

Charnwood Training Consultants

Inspection report

Unique reference number: 50110

Name of lead inspector: Gerard McGrath HMI

Last day of inspection: 30 September 2011

Type of provider: Independent learning provider
Charnwood Training Consultants
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Information about the provider

Charnwood Training Group, trading as Charnwood Training Consultants (CTC) is based in Nottinghamshire and was established in 1998. It is owned and managed by two partners and has 70 employees. It provides commercial and government funded work-based learning and workforce development training within the hospitality and catering industry.

CTC holds a contract with the Skills Funding Agency for Apprenticeships and Train to Gain programmes. The company offers Young Apprenticeships, apprenticeships and national vocational qualifications (NVQ) at levels 2 and 3 in a range of subject areas. Most learners work towards hospitality and catering qualifications. Publicly-funded training makes up the majority of provision offered by CTC.

Directors are developing the organisation from a small provider of hospitality and catering training into a large national provider offering a range of training courses. The managing director has overall responsibility for the management and quality of training as well as safeguarding. The number of staff and learners has increased significantly since the previous inspection. Most of the provision is delivered in-house, but some hospitality and catering and all security programmes and apprenticeships are sub-contracted to two other providers.

Recruitment of learners is mainly through employers, who have already recruited their own staff. CTC works with 106 employers in 285 different locations. CTC has 1,089 learners of whom 49 are advanced apprentices, 1,032 are apprentices and eight are on Train to Gain programmes. Of these 1% have additional learning needs and 13% have a declared disability. On government-funded programmes, 34% of learners are women and 28% are from minority ethnic groups.

The provider was last inspected in August 2007 when inspectors graded all aspects of the provision as good. This inspection focuses on the provision in hospitality and leisure, and business administration and law. In September 2009 CTC started to deliver training in door security. Inspectors sampled evidence from this programme but they did not grade it separately.

CTC provides training on behalf of the following providers:

- Ashfield School
- Spirit Pub Group

The following organisations provide training on behalf of the provider:

- Community Skills Development Agency (CSDA)
- Leadership Development Centre (LDC)

Type of provision	Number of enrolled learners in 2010/11
Provision for young learners: 14 to 16	27 part-time learners
Employer provision: Train to Gain Apprenticeships	14 learners 1,031 apprentices

Summary report

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

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

Overall effectiveness

CTC is a good provider of work-based learning. It has maintained the high quality of provision and outcomes for learners since the previous inspection. The proportion of learners who complete their studies is good; on some business administration programmes the proportion of learners who achieve their learning goals is very high. The great majority of learners make good progress and complete their programmes within the planned time. Learners enjoy their training and most go on to further training or gain promotion at work.

The quality of training is good. Individual coaching from training officers and the training provided directly by employers in the workplace are very effective and help learners to develop very good skills and a better understanding of their job roles. CTC designs programmes extremely well to meet the needs of learners and employers. Resources to support learning are good. The care, guidance and support for learners are good. CTC staff accurately assess the support needs of their learners and provide effective individual programmes of support, especially for those with dyslexia, which help them to succeed.

Leaders and managers are good at promoting ambition and driving up all learners' progress rates and success, both at work and in gaining qualifications. CTC

works well with schools, employers and funding bodies to promote learning. CTC makes good use of the feedback collected from learners, employers and other partners to make improvements to the provision. Quality improvement arrangements are effective. Staff know their learners well and are very responsive to their changing needs. Self-assessment processes are well established. However, the provision and structure of the provider have changed significantly over the last year and the current self-assessment report does not wholly reflect the company's detailed knowledge of the current training provision.

