

Martec Training

Inspection report

Unique reference number: 53259

Name of lead inspector: Judy Birkenhead HMI

Last day of inspection: 13 August 2010

Type of provider: Independent learning provider

Address: Lyme Valley
London Road
Newcastle
Staffordshire
ST5 1LZ

Telephone number: 01782 717 272

Information about the provider

1. Martec Training, based in Newcastle-under-Lyme, was established in 1982, and is the training strand of Marson Garages (Wolstanton) Ltd. In March 2009 a new training centre opened as a result of two merged sites. The company is managed by three directors, a centre manager and four operational managers supported by 18 staff. Martec has Investors in People and Matrix Standard accreditation.
2. The company has a contract with the Skills Funding Agency to provide apprenticeship programmes in motor vehicle, business administration and retail. Stoke-on-Trent College are subcontracted to provide key skills and technical certificates for the Body and Paint and HGV apprenticeships. Martec also has a contract with Stoke-on-Trent City Council to provide Entry to Employment (E2E) and pre-16 education and training. It is subcontracted to Stoke-on-Trent College to provide Train to Gain. A small amount of provision is commercially funded.
3. The previous inspection by the Adult Learning Inspectorate in 2006 graded all aspects of provision satisfactory. The quality monitoring visit in 2007 reported reasonable progress on the majority of themes. The small numbers of learners in retail and business administration were not in scope for inspection.
4. Over 23% of the working age population in Stoke-on-Trent have no qualifications compared to 12% nationally. Unemployment at 10% is higher than the national rate of 7.4%. The number of people in Newcastle-under-Lyme who have no qualifications or are unemployed is around the national rate. The numbers of people from a minority ethnic background is below the national rate in both areas.
5. Martec provides training on behalf of the following providers:
 - Stoke-on-Trent College
6. The following organisation provides training on behalf of Martec:
 - Stoke-on-Trent College

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16	23 part-time learners (not in scope)
Entry to Employment	124 learners
Employer provision: Train to Gain	96 learners (not in scope)
Apprenticeships	92 apprentices

Summary report

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

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	3

Subject Areas	Grade
Engineering	2
Employability training	2

Overall effectiveness

7. The overall effectiveness of Martec Training's provision is good. Directors provide good leadership. The company brought all programmes together onto one site following the previous inspection and management has focused well on sustaining and improving the provision for learners. Outcomes for learners are good. Trends in retention, achievement and progression are good and have improved for advanced apprentices. Learners feel safe and enjoy learning.
8. The quality of provision and teaching and learning are good. Teaching and learning is well structured and builds on previous learning. Learners fully participate in their learning but in a few sessions learners were insufficiently challenged. Programmes are highly responsive to the needs and interests of learners. Partnerships are well established and used well to develop the provision. Care guidance and support are good.
9. Leadership and management and quality improvement arrangements are good. Martec provides good strategic direction, leadership and vision which all staff share. The company's strong teamwork and excellent communication ensures a good focus on learners. Targets set for staff and learners are insufficiently

focused. Arrangements to safeguard learners are good. Equality and diversity are satisfactorily promoted but Martec does not sufficiently monitor or evaluate the impact of equality actions.

Main findings

- Learners make good progress and enjoy their learning. They develop good personal and work-related skills. They progress well in the workplace and into further education, training or employment. Apprentices' success rates are very high. All apprentices achieve their qualification well within their planned end date. Advanced apprentices success rates have increased significantly in 2009/10.
- Learners' opportunity to improve their economic and social well-being is good. Apprentices quickly become valuable employees and it is an expectation that they will become permanent employees at the end of their qualification. E2E learners develop good employability skills and they are better able to undertake work placements and work with others.
- Learners feel safe and demonstrate a good awareness of safe working practices. Staff cover this at induction and reinforce it during teaching, assessment and reviews. Health and safety is a high priority in the workplace and at the centre.
- Teaching and learning are good. Apprentices benefit from a good range of teaching approaches, mentoring and on-line learning. Employers provide good instruction from skilled technicians. Tutors use a range of teaching methods to focus and engage learners. In a few sessions, the pace and challenge for learners are insufficient.
- The provision is highly responsive to the needs of learners and employers. Programmes are devised or adjusted to meet the needs of employers and learners. They are well structured with frequent opportunities for enrichment activities or additional training.
- Partnerships are well established and used particularly well to develop the provision to meet learners' needs. The good links between Martec and employers ensure good sharing of specialist information and guidance for the benefit of learners. Links with local organisations provide good support for learners with barriers to employment and training.
- Care guidance and support are good. Martec has a dedicated Keepsafe officer to promote and monitor learner welfare. Learners receive a card with the officer photograph, availability and contact number. Personal issues receive sensitive and prompt treatment. Martec monitors welfare issues regularly and reviews learners' welfare satisfaction annually. Safeguarding is good. All staff have enhanced Criminal Records Bureau checks. Staff promote policies and procedures well.
- All staff and employers share Martec's strategic focus and vision. Staff are fully involved in strategic planning. They use data well to monitor and track learners'

