

Span Training and Development Ltd

Inspection report

Unique reference number: 54532

Name of lead inspector: Janet Rodgers HMI

Last day of inspection: 20 January 2011

Type of provider: Independent learning provider

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Information about the provider

1. Span Training and Development Limited (Span) is a private training company based in Radley, near Abingdon, in Oxfordshire. Span has 284 hairdressing apprentices and advanced apprentices. Since the last inspection, Span has introduced business, administration and law programmes, and has thirty-five management, one administration, four team leading and five customer service apprentices and advanced apprentices. The company has recently signed a subcontracting agreement with NVQ Business Solutions to provide warehousing, administration and customer service programmes to learners employed by a major vehicle manufacturer in Northamptonshire.

2. All learners are employed, generally within hairdressing salons across Berkshire, Buckinghamshire, Gloucestershire, Oxfordshire and Wiltshire. Span works with 131 hairdressing salons, 82% of which have their own assessors who carry out observations of hairdressing learners at work to be used towards assessment, and provide in-salon training. Span’s team of 13 training officers provide all other assessment, internal verification, progress reviews and off-the-job training. Hairdressing learners attend monthly off-the-job training at one of seven regional training centres, and management learners attend theory training at Span’s training centre in Banbury.

3. A high proportion of the hairdressing workforce in the United Kingdom is White. Approximately 90% of hairdressers are women and 31% are aged 16 to 24. Hairdressing tends to attract new entrants with qualifications below National Vocational Qualification (NVQ) at level 2, or none at all, and with greater levels of literacy and numeracy learning needs when compared with other employment sectors in England.

4. The following organisation provides training on behalf of the provider:
 - NVQ Business Solutions.

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Apprenticeships	292 apprentices

Summary report

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

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

Overall effectiveness

- Span provides good training. Learners achieve their qualifications well and make good progress. Hairdressing learners develop good technical and customer service skills preparing them well for work and to progress to advanced-level courses and stylist roles. They have good opportunities to showcase their talent at Span's annual competition. Business, administration and law learners develop highly relevant management skills which improve their effectiveness at work. Learners demonstrate good health and safety working practices for themselves and their customers. Training sessions are good, with a wide variety of interesting learning activities. Span's good partnerships with employers lead to very regular and flexible training and assessment for learners at work. However, hairdressing practical training and assessment are not always well linked to the theory learning and some learners do not have enough knowledge to complete the whole of some tasks without help. Although learners are set suitable targets, these do not always include all aspects of business, administration and law programmes. Learners are very well supported to help them succeed.
- Span's managers set high expectations and take action to challenge underperformance. As a result, learners' achievement has improved significantly

over the last year. Managers have a good understanding of what the company does well and where it can improve. Learners' and employers' views are taken seriously and acted upon. Span staff do not observe enough in-salon training and assessment to evaluate accurately their quality and make improvements. Span has good systems to ensure learners' health and safety, but in-salon trainers and assessors are insufficiently aware of their roles and responsibilities for safeguarding learners. Span promotes equality and diversity well and has increased the take-up of its hairdressing programmes by men. Training officers regularly discuss equality and diversity with learners, but they do not always appreciate its importance at work.

