

Sector	Subject Categories	% Potential glh			
		2006-07	2007-08	2008-09	2009-10
1	Health public services and care	2.12	5.81	2.95	2.17
6	Information and communication technology	11.11	9.69	10.29	9.79
7	Retail and commercial enterprise			0.62	0.73
8	Leisure, travel and tourism	11.53	13.01	13.05	11.46
9	Arts, media and publishing	21.30	24.25	23.12	24.61
12	Language, literature and culture	12.27	9.14	7.67	10.75
14.1	Preparation for life and work - excluding SILL and FLLN	3.38	2.88	8.88	8.06
14.2	FLLN	10.40	14.57	15.41	16.94
14.3	SILL	12.54	8.14	4.16	3.24
15	Family Learning	15.35	12.51	13.84	7.60
	All others	0	0	0	4.66

## Participation Rates

(Havant, Rushmoor, Test Valley/Havant, Gosport, Basingstoke, New Forest – most deprived Hart – least deprived)

The following graph shows the number of learners per 1,000 population for each district of the county based on learners' home post codes.

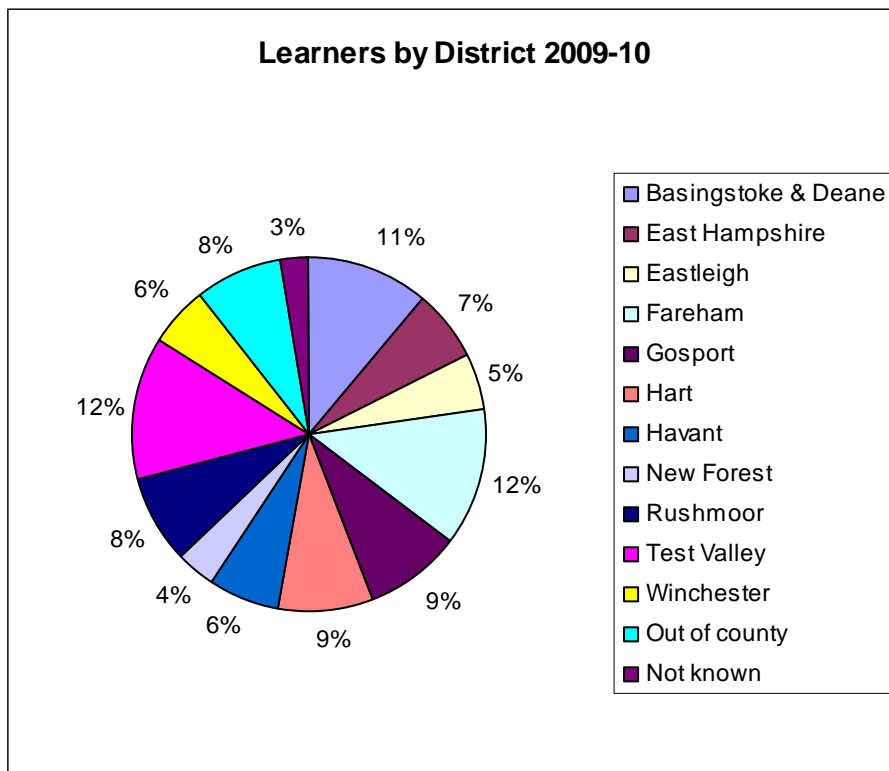


The following table shows participation of learners by District Council areas.

