

Access Training

Inspection report

Unique reference number: 50314

Name of lead inspector: Elaine Clinton HMI

Last day of inspection: 3 February 2012

Type of provider: Independent learning provider

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Information about the provider

1. Access Training Limited (Access Training) is a privately owned independent learning provider. Established in 1983 as English Estates, it became Access Training in 1989. The head office and main training centre is in Gateshead, Tyne and Wear and is co-located with the local college and three other learning providers. Access Training has a contract with the Skills Funding Agency for apprenticeships and work place learning, which funds approximately 80% of the learning that it delivers. Private companies and local schools fund its other work. In August 2011, following changes in funding arrangements, Access Training took on the lead partner and contractor role for two other independent learning providers, Durham Training and MPH Customer Centred Training (MPHCCT).
2. Training programmes range from entry to advanced levels. Currently, across the partnership, 532 learners are on apprenticeship programmes. Two hundred and thirty nine learners are on business, administration and law programmes, 150 on health and social care, 83 on retail and commercial enterprise, 16 on engineering and technology, six on foundation learning, and 37 on information and communication technology (ICT) programmes. Of these, 97 learners are enrolled with Durham Training, the majority being in business, administration and law and hairdressing and beauty therapy. Two hundred and thirty three learners are enrolled with MPHCCT, of whom 150 are on health and social care and 57 on business, administration and law programmes. Apprenticeship programmes in health and social care are a new area of provision for MPHCCT. Access Training has 31 learners on young apprenticeship programmes.
3. Two subject areas were inspected and reported on at this inspection; warehousing and distribution which has 22 learners and business, administration and law which has 239 learners. Evidence from learners on the other training programmes also contributed to the overall judgements.
4. Almost all learners are recruited from the local area, which is characterised by rising levels of unemployment and significant deprivation. In January 2012, unemployment in the region was 11.3%, much higher than the national rate. The minority ethnic population of the area is low at 1.6% compared to the national figure of 9%.
5. Access Training delivers training on behalf of the following provider:
 - Rathbone
6. The following organisations provide training on behalf of the provider:
 - Durham Training
 - E-Achieve
 - Kaplan
 - Gateshead College

■ MPHCTT

Type of provision	Number of enrolled learners in 2010/11
Provision for young learners: 14 to16 Foundation learning	33 part-time learners 6 learners
Employer provision: Train to Gain Apprenticeships	112 learners 369 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		2
Equality and diversity		2
Subject Areas		
Warehousing and distribution		3
Business, administration and law		2

Overall effectiveness

- Access Training is a good provider. Learners achieve well and most complete their training within the agreed timescales. They develop good work skills and increase their confidence and self esteem. Business administration learners learn how to manage teams and become very competent at dealing with changes and challenges at work. Warehousing and distribution learners improve their time management and planning skills. Learners have a good understanding of health and safety and safeguarding in the workplace. Equality and diversity are promoted well and reinforced both in the training centre and in the workplace. Quality improvement arrangements are sufficiently effective to have brought about significant and sustained improvements. However, arrangements to monitor the performance of subcontractors are relatively new and do not scrutinise all aspects of their provision robustly.

8. Teaching, training and learning are good. Learners benefit from the good vocational knowledge of their assessors. Assessments are timely, rigorous and planned to meet learners' and employers' needs. The teaching of functional skills requires further development, as does the use of interactive technologies. Access Training meets the needs of learners and employers well and strong partnerships support the development of its work. Although the care, guidance and support that learners receive are good, initial assessment is not always used effectively to ensure that learners start at the highest appropriate level on the training programmes.

