

Whitbread PLC

Inspection report

Unique reference number: 55363

Name of lead inspector: Maxine Mayer HMI

Last day of inspection: 2 March 2012

Type of provider: Employer

Address: Whitbread Court
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Information about the provider

1. Whitbread PLC (Whitbread) is a major hospitality and catering company with operations both in the United Kingdom and overseas. Whitbread brands include Premier Inn, Beefeater, Table Table, Brewers Fayre, Costa and Taybarns. Whitbread currently offers a range of intermediate apprenticeship programmes in hospitality and catering and stand-alone qualifications in literacy and numeracy. At the time of inspection, 416 apprentices and 108 learners in literacy and numeracy were following programmes.
2. Whitbread provides hospitality and catering apprenticeship programmes in the workplace. It delivers these predominantly through e-learning and workbooks supported by line manager assessment. A subcontractor provides literacy and numeracy programmes using a combination of face-to-face and online learning. Since the last inspection, Whitbread has continued to develop the apprenticeship programme which it now delivers in its own right and not, as previously, through a subcontractor.
3. Whitbread contracts with the Skills Funding Agency through the National Apprenticeship Service for its intermediate apprenticeships and, since 2011, has an adult skills contract for the literacy and numeracy programmes. Some of the current learners are funded through a new pilot simplification project, which was not in scope for inspection. Whitbread also offers and provides its programmes to employees who are not government funded and most of its core business is not related to government funding.
4. The following organisation provides training on behalf of Whitbread:
 - Mindleaders *formerly* Third Force (literacy and numeracy).

Type of provision	Number of enrolled learners in 2010/11
Employer provision:	
Train to Gain	386 learners
Apprenticeships	216 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 3
		Grade
Outcomes for learners		3
Quality of provision		3
Leadership and management		3
Safeguarding		3
Equality and diversity		3
Subject Areas		
Hospitality and catering		3
Literacy and numeracy		2

Overall effectiveness

- Whitbread provides a satisfactory programme for learners. Currently, learners undertaking programmes in literacy and numeracy are completing their programmes well and the vast majority of them are successful within satisfactory timescales. The large majority of those undertaking apprenticeship programmes are successful, but most take far longer to complete their frameworks than was initially planned. All learners enjoy their programmes and a large number progress to higher levels of learning, gain promotion or increase their responsibilities within their job roles. Those who are new to learning or have recently returned to work after a long period of absence settle in well and quickly.
- Whitbread provides good training. It is tailored to the various brands that it offers and to individual job roles within those brands. The vast majority of training is conducted on the job and is supported by well-devised workbooks and e-learning. However, assessment for apprentices is weak. Whitbread is dealing with this issue. Support for learners in the workplace is good. All new starters are assigned learning champions who enable learners to settle into their programmes quickly. Workplace buddies and managers continue to support learners after they have started their programmes. However, the

design of apprenticeship programmes lacks individualisation and formal reviews of progress are insufficient.

7. Whitbread makes a strong commitment, supported by significant investment, to offering opportunities to learners. The company responds well to national and local needs in order to offer opportunities to those who are new or returning to the workplace after a period of absence. The company has set demanding performance targets for the programme and, while its new apprenticeship programme is becoming established, Whitbread has recognised that further improvements are necessary. Action plans aimed at bringing about these improvements are at an advanced stage of implementation.