Main findings

- On most programmes, the proportion of learners who complete their studies has increased since the previous inspection and remains good. Some success rates in customer service and Skills for Life programmes are high. The proportion of learners completing within the planned duration of their programme is also high.
- Learners develop good workplace skills and confidence. They become very effective employees; many are assigned additional responsibilities at work and achieve promotion because of their training. Learners enjoy their programmes and are well motivated. Many of them complete additional qualifications.
- Learners feel safe and demonstrate safe working practices, which employers and training officers reinforce effectively. Hospitality learners have a good awareness of health and safety. Effective monitoring systems support a strong culture of care to ensure the promotion of health, safety and well-being of all learners.
- Training and assessment in hospitality and catering are good. Employers and training officers provide very effective advice and guidance that helps learners progress and identify career development opportunities. Many employers provide useful training which supports the requirements of the framework.
- Formal progress reviews are effective at driving learner progress. Hospitality employers regularly contribute to review meetings and are well aware of learners' progress. Safeguarding and equality and diversity related topics are insufficiently promoted and reinforced at reviews.
- The training meets the needs of employers and learners well. CTC works closely with high profile, industry-leading employers to provide an increasing range of training opportunities for prospective learners. The content of employers' own training links effectively with the apprenticeship programme. Many staff are insufficiently confident in providing support for literacy and numeracy skills.
- Learners receive good care, guidance and support. Initial advice and guidance ensure that learners are on appropriate training programmes. The approachability and flexibility of training officers motivate learners. An effective Skill for Life strategy is in place. Support for learners with dyslexia is good and helps them to succeed.

- Managers provide clear strategic direction for the company and manage change well. CTC has expanded its provision since the previous inspection. Learner numbers have increased and a range of additional programmes successfully introduced. Directors and senior managers have introduced more systematic company procedures, and increased resources including information and communications technology (ICT).
- Management of performance is very good. Managers now use the improved management information effectively to monitor all aspects of programme delivery, identify areas of underperformance and successfully support improvement strategies. The monitoring of sub-contracted provision is good. Managers systematically use key performance indicators for all parts of the provision to manage underperformance.
- Safeguarding arrangements meet current government requirements. Learners say they feel very safe. Learners receive appropriate information about safeguarding. All staff have regular safeguarding training. CTC takes appropriate action when learners or staff raise a safeguarding issue. However, insufficient emphasis is given to safe use of the internet.
- The provider manages equality and diversity well. The explanation of the Equality Act given to staff and learners is particularly clear. CTC has successfully increased the recruitment of staff and learners from previously under-represented groups. The monitoring of the performance of different groups of learners has improved since the previous inspection.
- CTC engages regularly with users to make improvements. Learners complete quality assurance surveys throughout their training. Managers make good use of all forms of feedback to improve the provision. The company responds effectively when a learner or employer raises a concern. Clear plans are in place to increase the use of ICT to improve learner involvement further.
- The current system for observations of teaching and learning is insufficiently rigorous. Regular observations of key aspects of the provision provide useful feedback to training officers to improve their practice. However, observers have no clear criteria to support their judgements and the grades they award are over-generous.

What does Charnwood Training Consultants need to do to improve further?

- Improve the consistency of assessment practice by ensuring that training officers use the full range of available ICT resources to better capture workplace evidence of learners' skill development.
- Further develop the confidence and competence of training officers in providing literacy, numeracy and language support for all learners.
- Improve learners' understanding of equality and diversity topics, by reinforcing these fully during the review process.

- Develop a robust system for the observation of teaching, learning and assessment in all types of delivery and settings, making use of clear criteria to help observers to grade the provision accurately.

Summary of the views of users as confirmed by inspectors

What learners like:

- the very effective support and guidance from training officers
- being clear about their rate of progress and what there is left to do to complete their apprenticeship
- the relevance of the training to work-place experiences
- help with spelling and speaking for learners where English is not their first language
- job progression as a result of training
- getting a qualification at work and not having to go to college
- building confidence
- achieving key skills qualifications.

What learners would like to see improved:

- fewer repetitive questions at formal reviews
- more guidance on using research to support learning
- easier access to the online induction
- more online learning resource.

Summary of the views of employers as confirmed by inspectors

What employers like:

- CTC's excellent understanding of the hospitality industry
- reducing staff turnover rates
- improved development of learners' customer service skills.

What employers would like to see improved:

- there were no requests for improvements from employers.

