

South West Durham Training Ltd

Inspection report

Unique reference number: 54495

Name of lead inspector: Ian McMillan HMI

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Type of provider: Independent learning provider
South West Durham Training Ltd
Durham Way South
Aycliffe Business Park
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Information about the provider

1. South West Durham Training Ltd (SWDT) was founded in 1967 as a Group Training Association to provide training for local manufacturing and engineering companies. SWDT provides employer responsive apprenticeship and Train to Gain (T2G) programmes mainly in engineering and business administration. SWDT currently has 365 learners of whom 107 are T2G. SWDT has a purpose-built training centre in Newton Aycliffe County Durham where it employs 50 full-time staff and other self-employed consultants when needed. Most of the engineering apprenticeship Technical Certificates are delivered by local further education colleges.
2. SWDT has an engineering programme for 14 to 16 year olds with 115 learners of whom 18 are working towards a Diploma in engineering. SWDT provides this training on behalf of seven Durham and Darlington schools.
3. The senior management team consists of the chief executive and three heads of department. SWDT contracts with the North East Learning and Skills Council (LSC). Government-funded training accounts for approximately 90% of SWDT's business. Most of the staff have been with SWDT for at least seven years.
4. Approximately 17% of learners are female. The proportion of students from minority ethnic backgrounds is relatively low and below that of the local population. In County Durham the unemployment rate is 4.8% compared with a northeast average of 5.7% and a national average of 6.2%. The proportion of school leavers gaining five or more GCSEs at grade C or above, including maths and English, across County Durham in 2008 was 48.7%, compared with 47.6% in England.
5. The following organisations provide training on behalf of the SWDT:
 - Darlington College
 - Hartlepool College
 - Middlesborough College
 - New College Durham
 - Newcastle College

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to 16	115 part-time learners
Employer provision: Train to Gain Apprenticeships	147 learners 218 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 2
	Grade
Outcomes for learners	3
Quality of provision	2
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	
Engineering and manufacturing technologies	3
Business, administration and law	2

Overall effectiveness

6. The overall effectiveness of SWDT's provision is satisfactory. The senior managers have provided effective leadership that has successfully raised expectations and promoted ambition for learners. SWDT has implemented a good range of improvements since the previous inspection. Achievement rates are improving. Arrangements to assess learners at work are flexible and well managed. The quality of practical teaching is good and personal coaching for T2G learners is effective. However, classroom teaching is uninspiring. SWDT works very productively with employers and subcontractors to provide good training at work and college that meets the needs of learners and employers. Learners say they feel safe and they are well protected from abuse. Equality and diversity is satisfactory. SWDT is aware of the need to promote equality and diversity more effectively through learner reviews. Managers satisfactorily measure the achievement of different groups of learners. SWDT has effective arrangements to monitor learner progress and the performance of its staff and subcontractors.

Main findings

- Outcomes for learners are satisfactory. The proportion of learners achieving their qualifications is satisfactory. However, too many learners fail to achieve within the agreed timescale and engineering success rates were low in 2008/09.
- Progression for apprentices from intermediate to advanced level programmes is satisfactory in engineering and business programmes. Learners on SWDT's programme-led apprenticeship programme progress well onto apprenticeship or other further education programmes.
- Learners develop good employability skills and, in 2008/09, around 70% of apprentices achieved vocational qualifications relevant to their job role. For T2G learners, during the same period, 88% achieved a relevant vocational qualification and 68% achieved this within agreed timescales. In 2008/09, 76% of the 14 to 16-year-olds achieved their learning aim.
- Learners feel safe, and health and safety in the workplace and SWDT's training centre are a high priority for staff and employers. The standard of learners' work is good and learners who started their training this year are progressing well.
- Teaching and training are satisfactory. Practical teaching sessions are significantly more stimulating and enjoyable for learners than theory sessions. Classroom teaching relies too heavily on note taking and not enough on the use of information and learning technologies or teaching that better engage and interest learners.
- T2G coaching and training are good. Assessments are generally well planned. Target setting and action planning in learner progress reviews are not always successful in setting sufficiently specific learning goals.
- SWDT carefully develops its provision to match the needs of employers and learners. Employers are highly involved in determining the content of individual learner programmes. However, employers and learners are not sufficiently involved in developing and improving programmes.
- Partnership working is good. SWDT works collaboratively and productively with funding bodies, other training providers, employers and schools to provide and develop a broad range of engineering and business programmes across County Durham. Feedback from employers and learners is very positive.
- Learners who attend the SWDT training centre receive a significantly more comprehensive and memorable induction than learners who receive their induction at work.
- Personal and specialised support arrangements are good. SWDT's contribution to reducing the impact of increasing numbers of young people who are not in employment, education or training (NEET) in the area are built around the successful programme-led apprenticeship programme and their expanding 14 to 16-year-old provision. While support arrangements are good, SWDT does not

