

Hampshire Futures

Local authority

Inspection dates

6–9 February 2018

Overall effectiveness		Good	
Effectiveness of leadership and management	Good	Adult learning programmes	Good
Quality of teaching, learning and assessment	Good		
Personal development, behaviour and welfare	Good		
Outcomes for learners	Good		
Overall effectiveness at previous inspection		Requires improvement	

Summary of key findings

This is a good provider

- Leaders and managers have dealt effectively with the vast majority of weaknesses identified at the previous inspection; as a result, learners' experiences and the quality of provision are now good.
- Since the previous inspection, learners' achievements have improved significantly.
- A very high proportion of trainees progress to employment, apprenticeships or further studies.
- Good curriculum planning meets the needs of local communities very well, helping learners who are disadvantaged to take part in training and gain skills that improve their lives.
- Tutors provide very good one-to-one coaching for learners, which helps them to grasp the complexities of subjects.
- Most tutors have high expectations for their learners whom they motivate and encourage to develop new interests, skills and knowledge.
- Learners on adult provision make good gains in their confidence and their ability to work with others.
- Apprentices make excellent progress from their starting points, gain valuable skills that their employers appreciate. The very large majority achieve their qualifications within the planned time.
- Teaching is not reliably good across all subjects.
- Some targets used by tutors to measure progress and achievement of students on non-accredited learning programmes remain too broad and are not specific enough to be easily measurable.
- A few subcontractors' self-assessments do not accurately reflect the strengths and weaknesses of their provision.

Full report

Information about the provider

- Hampshire Futures (HF) is part of Hampshire County Council and is based in Winchester. The head of the service reports to a senior manager within the directorate of children's services (DCS).
- The large majority of learners are adults taking mainly non-accredited community learning courses. Courses take place at a wide variety of venues throughout Hampshire and most are provided by subcontractors. Programmes for adults include mathematics, English, languages, information technology, art, dance and well-being courses. The service also offers traineeships and apprenticeships in business and health and care. At the time of inspection, around 1,400 learners were enrolled with the provider. Of these, around 70 were apprentices and 35 were trainees.
- Unemployment in Hampshire is lower than in the south-east and Britain as a whole. The average earnings within the county are higher than the national average. However, there are areas in the county that fall within the 20% most deprived communities in England.

What does the provider need to do to improve further?

- Managers should improve the quality of teaching, learning and assessment for adult learners so that it is consistently good.
- Managers should make sure that tutors improve the targets used for measuring progress and achievement of students on non-accredited learning programmes, so that these become sharper and specific enough to be easily measurable.
- Leaders and managers should make sure that all subcontractors' self-assessments more accurately reflect the strengths and weaknesses of their courses so that they can identify where improvements are needed.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have dealt successfully with almost all areas for improvement identified at the previous inspection. They have made particularly good progress in improving the management of subcontracted work. Performance management systems and processes are robust and clear, helping the subcontractors to provide high-quality training and education for learners.
- The service commissioning plan is well considered, leading to a curriculum that focuses effectively on the needs of local rural and urban communities. Subcontractors understand the social and moral aspects of the plan and provide suitable courses within the three HF aims of 'Learns, Works, Thrives'. For example, the 'Works' aim focuses on courses that will help individuals gain employment.
- Leaders and managers raise the aspirations of learners and those in the community through a well-designed curriculum. It helps learners who have low-level or no qualifications, and those seeking to improve their qualifications or skills to gain employment. Individuals also gain confidence and benefit from the social interaction of leisure courses.
- Managers make sure that learners, apprentices and trainees receive good careers advice and guidance during their courses to help them make informed choices about their next steps. Employability and curriculum vitae-writing workshops prepare adults well for a move into employment.
- Leaders and managers are expanding the apprenticeship programme carefully, and see it as an essential part of the HF curriculum. They pay good attention to the needs of businesses, the local authority and employers, to meet local and regional needs. As a result, courses are located in easily accessible locations such as community centres.
- Leaders and managers have made improvements to the quality of teaching and assessment through improved performance management. Detailed, timely and helpful feedback from observations boosts tutors' confidence and desire to improve. Sensible and realistic goals guide tutors through useful activities on a recently introduced programme of professional development. Learners and apprentices now benefit from improved teaching, learning and assessment.
- Staff benefit from the introduction of advanced learning practitioners for English and mathematics. These have already had a positive impact in raising standards and improving achievement by providing effective development sessions for staff. As a result of the support they receive, tutors are confident and integrate English and mathematics into their subject content well.
- Managers have invested in redeveloping the virtual learning environment. It is now used more widely and provides helpful guidance and resources that reinforce face-to-face training. It also provides a range of materials that support tutors to understand topics and learn how to teach these well. For example, useful guidance includes tips on how to teach English and mathematics and a well-planned charter of how to integrate the five topics of British values into topics such as quilt making.