Main inspection report

Capacity to make and sustain improvement

Grade 2

CTC has a good capacity to improve. Senior leaders have provided very effective leadership during a period of growth and change for the company. Staff remain

focused closely on meeting learners' needs. Learner and employer feedback on the quality of provision is extremely positive. Success rates, and the proportion of learners who complete within the planned duration of their programmes, have improved further since the previous inspection and are good. Good inspection grades, for hospitality programmes, leadership and management, equality and diversity and overall effectiveness, have been maintained. Arrangements for quality improvement are also still good. CTC makes very effective use of learner and employer feedback to improve provision. The development action plan is realistic and closely monitored at regular intervals. The well-established observation of teaching and learning process requires further improvement before it can work effectively as a quality improvement tool. Self-assessment is an established and generally inclusive process. The company accurately identified most of the strengths found by inspectors. However, the report is overly descriptive and does not consistently focus on the impact of the provision on learners. Inspectors gave the same grades, for most aspects of provision, as those in the self-assessment report.

Outcomes for learners

Grade 2

Overall success rates on apprenticeship have risen since the previous inspection in 2007 and continue to be good. Success rates on all NVQ only programmes, business management apprenticeships, and Skills for Life programmes under the Train to Gain contract are high. Learners develop high standards of occupational skills and improve their confidence, which are very useful in their job roles. For example, administration learners carry out additional responsibilities at work and suggest improvements to administrative procedures; hospitality learners demonstrate good knife skills. The quality of work in workbooks used to support learning is good. Learners enjoy their training and many, who have no previous formal qualifications, make good progress. Strong emphasis is placed on the health and welfare of learners and they feel safe. Training officers are very familiar with working conditions and practices in busy and high risk areas, such as commercial kitchens, and ensure that learners are well supervised and consistently demonstrate safe working practices. Learners are well prepared for their work roles as a result of their training and qualifications.

The quality of provision

Grade 2

Teaching, training and learning are good. Induction to training is delivered in two parts, the first online and the second face-to-face in the workplace. Learners' recollection of the content of induction, particularly health and safety topics, is good. Training officers provide very effective individual coaching in the workplace and very good personal support to build learners' confidence and skills. All training officers are very experienced and understand the hospitality industry well. Coaching and assessment visits are often held in the evening or

at weekends to accommodate the learners' working hours. Many employers provide good additional in-house training on relevant topics, which training officers clearly link to the apprenticeship programme. Learning resources at the Academy, which are used by the 14 to 16 year olds and a few work-based learners, are of a high quality and extremely well maintained. Learner workbooks are good. CTC is building an extensive library of very useful learning resources in preparation for the development of its online learning model. Assessment is fair and provides learners with sufficient information on how they can improve their work. An appropriate range of assessment strategies is used, but opportunities to use ICT are often missed. However, few training officers provide sufficient feedback on the learners' written work, particularly in literacy. Inspectors identified many spelling mistakes and grammatical errors in the learners' portfolios

Learners' progress reviews are effective at driving progress. The challenging learning targets set for learners enable them to progress swiftly. CTC shares information on learners' progress with employers well, enabling them to contribute to the learners' development. However, learners' understanding of equality and safeguarding are insufficiently explored and reinforced.

CTC's provision is effective in meeting the needs and interests of all learners and employers. Programmes are carefully designed to meet the needs of employers well. CTC closely links the content of employers' in-house training and the workplace experiences of learners to the apprenticeship frameworks. Learners often progress from intermediate level to advanced apprenticeships with CTC. CTC makes good use of its partnerships to develop programmes for local 14- to 16-year-old learners and contribute to the development of national occupational standards and qualifications.

CTC provides good guidance and support for learners. Initial advice and guidance is effective. The arrangements to refer learners with English for speakers of other languages (ESOL) needs to other providers are satisfactory within CTC's direct provision. Employers do not refer learners with low levels of spoken English for training. Staff are approachable, flexible and responsive to learners' individual needs. CTC has successfully improved the support for learners with low literacy and numeracy skills since the previous inspection.