fully evaluate these arrangements in terms of value for money, impact or effectiveness.

- Senior managers provide strong leadership in many aspects of SWDT's work. They work particularly well with employers and improve training opportunities for learners.
- Arrangements to promote equality, diversity and safeguarding are satisfactory. SWDT has been successful in widening participation, supporting regional regeneration and contributing to social inclusion in the area. However, opportunities are missed during reviews to better promote equality and diversity and there is insufficient monitoring of the performance of different learner groups.
- The self-assessment process is good. Quality improvement arrangements are effective in promoting improvement and resolving issues. However, some features of quality improvement, for example, arrangements to improve teaching and learning and the evaluation and use of information to support improvement and planning are not fully effective.
- SWDT provides satisfactory value for money.

What does SWDT need to do to improve further?

- Improve success rates from satisfactory to good across all engineering programmes over the next year and improve the proportion of learners who complete their programmes successfully within agreed timescales across all programmes.
- Develop classroom teaching methods to better engage learners in more interesting and stimulating theory sessions and build these challenges into SWDT's staff development plans to ensure improvements are made.
- Increase the effectiveness of learner reviews by ensuring that all reviews set clear targets for improvement and employers are involved more in supporting learner progress. Additionally, at reviews, reduce the missed opportunities to promote further equality and diversity.
- Extend the induction arrangements at work to ensure learners have a more memorable and comprehensive experience.
- Improve the way support is evaluated for value added and impact.
- Develop better arrangements to monitor the performance of different learner groups to reduce the variations in performance across programmes.
- Improve arrangements to engage employers and learners more effectively to support and promote improvements and develop programmes.
- Improve key aspects of quality improvement which include more systematic arrangements to improve teaching and learning and the way information and data are evaluated and used to support planning and improvements.

Summary of the views of users as confirmed by inspectors

What learners like:

- having assessors that are flexible and understand how we work
- being supported by tutors that are very helpful, attentive and friendly
- the outstanding specialist Dyslexia support
- participating in a study trip to Germany that greatly improved my skills and self-confidence
- being treated sensitively when a problem occurs
- gaining qualifications based on their daily work routine
- the individual support to help them stay on the programme and achieve.

What learners would like to see improved:

- more time allocated at work for portfolio building and evidence collection
- more information and support for further progression.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the way SWDT is the cement that holds the local engineering community together
- the flexibility of SWDT's staff in meeting our needs
- how SWDT provides us with tailor-made courses to suit our requirements
- the effectiveness of communications.

What employers would like to see improved:

- no recommendations.

Main inspection report

Capacity to make and sustain improvement

Grade 2

7. SWDT's capacity to make and sustain improvements is good. SWDT has made improvements in success rates since the last inspection and has successfully intervened to address the drop in performance for engineering in 2008/09. Very few learners who started in 2009 have left without completing their qualification. Senior managers have vision and provide particularly strong direction and clear planning. SWDT now has a satisfactory record of setting and meeting targets and a culture of accountability and responsibility at all levels is being fostered. An effective and highly visible quality system is in place. While SWDT collects a wide range of management information, these data are not yet used effectively to inform improvement.
8. SWDT uses the self-assessment process well. It is inclusive and the outcomes are realistic, accurate and based on evidence. The key priorities identified in their most recent self-assessment mirror the key findings identified by inspectors. SWDT has good resources to secure satisfactory value for money. It has very good arrangements to share resources with partners for the benefit of learners of all ages. The organisation gathers and analyses feedback from learners and employers but needs to consider ways to improve the quality of this feedback and how this information and other data are used to support improvements. The process of observation of teaching and learning is robust and, while it does lead to improvements in provision, it requires further development.

