

# Inspection of Hampshire Achieves

Inspection dates: 7 to 10 November 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Education programmes for young people	<b>Good</b>
Adult learning programmes	<b>Good</b>
Apprenticeships	<b>Good</b>
Provision for learners with high needs	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Information about this provider

Hampshire County Council (HCC) provides community learning, education and training for adults, apprentices and young people across the county. At the time of inspection, there were 1,348 adult learners on a wide range of accredited and non-accredited courses. There were 124 apprentices training on a range of level 3 and 4 apprenticeship standards, including business administrator, teaching assistant and school business professional. There were 53 learners studying courses to improve their independence, social and employability skills of which 47 were in receipt of high needs funding and six were aged 16 to 19 years old and enrolled on a full-time study programme.

HCC works with five subcontractors to provide community learning and education to the residents of Hampshire.

## **What is it like to be a learner with this provider?**

All learners and apprentices benefit from a calm and respectful environment that helps them to learn. They behave well and demonstrate positive attitudes and professional conduct. Learners with high needs are polite and courteous in classes and public spaces. Apprentices and adult learners agree on rules for conduct which they follow well. Learners and apprentices develop the behaviours expected for learning and work in modern Britain.

Learners and apprentices are motivated to succeed. Most attend well and are punctual. They are keen to learn new knowledge and skills. Learners and apprentices value the support and care that tutors provide highly so they can achieve their goals. Learners and apprentices demonstrate routinely the qualities that staff and employers expect of them.

Most learners and apprentices benefit from opportunities to contribute positively to their communities. They help to keep beaches clean, sing in a choir at local libraries and undertake community projects to raise money for sensory rooms and food banks. As a result, learners and apprentices learn how to become an active citizen in society.

Most learners and apprentices benefit from useful personal development opportunities. They value the chances to learn how to keep physically and mentally healthy. Apprentices have opportunities to use cycle to work schemes to stay healthy. Younger learners benefit from learning about eating healthily and positive body image. As a result, learners and apprentices can make well-informed choices about their health and well-being.

Learners on study programmes develop the personal and social skills they need to thrive. They all take part in the Duke of Edinburgh award scheme and learn to work successfully with others in, for example, map-reading exercises. As a result, learners become more confident in social situations and can make new friendships.

Learners and apprentices feel safe, including online. They are confident that any concerns they have will be dealt with by staff rapidly and appropriately.

## **What does the provider do well and what does it need to do better?**

Leaders and managers have carefully considered the needs of individuals, employers and communities, including the most disadvantaged and hard to reach. They have designed programmes skilfully so that learners and apprentices develop the skills, knowledge and behaviours they need to be independent, secure employment and take part in their communities. For example, leaders have developed programmes that enable learners new to the UK to improve their English skills so they can use health and transport services. Leaders work closely with subcontractors to design programmes that help carers work to improve their mental

health and well-being. As a result, most learners and apprentices achieve well and move on to further learning or employment, take on greater responsibility and have the skills to live successfully.

Leaders and managers have high ambitions for most learners, including those with special educational needs and/or disabilities (SEND). They have designed courses and chosen appropriate qualifications to support the progress of SEND learners. They provide courses for recently settled refugees to improve their English, helping them to live in new communities and use the services they need. Disadvantaged learners and those with SEND grow in confidence and develop the skills they need to move on to further learning, employment and independent living.

Experienced and expert tutors plan learning carefully so that learners and apprentices build their knowledge incrementally. Learners and apprentices enjoy their lessons and most develop new knowledge and skills rapidly. For example, learners in music use the time it takes to read the words tea and coffee when considering the period of notes. Teaching assistant apprentices learn about the national curriculum, school policies and behaviour management, helping them to understand different key stages and how they might best support teachers and pupils. As a result, most learners and apprentices can apply their knowledge confidently and fluently.

Most tutors use skilful questioning to ensure learners' understanding is secure. They identify misunderstandings that learners have and correct them quickly. As a result, learners reinforce their knowledge and strengthen the understanding they need for future learning. For example, tutors in supported internships use interactive presentations and online quizzes to ensure learners can interpret data correctly.

Most tutors use a variety of methods of assessment effectively to plan learning and check what learners and apprentices know and can do. The feedback that tutors provide helps learners and apprentices understand how their work might be better. Most learners and apprentices use tutors' guidance to improve their work. For example, learners studying English use the detailed feedback that tutors provide to improve the structure of paragraphs and use semi-colons correctly. Apprentices use mock exam papers and practice professional dialogue in preparation for the Lead Adult Care Worker end-point assessment.

Too few learners with high needs achieve English and mathematics qualifications. Leaders and managers recognise that tutors have not responded effectively to learners' individual needs based on their starting points or progress. Leaders and staff have improved their assessment practice, grouped learners more appropriately and provided them with additional support. However, it is too early to see the impact of these actions.

Managers and staff have ensured apprentices learn what they need for their jobs at the right time. They have aligned learning to workplace cycles and ensured that essential theory is taught first. As a result, apprentices make a positive contribution to the workplace that employers value highly. For example, school business

professional apprentices learn about marketing early in their studies to help with the recruitment of pupils. Lead adult care worker apprentices study communication at the start of their course so they can deal with service users and professionals effectively.

Leaders and managers recognise that too many apprentices do not complete their qualifications within the planned period of time. As a result, not all apprentices make the rapid progress of which they are capable. Leaders and managers have put credible plans in place for each apprentice to ensure they achieve their qualifications quickly. However, it is too early to determine the impact of these actions.

Most learners and apprentices benefit from helpful careers education, advice and guidance provided by expert staff. They learn to apply for jobs and practise interview techniques. They learn about different careers when they visit employers such as the NHS and fire service. They know about other community learning courses such as confidence-building and Hong Kong connections classes they may take. Consequently, most learners and apprentices are well informed and prepared for their next steps.

Leaders and managers monitor and evaluate the quality of education, including for subcontractors, effectively. They use the intelligence they gather to provide relevant and useful training opportunities for staff. They assure the quality of teaching of subcontracted provision and review key performance data each month. As a result, tutors benefit from training and improve their practice. Leaders know the strengths of subcontracted provision and act rapidly when weaknesses emerge.

Those responsible for governance have a clear vision for the strategic direction of HCC and an accurate understanding of the strengths and weaknesses of provision. They provide leaders with helpful support and effective challenge to ensure the education and training that HCC provides is having the greatest impact on the communities it serves. Those responsible for governance benefit from the advice and information that leaders provide that supports them in carrying out their roles and fulfilling statutory requirements.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- The qualification outcomes in English and mathematics for those with high needs.
- Apprentices' achievement of their apprenticeship within the planned period of time.

## Provider details

<b>Unique reference number</b>	52116
<b>Address</b>	Hampshire Achieves Hampshire County Council EII Court South The Castle Winchester SO23 8UJ
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<b>Website</b>	<a href="http://www.hants.gov.uk">www.hants.gov.uk</a>
<b>Principal, CEO or equivalent</b>	Deirdre John
<b>Provider type</b>	Local authority
<b>Dates of previous inspection</b>	6 to 9 February 2018
<b>Main subcontractors</b>	Community First Wessex Itchen College Gateway Central Services (GCS) Hampshire Cultural Trust Hampshire and Isle of Wight Fire Service

## Information about this inspection

The inspection team was assisted by the Development Manager (Quality and Assessment), as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

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