Main findings

- Success rates in literacy and numeracy programmes are high and the proportion of learners who complete their programme within the planned duration of the programme is satisfactory. Success rates in hospitality apprenticeship programmes are satisfactory, but only a small minority of apprentices achieve their frameworks within the planned duration of the programme.
- Learners improve their economic well-being considerably. A significant number of learners in literacy and numeracy programmes progress to apprenticeships and around a third of apprentices progress to internal management development programmes and take on enhanced roles and increased responsibilities. All learners acquire and develop good workplace and personal skills.
- Learners feel very safe and Whitbread promotes health and safety well. The company gives good attention to safe working practices, and procedures are particularly strong for the protection of young people. Learners enjoy their programmes and those who are new or have recently returned to the workplace settle into work and their programmes well.
- Apprentices benefit from good training and coaching supported by well-designed learning materials. Electronic learning is integrated effectively in the clearly structured programmes. However, assessment practice is weak for apprentices, and assessors do not always set and monitor targets to manage apprentices' progress effectively. In literacy and numeracy programmes, teaching is satisfactory although learning is insufficiently contextualised to the workplace.
- Whitbread meets learners' literacy and numeracy needs well. Learners greatly value the opportunity to increase their formal qualifications. Apprentices benefit from a wide range of internal training courses and development programmes that meet their personal and professional aspirations. However, the apprenticeship programme does not allow sufficient flexibility to suit learners who wish to, or are able to, progress more quickly.
- Whitbread works extensively with partners in the community to widen access to employment opportunities. Whitbread has developed particularly good

partnerships with its contractor to deliver successful learning programmes. It has used its networking links particularly well to improve its delivery model and it shares its best practice with large national employers in the hospitality and retail sector.

- Staff and managers encourage and support all learners well at each site. The flexible arrangements for learning ensure that learners achieve their literacy and numeracy qualifications well and quickly. Learning and skills specialists often deliver specific training that supports learners well with completing their apprenticeship. Some learning support managers provide very effective support to learners with additional learning needs.
- Apprenticeships and literacy and numeracy programmes are part of a clear company strategy for developing a skilled workforce and providing opportunities for progression, promotion and realising personal potential. Whitbread makes a strong commitment, supported by significant investment in the provision for learners. The company responds well to national priorities and works strategically with external partners to widen participation in training.
- Leaders and managers improve performance effectively and set demanding targets. The company recognises that further improvement is required and has actions in place to achieve this. Internal changes in parts of the organisation impeded the development of the apprentice programme and impacted on learners' progress in 2011. This situation is now resolved.
- Whitbread prioritises safeguarding. Arrangements for ensuring the safety of learners and promoting safe working practices are effective. The company promotes social inclusion and widening participation particularly effectively. Learners have a satisfactory or better appreciation of equality and diversity. However, the company recognises that the monitoring and target setting to support the promotion of equality and diversity are insufficient.
- Arrangements for engaging users to support and promote improvement are good. Engagement is central to the company's way of working. This is supported by a strong commitment to seeking users' views and to the use of a wide variety of methods to listen to learners and staff generally. The company works very effectively with external partners to meet learners' needs, for example in the development of a revised literacy and numeracy programme.
- Self-assessment improves the quality of the provision appropriately. Managers review and evaluate programmes regularly. However, the processes for monitoring and evaluating performance of the apprenticeship programme are underdeveloped. Plans are well advanced for improving management information systems and for introducing more stringent quality assurance arrangements.

What does Whitbread plc need to do to improve further?

- Ensure the number of apprentices who complete their programme within the planned duration of the programme is significantly increased by improving the setting and monitoring of learning targets.

- Develop teaching and learning strategies to better contextualise the literacy and numeracy skills within the work learners undertake and enhance the e-learning materials.
- Adopt a systematic approach to programme improvement by introducing stronger quality management systems and increased use of learner tracking information to ensure a consistently high standard is achieved across all programme areas, but particularly for assessment and verification.
- Undertake better analysis of the needs of different groups of learners by monitoring access to programmes, representation and the achievements of different groups of learners, in order to improve the promotion of equality and diversity.

Summary of the views of users as confirmed by inspectors

What learners like:

- that the programmes really help to develop their careers and boost their confidence
- the high-quality training materials
- that managers show a real interest in their learning
- the opportunity to develop new skills and gain promotion
- the ability to share their skills and knowledge with colleagues.

What learners would like to see improved:

- the amount and frequency of assessment in literacy and numeracy programmes
- the number of people available to assess them at work
- the access to the learning academy, online at home.