Outcomes for learners

Grade 3

9. Learners' attainment of qualifications and learning goals is satisfactory. T2G overall success rates are high at 88% and completion rates within agreed timescales are satisfactory at 68%. Qualification success rates for intermediate and advanced apprentices are satisfactory in engineering and good in business administration. In 2008/09, 68% of all apprentices successfully completed their frameworks; 56% completed within agreed timescales. Learners on the programmes for 14 to 16-year-olds achieve their learning goals well. Current learners are making satisfactory progress. There is no noticeable variation in the success rates of different groups of learners.
10. Learners achieve a good standard of work. In engineering and business programmes learners apply and demonstrate a good range of vocational skills. Many T2G learners show significant improvement in self-confidence and make contributions to productivity in their job roles that are highly valued by employers.
11. All learners have a good understanding of safe working practices and adopt them in learning and at work. They feel safe and know their rights and

responsibilities at work. Most learners increase their confidence and communication skills, including how to make more informed career and progression choices. Learners are well motivated, enthusiastic and enjoy their learning.

12. SWDT has a satisfactory range of initiatives to support learner awareness of health and well-being issues including smoking cessation clinics and an improved choice of healthy eating options in the training centre canteen. Learners' contribution to the community is satisfactory. Learners participate in fund-raising activities and a well-established annual student exchange and development programme with a training provider in Germany.

The quality of provision

Grade 2

13. Teaching and training are satisfactory. SWDT's training centre provides good accommodation and learning resources to support learning and assessment. Tutors use their extensive industrial and commercial knowledge well during training and coaching sessions. Practical sessions are effective in ensuring learners develop vocational skills. T2G learners benefit from effective workplace coaching extending their skills and knowledge. The more effective learning sessions are well structured, interesting, promote learning well and are carefully planned to meet individual learner needs. In the less effective sessions tutors do not always check learning and understanding or provide sufficiently challenging learning activities. Information and learning technology is available but is not used well to support teaching and make learning more interesting.
14. Assessment practices are satisfactory. They are flexible and very responsive to employer and learner needs. Assessors provide good feedback which recognises good work and identifies what learners need to do to improve. Target setting in reviews is not always sufficiently specific, measurable or time bound. Learners' understanding of equality and diversity is not well developed during reviews.
15. SWDT's provision is flexible and meets the needs of learners and employers well. A high number of learners undertake an effective programme in business improvement techniques that is valued by employers. Learners are able to gain additional industry qualifications to increase their employability skills. SWDT has responded to local industry well, offering bespoke programmes and increasing the portfolio of apprenticeships.
16. SWDT works very productively with a wide range of public and private sector organisations. This partnership working has been influential in shaping SWDT's provision. For example, SWDT has a well-established and successful training programme for 14 to 16-year-olds, including work with a school for pupils with learning difficulties. SWDT has an effective programme-led apprenticeship programme and is highly visible on local and regional forums, networks and careers events. SWDT supports the local engineering industry and learner

career aspirations well. It has a well considered range of provision from programmes for 14 to 16-year-old school pupils to foundation degree level.

17. Tutors and assessors provide personalised support which is highly effective in meeting the needs of learners. Initial and diagnostic assessment is thorough and accurately identifies learners' additional support needs. Prompt referral systems ensure learners are supported early in their programme. Additional support is provided by specialist staff when needed. Specialist support for learners with dyslexia is outstanding. Through a highly personalised programme learners in receipt of this support make very good personal progress.
18. Tutors ensure that each learning and support session links and builds from the previous session to prepare learners well for their end tests. Learners say they value the support they receive and use their improved literacy and numeracy skills to help with their vocational studies.
19. Learners who attend SWDT's training centre receive a comprehensive three-week induction programme that includes job search training and personal effectiveness skills development. However, for those learners who undertake induction at work, the induction and initial advice and guidance are brief and less memorable.