Main findings

- In 2009/10, learners' achievement of qualifications was good and for business, administration and law this was outstanding. Managers and training officers have improved achievement rates significantly by successfully monitoring and supporting employers and learners who were struggling. Learners make good progress towards achieving their qualifications by their agreed deadlines.
- Learners' work is of a good standard. Learners have good hairdressing skills and are highly professional when working with customers. Business, administration and law learners develop expertise that helps them to be more effective at work, take on advanced tasks and gain promotion. Progression by hairdressing apprentices onto the advanced apprenticeship, management programmes and at work is good.
- Learners enjoy their training programmes. Hairdressing learners are excited and well motivated by taking part in Span's annual competition. Many learners contribute well towards fundraising events held at work. Span holds high profile celebrity hairdressing events to raise money for charity that also increase learners' aspirations and creativity.
- Span has effective systems for ensuring learners are healthy, safe and secure at work and training venues. Hairdressing learners demonstrate good, safe working practices. Employers value the routine updates from Span to enable them to meet changes in legislation. However, in-salon trainers and assessors have only a basic understanding of their safeguarding roles and responsibilities.
- Hairdressing learners receive good quality theory and practical training. Training officers use a wide variety of strategies to make theory training interesting. Learners taking key skills qualifications have highly effective individual literacy and numeracy help, enabling them to complete projects confidently. Business, administration and law learners reflect critically on their current performance and develop new expertise and knowledge.
- Span's assessment of learners' work is well managed. Business, administration and law training officers provide very good assessment. Hairdressing learners have good opportunities for regular and flexible assessment at work through the high number of in-salon assessors.
- Training officers carry out comprehensive reviews of learners' progress. Learners and training officers agree suitable short-term targets, but the details

of these are not always fully recorded. Business, administration and law learners are not set sufficient targets for all parts of their programme.

- Span and their partner employers have very flexible training programmes that meet learners' current and future needs well. However, in-salon trainers and assessors do not sufficiently plan hairdressing practical training around the theory training. Some learners do not have sufficient knowledge to enable them to carry out all the stages of some practical tasks without assistance.
- Span works productively with their partner employers to ensure they are highly committed to their learners' success. In-salon assessors receive effective coaching, guidance and support to enhance their assessment practice. Span's strong links with manufacturers and a highly respected hairdressing organisation provide learners with inspirational opportunities to attend and demonstrate their skills at national and international events.
- Learners receive highly effective pastoral, personal and welfare support. Span manages support well. The company has good systems to identify and recognise learners who have issues that might affect their chances of achieving successfully. Training officers provide a wide range of support for learners, which is easily accessible through Span's hotline.
- Senior managers provide good leadership and management that encourages high standards, increases achievement and raises aspirations. They make good use of management information to manage performance and take effective action when targets are not achieved. Managers use employers' feedback well to ensure the provision stays relevant to their needs and those of their learners.
- Managers use marketing materials and role models very effectively, increasing the take-up of hairdressing programmes by men. They use data well to ensure there is no discernible difference in achievement by various groups. Although learners have a satisfactory understanding of equality and diversity, some do not fully appreciate their importance within hairdressing.
- Span's self-assessment process is thorough and makes good use of data and the views of learners and employers to inform improvement. Training officers carry out insufficient observations of in-salon training and assessment to aid quality improvement. In-salon trainers and assessors are not always clear about what they need to do to improve, nor do they receive a written action plan.

What does Span Training and Development Ltd need to do to improve further?

- Increase the frequency of observations of in-salon training and assessment and ensure trainers and assessors are clear about what they need to do to improve.
- Sustain the improvements to the overall and timely success rates by maintaining the challenge and support for employers with underperforming learners.
- Make better use of the review process to link the practical and theory hairdressing training and raise in-salon trainers' and assessors' awareness of planned theory training topics and dates.

- Set more appropriate targets for business, administration and law learners that reflect their full programme.

Summary of the views of users as confirmed by inspectors

What learners like:

- the very patient, helpful and encouraging Span staff
- the enjoyable programme and 'hands on', regular training at work
- the high standard of work they can achieve and the opportunity they have to show this in competitions
- the trust they have in their training officer with whom they can discuss confidential issues
- the way the management assessors encourage self-reflection and improvement
- the business, administration and law programmes that can lead to practical improvements in the running of the salons, techniques for managing staff and builds on hairdressing working practices
- the adjustments that Span makes for individual circumstances, such as lack of access to the internet.

What learners would like to see improved:

- the connection between the in-salon and off-the-job training
- better planning of the training officer's final visit at the end of their qualification to ensure they are signed off more immediately
- keeping them better informed about the themes and dates of future competitions
- more information at the beginning of the programme and prompter information for management learners.