progress. The strong teamwork, good communication and open and consultative management approach is used well to focus on learners.

- Martec recognises that target setting is insufficiently developed. Targets are set at strategic and programme levels to raise standards of learners' performance. However, opportunities to set wider targets to meet the strategic objectives are missed. The focus of targets set at appraisal and through the observation process are insufficiently specific.
- Equality and diversity are satisfactory. It is a high priority and led at director level. A good degree of analysis has produced a new equality action plan and targets for 2010/11. The monitoring and evaluation of the impact of equality and diversity in the curriculum and in the workplace are insufficient.
- Martec has good arrangements to involve employers and learners in decisions to improve the provision. Learners influence welfare arrangements, the content of learning programmes and resources. Employers identify qualification units to meet job specifications. They advise additional training for learners to enhance their employability.
- Self-assessment is good and leads to improvement. However, the focus of a few quality assurance activities is insufficient. Managers do not systematically monitor teaching and learning observation action plans for completion. Audits do not sufficiently sample across all aspects of the learners' programme.
- Martec provides good value for money. Martec's new centre meets training needs well and facilitates an improved use of resources and staffing. The ratio of staff to learners in workshop sessions is high. The new and innovative e-learning programme for staff, learners and employers has much practical use and supports good communication.

What does Martec need to do to improve further?

- Ensure targets in reviews, appraisals and observations of teaching and learning are more specific, measurable, achievable, realistic and time-bound. Provide a wider range of specific targets for individual staff to meet strategic and quality objectives.
- Improve the promotion of equality and diversity by effective monitoring and evaluation of the impact of this area in the workplace and in the curriculum. Provide staff with effective support to help them further develop equality and diversity learning resources. Enable them to better record learners' answers to questions at reviews, tutor's use of equality and diversity in teaching and learning and employers' response to equality legislation.
- Continue to develop quality enhancement activities by implementing the plan to moderate the quality of teaching and learning observations and follow up actions for improvement. Ensure a focused use of observations and audits across all aspects of the learners' programme.

Summary of the views of users as confirmed by inspectors**What learners like:**

- friendly, easy to talk to, helpful staff
- additional training available to help progress through the qualification
- how Martec takes individual comments very seriously and responds to any questions or problems immediately
- the regular visits each month to check progress and to check there are no issues
- the text every month to check that everything is going well
- the choice of units tailored to the job role
- the way tutors explain things thoroughly and clearly
- knowledgeable and experienced tutors.

What learners would like to see improved:

- another pool table
- better central heating
- more computers available to use in the centre and in the workplace.

Summary of the views of employers as confirmed by inspectors**What employers like:**

- high standards set by Martec
- excellent direct communication
- the degree of responsiveness to any query or problem
- training which links so well with the business requirements
- the opportunity to be involved in reviewing learners' progress and co-ordinating on-and-off the job training
- the good additional support provided when needed, both for the company and learners.

What employers would like to see improved:

- better access to new technology and methods to give learners the up-to-date information required to keep pace with new products.