Leadership and management

Grade 2

The directors and senior managers provide a clear strategic direction. They have successfully implemented the first two phases of a well-planned restructuring project. Directors and senior managers have managed the changes well, introduced improved company procedures, employed additional appropriately qualified staff and adjusted job roles carefully. Staff share the directors' vision and morale is high.

The management of the sub-contracted provision is good. Service level agreements are clear and communications are frequent. Both sub-contractors value the close working relationship with CTC and the guidance they have received from the provider. Outcomes for learners in sub-contracted provision are good.

Staff development is good. Good internal communications and frequent meetings with their line managers assist in the identification of staff development needs and aspirations, which are then addressed through their individual development action plans.

CTC has introduced an improved management information system and makes good use of the accurate available data to monitor the provision. Regular meetings are held at all levels throughout the provider to analyse performance trends and take prompt, effective action to resolve any areas of underperformance. Staff are aware of their challenging performance targets.

Formal safeguarding arrangements meet current requirements. Criminal Record Bureau (CRB) checks are completed on all appropriate staff; all staff complete relevant training. Managers successfully promote a culture of care for learners and take prompt actions when concerns are identified. Learners feel safe in challenging work environments. However, insufficient emphasis is placed on learners' safety while using the internet to support learning.

The provider manages equality and diversity well and does not tolerate inappropriate behaviour. Relevant documentation is comprehensive, up-to-date and well articulated. CTC maintains a detailed equality and diversity action plan and appropriately considers the impact on equality and diversity of any proposed changes to its policies or working practices. Positive action successfully supports the recruitment of staff from minority ethnic groups. Sub-contracting arrangements promote closer links with employers and learners from the Bangladeshi community, to increase the number of learners from minority ethnic groups. Staff understanding of equality and diversity is good. It is adequately covered at staff induction, included in the annual staff conference and regular staff meetings. The explanation of the Equality Act for staff and learners is particularly clear. However, training officers make insufficient use of opportunities to reinforce the learners' knowledge of relevant topics during reviews.

CTC has close working relationships with employers and with professional organisations within the hospitality and catering industry, and awarding bodies. Directors used their extensive industrial experience and knowledge of employer and learner needs very well to contribute to the industry national standards and the development of the apprenticeship frameworks.

Self-assessment is a well-established and inclusive process. The associated development action plans are realistic and progress is closely monitored at regular intervals. The company accurately identified most of the strengths

found by inspectors. Inspectors agreed with most of the self-assessment grades for most aspects of provision. However, CTC's self-assessment report is very descriptive; it does not emphasise the impact of the findings on learners' experiences, nor does it make enough use of the large amount of available information available to accurately evaluate the quality of provision.

The current system for observations of teaching and learning is insufficiently rigorous. Regular observations of key aspects of the provision are carried out. Detailed feedback is provided to training officers to improve their practice and support requests for training and development. However, clear criteria for judgements have not been agreed and the grades awarded are over-generous.

The provider makes effective use of high quality resources. Many training officers use good quality ICT equipment to support learners in their work places. Academy-based staff use these excellent facilities as a training kitchen, bar and restaurant for local learners, particularly those aged 14 to 16 years from the local school, and to record demonstrations of particular skills which learners access through the providers' website.

CTC provides good value for money. Business development plans are thorough and logical. Investment in learning resources and accommodation have been significant and used well to support learners. Outcomes for learners are good and have improved over time.

Subject areas

Hospitality and catering

Grade 2

Context

Some 543 learners are on an apprenticeship programme and seven are on Train to Gain programmes at level 2 or 3. Of these, 49% are women, 32% are from a minority ethnic group and 20% have a learning difficulty and/or declared disability. All learners are employed. Sixteen apprentices are working towards the advanced award and 527 are working towards intermediate hospitality and catering apprenticeships. A team of 28 training officers delivers the training at the learners' place of work. A work-based learning manager has overall responsibility for the subject area.