Main findings

- Learners' achievement is good. Success rates for apprentices have improved since the last inspection, increasing annually to 78% in 2010, two percentage points above the national rate. Success rates for work place learning programmes have continued to improve.
- Increasing numbers of learners complete their programmes within planned timescales. In 2010/11, rates were eight percentage points above national rates for intermediate apprentices and 10 percentage points above for advanced apprentices. Current business, administration and law, and ICT learners are making particularly good progress. Health and social care, and warehousing and distribution learners are making satisfactory progress.
- High numbers of learners develop their personal and social skills and increase their vocational knowledge. They identify the impact learning has on their ambition to gain qualifications. Employers report on the skills that business administration learners develop, in particular their people management and communication skills. Learners increase in self-confidence and enjoy their learning.
- Systems for ensuring that learners feel safe at work are effective and rigorously enforced by assessors. Bullying and health and safety are discussed regularly in training. Learners demonstrate safe working practices, and have a good understanding of the impact of actions such as homophobic bullying. They are very aware that Access Training does not tolerate bullying.
- Teaching, training and learning are good. Staff place careful emphasis on practical work and challenge, stimulate and fully engage learners who produce work of a good standard. Teachers and learners make infrequent use of interactive technologies. Access Training's observations of training do not focus on learning adequately or identify sufficient actions for assessors to improve.
- Assessment of learners' work is generally satisfactory, but in warehousing and distribution, assessments are not planned well. Initial assessment is thorough, but planning of learning does not build on existing qualification and experience, or motivate learners to achieve their qualifications early.
- A wide range of programmes successfully meets the needs of most learners and employers. Staff take great care to ensure that they match learners carefully to employers. They have established particularly good working relationships with

the National Apprenticeship Service. The local 'collective' of learning providers successfully encourages a collaborative approach to programme delivery.

- Support for learners is good and contributes significantly to learners' motivation and achievement. Assessors understand learners and their personal support needs very well. Good support and early identification of those who are at risk of leaving learning early help these learners to complete their programmes. Staff offer excellent support to apprentices at risk of redundancy.
- Senior managers demonstrate a strong commitment to partnership working. Strategic planning is well considered and ambitious. Effective communication, including appropriate use of targets, ensures staff are clear about the direction of the company and their role within it. Consistent, open management and regular performance reviews and appraisals ensure that staff feel valued.
- Rigorous safeguarding arrangements ensure the safety of learners and staff. Extensive and well-established procedures help protect and support staff and learners. Risk assessments are thorough, regularly reviewed and updated. Learners' understanding of safeguarding in the workplace is very good, but they do not always see its relevance to their personal lives.
- The promotion of equality and diversity is good. Analysis of the performance of different groups of learners is frequent and thorough. Managers have a good understanding of trends in achievement. The company provides learners with good training on equality and diversity and monitors their understanding systematically; consequently, learners' understanding is good.
- Established quality improvement arrangements ensure that most aspects of the provision are monitored, reviewed and improved. Senior managers have excellent links with subcontractors and monitor trends in achievement and contract compliance carefully. However, arrangements to assure the quality of all aspects of subcontractors' work are in the early stages of development.

What does Access Training need to do to improve further?

- Maintain and improve outcomes for learners by continuing to monitor individual learner progress robustly and by embedding Access Training's strategy to improve retention and success.
- Help assessors to understand what they need to do to improve teaching and learning by ensuring that observations of teaching clearly indicate the extent to which learning is taking place.
- Review and strengthen arrangements for assuring the quality of all learners' programmes and experiences, particularly those with the subcontractors, by developing an action plan that provides clearly defined responsibilities for implementing practices and policies across all subcontractors.
- Ensure that learners who are capable of completing an advanced apprenticeship, or progressing rapidly through their programme, are enabled to do so by careful use of initial assessment and planning of learning.

Summary of the views of users as confirmed by inspectors

What learners like:

- gaining work-related knowledge and skills that will be advantageous when applying to join an apprenticeship scheme
- progressive increases in confidence
- being helped to get a job
- the professional and reliable assessors
- the clear explanations given by assessors
- the flexibility of assessment times to meet employers' and learners' needs
- improvements to their working practices.

What learners would like to see improved:

- more work tasters and visits to employers' premises for unemployed learners
- more time in the workplace to work on qualifications.