Summary of the views of employers as confirmed by inspectors

What employers like:

- Span's commitment to improving the standard of education in the industry
- the support and professionalism from Span staff for employers and in-salon trainers and assessors, and their prompt response to queries and problems
- the initiatives shown by Span in offering additional programmes, such as management or customer service, to appropriate salon staff
- the amount of learning that learners gain through Span
- the opportunities that they have to influence the training.

What employers would like to see improved:

- the delays in receiving paperwork and portfolios from Span, which can slow the assessment of learners.

Main inspection report

Capacity to make and sustain improvement

Grade 2

- Span has good capacity to improve. Leaders set ambitious targets for high standards from staff, employers and learners. They invest significantly in resources and developing staff to meet the growing and diverse needs of the provision. Managers use data well to identify underperformance and carefully balance intervention, action plans and support to secure improvement. This has led to increased overall and timely success rates, which rose significantly in 2009/10. Span's self-assessment process is good, makes appropriate judgements and sets a clear focus for quality improvement. Leaders and managers make good use of their links with employers and partners to effect change. Span has improved its grades since the last inspection and addressed most of the weaknesses. However, training officers still do not sufficiently observe in-salon training and assessment to identify areas for quality improvement.

Outcomes for learners

Grade 2

- In 2009/10, overall and timely success rates were good and well above national rates. This is much improved on the previous year, when overall success rates were satisfactory. Business, administration and law learners' success rates are very high, at 100% in 2009/10. Hairdressing apprentices' overall success rates have increased each year over the last three years to 76% in 2009/10. Hairdressing advanced apprentices' overall and timely success rates are relatively static, but are high and consistently above national rates. Span has no significant differences in achievement by gender or disability in 2009/10 and the small number of minority ethnic learners have very high success rates. Learners progress well, except for a few customer service learners who are attempting to complete unusually short courses. This is partly due to funding constraints.
- Learners' work is of a good standard. Hairdressing learners are highly confident and competent. They are professional when working with customers and communicate well. Business, administration and law learners develop good skills that aid their promotion and effectiveness at work. Their written work is well presented and shows good analysis and research skills. A high proportion of hairdressing apprentices progress to the advanced apprenticeship, management or customer service programmes and into stylist roles.
- Learners enjoy their learning programmes. Hairdressing learners are excited and well motivated by Span's annual competition. Span holds high profile fundraising events that increase learners' knowledge and their aspirations through seeing the work of celebrity hairdressers. Many learners are actively involved in charitable activities with their employer.
- Span has good systems for monitoring and ensuring that learners feel healthy, safe and secure at work. Learners' safety is regularly discussed with learners at progress reviews. Hairdressing learners demonstrate good health and safety

practices, such as wearing protective gloves to apply highlights and using sterilising equipment to sanitise combs. Employers value the routine updates from Span to enable them to adhere to changes in legislation.

The quality of provision

Grade 2

12. The quality of training is good. Training officers use a wide variety of strategies to motivate learners during off-the-job training. Learners receive high-quality practical hairdressing training from in-salon trainers who are very experienced and good role models. Training officers provide good individual literacy and numeracy help to enable learners to complete key skills projects confidently. Business, administration and law learners are actively encouraged to reflect critically on their current performance and develop new expertise and knowledge. This helps increase their potential for more demanding roles.
13. Assessment is well managed. Training officers provide professional and effective assessment for business, administration and law learners. Hairdressing learners have good opportunities for regular and flexible assessment at work through the high number of in-salon assessors. Where learners have in-salon assessors, they are highly motivated and encouraged to achieve quickly.
14. Training officers carry out comprehensive reviews of learners' progress. Learners and training officers agree appropriate short-term targets, but the detailed discussion is not always reflected within the written records. Business, administration and law learners are not set sufficient targets for the key skills, technical certificate and employment rights and responsibilities parts of their framework.
15. Span has developed programmes that meet the current and future needs of the hairdressing industry well. Its hairdressing training programmes are very flexible and make full use of the employers' own training. The off-the-job training does not always link well with the practical training provided by in-salon trainers. Where this happens, some learners are not always able to complete tasks fully without assistance from their colleagues.
16. Span works productively with its partner employers to ensure they are highly committed to their learners' success. In-salon assessors receive effective coaching, guidance and support to enhance their assessment practice. The company uses its good partnerships with employers to ensure business, administration and law courses are relevant to the hairdressing industry, that they are offered at an appropriate point in a learner's career, and that potential learners are recruited carefully. Span's strong links with manufacturers and a highly respected hairdressing organisation provides learners with inspirational opportunities to attend and demonstrate their skills at national and international events.
17. Learners receive highly effective pastoral, personal and welfare support from designated support staff, training officers and their employers. Span manages support well and has good systems to identify learners who have issues that