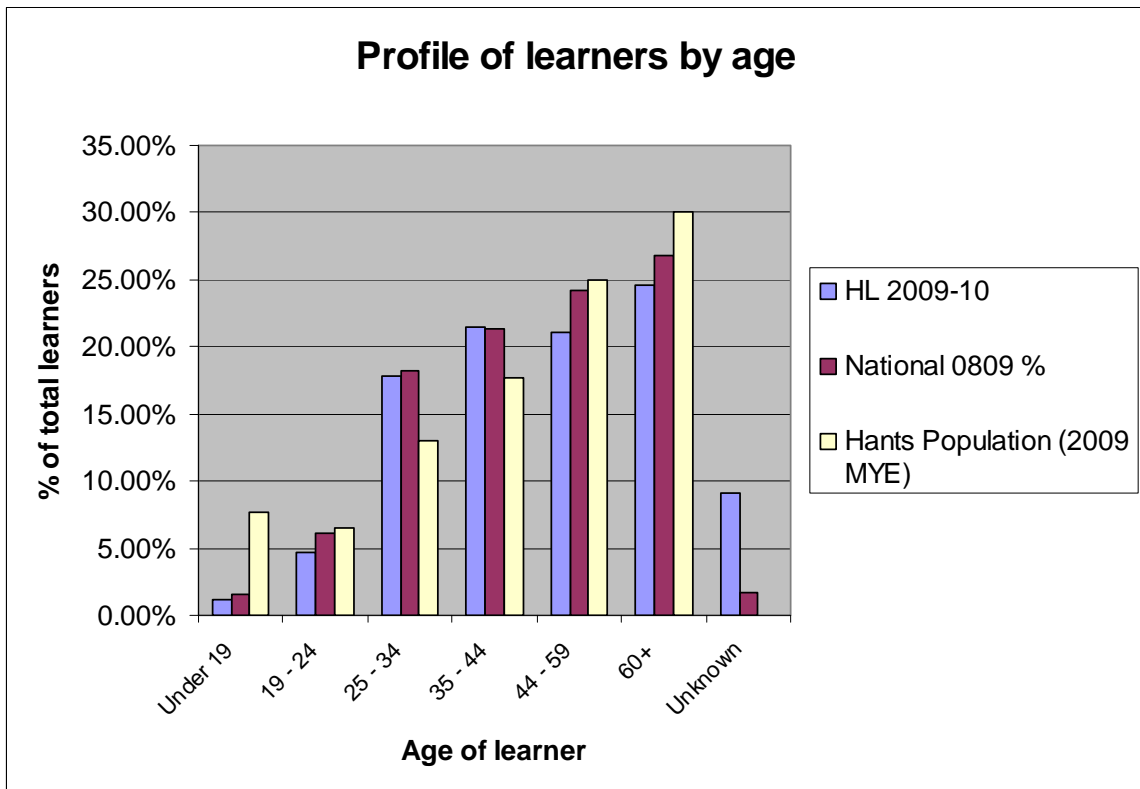
**Learner Numbers by District Council Areas**

	2007-08		2008/09		2009-10	
Basingstoke & Deane	1935	13.10%	1860	12.18%	1785	11.13%
East Hampshire	949	6.42%	1099	7.20%	1062	6.62%
Eastleigh	777	5.26%	815	5.34%	809	5.04%
Fareham	1850	12.52%	1694	11.10%	1996	12.45%
Gosport	951	6.44%	1100	7.21%	1425	8.89%
Hart	1142	7.73%	1304	8.54%	1404	8.76%
Havant	839	5.68%	1156	7.57%	992	6.19%
New Forest	497	3.36%	623	4.08%	603	3.76%
Rushmoor	826	5.59%	814	5.33%	1278	7.97%
Test Valley	2577	17.44%	2426	15.89%	2079	12.96%
Winchester	800	5.41%	836	5.48%	920	5.74%
Out of county	1135	7.68%	1201	7.87%	1261	7.86%
Not known	496	3.36%	338	2.21%	422	2.63%
<b>Total</b>	<b>14774</b>		<b>15266</b>		<b>16036</b>	

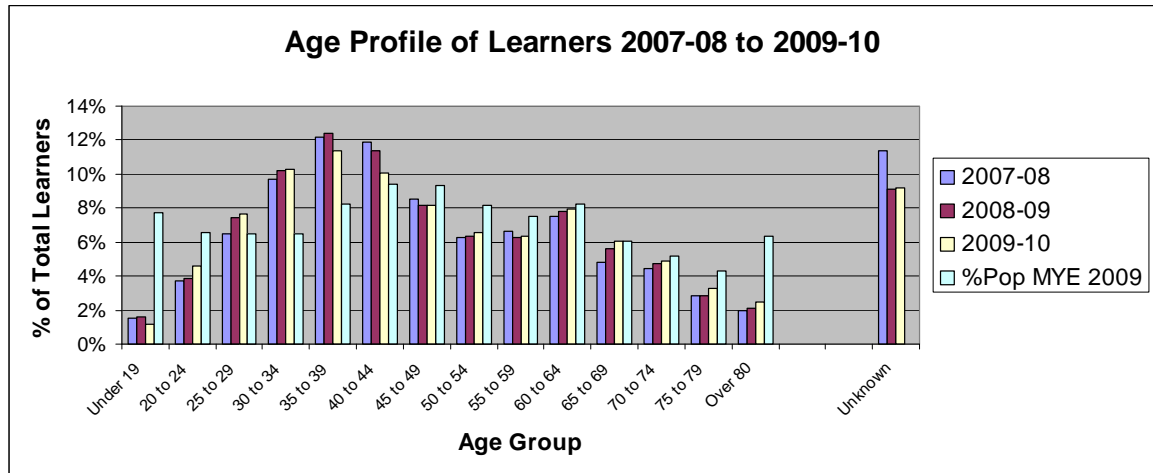
The above data for 2009-10 is represented in the pie chart below