Summary of the views of employers as confirmed by inspectors

What employers like:

- skills advisers' regular visits to the workplace to assess learners' knowledge and skills, and to review their progress
- very professional, supportive and efficient assessors
- flexible visit arrangements that meet business needs
- the good recruitment service that matches learners well to employers
- their employees' improved understanding of health and safety
- the individual training and support given to the learners.

What employers would like to see improved:

- no improvements were identified.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. Leadership and management are very effective. Senior managers set a very clear direction for improving teaching, assessment and learner success. Staff are empowered to make decisions and implement change. Increasing numbers of staff make good use of data and progress monitoring tools, which is improving learners' achievement. Most success rates have improved since the last inspection; completion rates within planned timescales for most learners have been consistently high. Staff focus closely on meeting learners' needs and Access Training makes good use of learners' and employers' feedback to improve provision. Arrangements to observe teaching and learning require further improvement. The self-assessment process is thorough and inclusive. However, both the process and the subsequent report do not fully reflect the work of the company's subcontractors, or identify actions needed to ensure consistent performance across all of the provision. Managers recognise this and plans are already in place to involve subcontractor staff, learners and employers fully in self-assessment and quality assurance arrangements.

Outcomes for learners

Grade 2

10. Learners' attainment is good. Overall success rates have improved since the previous inspection. Framework success rates increased to just over 78% in 2010/11, and are above the national rate of 76%. Overall success rates on intermediate programmes are broadly similar to the national rate and are two percentage points higher on advanced programmes. Success rates for workplace learners are the same as the national rate.
11. Completions within planned timescales are high on both intermediate and advanced programmes. These success rates have improved significantly since the previous inspection and in 2010/11 were 73.8%, significantly higher than the national rate of 65.3%. Performance on business, administration and law courses, which accounts for most learners, is significantly better than on warehousing and distribution courses. On ICT and engineering and manufacturing programmes, which are small but successful features of the provision, increasing numbers of learners are successful. Success rates of learners across Access Training's subcontractors are broadly similar.
12. Managers use data well to analyse the performance of different groups and levels of learners. There are no significant variations in performance.
13. Learners develop good vocational skills and apply their learning well to enhance their working practices. Learners and their managers report that learners significantly improve their knowledge and understanding of the workplace.

14. Learners feel safe at work. Access Training ensures a safe working environment and learners demonstrate a particularly good understanding of how to ensure the safety of others in the workplace. However, some learners are unable to apply this learning to their personal and social lives.

The quality of provision

Grade 2

15. Teaching, training and learning are good. In the better sessions learning is well planned and skilfully managed. A strong emphasis on practical work ensures learners are challenged, stimulated and fully engaged. They enjoy their learning and most produce work of a good standard. In business, administration and law one-to-one coaching sessions are particularly effective, contributing strongly to apprentices' progress and high success rates. However, weaker sessions are poorly planned, with ineffective use of time and too little focus on individual learning. The teaching of functional skills is underdeveloped. Resources are satisfactory, with recently bought computers significantly improving staff and learners' access to information and learning technology (ILT). The recent introduction of an e-portfolio for new apprentices has been successful. However, not all staff and learners use the interactive resources well.
16. Initial assessment is thorough but not all assessors use results well to plan learning. Most learners commence their training with an intermediate qualification although some could progress immediately onto an advanced award. Assessment is frequent and in business, administration and law, it is particularly good. However, in warehousing and distribution, assessment plans and supporting reviews do not help learners to prepare for assessment. Feedback from assessments is detailed and constructive and supports skills development. Assessors consider learners' and employers' availability very effectively, arranging assessment visits to accommodate workplace requirements. Learners' progress is reviewed regularly and most employers are satisfactorily involved in this process.
17. Provision meets the needs and interest of users very successfully. A wide range of programmes in business, administration and law meets the needs of learners and employers well, supporting learners' career ambitions and personal development. In health and social care, a good range of subject options meets the needs of employees in a wide sphere of health and related occupations. The provider has a very good knowledge of local employers and takes great care to match apprentices to employers who have a strong commitment to workforce development. Employers value the high standards that apprentices attain. The provider responds well to national and local priorities, planning provision accordingly.
18. Access Training uses partnerships very effectively to meet learners' needs. The local 'collective' of learning providers successfully encourages a collaborative approach to programme delivery. Warehousing and distribution assessors develop strong working partnerships with employers; line managers have a