Key findings

- Apprentices make good progress towards their qualifications. Few learners have formal qualifications at the start of their training, but almost all complete within the planned duration of their programme, and many achieve more quickly. Success rates have been consistently above national averages since the previous inspection and the provider's own data show a further improvement in 2010/11.
- Learners develop good practical skills and a broad vocational knowledge. Learners enjoy learning and are well motivated. They develop a more professional attitude and become more confident at work. They increase their understanding of relevant legislation and improve their standards of customer service and team working. Many progress in their job roles, taking on more responsibilities or gaining promotion as a result of their training.
- Learners feel very safe in their jobs and learning programme. They have a good understanding of safe working practices, which training officers reinforce well. Learners use appropriate equipment safely, for example when moving heavy crates of bottles. Employers promote health and safety effectively, with much regular in-house training. However, training officers do not sufficiently reinforce learners' understanding of safe internet use.
- Training and assessment are good. Employers provide effective training that training officers' supplement with good coaching for learners. Assessment is thorough, with a good variety of assessment methods. Feedback is constructive and action planning is effective. Good quality workbooks provide useful reinforcement of learning. Online resources are available to support learning, but use of these is not yet fully developed.
- CTC meets the needs of learners' and employers particularly well. The coordination of employer training and the programmes is good with clear links to career development opportunities that learners understand well. Learners improve their job performance because of training. Managers have a good

involvement in the learners' qualification by supporting learning and confirming competence.

- Reviews of learners' progress are good. Work-place supervisors are closely involved in the reviews and learners receive clear feedback on progress. Learning targets are specific and relevant to individual needs. Induction is satisfactory, and learners receive all relevant information on a memory stick for reference. However, the systematic checking and reinforcing of learners' understanding of equality and diversity is insufficient.
- Partnerships with employers are very good. Employers are closely involved in developing apprenticeship programmes to link work-based practice to the programme content. This ensures a high degree of relevance for learners and supports progression. CTC also has other constructive partnerships including one with a local school to provide vocational training and others with industry organisations to develop national occupational standards.
- Support for learning is good. Training officers are very flexible in arranging workplace visits. Learners frequently contact their training officers, who respond very promptly to their concerns. Information and advice on progression opportunities is clear and focussed on the individual needs. Support for learners with dyslexia is very good.
- Management of the hospitality and catering programmes is good. Communications throughout the provision are very good. Staff have a clear understanding of the company's aims and objectives. The restructuring and expansion of the hospitality and catering provision is well managed. Staff receive good support from team leaders, internal verifiers, and managers.
- Strategies to improve outcomes for learners are very effective. Directors and senior managers have high ambitions for staff and learners. Staff have a clear understanding of their targets and managers monitor these at monthly one-to-one meetings very effectively. Good use is made of data to monitor learner progress and manage areas of underperformance.
- CTC promotes equality and diversity satisfactorily. Good links exist with the Bangladeshi community to promote training in hospitality and catering, as well as literacy, numeracy and language skills. Staff and learners have an adequate understanding of relevant issues. However, training officers do not sufficiently check and reinforce the learners' understanding of equality and diversity.
- Quality improvement arrangements are good. Staff make a valuable contribution to self-assessment and the report is broadly accurate. Quality monitoring activities provide staff with clear feedback on areas for improvement. Standardisation meetings are effective in sharing best practice. Good use is made of employer and other stakeholder views to develop the provision.

What does Charnwood Training Consultants need to do to improve further?

- Improve learners' understanding of equality and diversity information given at induction by more thorough and systematic checking and reinforcement.
- Provide and effectively support better access to a greater range of online and electronic learning resource materials to support the development of learners' vocational expertise.
- Further, develop training officers' understanding of good practice in safeguarding, particularly in relation to safe internet access.

Business administration and law

Grade 2

Context

Some 125 learners are on an apprenticeship and one is on a level 3 Train to Gain programme. Of these, 60% are women, 14% are from a minority ethnic group and 5% have a learning difficulty and/or disability. All learners are employed. Twenty seven apprentices are working towards the advanced award. Ninety eight apprentices are working towards intermediate apprenticeships. A team of 28 training officers delivers the training at the learners' place of work. A work-based learning manager has overall responsibility for the subject area.