Leadership and management

Grade 3

20. SWDT's leadership and management are satisfactory. Managers have a strong and clear vision of where SWDT needs to be in order to develop the business. There has been a significant change in culture that now expects and encourages accountability from all staff. Learner involvement is good. SWDT operates a learner council, a member of which is invited to attend senior management team meetings. SWDT's strategic direction clearly reflects regional priorities and the provision is very relevant to learners, employers and local communities. SWDT has an active and well-informed board which takes its responsibilities seriously and fulfils its statutory duties effectively.
21. SWDT safeguards and protects its learners satisfactorily. Staff take adequate action to identify and respond to learners' welfare concerns. SWDT prioritises safeguarding appropriately. It has a comprehensive safeguarding policy that has been recently revised and includes children and vulnerable adults. SWDT also has appropriate internet use and cyber safety policies. They work closely with the local safeguarding board and a local authority to guide them on safeguarding and to provide staff training. All staff have undergone safeguarding training and all relevant staff have undergone an enhanced CRB check which is recorded centrally. The organisation has a designated person who has responsibility for safeguarding and two safeguarding champions. There is good management of health and safety at work and in the training centre.

22. Equality and diversity are satisfactory. Learners' understanding is generally satisfactory but for some this is not the case. They are covered at induction and embedded throughout the training programme but their promotion and reinforcement during progress reviews are insufficient.
23. Equality and diversity are understood by all staff, all of whom have completed mandatory training. SWDT takes satisfactory measures to protect learners and staff from harassment, bullying and discrimination.
24. SWDT has made efforts to encourage more females to join the engineering apprenticeship programme but this has not yet been very successful. Further plans are in place for a 'females into engineering' taster event. SWDT collects equality and diversity data but monitoring and evaluation of these is not well developed. SWDT has made a positive contribution to limiting the increase in NEET locally and has a good range of programmes to support widening participation. However, the achievement gap between some groups of learners is too wide. For example, older learners achieve better than younger ones.
25. Engagement with users and stakeholders is satisfactory. Good links with employers bring tangible benefits to learners, and SWDT involves learners and employers in developing the provision through the use of questionnaires and networking. SWDT is active in numerous initiatives and working groups throughout County Durham and takes the lead on several. Employers confirm SWDT's responsive and flexible approach to meeting their needs. However, these activities do not routinely extend to engaging employers and learners to promote improvements in SWDT.
26. The self-assessment process is comprehensive, accurate and self-critical, and accurately identifies the key priorities for the company. Staff are involved in all stages of the production of the report. SWDT has maintained the progress made since the last inspection in addressing issues.
27. Quality improvement arrangements are satisfactory. The quality improvement plan is reviewed monthly. Processes for the monitoring and evaluation of performance of staff, colleges who provide off-the-job training and other associates are satisfactory. SWDT has introduced a range of actions to improve engineering success rates and these are now improving with excellent retention for those learners who started in 2009.
28. SWDT uses data and information satisfactorily to monitor performance but does not evaluate it well enough to inform quality improvement. The observation of teaching and learning is satisfactory. Each observation leads to an individual action plan and where necessary training or coaching is arranged which is then monitored by line managers. However, SWDT recognises that staff need to undergo further training in carrying out observations, the process needs to be more systematic and the outcome moderated better.

29. SWDT secures satisfactory value for money. Learners are making appropriate progress and are developing good skills and knowledge. Resources are good. SWDT intends to use sustainable energy sources in its new build project.

Subject areas

Engineering and manufacturing technologies

Grade 3

Context

30. Currently 189 learners are working towards qualifications in engineering or manufacturing subjects. Apprentices account for approximately 75% of all learners. The majority of apprentices are aged 16 to 18 years. Five apprentices are female. The remaining learners are on levels 2 and 3 T2G programmes. Most learners are employed. SWDT also provides an engineering programme for 14 to 16-year-old learners.