good understanding of programme requirements. Many employers help apprentices to select suitable optional units. Programmes for the unemployed have been successfully launched as a result of a good partnership with Jobcentre Plus. Very good working relationships have been established with the National Apprenticeship Service. The provider works hard with employers to ensure that all apprentices have permanent employment at the end of their apprenticeships.

19. Care, guidance and support are good and make a significant contribution to learners' motivation, progress and achievements. Staff have a very good awareness of learners' support needs. Assessors discuss career progression with business, administration and law apprentices frequently, providing good guidance. Warehousing and distribution apprentices receive appropriate guidance and support. Health and social care learners receive comprehensive information, advice and guidance throughout their programmes. 'At risk' learners are identified quickly and provided with good support. Apprentices at risk of redundancy receive excellent support to find alternative employment.

Leadership and management

Grade 2

20. Access Training has a strong commitment to working in partnership with a wide range of organisations. The company's strategic direction reflects local priorities and the Skills Funding Agency's requirements well. The well-considered business plan includes a number of ambitious objectives, for example, increasing the level of financial contributions from employers. Staff have a good awareness of the company's strategic direction and business plan. They have clear targets, focusing on improving learners' performance, which are reviewed and monitored regularly. Access Training uses information about learners' performance very effectively, taking timely action to improve completion rates. Arrangements for staff development, which include industrial updating, are good. Regular communication between the company and the subcontractors supports good working relationships.
21. Safeguarding is of the highest priority. All relevant staff have enhanced Criminal Records Bureau clearance, which is recorded on a single central register. These checks are reinforced by thorough risk assessments, particularly where learners or staff are working in isolated locations. Policies and procedures are comprehensive. Learners have a good understanding of bullying and harassment and confidently discuss issues such as homophobic bullying. Good links have been established with relevant local partners, statutory and voluntary organisations. The most vulnerable young people and adults are particularly well protected. All staff have completed recent relevant training; comprehensive arrangements are in place to ensure frequent training and updating for the designated persons. Learners refer their concerns confidently to staff, who deal with issues promptly and appropriately.
22. Promotion of equality and diversity is important to Access Training. Senior managers analyse the performance of different groups of learners regularly and

take very effective action to reduce any variations in performance. A comprehensive workbook and supporting projects require learners to consider, research and apply the seven strands of diversity to their own workplace. Carefully considered arrangements ensure that learners' cultural and faith needs are met well. Assessors monitor learners' understanding of equality and diversity matters well. Staff receive frequent training in equality and diversity. All assessors and managers hold intermediate qualifications and one senior manager has an advanced qualification in equality and diversity.

23. The company collects feedback from learners, employers and staff systematically and uses this information well to improve its provision. For example, it has introduced learning logs for foundation learners and improved the level of feedback and information to employers. Ongoing reviews of Access Training's work lead to improvement in most aspects of the provision. Managers and staff analyse performance carefully, making good use of data. The self-assessment process is thorough and inclusive and the report accurate. Quality improvement plans monitor actions arising from the report regularly and systematically.
24. Two aspects of quality improvement need further development. The comprehensive process for observing teaching and learning places insufficient focus on improving learning. Satisfactory arrangements to monitor the performance of subcontractors are not fully implemented. The plan to revise, develop and implement new policies with subcontractors, such as the development of a common approach to learner support and use of a shared management information system, lacks detail. It does not clearly identify roles and responsibilities, resources, completion dates or milestones.
25. Access Training manages its resources well and provides good value for money. The company is making significant investment in electronic resources for learning and assessment. Success rates are improving and above national rates for many learners. Almost all learners progress into permanent employment when leaving their programme. Assessors are appropriately qualified.

