

# Meadowhall Training Limited

## Inspection report

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**Unique reference number:** 53286

**Name of lead inspector:** Victor H Shafiee HMI

**Last day of inspection:** 12 November 2010

**Type of provider:** Independent learning provider

**Address:** The Source  
300 Meadowhall Way  
Sheffield  
S9 1EA

**Telephone number:** 0114 2635632

## Information about the provider

1. Meadowhall Training Limited (MT) is an independent training provider. Established in 1999, MT is part of British Land Ltd. The Meadowhall Centre is a large shopping complex on the outskirts of Sheffield.
2. MT offers apprenticeship and Train to Gain programmes that are funded by the Skills Funding Agency in retail and commercial enterprises, distribution and warehousing, hospitality, business administration, customer service and management. MT offers training across most of the English regions. The majority of learners are located in Yorkshire and many are employed by various retailers situated at the Meadowhall Centre. In June 2007, Meadowhall Centre suffered from serious flooding where almost all ground floor shops were damaged. Following the floods, a few learners lost their jobs and were not able to complete their qualifications.
3. Since the previous inspection, the company has grown significantly. The number of learners has increased from 216 in 2007 to 594 in 2010. The work-based learning manager is responsible for the overall management of the training provision and is supported by three team leaders, 15 assessors, and three administrators.
4. MT also offers Employment Skills and European Social Fund programmes. These were not reported upon during this inspection.
5. MT provides training on behalf of the following organisations:
  - Sheffield City Council
  - Calderdale College
  - Working Links.

Type of provision	Number of enrolled learners in 2009/10
<b>Employer provision:</b> Train to Gain Apprenticeships	177 learners 417 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
<b>Capacity to improve</b>	<b>Grade 3</b>
	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	2
<b>Subject Areas</b>	
Retail and commercial enterprise	2
Business, administration and law	2

## Overall effectiveness

6. Learners achieve their qualifications well. The majority of learners make good progress, enjoy their learning and feel safe. Learners' work is of a very high standard. They develop good employability skills, increase their confidence and many gain further promotion at work. Coaching and learning are good, enabling learners to become better skilled and move to higher level programmes. Staff are highly enthusiastic and experienced. Resources are appropriate, widely available and well used. Training facilities at the centre are of a very high quality. Assessment arrangements are good and effectively link learner's work and the employer's needs. Assessors inspire learners but do not always set learners ambitious targets to enable them to make progress at a sufficiently challenging pace. Key skills training is often slow to start and, for a small minority of learners, the outcomes of initial assessment of their literacy and numeracy skills are not sufficiently useful to determine their needs.
7. MT has excellent links with employers. Staff work very closely with employers to design appropriate programmes. Staff know their learners well and work hard to help learners resolve their personal and worked related problems. Learners value the practical help they receive from their assessors. Managers are determined to improve standards and ensure the training programmes are well organised but do not set staff sufficiently individualised targets. Team leaders successfully improve achievement and carefully maintain the quality of assessment activities. Staff at all levels respond to learners' and employers' feedback quickly to resolve any issues of concern.