Summary of the views of employers as confirmed by inspectors

What employers like:

- that the programmes offer a real sense of achievement for learners.

What employers would like to see improved:

- the levels of support for assessment activities.

Main inspection report

Capacity to make and sustain improvement

Grade 3

8. Whitbread's capacity to improve is satisfactory. High standards of performance have been maintained in the literacy and numeracy programmes since the last inspection and the apprenticeship success rates improved in 2010/11. Whitbread has a clear vision and appropriate priorities that sustain improvement and raise expectations. Self-assessment includes users' views effectively and is broadly accurate in identifying the main areas for improvement. Aspects of quality assurance are underdeveloped, including the process for verifying assessments, and the insufficient analysis of data is constraining the company in judging attainment accurately. Quality improvement planning is satisfactory. The company recognises the need to strengthen its approach to managing quality and improvement in order to achieve a consistently high standard of training across all its operations and geographical areas. Implementation of the plans to improve these aspects is imminent.

Outcomes for learners

Grade 3

9. Outcomes for learners are satisfactory. Success rates in literacy and numeracy programmes are high. However, successful completion within planned timescales is around national rates. Success rates in apprenticeship programmes suffered declines since the last inspection but improved to a satisfactory level in 2010/11. However, successful completion within planned timescales is poor and very significantly below national rates. Different groups of learners on literacy and numeracy programmes are equally successful. However, for apprentices, success rates vary across different regions, brands and also by gender. Relatively few apprentices are from minority ethnic groups or have a learning difficulty and/or disability, and their success shows little variation from the main learner groups.
10. All apprentices and learners improve their economic circumstances well. High numbers of learners in literacy and numeracy programmes progress to apprenticeship programmes. Approximately a third of apprentices progress to higher levels of learning, gain promotion or take on increased responsibility. Learners benefit from enhanced practical skills, gains in confidence, increased motivation and better customer care skills.
11. Apprentices and learners feel safe and understand health and safety procedures well. Whitbread's procedures for the protection of young people are particularly strong. A good new 'starter champion and buddy' system ensures that all new apprentices and learners settle quickly in their new employment and/or learning programme, particularly those new to work or who are returning after a long period of absence from the workplace.

The quality of provision

Grade 3

12. Teaching and learning are satisfactory overall. In apprenticeships, training, coaching and learning are good. Workbooks are well designed, the computer-based resources use audio and visual elements particularly well to support learning and learners use technology confidently. In literacy and numeracy learners have good access to their programmes via an electronic platform that allows them to learn in a flexible manner that fits in well with the industry environment. However, teaching and learning methods in the workplace are not sufficiently contextualised to the hospitality work environment and assessment practice is weak. Assessors' understanding of assessment practice among many sites is insufficient. Target setting and progress reviews are ineffective. The tracking of learners' progress is satisfactory on the literacy and numeracy programme but it is ineffective for the hospitality apprentices.
13. The provision is satisfactory overall in meeting the needs of learners and onsite employers. Literacy and numeracy programmes meet learners' needs very well. However, there is no provision to meet the specific needs of learners who speak English as a second language. Whitbread has planned its programmes well to provide progression routes that are relevant to the personal and professional aims of staff. The company has well-advanced plans to launch an advanced apprenticeship in the near future. The apprenticeship, however, is not planned with sufficiently flexibility to allow learners with more experience or a higher level of ability to progress more quickly through the different components of the qualification.
14. Whitbread works highly effectively with its subcontractor to review the existing programme and to develop resources to be used in the future. The company has established extensive networks with many large national employers to share and develop best training practice in the hospitality sector. Partnerships with community stakeholders are outstanding. Whitbread has created very successful relationships with schools in the community to raise the profile of hospitality as a career of choice for pupils. A tailored work-experience programme motivates them to experience employment and, in many cases, to gain employment.
15. Whitbread has structured its learning programmes to ensure that good levels of support are available to apprentices and learners in their workplaces. The good support learners receive from staff and management helps them to achieve their literacy and numeracy qualifications particularly well. A further central and regional team delivers very effective operational training support, identifying needs and delivering training events on a local and regional basis. Learners receive a thorough and timely introduction to the framework and learning procedures. Many learners benefit from good pastoral support that motivates and encourages them.