Key findings

- Outcomes for learners are satisfactory. Success rates on T2G programmes are satisfactory and improving. Apprenticeship success rates in 2008/09 were low although retention rates for learners who started in 2009 are good and all learners are making satisfactory progress. The achievement of outcomes for learners aged 14 to 16 is good. Completion within planned end dates is satisfactory.
- The standard of learners' work is good and demonstrates a good knowledge of engineering practices. Progression rates from intermediate to advanced studies for apprentices are good. Employers are very positive about the benefits that learners have brought to their organisations. Many learners successfully complete a good range of additional qualifications improving their employability and self-esteem.
- Assessments are satisfactory, well planned and flexible to meet the needs of learners. Learner progress monitoring is satisfactory. Reviews are frequent although targets set during reviews are insufficiently challenging and fail to encourage learners to complete within agreed timescales. Progress tracking and recording do not always effectively identify learners who are making slow progress.
- Learners feel safe and demonstrate a good standard of safe working practices. They are aware of their responsibilities toward health and safety. Tutors discuss and reinforce safety and well-being well throughout learners' qualifications and at progress reviews. Employers' reinforcement of working safely is good.
- The range of provision is good and programmes are flexible and responsive to the needs of learners and employers. All learners have access to optional NVQ units and subjects are agreed with all parties to fit in with employers' skill requirements and learners' aspirations.
- Partnership working is good. Communication with employers, colleges and schools is good. However, employers and learners are not fully involved in the development and improvement of programmes.
- Good individual support is a key factor in the good levels of learner satisfaction. The identification of and provision for additional support needs are prompt and

quickly provided. Learners facing redundancy receive very good support to gain alternative employment and complete their apprenticeships. A recent educational visit to Germany effectively improved learner skill levels and cultural awareness.

- Leadership and management are satisfactory. Learner progress is reviewed regularly. Where slow progress is identified, actions are quickly taken to address the issues. Care is taken to select colleges who provide good quality training. Self-assessment is thorough and improvement plans are effectively monitored. There is insufficient promotion and reinforcement of equality and diversity during learner progress reviews

What does SWDT need to do to improve further?

- Improve success rates from satisfactory to good across all programmes over the next year. Reviews should be more focused and challenging and employers need to be more involved in supporting the success of learners.
- Improve all programmes to ensure learners complete within the agreed timescales. By maintaining the improvements to SWDT's progress monitoring arrangements made this year, ensure that all learners are identified and actions taken when progress slows.
- The areas for improvement identified to better engage learners in more interesting and stimulating theory sessions should be built into SWDT's staff development plans to ensure improvements are made.
- Extend the learner review process to better promote and develop learner understanding of equality and diversity.

Business, administration and law

Grade 2

Context

31. Currently 105 learners are working towards business administration qualifications. Of these, 15 are intermediate and 16 are advanced apprentices. Seventy-four learners are on T2G programmes in business administration. Of these 53 are on a Business Improvement Techniques (BIT) programme. SWDT's staff provide all the training and assessment for some apprenticeship programmes with some self-employed assessors used on the T2G programme.

Key findings

- Outcomes for learners are good. Apprenticeship completion rates are good and above national averages. On T2G programmes, the proportion of learners who complete within the agreed time has improved over the last two years and is now very good. Retention rates of those who started in 2009 are 100% across all programmes.
- The standard of learners' work is good and demonstrates a good knowledge of business. Learners take pride in their work, which is presented in well-organised portfolios. Learners are encouraged to participate in and succeed well in a good range of additional qualifications. Many learners complete additional NVQ units, which extend their knowledge and understanding.
- Employers are very positive about the added benefits that learners have brought to their organisations. For example, one learner had developed a system to improve cost effectiveness and efficiency at work. Several learners have secured promotion following the successful completion of their programmes.
- Learners develop good vocational and personal skills that improve their confidence both in the workplace and socially. Almost all learners, often backed up by their employers' views, reported to inspectors that their confidence had improved significantly. For example, a number of learners could describe how their vocational skills as well as their literacy and numeracy skill levels have improved.
- Teaching and training are satisfactory. Tutors are knowledgeable and have relevant vocational experience. Most learners receive well-planned training that is matched closely with their personal needs. Assessors work well with employers and workplace supervisors to ensure that the training is linked well to learners' work activities, especially in the BIT NVQ level 2 programme.
- Assessment is satisfactory, well planned and flexible to meet the needs of learners. Assessors respond promptly to requests from learners. However, assessors sometimes use an insufficiently broad range of assessment techniques. For example, taking a holistic approach during assessments to