Main inspection report

Capacity to make and sustain improvement

Grade 2

10. Capacity to improve is good. Martec has continued to make good improvement following the last inspection and monitoring visit. It has used inspection findings well to resolve identified areas for improvement. The monitoring and tracking of learners' progress is highly effective and timely success rates are well above national rates. The co-ordination of on-and-off the job training is much improved and employers are more involved in apprenticeship training. Trends in achievements and standards are continually improving. Martec has invested significantly in a new centre and resources to improve education and training for learners.
11. The self-assessment process has significantly improved. Self-assessment is inclusive and leads to improvement. Action planning is focused and monitoring takes place at all levels. The report is sufficiently detailed and critical, and broadly reflects inspection findings. Martec is very clear about what it needs to do to improve further. The quality assurance systems are more fully embedded and data used well.

Outcomes for learners

Grade 2

12. Outcomes for learners are good. In 2008/09, apprentice overall success rates were just above the national rate and successful completions by target end dates well above national rates. This masks an underperformance in both overall success rates and successful completions by target end dates for the smaller number of advanced apprentices in engineering. However, overall success rates and successful completions by target end dates in 2009/10 for advanced apprenticeships in engineering are much improved. Progression and success rates for E2E learners are high. Very little difference exists in the performance of different groups of learners. Portfolios are of a high standard.
13. Learners develop good personal, social and employability skills. E2E learners develop a high standard of work related skills, develop in confidence and are able to undertake work placements. Engineering learners' work is often challenging. They carry out work to a commercial standard and achieve a high level of technical skills. Progression rates are good from foundation learning to apprenticeships. Opportunities for apprentices to progress in their work roles are good. Apprentices significantly improve their economic well-being. Learners feel safe and work safely.

The quality of provision

Grade 2

14. The quality of provision is good. Teaching and learning are good. Apprentices benefit from a good range of learning opportunities. Employers provide good

instruction from skilled technicians. Support for basic and key skills is good. Progress reviews are satisfactory but targets set for learners are insufficiently focussed. Learners on the E2E programme gain from a range of teaching methods to focus, motivate and engage them in learning. Sessions are well structured and build on previous learning. In a few sessions pace and challenge for learners are insufficient. The observation process focuses too little on learning activities.

15. The provision effectively meets the needs and interests of learners and employers. Programmes are highly responsive and relevant. Staff devise or adjust them to meet the needs of employers and learners. They are well structured with frequent opportunities for enrichment activities or additional training. Learners on E2E programmes have good opportunities to participate in enrichment activities. Well coordinated on-and-off the job training meets learners and employers' needs.
16. Partnerships are strong and lead to tangible benefits for learners. The good relationship between Martec and employers ensures good sharing of industry related information for the benefit of learners. For example, additional training events meet the mandatory requirements for air conditioning servicing in the motor vehicle industry. Martec's good links with local schools, the city council and voluntary agencies enables learners with multiple barriers to employment and training to gain confidence and to make progress. Learners benefit from the additional enrichment activities and specialist expertise these links provide.
17. Care guidance and support are particularly good. Assessors, tutors, the recruitment team and welfare officers support learners closely. The promotion of access to the dedicated Keepsafe officer, through posters and visiting cards, is good. Those with personal issues receive sensitive and prompt assistance. Martec monitors welfare issues rigorously. Learners receive good advice and guidance to support their progression and career development.

Leadership and management

Grade 2

18. Martec's strategic focus is good. It identifies a clear vision which all staff share. Strategic planning provides focused development targets which impact on all learners. They are linked well to regional priorities. It successfully develops provision to enable learners from disadvantaged backgrounds to access training and employment. Senior managers review and report progress against milestones thoroughly. Staff are fully involved in strategic planning and responsibilities are clearly defined. Martec is revising its business and financial plan to better respond to national priorities and planned future developments. Financial monitoring is good but not used sufficiently to support forward planning.
19. Staff teamwork and communication are strong. Martec staff make good use of frequent and effective team meetings, informal discussion, and good cross-

programme communication to support learners. The management style continues to be open and consultative with good involvement of directors. Support for staff personal issues and staff development and training is good. Staff and managers make good use of data and management information to monitor and track learners' progress and identify learners at risk.