Leadership and management

Grade 3

16. Whitbread makes a strong commitment to learning supported by significant investment in the provision for apprentices and literacy and numeracy learners. The company has high expectations for its employees and communicates them well. It provides good development opportunities for them to realise their potential and develop in their careers through its accredited programmes. Leaders and managers improve performance highly effectively and set demanding targets. However, internal changes in parts of the organisation have impeded the development of the programme and impacted negatively on learners' progress in 2010/11.
17. Apprenticeships and literacy and numeracy programmes are part of a clear company strategy for developing a skilled workforce. The company responds well to national priorities and works strategically with external partners to promote apprenticeships and widen participation in training. It has gained recognition through a number of national awards for its promotion and provision of training.
18. Arrangements for ensuring the safety of learners and for promoting safe working practices are satisfactory. Appropriate policies, procedures and training are in place to support learners in staying safe, with a specific policy relating to young workers. Each individual young person has a personal risk assessment which is recorded appropriately. Health and safety management systems operate effectively. All managers and assistant managers are required to and have undertaken Criminal Records Bureau checks. The company provides a central help desk to advise and support managers and staff with any queries, issues or incidents relating to health, welfare and other issues that employees may experience.
19. The promotion of equality and diversity is satisfactory. The company has a clear policy which supports the promotion of equality and diversity throughout the company's operations. The company promotes social inclusion and widening participation particularly effectively. The programmes are open to all in the company. The company recruits 60% of its staff for new sites from the young and long-term unemployed. The company's code of conduct, guidelines, handbooks, induction and personal reviews all reinforce the appropriate behaviours and attitudes for the promotion of equality and diversity effectively. However, the company recognises that the current approach lacks a strategic overview and the level of target setting, monitoring and review of equality and diversity is insufficient. Whitbread does not currently monitor access to programmes, progress and achievement of different groups of learners.
20. Arrangements for engaging users to support and promote improvement are good. Engagement is central to Whitbread's way of working and this is supported by a strong commitment to listen to users and enable them to feed back ideas for improvement. Managers and other staff engage regularly in conversations with learners and respond well to ideas for improvements. Regular surveys ask learners about their experience. Their responses help to

inform the company in ways of developing and improving the programmes. A wide variety of engagement methods operates, including the use of social networking. The company responds and publicises survey findings and actions taken. It works very effectively with external partners to meet learners' needs.

21. Self-assessment improves the quality of the provision appropriately. Evaluation of the performance of the literacy and numeracy programme operates effectively. The service level agreement, data analysis, regular reviews and monitoring take place and inform improvement planning for this part of the provision. However, in apprenticeship programmes, quality improvement arrangements are underdeveloped and insufficient internal verification in the recent past has restricted the provider's ability to rectify slow progress. Managers are constrained in their ability to review performance by underdeveloped management information and data analysis systems in this programme. Plans are well advanced for improving these and for the introduction of stronger quality assurance arrangements. The self-assessment report and quality improvement plan accurately identify the main areas for improvement.
22. Value for money is good. Almost all learners undertaking literacy and numeracy courses and the large majority of apprentices are successful in completing their programmes. The company offers all of its employees the opportunity to undertake a literacy and numeracy course and/or apprenticeship whether or not they are eligible for government funding. The take up of this opportunity is high. All learners benefit from high-quality learning resources enhanced by comprehensive technology that supports learning well. The company is committed to managing its resources in a sustainable way.