## Main findings

- Outcomes for learners are good. In 2007/08, learner achievement declined but has since improved. Learners now achieve well and enjoy their training programmes. A good proportion of learners achieve their qualifications within the agreed timescales. Learner progress is good with many current learners ahead of target or on target to complete their qualification. A high proportion of learners progress from apprenticeships to advanced apprenticeships.
- Learners develop highly effective industry standard skills. The focus on learners gaining a good level of trade skills is strong. Retail learners develop excellent skills that enable them to design inventive and creative window displays. Learners are highly motivated, develop good employability skills, gain promotion at work and make a strong contribution to the success of their organisation.
- Learners receive very effective and highly-individualised coaching. Assessment practice is good and assessors are particularly thorough. They make good use of assessment activities to develop learners' knowledge and understanding. However, assessors do not introduce key skills training and assessment at the start of the apprenticeship programme.
- All learners benefit from an initial assessment of prior learning and experience to plan their training programme. However, for a small minority of learners, the outcomes of initial assessment of their literacy and numeracy skills are not sufficiently useful to effectively determine their support needs.
- Partnerships with employers and other external partners are highly productive. Programme delivery is flexible, reflecting not only learners' work patterns but also employers' business priorities. Employers report that assessors' work with their learners, results in improved working practices within their organisations. They value the impact that assessors have on their employees' skills, confidence and motivation.
- Staff provide learners with highly effective practical help throughout their programmes and meet the learners' additional individual needs sensitively. Staff provide learners with a good range of additional specialist resources. Employers are supportive. However, MT staff do not work sufficiently well with workplace supervisors to clarify the roles they should play in the review of learner progress.
- Senior managers provide strong leadership. Managers support staff well and place a very strong focus on high-quality training to meet the needs of learners and employers. They set and monitor performance targets for staff, but these targets are not always sufficiently individualised. Managers do not routinely analyse the overall progress of learners.
- Learners feel safe and protected. The arrangements for ensuring the safeguarding of learners are satisfactory. All staff have received basic training on safeguarding. Staff, learners and employers understand health and safety well and have a satisfactory awareness of safeguarding. The Board of Trustees does not receive regular safeguarding reports.
- Learners feel respected. Individualised support helps disadvantaged learners overcome barriers to learning and employment. Staff monitor participation and achievement by different groups of learners and take appropriate action to

ensure all learners achieve their potential. Staff promote a strong anti-harassment and anti-bullying ethos. Learners have a good understanding of equality and diversity.

- Managers have established a culture of continuous improvement. Staff make good use of learner and employer feedback. Recent surveys of learner and employer views show very high levels of positive responses. However, the quality improvement arrangements are not sufficiently coordinated to meet the growing needs of MT. Recent actions to improve quality systems have not yet sufficiently impacted upon the experiences of learners.
- Self-assessment and the review of training programmes are well established and involve all staff. The self-assessment report is detailed but insufficiently evaluative. It overlooks key areas such as long-term planning and governance. Targets contained in the quality improvement plan are not sufficiently prioritised and specific.
- MT provides good value for money. Learners progress well. Staff are highly motivated and experienced. Accommodation at the centre is of a very high quality. Resources are appropriate and well used.

### **What does Meadowhall Training need to do to improve further?**

- Ensure success rates continue to increase through the use of thorough systems to ensure overall learner progress is routinely monitored and underperformance at all levels is identified and tackled early.
- Make better use of the available information about each learner, particularly their literacy and numeracy support requirements, when planning individual learning so that agreed timescales are challenging but achievable for each learner.
- Ensure key skills training and assessment start promptly within the apprenticeship programme so that all apprentices can progress and achieve on time. Ensure transitional arrangements from key skills to functional skills progress as planned.
- Swiftly, review and improve target-setting at all levels for all staff and learners. Ensure strategic objectives are effectively prioritised to achieve excellence.
- Promptly strengthen quality improvement arrangements through better coordination of quality improvement activities and more critical self-assessment.

## **Summary of the views of users as confirmed by inspectors**

### **What learners like:**

- the individual support they receive from MT staff to enable them to take on bigger challenges at work
- the individual coaching they receive from MT staff to help them refresh and update their literacy and numeracy skills on Train to Gain programmes
- knowing they have someone to turn to if they have any problems
- the good support provided by their employers
- improving their team working skills.

### **What learners would like to see improved:**

- the opportunity to attend off-the-job training at The Source.

## **Summary of the views of employers as confirmed by inspectors**

### **What employers like:**

- the tailor-made training programmes which closely suit their specific needs
- the flexibility of MT in meeting the requirements of their employees
- the MT's staff knowledge and understanding of the retail sector
- the good support and the flexible approach of MT's staff to minimise disruptions to their business.