- Leaders and managers have improved the self-assessment process since the previous inspection. The quality improvement plan (QIP) has clear, specific and timely actions for improvement arising from the self-assessment process. The QIP is updated regularly and progress is monitored carefully at monthly meetings. However, the quality of a few subcontractors' self-assessments are not yet of a sufficiently high standard. They do not clearly identify strengths and weaknesses to bring about further improvement.
- Leaders and managers demonstrate a clear commitment to ensuring equality of opportunity for disadvantaged learners. They work successfully to provide programmes for all sections of the community, regardless of learners' ability or previous learning.

The governance of the provider

- The council's DCS leadership team have a very clear and direct oversight of the performance of leaders and the operation of Hampshire Futures (HF). They receive regular reports, scrutinise performance and set clear performance improvement targets. They also provide good support and encouragement for leaders.
- At cabinet level, the elected member is a strong advocate for HF and meets with and raises aspirations of trainees by personal encouragement and advice.

Safeguarding

- The arrangements for safeguarding are effective.
- The culture of safeguarding learners is clear and well established. Learners and apprentices feel safe and know how to keep themselves and their peers safe. They are aware of the need for online safety, and know how to recognise grooming, for example, in relation to extremist groups.
- Staff, including subcontractors, receive regular training and updates on safeguarding and the 'Prevent' duty, highlighting related priorities such as the awareness of trafficking.
- Managers pay close attention to health and safety, and risk-assess activities and venues carefully. The curriculum performance group frequently monitors safeguarding of subcontractors.

Quality of teaching, learning and assessment

Good

- The large majority of tutors have high expectations for their learners, who they motivate and encourage to learn and develop new interests, skills and knowledge. They create very effective relationships with their adult learners so that the learners enjoy coming to their classes and particularly enjoy the camaraderie they develop with fellow learners. All learners contribute to the positive learning environment and take great pride in their achievements. For example, one learner took great pleasure in describing how he managed to get a very clear and professional-standard photograph of the moon using a tracking system his tutor had shown him in his previous lesson.
- Tutors have a good range of skills in their subjects, and many are experienced practitioners. Their enthusiasm for the subject they teach is infectious and learners appreciate their sharing of skills, knowledge and experience.

- Tutors on adult courses offer very good one-to-one coaching for learners. This provides useful guidance and support, and helps them to grasp the complexities of some subjects, such as in art or ballet when trying to understand the anatomy of the human body.
- The assessment of starting points for trainees and apprentices is thorough and makes sure that they start their studies and training at the right level. Workplace mentors provide good coaching for apprentices to develop the right skills to do their jobs well. For example, developing good telephone skills when working with clients who are angry.
- In many instances, tutors take the opportunity to incorporate relevant and appropriate mathematics and English skills development activities into lessons. This is very effective in motivating learners to improve their knowledge and skills in these subjects.
- Apprentices develop good customer care skills and an understanding of the diverse groups they may come across in their work. For example, one learner has adapted the personal care and washing regimes for Muslim men in her care. Apprentices create plans according to clients' beliefs and individual needs, and tailor these to include clients' physical or mental health needs.
- A small proportion of teaching is still not good enough. Although tutors may have specialist knowledge, a small minority are less skilled in teaching and making sure learners are learning. For example, a few tutors rely too heavily on questions that only the more confident learners answer. As a result, it is not always clear if all learners understand the topic.
- A minority of tutors do not direct or manage learning support staff well enough. In a small number of sessions, support tutors take over the learner's work, for example rewriting sections of work for them, rather than advising on what needs improvement and allowing the learner to create their own work.
- Some targets being set as part of the revised process to recognise and record progress and achievement remain too broad. They are not specific or measurable, so learners are not always aware of their progress or of what they need to do to improve. For example, one target was to improve oral communication, with no reference to the context in which the learner should focus, whether group or individual. Such targets also fail to identify the relevance and benefits of improvement to the learner.