20. Staff are set targets to increase overall success rates and the proportion that successfully complete by their target end date. Martec recognises that target setting for improvement is underdeveloped at operational level. Managers have missed the opportunity to set individual additional targets for the quality improvement plan or to meet strategic objectives. Targets set in appraisals are insufficiently specific and it is not clear how performance against target is measured.
21. Safeguarding is good. Safeguarding and health and safety receive a clear priority from the organisation. All staff and the designated officer and deputy have completed appropriate levels of training. All tutors and assessors have health and safety qualifications. Well implemented safeguarding procedures take place through good liaison with external organisations. Staff records indicate that learners' views are paramount at all level of decision making. All staff have enhanced Criminal Records Bureau checks. Martec's attention to welfare is particularly strong. Staff take prompt and effective action to resolve learners' welfare concerns. Arrangements to monitor and track learners' welfare needs are particularly good. It has a dedicated Keepsafe officer. Risk assessments are detailed and thorough.
22. Equality and diversity are satisfactory. Martec takes good action to widen participation. It has a strong commitment to equality and diversity with leadership at director level and an equality team now in place to identify issues and share good practice. It provides an inclusive culture and an open, friendly and supportive environment for learners. Partnerships are effective in attracting, supporting and retaining under-represented groups. The equality director analyses data, questionnaires, and survey information rigorously to identify areas for improvement. The newly established and focused equality and diversity action plan has targets to widen participation, narrow the achievement gap and provide better learning opportunities for learners. Marketing materials are much improved to counter stereotypical images and are written in plain English.
23. Martec does not systematically monitor and evaluate the impact of equality policy, procedures or action plans. The newly established equality plan has identified actions to resolve most of the areas for improvement identified at inspection. Monitoring systems are in place but the impact of these actions managers have not reviewed and evaluated.
24. Martec ensures a good involvement of employers and learners in decision making. Learner and employer satisfaction is very high. Employers value highly the partnership with the company and make frequent suggestions to improve

training. Training is tailored to suit employers' workplace requirements. Employers are actively involved in the review process and in decisions about opportunities for learners to receive additional training or develop specific work related skills. Learners use the frequent communication with assessors and tutors well to discuss their concerns. Martec shows learners what action it has taken on a poster displayed in classrooms. It has provided a pool room, a water fountain, a notice board for job vacancies and more practical workshops in response to learners' requests.

25. Martec has a good self-assessment process which focuses on learners. The quality improvement plan is effective in driving improvements. It is focused, clear and has effective milestones, responsibilities and monitoring and evaluation activities. Managers use data well to identify underperformance and set clear targets for improvement. A wide range of quality assurance activities are now working effectively. However, a minority of quality processes need further refinement. Martec recognises the need to improve yet further the degree of challenge in teaching and learning, the need for moderation of the quality, content and follow up to teaching and learning observations and the setting of smarter targets. Audits have not identified the weaknesses in equality of opportunity.
26. Value for money is good. Martec's new centre meets training needs and makes better use of resources and staff. The new e-learning programme for staff and learners is particularly effective in enabling good sharing of information. The ratio of staff to learners in workshop sessions is high ensuring good support for vulnerable learners. Learners attending training and interviews receive personal and protective clothing. Martec provides additional useful training for learners.

Subject areas

Engineering

Grade 2

Context

27. Martec Training has 22 apprentices and 14 advanced apprenticeships following motor vehicle maintenance and repair apprenticeships. Additionally, three apprentices and seven advanced apprentices are on a vehicle body and paint apprenticeships, three apprentices are on motor vehicle fitting and two apprentices and one advanced apprentice are on vehicle parts operations. One learner is female and one male learner is from a minority ethnic background.

Key findings

- Success rates are good. In 2008/09, the number of learners successfully completing by their target end date was high. Apprentices' overall success rates are well ahead of national averages and they are the majority of learners. Advanced apprentices' overall success rates were below national averages. Data for 2009/10 shows a substantial increase in advanced apprentices' success rates and an overall continuing improving trend. Learners' portfolios are of a high standard.
- Apprentices develop good technical skills in the workplace. Jobs are demanding and often complex. Within the first year of their training apprentices carry out work to a commercial standard and make particularly good progress in acquiring workplace competencies. In body repair work, apprentices are highly competent and complete a very high number of cosmetic body and paint repairs for ex-fleet and rental cars.
- Learners' progression rates from foundation learning into apprenticeships are good. The numbers of learners progressing from apprenticeships into advanced apprenticeships is increasing. Progression and advancement in work roles is also good with most former Martec apprentices now in management or higher level technical roles in the local motor trade. One former apprentice has returned to Martec as a technical trainer.
- Apprentices achieve a high level of improvement in their economic well-being. They quickly develop good trade skills and underpinning knowledge during their apprenticeship. They become productive and valuable employees and contribute at an early stage to the success of the garages they work in. It is a normal expectation that apprentices will become permanent employees at the end of their apprenticeship.
- Health and safety at the training centre and at work are a high priority. Learners feel safe and work safely. The use of personal protective equipment is good. The hazardous risks are effectively evaluated and mitigated. In the training centre, the generic workshop risk assessment does not include assessments for specific processes and equipments.