Subject areas

Warehousing and Distribution

Grade 3

Context

26. Access Training provides training in warehousing and distribution to 22 learners. Of these, 18 are intermediate apprentices, three are advanced apprentices and one is on a Workplace Learning programme. Twenty-one learners are male. All learners are employed. Workplace managers and supervisors provide the on-the-job training with staff from Access providing individual coaching and support as required.

Key findings

- Outcomes for learners are satisfactory. Overall apprentice success rates are in line with national averages and the completion rate within planned timescales is satisfactory. Success rates for Workplace Learners are satisfactory, but too few complete within planned timescales.
- Learners develop good vocational and industrial skills. They make good contributions to the workplace through improving planning of work and suggesting cost-effective changes to working practices. Health and safety is embedded in all activities. Learners feel safe in the workshops and in the workplace.
- Assessment is timely, accurate and fair. Regular assessments take place at times to fit in with the workplace. Assessors use a wide range of well-chosen assessment methods effectively with intermediate apprentices, to provide evidence well matched to the level of the award. Advanced apprentices' assessment relies too heavily on question and answer sessions and a narrow range of evidence.
- Assessment planning is generally weak. Progress reviews set targets, but do not provide learners with sufficient detail to help them prepare for assessment. Most assessment plans record what has taken place, but do not identify in enough detail how and when assessment will take place, or what learners need to do between visits.
- Assessors have appropriate knowledge and qualifications, which they use effectively when working with learners. However, not all staff have the necessary professional experience and updating to meet the changing needs of the sector. Employers value the professional expertise of the provider's staff.
- Assessors do not plan individual learning well. Learning plans record a standard programme length regardless of learners' circumstances. Selected optional units fully reflect learners' work roles but there is little planning to show how and when learners will achieve them. Results of literacy and numeracy assessments identify learners' ability levels but not the specific areas where they require support.

- Learners develop their functional skills through completing test papers. There is no additional teaching to support them. Consequently, some learners make slow progress and lack motivation to complete their functional skills course. Too few learners take the qualification at a level higher than their apprenticeship requires.
- Learners' progress reviews are satisfactory. Learners and assessors meet regularly to review progress and to set targets for further learning and development. Assessors do not use individual learning plans well in this process. Appropriate reinforcement of equality and diversity, health and safety, and safeguarding takes place.
- Assessors build strong partnerships with employers, with many learners seeing their assessors as an extension of the workforce. Employers have a good understanding of their involvement in the programme, for example in selecting optional units or participating in progress reviews. Assessors work closely with employers to ensure apprentices are in employment at the end of their apprenticeship.
- Support for learners is satisfactory. Learners receive an appropriate level of individual guidance and support to help them achieve their qualification. Assessors demonstrate a flexible approach to planning workplace visits, ensuring that they make effective use of time available. Learners at risk of redundancy receive additional support and training to help them secure alternative employment.
- Learners develop a good understanding of equality and diversity, which is introduced effectively at their induction. Assessors reinforce and extend learners' understanding during their programmes through comprehensive projects and workbooks, and regular discussion of aspects such as homophobic bullying and gender identity.
- The self-assessment is clearly written with good involvement of assessors. However, the report does not use a wide range of evidence to make judgements. Actions for improvement are insufficiently specific to bring about change.

What does Access Training Limited need to do to improve further?

- Improve the number of learners completing within their planned timescales by further developing the monitoring of achievement and progress.
- Improve the rigour and robustness of assessment by completing detailed plans before assessments take place and providing learners with sufficient information to prepare.
- Plan a programme of continuous professional development to ensure that all staff have current professional skills and knowledge.
- Introduce a wider range of methods for teaching and assessing functional skills to ensure all learners receive the support that they need to make rapid progress and attain the highest level of which they are capable.

- Make better use of all the information collected to improve the planning of learners' individual learning programmes.