might affect their chances of achieving successfully. Training officers provide a wide range of support for learners, which is easily accessible through Span's hotline. In-salon trainers and assessors and training officers develop considerable levels of trust with learners, who discuss personal and confidential issues with them so they can help and agree a way forward.

Leadership and management

Grade 2

18. Managers provide good leadership and manage the provision very effectively. They promote high standards and raise aspirations through a range of activities and events and working with companies that provide good staff training and development. The salon and learner of the year awards cultivate healthy competition between participating companies and learners. Managers make particularly good use of Span's management information system to monitor the provision effectively. They hold regular meetings with staff to analyse their performance in meeting business targets and take decisive actions when these are not achieved. Training officers meet regularly to discuss the performance of learners and employers. Managers took a sound strategic decision to introduce business, administration and law qualifications that complement the hairdressing qualifications well and enable learners to manage better their businesses and staff. The subcontracting arrangements, which are in the early stages of development, are satisfactorily managed.
19. Span has satisfactory safeguarding arrangements which have been prioritised well to develop suitable systems, policies and procedures. Managers appropriately check staff with the Criminal Records Bureau. Staff have received recent and comprehensive safeguarding training, but this has not yet been given to in-salon trainers and assessors, who have only a basic understanding of safeguarding and their own and Span's responsibilities.
20. Span's approach to equality and diversity is good. Span uses very effective marketing materials and positive role models to encourage recruitment from under-represented groups. This has been particularly successful in increasing the number of male apprentices. Managers analyse the performance of different groups well and there is no discernible difference in their achievement. They have successfully improved the previous years' trend when learners declaring a disability or learning difficulty had lower success rates. Staff have regular equality and diversity training. Employers treat their learners with respect and as valued employees. Learners and staff have a satisfactory understanding of equality and diversity. Most learners are aware of how to respond appropriately to the different needs of their customers, but some do not fully appreciate the importance of promoting equality and diversity in their work or the hairdressing industry.
21. Span has good arrangements for involving learners and employers in evaluating the provision and suggesting improvements. Managers use feedback from learners and employers well towards self-assessment and ensuring the provision is still relevant. Managers respond quickly and positively when employers and learners make suggestions for improvement.

22. Span has a thorough and inclusive self-assessment process. The report accurately identifies the main strengths and areas for improvement. However, it is highly descriptive in parts and the judgements on the quality of the programmes are not always clear. Training officers carry out comprehensive observations of training and assessment, but these do not take place often enough for in-salon trainers and assessors. When they are observed, in-salon trainers and assessors receive useful feedback, but are unclear about how they can improve their practice and do not receive a written action plan.

23. Value for money is good. Learners make good progress in relation to their starting point, and achieve well. Within the workplace, resources are managed and used well to provide a high-quality training environment. Span is currently developing a virtual learning environment to build on its current learning resources. Managers demonstrate and reinforce a strong focus on sustainability, effective use of resources and recycling.