- Teaching and learning are good. Learners benefit from a wide range of training opportunities at work and off site at the training centre. These include taught groups, individual and small group work, mentoring and on-line learning and assessment. Employers provide good instruction from skilled technicians. The quality of work for basic and key skills is high. Assessment is fair, thorough and involves effective progress tracking and verification of assessment decisions.
- Progress reviews are satisfactory. However, assessors do not consistently complete all sections of the review form including employers' comment, which is frequently left blank. Targets are not sharp enough and in most cases, outcomes are not measurable. The form has no space to record responses to questions on health and safety and safeguarding topics, and tick boxes are frequently in use.
- The provision very effectively meets the needs and interests of employers and apprentices. Martec staff devise and adjust programmes to suit employers' needs, such as in the provision of body and paint apprenticeships or heavy vehicle training. The format for day release training is particularly flexible with wide use of short-term attendance for small group work and individual coaching.
- Martec has good partnership arrangements with employers. Learners benefit from the many examples of additional services, including help with employment law, health and safety legislation and technical problem solving. Martec provides supplementary commercial training events, most recently the provision of air conditioning servicing training, a mandatory requirement for technicians working in this area.
- Care, guidance and support for apprentices are particularly good. Assessors, the recruitment team and the welfare officer closely support learners. Issues raised are quickly resolved. Towards the end of their apprenticeship, learners receive a useful welfare support visit to discuss their future options and plans for progression to other qualifications or work.
- Leadership and management are good. Staff are grouped into three teams that primarily focus on national vocational qualification work, technical certificate teaching or E2E. Team working is good between the three managers and across the staff team, resulting in a consistent approach to all aspects of motor vehicle work. Managers provide a high level of service to learners and employers.
- Resources are satisfactory overall. Classrooms and workshops are spacious and they have received significant investment in new capital equipment over the past two years. Managers ensure staffing levels and skills are well matched to learners' needs. However, basic hand tools provision is limited. Workshop decor needs further development so that walkways, embargoed work areas and signage and work instructions are clearer.
- The promotion of equality and diversity during progress reviews is insufficient. Assessors do not routinely use questions, case studies, scenarios and topical issues to raise awareness of equality and diversity. The review form has no space to record learners' responses to any questions or discussion.

- Self-assessment is accurate and leads to improvement. Staff are involved in the continuing improvement process. The enthusiastic adoption of a software system for recording and tracking learners' progress has led to improvements in timely achievement. The self-assessment report gives an accurate description of the provision. The quality improvement plan addresses areas for development.

What does Martec need to do to improve further?

- Continue the improving trend in success rates for advanced apprentices while maintaining the already high timely achievement rates for all learners. Ensure that employers continue to provide highly competent learners with time to complete their qualification. Continue to monitor and track learner progress and identify learners at risk of not completing their qualification.
- Raise the standard of progress review reports by increasing the level of detail, setting clearer targets and ensuring learners' answers to equality of opportunity discussions are recorded.
- Improve workshop layouts by clearly identify working and walking areas, developing individual risk assessments for specific processes and equipments and providing clearer instructions based on evaluation of potential hazards.
- Improve the provision of small hand tools and accountability for their use by the provision of standard-scale toolboxes, shadow boards and storage of specialist tools.

Employability Training

Grade 2

Context

28. Martec Training has 43 E2E learners. Of these 40 are male, three are female, one is from a minority ethnic group and 14 have disabilities or additional learning needs. Learners attend the training centre for vocationally related, Skills for Life and job search skills programmes. They have opportunities for work experience with a range of local employers within the motor vehicle industry.

