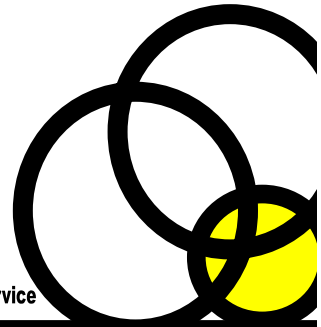


HAFLS

Hertfordshire Adult and Family Learning Service



Provider Monitoring Report 2006-07

Monitoring Action Plan 2007-08



<enter provider name>

Provider Monitoring Report 2006-07

Italicised text represents additional guidance to monitoring officers and should be deleted from the final report

Contents

If you have retained the heading formats used throughout this document you can enter an automatic contents list. Select: Insert/Reference/Index and Tables/table of contents. You can change the look of the contents here, but remember that the contents may need updating every time you make amendments that change the page numbering. The contents shown below reflect the first draft as you have received it. Delete this before entering your final table of contents.

By using this format for contents you can use the list to navigate the document. Pressing 'ctrl' and left clicking will take you to that section immediately.

Document Accessibility

This Provider Monitoring Report has been prepared using document headings to help the reader navigate the document. To use this feature in Microsoft Word please turn on the document map (select View-Document Map). Clicking on any heading will take the reader to that section.

Description of Service

Enter a description of the provider

1.

Scope of Provision

Describe the scope of the provision, the courses on offer, the funding used and the learner target groups

2.

About the Monitoring process

3. HAFLS has an effective monitoring and support programme for the evaluation of all its provision.
4. The format used for these reports is modelled on the latest Ofsted format for inspection reports. This has been adopted to offer the provider and service an effective coherence between monitoring and inspection reports. HAFLS also recommends that providers use this format for self-assessment reporting and allows providers to easily adapt the finding of monitoring into their reports.

Grading the Provider

The monitoring report uses a four-point scale to summarise judgements about the quality of provision. The descriptors for the four grades are:

grade 1 - outstanding
grade 2 – good
grade 3 - satisfactory
grade 4 - inadequate

Key Findings

Overall Effectiveness

Grade:

5.

How well do learners achieve?

Give details of learner achievement referencing effective data sources and processes

6.

The quality of provision

Evidence the quality of provision. Refer to the outcomes of observation, monitoring and so on

7.

How effective are leadership and management in raising achievement and supporting all learners?

Using the CIF evaluate the effectiveness of the leadership and management of provision

8.

Grading Summary

Overall Effectiveness

Overall effectiveness	
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Key Question Judgements

How well do learners achieve?	
How effective are teaching training and learning?	
How well do activities meet the needs and interests of learners?	
How well are learners guided and supported?	

Leadership and management judgements

Leadership and Management: How effective are leadership and management in raising achievement and supporting all learners?	
Quality Assurance	
Equalities	
Capacity to Improve	

Sector Subject Area Judgements

Enter grades for any SSAs that are delivered. Where community learning is the key focus of provision use SSA 14 (refer to HAFLS data report). Select and cut to delete unnecessary SSAs

1	Health, Public Services and Care	
2	Science and Mathematics	
3	Agriculture, Horticulture and Animal Care	
4	Engineering and Manufacturing Technologies	
5	Construction, Planning and the Built Environment	
6	Information and Communication Technology	
7	Retail and Commercial Enterprise	
8	Leisure, Travel and Tourism	
9	Arts, Media and Publishing	
10	History, Philosophy and Theology	
11	Social Sciences	
12	Languages, Literature and Culture	
13	Education and Training	
14	Preparation for Life and Work	
15	Business, Administration and Law	

What the learners think about <enter provider name> provision:

Enter learner comments

What the learners think <enter provider name> could improve:

Enter learner comments

Supplementary Reports

Data Evidence

Use this section to report statistical data for learning, observation, EDIMs and so on

9.

Quality Improvement Plan 2006-07 Achievement Summary

Use this section to report on the outcomes of the last Quality Improvement Plan

10.

Health and Safety

The LSC have asked that Health and Safety arrangements are detailed in our monitoring

11.

Staffing Structure

This section is not vital to monitoring processes but may help providers who use the monitoring report to frame their self-assessment report. Describe or illustrate the staffing structure (you can comment on the effectiveness of the structure in the Leadership and Management section of the report)

Management Structure

This section is not vital to monitoring processes but may help providers who use the monitoring report to frame their self-assessment report. Describe or illustrate the management structure (you can comment on the effectiveness of the structure in the Leadership and Management section of your report)

<enter provider name>

Quality Improvement Plan 2007-08

All providers should be operating with their own Quality Improvement Plan, and should in all cases be encouraged to use their QIP to record and outcomes tasks from monitoring. Monitors may find this useful to record and frame recommendations using the framework below. This format will allow a check on progress at future monitoring visits.

Using the Tab key from the last box will enter an additional row. You may need to format the numbers on additional rows. The current format allows you to use a single reference number for each action and the milestone tasks it involves. For instance 2a3 would refer to Key question 2, area for improvement a, milestone/action 3.

CIF Key Question		Areas for improvement			Criteria for success			
1	How well do learners achieve?	a)			a)			
Development planning					Review			
Actions – what are the steps to achieve this?		Resources	Completed by		Review date	Actions completed	Completed	Embedded
			Who	When				
a)								
b)								

CIF Key Question		Areas for improvement			Criteria for success		Grade	
2	How effective are teaching, training and Learning?	a)			a)			
Development planning					Review			
Actions – what are the steps to achieve this?		Resources	Completed by		Review date	Actions completed	Completed	Embedded
			Who	When				
a)								
b)								

CIF Key Question		Areas for improvement			Criteria for success		Grade	
3	How well do the programmes and activities meet the needs and interests of the learners?	a)			a)			
Development planning					Review			
Actions – what are the steps to achieve this?		Resources	Completed by		Review date	Actions completed	Completed	Embedded
			Who	When				
a)								
b)								

CIF Key Question		Areas for improvement			Criteria for success		Grade	
4	How well are learners guided and supported?	a)			b)			
Development planning					Review			
Actions – what are the steps to achieve this?		Resources	Completed by		Review date	Actions completed	Completed	Embedded
			Who	When				
a)								
b)								

CIF Key Question		Areas for improvement			Criteria for success		Grade	
5	How effective are Leadership and Management?	a)			a)			
Development planning					Review			
Actions – what are the steps to achieve this?		Resources	Completed by		Review date	Actions completed	Completed	Embedded
			Who	When				
a)								
b)								