gather all possible evidence for assessment purposes and using more professional discussion with learners to gauge understanding.

- Learner reviews are generally satisfactory. They are used well to set personal development targets and monitor qualification progression. However, employers are not always involved in the review process and some action plans that follow a review lack clear targets.
- The range of provision is good and very well matched to meet learner and employer needs. The BIT NVQ programme is very effectively planned and managed and leads to significant improvements in workplace practices. Communication when arranging the programme between employers and SWDT is good. Optional NVQ units and key skills are integrated well into learners' programmes.
- Partnership working is good. Communication with employers is good. A wide range of local employers have staff working on programmes in the subject area and all are positive about their relationship with staff and managers from SWDT. Employers provide good support for learners including adequate time to gather and compile NVQ evidence and attend additional training sessions.
- Learners receive good individual support. Learners acknowledge that staff go out of their way to support them to stay on the course and help them succeed. Staff are approachable and easily accessible by phone, text or e-mail. The identification of and provision for additional support needs are prompt and quickly provided.
- Induction is satisfactory and learners who attend SWDT's training centre before being placed with an employer receive a detailed and memorable induction that includes job search and other personal effectiveness skills development. However, for those learners who undertake induction at work, the induction and initial advice and guidance are brief and less memorable.
- Self-assessment is good, inclusive, self-critical and effective. Most areas identified as requiring improvement at the last inspection have been addressed. Teamwork is good. Staff work hard to support each other and tutors have clear targets that link closely to learners' progress and achievements. Managers and staff are committed to high standards and continuous improvement.
- Promotion of equality and diversity is satisfactory. Most learners have an adequate understanding of relevant issues. However, the opportunities to further promote and develop learners' understanding during progress reviews are missed. Learners and employers have a satisfactory knowledge and understanding of safeguarding.

What does SWDT need to do to improve further?

- Improve the current arrangements to better monitor learner progress and challenge any shortcomings. Review practices should be more focused on monitoring previously set improvement targets, planning new targets which are specific, agreed with employers, time bound and linked to learning plans.
- Improve assessment practices by ensuring that all assessors use an effective and sufficiently broad range of techniques and take account of all assessment opportunities during each assessment visit.
- Extend the current arrangements for induction for learners at work to ensure their experience of induction, initial advice and guidance are more comprehensive and memorable.
- Improve the learner review process to better promote and develop learner understanding of equality and diversity.

Information about the inspection

32. Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's head of department responsible for employer engagement and quality improvement as nominee, carried out the inspection. Inspectors also took account of SWDT's most recent self-assessment report and quality improvement plans, comments from the local Learning and Skills Council (LSC), the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
33. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the SWDT. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas SWDT offers.

Record of Main Findings (RMF)
South West Durham Training Ltd

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	Employer responsive
Approximate number of enrolled learners			
Full-time learners	240		240
Part-time learners	288	115	173
Overall effectiveness	3	3	3
Capacity to improve	2		
Outcomes for learners	3	2	3
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	3		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	3		
Are learners able to make informed choices about their own health and well being?*	3		
How well do learners make a positive contribution to the community?*	3		
Quality of provision	2	2	2
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	3		
How effectively does the provider promote the safeguarding of learners?	3		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
How effectively does the provider engage with users to support and promote improvement?	3		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

*where applicable to the type of provision

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