### **What employers would like to see improved:**

- no improvements identified.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

8. MT demonstrates a satisfactory capacity to improve. Since the previous inspection, MT has made appropriate progress in addressing the majority of the areas for improvement identified at the last inspection. Although success rates declined to a low point in 2008, successful management action has increased the overall success rate considerably and it is now similar or better to the national average. Success rates have continued to increase further this year and the rate of improvement has now been sustained. Resources have improved and are appropriate, widely accessible and well used. The use of data has significantly improved and is now good. All learners are now highly motivated. The arrangements to gather learner and employer views are now effective. However, individual learning remains insufficiently well planned.
9. Self-assessment is well established: all training staff are involved in the self-assessment process. The self-assessment report is not sufficiently evaluative and does not provide sufficient evidence to support some of the strengths. Managers and staff know what they need to do to secure improvements. However, quality improvement plans do not contain sufficiently precise targets to ensure rapid improvement in all areas. The number of learners, assessors and the geographical spread of learners have increased significantly since the last inspection. However, the quality improvement arrangements have not kept pace with the developing needs of the organisation and are not sufficiently coordinated.
10. MT has sufficient staff and they are highly motivated and enthusiastic. Managers closely monitor staff and learner performance. However, targets for staff are not sufficiently individualised and although the monitoring of learners' individual progress is effective, managers do not routinely analyse the overall progress of learners.

### Outcomes for learners

**Grade 2**

11. Outcomes for learners are good. Following MT's last inspection in 2007, overall success rates on apprenticeship programmes declined by five percentage points, but have risen since then and are now satisfactory at 71%. The proportion of apprentices who complete their programme within agreed timescales has followed a similar pattern, is now satisfactory, and slightly above the national average.
12. Historically, on Train to Gain programmes, the proportion of learners who complete their programme within agreed timescales was low. This has significantly improved, is now satisfactory, and slightly above the national average. In the first nine months of 2009/10, a satisfactory proportion of learners gained their awards within the time planned for their completion. Overall success rates on Train to Gain programmes are satisfactory and similar to the national average.

13. The achievement of learners on programmes to improve literacy, numeracy and the use of language is high. However, in 2008/09 too few learners completed their programme within agreed timescales. This has now significantly improved, and is good.
14. Overall, women achieve better than men. The achievement of women on the Train to Gain programmes is particularly high. In 2008/09, the achievement of male apprentices was low. MT has recognised this and is now taking appropriate action to improve the achievement of all learners, particularly men.
15. Learners develop highly effective industry standard skills and gain confidence in dealing with their customers' demands. The vast majority of employers report that learners are now more motivated and make a stronger contribution to the success of their organisation. They develop good employability skills and many learners gain promotion at work. A good proportion of learners progress to higher level programmes.
16. Learners report that they feel safe in their workplaces. They are knowledgeable about health and safety and adopt safe working practices in their employment.

## **The quality of provision**

## **Grade 2**

17. The quality of provision is good. MT staff use their highly effective sector knowledge effectively to enrich learner's experiences. Good coaching meets learners' needs well. Assessors plan assessment activities carefully and use a broad range of effective assessment methods. However, key skills training and assessment frequently occur too late into the apprenticeship programmes. Assessors do not maximise opportunities to develop learners' key skills alongside the vocational qualification. Training resources are satisfactory.
18. Induction is satisfactory and helps learner to settle into their programmes well. All learners benefit from an initial assessment of prior learning and experience to plan their training programme. However, for a small minority of learners, the outcomes of initial assessment of their literacy and numeracy skills are not sufficiently detailed or useful to determine learners' needs.
19. Flexible and highly responsive programme delivery meets employers' business priorities and learners' changing needs well. Employers value the flexible training opportunities available to learners. Employers report that assessors' work brings significant business benefits to their organisations; they value the impact assessors have on staff skills, confidence and motivation.
20. Very productive links with external partners benefit learners, and effectively extend the range of development opportunities available to them. Partnership working with employers at a strategic level is particularly good and ensures that training is current and qualifications are relevant to employers' needs. However, staff do not sufficiently liaise with workplace supervisors to clarify the roles they should play in the review of their employees' progress.