Subject areas

Hairdressing and beauty therapy

Grade 2

Context

24. Span has 189 apprentices and 95 advanced apprentices taking hairdressing qualifications. All learners are employed in hairdressing salons. Most are aged 16 to 18 and approximately 12% are men. Of the 131 hairdressing salons that Span works with, 82% have in-salon trainers and assessors who carry out observations of learners to be used towards assessment and practical training. A team of training officers provides all other assessment, monthly off-the-job training and learners' progress reviews.

Key findings

- In 2009/10, overall success rates were high. Apprentices' overall success rates increased significantly to 76% in 2009/10, which is well above the national rate. Although advanced apprentices' overall success rates remain above national rates, they have been fairly static over the last two years. Learners make good progress and most achieve their qualifications in the agreed timescale.
- Learners develop good levels of confidence and competence in hairdressing. They are highly professional in the communication and service they provide for customers. Span's annual hairdressing competition greatly raises learners' levels of creativity and skill. A high proportion of learners progress from the apprenticeship to the advanced apprenticeship and on to junior and stylist level.
- Span and its learners make a good contribution to the community and charity. Learners participate well in Span's initiatives to raise money for charity by attending celebrity hairdresser demonstration events. This also raises learners' aspirations about their skills and future career. Many learners are actively involved in local and national fundraising events through their workplaces.
- Learners use good working practices and feel safe at work. They are proactive in ensuring the health and safety of themselves and their customers. Learners demonstrate good use of protective gloves to apply highlights and sterilising equipment to sanitise combs. However, in-salon trainers and assessors have only a basic understanding of safeguarding, their responsibilities and Span's role.
- Learners receive good quality training. Training officers use a wide variety of strategies to motivate and interest learners during off-the-job training. This is particularly evident in key skills sessions where learners develop confidence and are encouraged to work independently. Well-qualified and highly experienced in-salon trainers provide good practical training at work.
- Learners' progress is regularly and comprehensively reviewed with their training officer. Learners, training officers and in-salon trainers and assessors discuss and agree appropriate targets that help learners to make progress towards

achievement. The recording of these targets is insufficiently detailed and does not always fully reflect the discussion.

- Span provides a good range of assessment opportunities that are used well. The very high proportion of in-salon assessors maximises the flexibility and regularity of assessment in the workplace. Where learners have in-salon assessors, they are highly motivated and encouraged to achieve quickly.
- Span provides very flexible training programmes that make full use of the employers' own training. The off-the-job training does not always link well with the practical training provided by in-salon trainers. Where this happens, learners are not always able to complete tasks fully without assistance from their colleagues.
- Span has developed good partnerships with some high calibre hairdressing salons and employers who are committed to providing a good quality learning experience. The company's strong links with manufacturers and a highly respected hairdressing organisation provide learners with opportunities to attend and demonstrate their skills at high profile events and competitions.
- Learners receive good pastoral support, care and guidance. In-salon trainers and assessors and training officers are quick to see when learners are experiencing difficulties and intervene. They motivate learners to progress. The trust they develop enables learners to discuss personal and confidential issues, for which they receive good individual help and advice.
- Managers and training officers make good use of internal benchmarking data to ensure learners make good progress. They very effectively improve success rates by intervention and action, providing support and rewarding employers whose learners achieve on time. Employer and learner feedback is used well to make improvements to resources, training and the programme.
- Training officers satisfactorily monitor the standard of learners' portfolios. However, they carry out insufficient observation of the quality of in-salon training and assessment. In-salon trainers and assessors do not have written copies of action plans resulting from Span's observations to help them improve.

What does Span Training and Development Ltd need to do to improve further?

- Make better use of the review process to ensure the timing and link between the on- and off-the-job training is better coordinated and used by in-salon trainers and assessors to plan practical activities.
- Increase the frequency of observations of in-salon trainer and assessors and the effectiveness of quality improvement through the resulting action plans.
- Ensure that targets discussed with learners at reviews are recorded accurately and in more detail to enable all learners to progress more quickly.