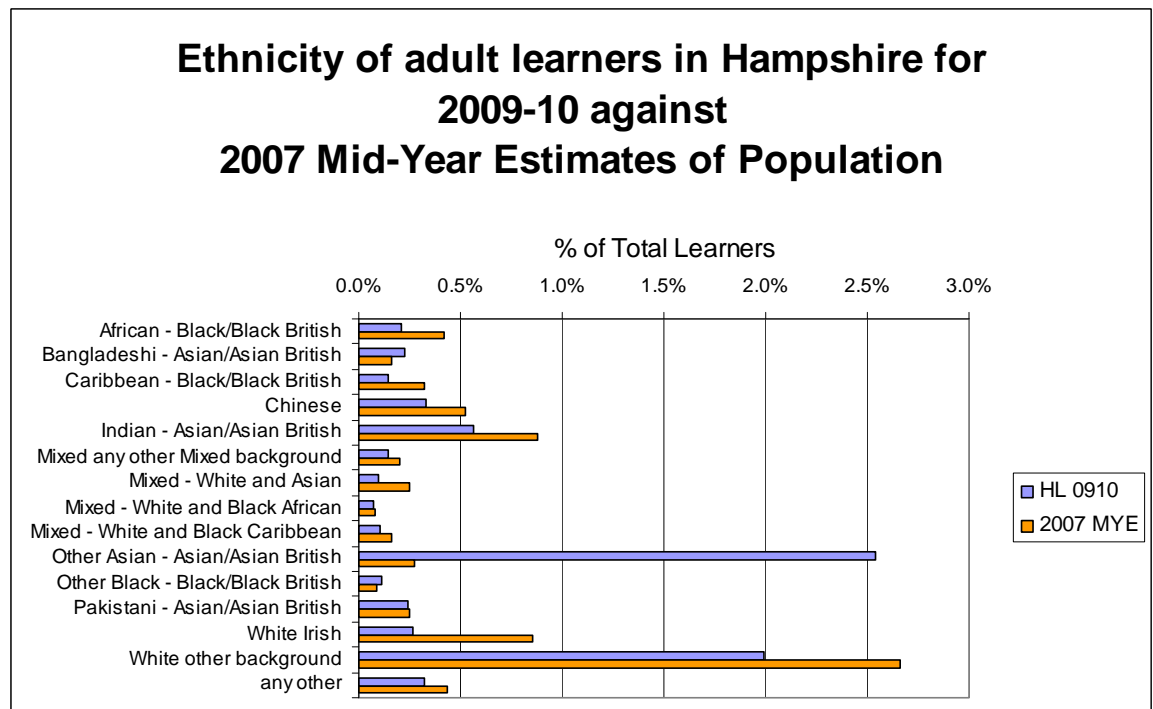
The following graph shows the age range of adult learners on SFA-funded courses.



The following graph compares the age profile of learners for the period 2007-08 – 2009-10.



The following table shows the ethnicity of adult learners on SFA-funded programmes in Hampshire by comparison with the 2007 Mid-Year Estimates of Population.



### Appendix 3 - List of Providers – 2009-10

Age Concern Hampshire	Countywide
Aldershot Library and Learning Centre	Aldershot
Aldworth Science College	Basingstoke & Deane
Alton Community Association	East Hampshire
Ashcroft Arts Centre	Fareham
Bridgemary Community Sports College	Gosport
Brookfield Community School & Language College	Fareham
Brune Park Community College	Gosport
Cherbourg Primary School	Eastleigh
Community Action Fareham	Fareham
Community First East Hampshire	East Hampshire
Court Moor Centre for Continuing Education	Hart
Fairfields Arts Centre Trust	Basingstoke & Deane
Fareham & Gosport Libraries	Gosport
Fleet Library	Hart
FLLN	Countywide
Forest Arts Centre	New Forest
Fort Hill Community School	Basingstoke & Deane
Four Lanes Community Junior School	Basingstoke & Deane
Gosport Discovery Centre	Gosport
Gosport Voluntary Action	Gosport
Hampshire EMTAS	Basingstoke & Deane
Hampshire Learning Tutor Team	Countywide
Harrow Way Community School	Test Valley
Hart Neighbourhood Centre	Hart
Havant Borough Libraries	Havant
Haven Children's Centre	Gosport
HC3S	Countywide
Henry Cort Community College	Fareham
Horndean Technology College	East Hampshire
Hurst Community College	Basingstoke & Deane
MIND	Eastleigh
Mountbatten School & Language College	Test Valley
Neville Lovett Community School	Fareham
Oak Farm Community School	Rushmoor
Oak Meadow Children's Centre	Fareham
Park Children's Centre	Rushmoor
Park Community School	Havant
Phoenix Arts Centre	East Hampshire
Portchester Community School	Fareham
Romsey School	Test Valley
Testwood School	New Forest
Trinity Centre	Winchester
Vyne Community School	Basingstoke & Deane
West End Arts Centre	Rushmoor
Western Wards	Western Wards
Winchester Discovery Centre	Winchester
Wyvern Technology College	Eastleigh
Yateley Community School	Hart