Subject areas

Hospitality and catering

Grade 3

Context

23. Currently, 416 apprentices are undertaking an intermediate apprenticeship. Of these, 96 are in front office, 182 in food and beverage service, 74 in food production and cooking and 64 in housekeeping. Training is delivered in the workplace, predominantly through e-learning and workbooks supported by line manager assessment. Slightly more than half of the apprentices are female and a few are from minority ethnic groups and/or have a learning difficulty and/or a declared disability. All apprenticeship programmes are delivered using an alternative assessment strategy approved by the awarding body.

Key findings

- Success rates are satisfactory and in 2010/11 are slightly above national success rates. This represents an improvement of 23 percentage points since 2009/10. However, there are disparities in regional achievement in the last 12 months and within some brands. The company has restructured and realigned brands. The regions with more stable management have the better results.
- In 2010/11, achievement within the planned programme time was poor and significantly below the national rates, with only a small increase on the previous year. The focus at operational level on completion within agreed timescales, and clarity around programme end date, are insufficient and are also affected by a lack of flexibility for learners to progress faster, assessment delays and by changes to planned programme durations.
- Learners' acquisition and development of relevant workplace skills and knowledge are good. Learners display good practical skills when greeting guests, producing food to company specification, serving drinks to brand standards or carrying out housekeeping audits. There are good procedures to ensure that learners work safely and that they practise safe food hygiene in kitchens.
- The opportunities for progression and promotion are good. Whitbread focuses on succession planning to identify talented staff and recruits internally where possible. Learners therefore have many opportunities to progress into new roles within and across brands, including to senior management. Learners benefit from improved confidence in their own abilities, increased motivation and better social skills when dealing with customers.
- Training is good. Learners receive good, well-structured and appropriate training. Trainers provide tips, additional information and most use questioning effectively to extend and check knowledge and understanding. Whitbread uses learning materials and buddies well to support learners in the relevant departments.

- Learning materials are good. Learners make good use of well-designed workbooks, e-learning materials, training manuals and DVDs to improve their knowledge and skills. The layout and content of learning materials are good; learners are able to access most e-learning materials at home and are encouraged to learn away from the workplace. Learners value the resources and enjoy learning. Learning resources are used well in training sessions.
- Assessment practice is poor. Planning of assessment is insufficient, learners receive little feedback and some assessors lack an understanding of basic assessment principles and make incorrect assessment decisions. Assessment is often unit based and opportunities to reduce the amount of assessment are not taken. A minority of learners have insufficient assessment opportunities.
- Target setting and progress reviews are weak. Assessors often set imprecise and repeated targets and progress towards the achievement of targets is not always discussed or recorded. Assessors and learners often fail to record agreed targets at monthly reviews. Written targets often lack individuality with many learners having the same targets regardless of progress or support needs.
- Programme planning and monitoring are insufficient and initial assessment of learners is ineffective. Whitbread does not take into account the prior experience, knowledge and ability of learners before commencing their programme. The programme is too rigid and generic and is not adapted to meet individual learners' needs. Managers do not feel they can change and adapt the programme when needed.
- Support for learners is good. All learners are assigned a buddy and are supported well within their area of work. Learners receive effective support towards achieving their literacy and numeracy qualifications. Support from specialist external partners is good for learners who, from their diagnostic assessments, are identified as needing more help.
- Quality improvement arrangements and internal verification are insufficient. Observed quality assurance activities around training and assessment and the sharing of good practice are insufficient. Most assessors have not received any feedback on the quality of their assessment and on other aspects of the apprenticeship programme including learner engagement and progress reviews.
- Coordination of operational management of the apprenticeship programme is insufficient. The effectiveness of training and support for new assessors and buddies has been variable. While some have had good levels of training, others have had no training and the tracking of learners' progress is weak. Whitbread has recognised this and has started to put processes in place to improve this.

What does Whitbread plc need to do to improve further?

- Raise awareness of the importance of the completion of apprenticeship programmes within planned timescales by implementing a system to monitor the progress of learners rigorously.

- Develop good assessment practice by increasing the quality and quantity of internal verification, improving staff development and the opportunities to share good practice.
- Carry out a more detailed and structured initial assessment to take into account learners' prior achievements and experience in order to develop more individualised programmes.