21. Support for learners is good. Assessors motivate learners effectively, offering them particularly good practical support and guidance. They address learners' additional support needs sensitively. Employers value the support that assessors provide. Some highlight examples of particularly effective support for disadvantaged learners that have led to them securing employment. Information, advice and guidance are satisfactory.

## **Leadership and management**

## **Grade 2**

22. Leadership and management are good. Managers and staff at all levels share a strong commitment to MT's ambitious vision to expand its provision and continuously improve its performance. Managers work well to foster good teamwork, motivate staff and to raise their ambitions. Staff are effectively supported by team leaders. The Chief Executive Officer is a strong advocate for work-based learning and regularly promotes the benefits of training to employers. Particularly effective strategic partnerships ensure close links with businesses, local authorities, sector skills councils and communities. Strategic planning is effective but some strategic plans focus too much on operational implementation.
23. Governance of the programme is good. Trustees provide good and effective oversight. They support and challenge the managers well. Trustees are well informed and have a good range of experience in the retail industry. The reporting to the board does not currently include the safeguarding of learners. MT recognises the need to improve this and appropriate actions are in place to resolve this omission.
24. MT's arrangements for safeguarding are satisfactory. Health and safety has a high priority. All criminal record checks are maintained in a single central record and are updated every three years for appropriate staff. To support learners with sensitive gender specific support, MT has recently appointed a male safeguarding officer to enhance the work of the female safeguarding manager. Accredited training for both the safeguarding staff is imminent. Staff and learners have an appropriate understanding of disclosure processes. Staff safeguarding awareness and employers' understanding of safeguarding are satisfactory.
25. MT's approach to equality and diversity is good. Staff at all levels establish a strong anti-harassment and anti-bullying ethos. Managers and staff work well to ensure that learners are not disadvantaged. Effectively targeted actions help to widen participation from young people who are not in education, employment or training. MT has good initiatives to recruit learners from minority ethnic groups, although it is too soon to judge the impact of these actions. Managers routinely analyse the performance between different groups of learners and have put in place good actions to narrow the historical difference in achievement between men and women. All staff receive equality and diversity training, but this is not regularly updated. MT has appropriate plans in place to provide staff with suitable equality and diversity training updates.

26. MT has strong arrangements to work with and listen to learners' and employers' views. Feedback from learners and employers is overwhelmingly positive. Learners have a good range of opportunities to provide feedback to MT at various stages during their programmes. MT's staff contact a large number of employers each week to review their needs and gather and respond to their opinions. Staff act swiftly to resolve learners' and employers' concerns.
27. Self-assessment is adequate. Leaders and managers know their provision well, but in the self-assessment report there is a tendency to overstate the perceived positive aspects of the provision. The self-assessment report does not fully cover key areas such as strategic direction and governance. Quality assurance arrangements are comprehensive, but place an over-reliance on compliance to standards. Criteria for the observation of training do not enable managers to easily make judgements about the quality of training processes. Staff share good practice at frequently held meetings. MT has recently appointed a quality manager to strengthen the quality improvement arrangements. However, it is too soon to assess the impact of this new post.
28. MT provides good value for money and promotes organisational sustainability well. Resources are managed prudently. MT has implemented good efficiency savings through reviews of travel, work planning and the sharing of resources.

## Subject areas

### Retail and commercial enterprise

### Grade 2

#### Context

29. Currently 305 learners are working towards intermediate and advanced level qualifications in retail and commercial enterprise. Two hundred and twenty learners are on retailing and wholesaling programmes, 38 on warehousing and distribution programmes, and 47 on hospitality and catering programmes.
30. Most learners are aged 19 years and above and the majority are women. Twelve learners are from minority ethnic backgrounds and five receive additional learning support. Learning and assessment activities are carried out mainly in the workplace on an individual basis.