Personal development, behaviour and welfare

Good

- Learners develop good subject skills and knowledge that meet their needs and interests very well. These allow them to develop wider skills, including their speaking and listening skills.
- Apprentices make positive contributions to their workplaces. They have good opportunities to develop their skills on the job by working alongside professionals who are knowledgeable in the sector standards. Employers make sure their apprentices move on to more complex work as they become competent; as a result, learners develop useful work skills and increase their employability.
- Adults are able to take a broad range of courses designed to help them explore or develop new interests. These courses also support their personal, social and welfare needs. They improve their communication skills, confidence and self-esteem, so they are better able to take part in activities such as supporting their children in their school work.

- Learners on adult courses develop their ability to work with others more effectively. They support each other very well and encourage one another to acquire knowledge and skills so that they all succeed. All learners demonstrate a good appreciation for British values. They show respect and tolerance for their tutors and each other; all are from a diverse range of backgrounds and bring a range of interests to their courses.
- In a few classes, learners' attendance and punctuality require improvement. Those who arrive late disrupt the session for other learners.
- In a few instances, tutors do not sufficiently promote independent study skills that can help learners develop their skills and knowledge further. For example, a small number of tutors do not help learners understand the importance of taking notes in lessons. Poor note-making skills mean that, on some occasions, learners are unable to remember information given to them by tutors. In one lesson, learners were given details of how to access information online, but after a short break they had all forgotten it and it had to be repeated by the tutor.

Outcomes for learners

Good

- Students make good progress. The large majority of learners, trainees and apprentices make good or better progress in relation to their starting points. Most adult learners achieve their personal learning goals and gain new skills for work. Staff make good use of the information they gather on learners' abilities and previous skills to plan and deliver courses.
- Achievement rates for accredited qualifications have improved and are now higher than similar providers nationally. Learners gain valuable English and mathematics skills and qualifications to prepare them for work or further education.
- The proportion of apprentices who achieve their qualifications in the planned timescale has increased and is now very high. Apprentices develop good skills and knowledge during their apprenticeships and are highly valued by their employers. The large majority progress to sustained employment with additional responsibility, or to higher levels of study.
- The very large majority of learners on traineeships benefit from carefully planned and well-supported teaching and learning, alongside highly relevant work placements. These help them to develop their work-related skills well. All trainees make good progress in English and mathematics, and understand the importance of these subjects for employment. As a result, they quickly gain sustained employment, or move on to an apprenticeship programme or further studies at the end of their courses.
- Leaders and managers make sure that all groups of learners achieve well. Learners who have learning difficulties and/or disabilities, disadvantaged learners and children looked after make better progress than their peers.

Provider details

Unique reference number	52116
Type of provider	Local authority
Age range of learners	16+
Approximate number of all learners over the previous full contract year	8,685
Principal/CEO	Phillip Walker
Telephone number	01962 847120
Website	www.hants.gov.uk/hampshirefutures

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	-	1,294	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	7	24	5	30	-	-		
Number of traineeships	16–19		19+		Total			
	22		13		35			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
At the time of inspection, the provider contracts with the following main subcontractors:	Community First Wessex Hampshire Cultural Trust Highbury College RCS Ltd St Vincent College							

Information about this inspection

The team manager for teaching, learning and success assisted the inspection team, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Kate Hill, lead inspector	Her Majesty's Inspector
Peter Green	Her Majesty's Inspector
Alun Maddocks	Ofsted Inspector
Tim Gardner	Her Majesty's Inspector
Martin Bennett	Ofsted Inspector

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