Key findings

- Overall progression and success rates are good. In 2009/10, the majority of learners progressed into employment, further education or apprenticeships. Over the last three years, more learners have progressed into further education and apprenticeships than employment. Learners' make good progress throughout training and the standard of work in portfolios and during sessions is good. They gain a good range of additional qualifications.
- Learners develop good personal, social and employability skills. They achieve a high standard of work related skills and knowledge. Their increase in confidence and self-esteem enables them to undertake work placements and to work with others. They develop their literacy and numeracy skills well. However, opportunities to gain formal accreditation are missed.
- Learners feel safe and demonstrate a good awareness of safe working. Tutors cover these areas during induction, teaching, assessment and review. Attention to safety during practical activities is good. Learners receive good information on healthy living and well-being, and support to cease smoking. They learn how to grow their own vegetables and fruit.
- Teaching and learning are good. Well-structured sessions build on previous learning. Tutors use a range of teaching methods and well-produced learning materials to engage learners thoroughly in learning. Learners participate and respond well to questions, discussions and practical tasks. Resources are good. Classrooms, study areas, and practical workshops are well equipped. A few sessions lacked pace and challenge.
- Programmes are highly responsive and relevant. Learners progress through a well-structured programme tailored to individual need. Initial assessment and induction is thorough and takes place over four weeks to fully identify prior learning and achievement and plan appropriate support. Learning activities are very relevant with good work placements to gain experience. Learners enjoy a range of enrichment activities.
- Partnerships to recruit refer and support learners are well established and particularly effective in meeting the needs of vulnerable young learners. Connexions' provide good information advice and guidance throughout the programme. Links with the local council, and voluntary sector organisations are

effective in ensuring the wider personal needs of disaffected learners are met so that they are able to progress.

- Support for learners is very good with a dedicated Keepsafe officer and telephone line for learners to access support. Learners value and are complementary about the support received from the Keepsafe officer and other staff. Martec staff deal with personal issues sensitively and immediately. The handling of inappropriate behaviour is prompt and effective.
- Programme management is good. Managers and staff have a shared purpose and communicate particularly well. Managers have high expectations of learners and staff. They value and treat them with respect. Arrangements to monitor and support both are very effective. Managers collect and analyse data to monitor learners' performance and to identify improvements. Staff are well qualified, skilled and knowledgeable. Targets set are not sufficiently detailed.
- Equality and diversity are satisfactory. However, attention to the reinforcement of learners' understanding of equality and diversity during teaching, assessment and reviews is insufficient. All staff pay good attention to meeting learners' individual needs.
- Martec's arrangements to seek feedback and involve employers and learners in the provision are good. Learners' views are a priority at all levels within the organisation. Managers and staff listen to and act on learners and employers' views and annual surveys to make improvements. Managers and staff seek employer's views and use them to tailor programmes for individual learners.
- The self-assessment report is critical and evaluative. It identifies most of the areas confirmed during inspection and involved all staff. The organisation uses its resources well to secure good value for money. The ratio of staff to learners is high. Managers provide learners with opportunities to add value to their education and training through additional qualifications and varied enrichment activities.

What does Martec need to do to improve further?

- Improve the reinforcement of equality and diversity during teaching, assessment and reviews to increase learners understanding by enabling tutors to develop a better bank of resources and questions.
- Provide learners with the opportunity to gain formal accreditation for their progress in gaining literacy and numeracy skills.
- Support tutors and assessors to become better at setting targets for learners by providing training on writing more specific and measurable targets and determining realistic timescales for their achievement.

Information about the inspection

29. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by Martec's centre manager, as nominee, carried out the inspection. Inspectors also took account of Martec's most recent self-assessment report and development plans and comments from the local Learning and Skills Council (LSC), 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.
30. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas Martec offers.

Record of Main Findings (RMF)
Martec Training

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	95	43	52
Part-time learners	0	0	0
Overall effectiveness	2	2	2
Capacity to improve	2		
Outcomes for learners	2	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>	3		
Quality of provision	2		
How effectively do teaching, training and assessment support learning and development?	2		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	2		
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a		
How effectively does the provider promote the safeguarding of learners?	2		
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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Royal Exchange Buildings
St Ann's Square
Manchester, M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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