#### Key findings

- Learners enjoy their programmes and make good progress. The overall success rate for apprentices in 2008/09 was low, has recently improved at a significant pace, and is now satisfactory. The proportion of apprentices who complete their programme within agreed timescales remains low. The overall success rates for hospitality and catering apprentices have been outstanding.
- A satisfactory proportion of Train to Gain learners complete their programme within agreed timescales. Overall success rates for Train to Gain learners have improved in line with the national average. In 2009/10, the overall success rate is high at 90%. There are too few learners from minority ethnic groups or with disabilities to identify meaningful performance trends of these particular groups.
- Learners develop excellent vocational, personal skills and knowledge. They build on their work roles and swiftly increase their understanding of the retail and distribution sectors. Employers value the greater contribution that learners make to the workplace through having the confidence and ability to suggest improvements to work practices. Many learners have undertaken greater responsibility at work, or have gained promotion.
- Learners demonstrate a good awareness of safe working practices. Staff raise learners' awareness of health and safety effectively within the workplace at induction, and as part of the retail and distribution awards. Staff place good emphasis on ensuring that learners are safe in the workplace. However, they do not routinely check or further develop learners' understanding of safeguarding arrangements.
- Individual coaching is good and inspires learners. Staff are highly experienced and have an excellent understanding of the retail sector. They place a strong focus on enhancing learners' trade skills and work highly effectively to link individual coaching to the employers' internal training programmes. They make very good use of well prepared and interesting retail learning materials, including a good range of informative workbooks.
- Staff do not place sufficient emphasis on key skill training and assessment at the start of apprenticeships. Key skills projects are appropriate but too few learners

have the opportunity to start these at an early stage of their programme. For a few learners, this delays the completion of their apprenticeship framework.

- Assessment is detailed and thorough. Assessors make good use of questioning techniques to check learners' understanding and provide learners with clear, concise and motivational feedback. They use professional discussion well to test learners' understanding. Learners enjoy completing research tasks that extend their knowledge of the service sector.
- Individual learning is not sufficiently well planned. Regardless of a learner's circumstances, units are often all planned to be completed on the same date. Results of initial assessment are not sufficiently detailed and are not used well to identify clearly learners' specific support needs. Staff work well with learners to help them select suitable optional units but do not sufficiently involve learners' workplace supervisors in this process.
- The monitoring of learner progress is effective. Learners have a good awareness of their progress towards all elements of their framework and know what they need to do to complete their qualifications in good time. Workplace supervisors have an appropriate understanding of learners' overall development but staff do not sufficiently encourage them to take a full part in monitoring learners' ongoing progress.
- Staff build strong partnerships with employers. Employers value the benefit learners bring to their business and provide learners with good support to help achieve their qualifications. Learners have access to good opportunities to gain additional vocational experiences and take part in stimulating and motivating competitions. Employers value the assessors' good understanding of their industry.
- Personal and practical support for learners is highly effective. Staff work hard to provide learners with highly effective and sensitive personal support to overcome social and personal barriers to their learning. They are readily accessible and responsive to learners' needs. Some unemployed learners, with significant personal support needs, have secured employment following effective guidance and help from their assessors.
- Operational management is good. Team leaders and assessors clearly understand their roles and know what they need to do to improve the provision. The arrangements to quality assure assessment practice are appropriate. Staff and learners have a good understanding of equality and diversity. All staff are appropriately involved in self-assessment but this process is not sufficiently critical.

### **What does Meadowhall Training need to do to improve further?**

- Ensure more learners achieve their qualification within the planned timescale by continuing to improve learners' progress and ensuring that key skills training and assessment activities start early in the apprenticeship programmes.
- Extend discussions around health and safety during progress reviews to include broader aspects of safeguarding, including personal health and welfare.
- Make better use of the information collected about learners at induction to improve the planning of their individual learning programme.

- Improve the monitoring and reporting of learner progress by ensuring all assessors encourage workplace supervisors to take a full part in the review of each learner's progress.

## Business, administration and law

## Grade 2

### Context

31. Currently 289 learners are working towards intermediate and advanced level qualifications in business, administration and law. One hundred and seven learners are on administration programmes, 92 on business management programmes, and 90 on customer-service programmes.
32. Most learners are aged 19 years and above and the majority are women. Ten learners are from minority ethnic backgrounds and four receive additional learning support. Learning and assessment activities are carried out mainly in the workplace on an individual basis.