Key findings

- Achievement rates have improved steadily since the previous inspection. Achievement rates on level 2 Train to Gain programmes are very high. Apprenticeship achievement rates are consistently above national averages. The largest group of learners, who are on customer service intermediate apprenticeships, achieve very well.
- The large majority of learners, particularly those without prior qualifications, enjoy their training and progress well. Training officers monitor learners' progress very closely and are very skilled at motivating them.
- Learners develop good vocational skills and increased confidence at work. Many learners are assigned additional responsibilities at work and received promotion because of their learning. Many learners complete additional qualifications. For example, a few management learners complete NVQ units in customer service.
- Learners feel safe and demonstrate safe working practices. CTC places a strong emphasis on the health and well-being of learners. Employers have effective health and safety procedures and regular risk assessments take place in workplace areas. Learners apply their learning effectively in their work roles.
- Support for learners is effective. Learners contact training officers frequently to clarify assessment requirements and seek guidance for research. Programme delivery is flexible to meet individual and business needs. For example, training officers carry out assessments in the evenings and at weekends to accommodate learners' shift patterns.
- CTC has established good productive employer partnerships. The provider works well with employers to identify their staff training and development requirements. Training officers have a good knowledge of the hospitality settings where learners work. Employers' in-house training is used effectively as the basis for bespoke learning resources, ensuring the effective recognition of prior learning relevant to the framework requirements.
- Assessment is satisfactory. Learners receive regular assessor visits and are given specific and measurable targets to achieve between visits. The range of evidence in learners' portfolios of work is satisfactory. Training officers have

good information and learning technology resources to support learning in the workplace. However, these are often under-used in supporting assessment.

- Support for literacy, numeracy and language skills is satisfactory. All learners complete an initial assessment of their literacy and numeracy skills before starting learning; the results are then recorded on their individual learning plan. Those with low levels of skills are offered extra support; however, training officers are not all confident in their own skills to provide this. They do not challenge errors in written work or encourage learners to take higher-level qualifications.
- Target setting in formal reviews is effective in driving learners' progress. Learners have a good understanding of their progress throughout the programme and the actions necessary to progress further. Employers are involved in progress reviews. However, training officers do not sufficiently check learners' depth of knowledge and promote further understanding of equality, diversity, and health and safety topics.
- Management of business administration and management programmes is good. Staff are kept well informed about organisational changes and programme developments. Performance management of individual staff is very effective in improving outcomes for learners. Staff are fully involved in the self-assessment process and feel their views are valued and used. Resources are good and most are used well.
- Quality improvement systems are very effective. Managers invest much time and effort in observations of staff and audits of the programmes. They use feedback effectively to develop appropriate staff training and development plans and accurately identify areas of good practice. However, the grading of observed training is over-generous.
- Safeguarding arrangements for learners are satisfactory. Staff are appropriately trained and regularly update their skills. Staff understand the appropriate actions to take to protect the welfare of learners when a concern is recognised. At the time of inspection, the provider had not implemented its draft internet safety procedures and supporting materials.

What does Charnwood Training Consultants need to do to improve further?

- Use information and learning technology effectively to support the development of diverse assessment strategies and meet the range of learning styles.
- Further reinforce learners' understanding of equality and diversity and health and safety through greater attention to these topics during progress reviews
- Develop the confidence and competence of training officers to meet the needs of all learners through the consistent delivery of effective support for literacy, numeracy and language skills.
- Further develop training officers' understanding of good practice in safeguarding, particularly in relation to internet safety.

Information about the inspection

Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's managing director, as nominee, carried out the inspection.

Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, 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.

Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)
Charnwood Training Consultants
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	Employer responsive
Approximate number of enrolled learners		
Full-time learners	0	0
Part-time learners	1089	1089
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well-being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
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	2	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
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?	2	
How effectively does the provider engage with users to support and promote improvement?	2	
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?	2	

*where applicable to the type of provision

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