Business, administration

Grade 2

Context

27. Access Training provides intermediate and advanced level apprenticeships in accountancy, business administration, customer service and management. It also provides higher level apprenticeships for 30 learners in accountancy. Of the 224 learners on the programme, 36% of them are aged 16 to 18 and 73% are female. Assessors visit learners in the workplace at least monthly. Learners attend workshops in the centre for technical certificate and key skills tuition and tests.

Key findings

- In 2010/11, the rates for completions within planned timescales were high and significantly above national rates, particularly for advanced apprentices. This is a dramatic improvement on the previous year, when rates had declined. Overall success rates for intermediate apprentices in 2010/11 were just below national rates, but well above for advanced apprentices.
- Learners' progression is good. In 2010, 68% of intermediate learners progressed to advanced level programmes, and 98% of leavers progressed into permanent employment. Learners are encouraged to progress to higher levels of study beyond their apprenticeships. Increasing numbers of learners are accessing higher level apprenticeships with Access Training.
- Learners feel safe, respected and valued. They demonstrate safe working practices and a good understanding of health and safety in the workplace. They know who to report any concerns to if a safeguarding issue arises in the workplace. Despite this, not all learners fully understand how some aspects of safeguarding apply to their personal and home lives.
- Access Training uses a wide range of teaching and learning methods well which are adapted to the needs of the business and the learners. Learners participate enthusiastically in lessons and individual coaching. Assessors use their vocational knowledge well to make learning lively and relevant to most learners, although a minority of lessons lack pace and challenge.
- Training plans take careful account of initial assessments and contribute well to the planning of individual learning and assessment. Assessors make good use of these plans during progress reviews to set targets. However, some targets focus on immediate tasks rather than further learning. Learners receive appropriate support to complete their key or functional skills.
- Assessors do not make sufficient use of ILT and interactive resources for coaching, learning and assessment. Until recently, staff and learners had limited access to electronic resources which has restricted opportunities for independent study and access to prompt and reliable monitoring of progress.

The recent introduction of electronic portfolios and the purchase of more computers are beginning to resolve this issue.

- A broad range of programmes successfully meets the needs of learners and employers. The wide range of provision helps to support learners' career and personal development. Apprentices are carefully matched to local employers. Access Training works very effectively with a range of employers, many of whom return to the provider when they wish to recruit more apprentices.
- Partnerships with employers are strong. A high number of employers actively participate in aspects of curriculum design, agreeing additional units and monitoring learner progress. They contribute frequently to the planning of training, ensuring that it has a vocational focus and specific relevance to the workplace.
- Care, guidance and support for learners are good. Assessors discuss career progression regularly with learners and provide detailed advice and guidance in consultation with employers. Learners value the support, which makes a significant contribution to their motivation, progress and achievements.
- Monitoring of staff performance by managers is good. Communication and teamwork are effective. Quality and standardisation meetings are regular. Staff have good access to continuing professional development activities and are fully supported to take advantage of them.
- The promotion of equality and diversity, and safeguarding are good. Learners' understanding of equality and diversity is challenged and they undertake stimulating and exciting research to extend their knowledge further. They understand the impact of homophobic bullying and talk knowledgeably about faith, culture and religion. Staff revisit these aspects, including the seven equality strands at reviews and during training.
- Self-assessment is inclusive and quality assurance systems are effective in bringing about improvements. Learners' and employers' views are systematically sought, analysed and used to improve the quality of the provision further.

What does Access Training need to do to improve further?

- Improve business intermediate apprenticeship success rates and ensure that more learners succeed within their planned timescales.
- Promote and challenge learners' understanding of safeguarding further to enable learners to apply this understanding in their everyday lives.
- Increase the range of ILT resources and ensure staff are appropriately trained to use them, in order to enhance teaching, learning and assessment.

Information about the inspection

28. Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's operations 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 body, 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.
29. 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)

Access Training

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	31	31
Part-time learners	532	532
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	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?	2	
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?	3	
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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