### Key findings

- Learners enjoy their learning and achieve well. Customer-service learners make good progress towards their qualification and the progress of business administration learners is satisfactory. Overall success rates for apprentices have steadily improved and are now good. In the first nine months of 2009/10, a good proportion of apprentices completed their programme within the agreed timescales.
- The achievement of advanced apprentices aged between 16 and 18 on the business administration programme is outstanding. In the first nine months of 2009/10, a high proportion of customer-service apprentices completed their programme within the agreed timescales. However, overall success rates of customer-service learners remain low. A high proportion of learners on Train to Gain programmes complete their programme within the agreed timescales.
- Learners develop good vocational skills, gain promotion at work and improve the business performance of their employers. Employers speak highly of learners' improved skills and competencies. A high proportion of learners progress to a higher level qualification. Learners achieve their agreed learning goals well but for a few learners these are not always sufficiently challenging.
- Learners feel safe and have a good understanding of health and safety. They are very aware of the need to be vigilant and can discuss relevant legislation confidently. Learners benefit from appropriate safeguarding arrangements and take responsibility for their own safety and well-being.
- Learners benefit from good individual coaching. Coaching sessions effectively guide and motivate learners. The vast majority of staff are highly knowledgeable and use their understanding of their subject well to develop learner's skills. In customer service, they introduce new, innovative ideas that increase and enrich the learner's knowledge and understanding.
- Assessment is effective and assessors make good use of a wide range of assessment methods to meet learners' needs. They plan assessment activities carefully, are responsive to the learners' changing needs, and take full account of unforeseen circumstances. Learners receive useful feedback following assessment activities. Assessors do not always carry out key skills assessment early enough.

- Planning of learning is ineffective for a few learners. Key skills training is often slow to start. For a few learners, the initial assessment of their literacy and numeracy skill is insufficiently detailed and the results are not used well to agree specific additional support.
- Individual action planning and target-setting for some learners is insufficient. Unit completion targets are often the same for all learners and do not take sufficient account of learners' individual capabilities. The monitoring of learner progress is satisfactory. However, staff do not always ensure that workplace supervisors are actively involved in the planning and monitoring of learners' individual progress.
- Staff have established highly productive partnerships with employers. Learners' career aspirations link closely to employers' needs. Employers provide learners with very good help. Staff work very closely with employers to develop their training provision. Employers are encouraged by the direct relevance of the customer service awards to their company's training goals. Employers value the knowledge and expertise of MT staff.
- Care, guidance and support are good. Staff have a very detail understanding of learners' individual needs and provide learners with highly effective practical help. Information, advice and guidance are good and focus well on learners' aspirations. Staff are realistic about the financial difficulties facing learners during the economic downturn and work well to help learners who are at risk of redundancy.
- Operational management is good. Team leaders have worked well to improve outcomes for learners. Team leaders routinely monitor individual staff performance against identified targets. However, the targets for learner achievement are not sufficiently challenging for a few staff. Quality assurance of assessment practice is satisfactory. Self-assessment is well established but not sufficiently critical.

### **What does Meadowhall Training need to do to improve further?**

- Continue to increase the overall success rates for all learners particularly those on the customer-service programmes, by improving the planning of learning, setting more challenging targets for learners and introducing key skills training sooner at the start of programmes.
- Make better use of the results of initial assessments to plan and personalise learning for all learners.
- Ensure workplace supervisors are fully involved in the review of learners' progress towards their qualifications and work related development.

## Information about the inspection

33. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's work-based learning manager, as nominee, carried out the inspection. Inspectors took account of the providers' most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
34. 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 individual training, assessments, and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.



**Record of Main Findings (RMF)**  
**Meadowhall Training Limited**  
**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	594	594
Part-time learners	0	0
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	3	
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	3	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	1	
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	
<b>Quality of provision</b>	<b>2</b>	<b>2</b>
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	
<b>Leadership and management</b>	<b>2</b>	<b>2</b>
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>	2	
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?	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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