Business administration and law

Grade 2

Context

25. Span has delivered business, administration and law programmes for nearly two years. There are 35 management advanced apprentices, four team leading apprentices, one administration advanced apprentice, four customer service apprentices and one customer service advanced apprentice. Virtually all current learners have previously completed hairdressing qualifications with Span, or are working in Span's partner salons. Five training officers, two of whom are self-employed and have the majority of learners, visit learners at work to provide individual training, assessment and progress reviews. Additionally, group off-the-job training is held at Span's training centre in Banbury.

Key findings

- Success rates are outstanding. In the first full year of Span delivering the programme, success rates for the 20 learners who left the programme were 100%. The vast majority of learners who began their training in the current year are still on their programme and continuing successfully.
- In 2009/10, learners made satisfactory progress. Around two thirds of learners completed their qualification within their planned timescale; this is close to the national rate. Current learners are progressing well, except for a few customer service learners who are attempting to complete unusually short courses. This is partly due to funding constraints.
- Learners' work is of a good standard. Learners are able to discuss the relevance of management to their current roles in an articulate and knowledgeable way. Their written work is well presented and includes well-researched practical material such as draft personnel procedures or appraisal systems. Learners enjoy their programmes, and inspire colleagues to follow their quest for qualifications.
- Span's programmes are very effective in improving learners' economic well-being. The company uses its good partnerships with employers to ensure courses are relevant to the hairdressing industry, offered at an appropriate point in a learner's career and potential learners are carefully recruited. This is impacting positively on learners' current performance and increasing their potential for more demanding roles.
- Learners feel safe and supported. Most learners are mature and experienced members of staff but they still feel that Span can offer them support, particularly in the workplace and, as necessary, outside employment. Training officers satisfactorily discuss and reinforce safeguarding and equality of opportunity as part of the NVQ.
- Assessment and development activities for the NVQ are very good. Training officers manage the process very well, and actively encourage learners to reflect critically on current performance and develop new skills and improve

their knowledge. Although learners and training officers discuss targets thoroughly, the formal recording is not as clear as the conversation and some learners have to seek clarification.

- Training for key skills and technical certificates is good. Learners speak highly of the effectiveness and relevance of the interesting group and individual off-the-job training. They also receive some equally effective on-the-job support sessions. Training officers do not sufficiently plan the key skills portfolio work, although learners do eventually complete the work, which is generally relevant to their employment.
- The guidance on, and monitoring of, learners' progress towards their overall programme are insufficient. Several people are involved with designing and delivering the programme. Amongst staff there is duplication, and occasionally lack of clarity, about the responsibilities for monitoring learners and taking necessary actions. Learners are not always clear about what they are required to do and when.
- The routine delivery of the programmes is well managed. Training officers have good and relevant work and training experience. They use their expertise well to adapt programmes to the requirements of the business. The self-employed assessors have a good induction into the company. Communication thereafter is satisfactory; systems for communication between remote workers and Span are underdeveloped.
- Although training officers' performance is suitably monitored, Span has no clear policy for the frequency of observations of assessment. Self-employed assessors are insufficiently involved in formal self-assessment and quality improvement activities.

What does Span Training and Development Ltd need to do to improve further?

- Ensure that all learners are clear about the full requirements and timing of all elements of their programme; encourage them to take a more active role in preparing for these and avoid falling behind in their work.
- Make the system for setting targets for learners more effective to aid those learners who wish to complete their course earlier than planned.
- Ensure that observations of training officers continue to take place at routine, planned intervals, and improve communication and support where necessary.
- Use training officers' experience more effectively in quality improvement activities to maintain or improve standards.

Information about the inspection

26. Three of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's managing director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding 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.
27. Inspectors used group and individual interviews and telephone calls 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)

Span Training and Development 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 using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	329	329
Part-time learners		
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>	3	
<i>How well do learners make a positive contribution to the community?*</i>	2	
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?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

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