Literacy and numeracy

Grade 2

Context

24. Currently, 108 learners are studying literacy and numeracy courses at level 1 and level 2. Following a diagnostic assessment, learners complete an electronic learning programme at their own pace. They can do this on employer premises, in their own and employer time, or at home. Learners receive support at their workplace from a dedicated learning support manager, who works for a subcontracted company, Mindleaders, whose staff work in two regional teams, led by a regional manager and a national operational manager.

Key findings

- The outcomes for learners are good. The overall success rates are high and above the national average. The timely completion rates are satisfactory but just below the national averages.
- Learners' progression onto the apprenticeship programme is good. The learners become highly motivated to continue learning. They are keen to use their literacy and numeracy skills to complete their key skills project and gain a better understanding of the company and their performance within it.
- Learners enjoy their learning and develop much confidence. They are very keen to progress further in their jobs and to apply for promotion. They feel safe and like learning in an environment they know well, with access to supportive managers and work colleagues.
- Teaching and learning are satisfactory overall. Learning support managers induct learners effectively on how to use the electronic learning package. They check and track the learners' progress regularly via an electronic tracking system. They respond very promptly to learners who request support and use email and mobile phones effectively to arrange visit times which best suit the learner.
- Learning support managers rely too heavily on the electronic learning package. They do not use the learners' workplace sufficiently as a resource to develop the learners' literacy and numeracy skills. This was identified at the previous inspection. Some do not apply a sufficiently wide range of strategies to explain calculations, grammatical usage or punctuation rules clearly to learners.
- Initial and diagnostic assessment is rigorous and clearly identifies the learning needs of learners. Learners understand their learning plans well and can identify their progress. They enjoy working flexibly and at their own pace. They are well prepared for the final examination.
- The provision meets the needs of learners very well. Learners with few or no formal qualifications benefit from gaining accredited learning opportunities in their workplace at times which suit them. The learning helps them to analyse their performance at work and improve their work practices.

- The partnership between Whitbread and the subcontractor is extremely good. Learning support managers communicate very effectively with workplace managers and work very closely to support the progress and success of the learner. Collaboration on the development of resources to be used in the future is good.
- The support for learners is very good. Managers and other staff members are very sensitive to the specific needs of learners. They make flexible arrangements for learners to complete their learning programmes. Learners receive much individual attention and encouragement. Some learning support managers provide very effective support to learners with specific learning difficulties.
- The leadership and management are good. Internal communication is very good within both partners. Team work is excellent and operational management is very effective. Staff are appropriately qualified; however, not all have sufficient experience to provide effective numeracy support. Both companies have a strong commitment to staff training and development.
- The promotion of equality and diversity is good. Whitbread very effectively recruits learners with no previous qualifications, and motivates and engages them onto continuous learning programmes. Learners feel very safe, enjoy their work and are able to identify a career for themselves.
- The self-assessment report is evaluative and identifies many of the strengths; however, it does not identify the areas for improvement, some of which remain from the previous inspection. The process for the observation of teaching and learning is sufficiently rigorous. Monitoring reports identify actions for improvement well.

What does Whitbread plc need to do to improve further?

- Extend the range of teaching and learning strategies and develop and improve learning materials to ensure that literacy and numeracy tasks are better adapted to the work context of learners.
- Provide professional development to enhance the teaching and learning skills of learning support managers so that all are competent and confident in teaching all aspects and levels of the provision.

Information about the inspection

25. Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the company's skills and apprenticeship manager, as nominee, carried out the inspection. Inspectors also took account of the company's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, the report from the Ofsted quality monitoring visit, and data on learners and their achievement over the period since the previous inspection.
26. 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 company. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the company offers.

Record of Main Findings (RMF)

Whitbread plc

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	416	416
Part-time learners	108	108
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	3	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?	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	3	3
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	3	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	3	3
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?	3	
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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