

Performance against OFSTED criteria

Criteria	Ofsted Focus	LALS Current Performance	R A G
Quality of Education	<p>Curriculum design, coverage, appropriateness, and delivery</p> <p>Teaching standards</p> <p>Assessment</p> <p>Attainment and progress</p> <p>Knowledge and skills development</p> <p>Destinations</p>	<p>The service has a clear statement of Intent which has been developed from the strategic goals of the council and in consultation with partners, employers, and learners. Clarity of intent provides an effective foundation for programme planning.</p> <p>Teaching standards are good, and tutors have adapted exceptionally well to the move to online learning throughout the pandemic. This has been particularly challenging given many learners have additional support needs.</p> <p>Assessment is used effectively to enable learners and tutors to understand progress towards learning goals and where there are gaps in learning - this informs good lesson planning.</p> <p>Feedback from learners, carers and employers highlight excellent development of knowledge and skills. This helps learners progress towards their ambitions and often has a profound impact on learners' ability to become more independent. For example - refugees development of English, learners with disabilities develop money skills.</p>	G O O D
Behaviour and Attitudes	<p>Attitudes to learning</p> <p>Behaviour</p> <p>Employability</p> <p>Attendance and punctuality</p> <p>Respect</p>	<p>Learners develop behaviours and attitudes that help them lead successful lives - both personal and professional.</p> <p>Tutors have high expectations and successful outcomes are underpinned through structured learning provided in well managed classes with clear ground rules. This helps learners develop good habits for example timekeeping, attention to detail and respect for others and different opinions.</p>	G O O D
Personal Development	<p>Enrichment</p> <p>Fundamental British values</p> <p>Careers guidance</p> <p>Healthy living</p> <p>Citizenship</p> <p>Equality and diversity</p> <p>Preparation for next stage</p>	<p>Learners consistently report that their participation in adult learning classes helps them to develop confidence. This helps them in all aspects of their lives and often results in them having more involvement within their communities.</p> <p>Learners receive excellent support for planning their next stages in development by tutors or through LALS dedicated Information Advice and Guidance (IAG) service.</p> <p>Fundamental British Values (FBV) are embedded into all programmes.</p> <p>Lesson observation evidence shows that learners, tutors and support workers have a high level of mutual respect.</p>	G O O D

		<p>Most tutors make learning relevant and encourage learners to use real life experiences. Learners are encouraged to apply their learning outside of lessons. For example, how to manage their response when the behaviour of other people upsets them.</p>	
Leadership and Management	<p>Vision, ethos</p> <p>Staff development</p> <p>Safeguarding</p> <p>Staff workload and wellbeing</p> <p>Learner experience</p> <p>Governance/oversight</p>	<p>The service strategy sets out a clear vision which informs curriculum intent.</p> <p>There is a “whole organisation approach” to Safeguarding including Prevent, with the majority of learners (98.09%) in the service reporting feeling safe.</p> <p>Tutors benefit from a comprehensive staff development programme which includes whole service training through tutor briefings and curriculum specific activities.</p> <p>Learner experience is reviewed regularly and 98% of learners state their learning has been good or outstanding.</p> <p>Governance has been strengthened and regular briefing sessions provide the opportunity for Lead Members to challenge performance and support the service strategic development. Lead Members are actively involved and take opportunities to speak to learners during centre visits helping them maintain a good understanding of outcomes and different aspects of service delivery.</p>	<p>G O O D</p>