

Manor Training and Resource Centre Limited (MaTReC)

Inspection report

Unique reference number: 53239

Name of lead inspector: Jai Sharda, HMI

Last day of inspection: 12 November 2010

Type of provider: Voluntary organisation

Address: 304-308 Prince of Wales Road
Sheffield
S2 1FF

Telephone number: 0114 2642194

Information about the provider

1. Manor Training and Resource Centre Limited (MaTReC) is a voluntary sector training organisation and charitable company. It has provided training and education for adults within the Manor and Castle wards of Sheffield since 1987. The main target groups are those who are unemployed, on low-income, or lone parents. The board of directors provides MaTReC's strategic direction. The chief executive and two senior managers have operational responsibility for the day-to-day running of the organisation. MaTReC employs around 25 staff. It receives public funding from the South Yorkshire Skills Funding Agency. Government funded training represents about 80% of MaTReC's provision.
2. MaTReC's provision has not significantly changed since the monitoring visit in July 2009. It continues to provide training in information and communication technology (ICT), sign language, education and training, literacy and numeracy, and business administration. MaTReC delivers these programmes from its premises on Sheffield's Manor Estate. Inspectors graded the provision in preparation for life and work, business, administration and law, and sampled provision in the other areas.
3. The Manor and Castle wards are in the top 1% of the most deprived neighbourhoods in England. Sheffield neighbourhood statistics show that unemployment rates for the Manor and Castle areas are almost double those for Sheffield as a whole. According to the 2001 census, the percentage of people from minority ethnic backgrounds was 5.2% in Manor and Castle, compared with 9.1% for England and Wales as a whole. The proportion of people in each ward with no qualifications is nearly twice the national rate.

Type of provision	Number of learners in 2009/10
Young learner provision: Further Education (16 to 18)	13 part-time learners
Adult learner provision: Learning for qualifications	462 part-time learners

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
Learning for qualifications		Grade
Preparation for life and work		2
Business administration and law		3

Overall effectiveness

4. MaTReC is a good provider of adult learning. Many learners begin courses at MaTReC with no previous qualifications. Most go on to achieve one or more qualifications, usually in a vocational subject. Learners enjoy their courses, and those studying vocational courses are often successful in getting a job.
5. Learners say that they feel safe when they come to MaTReC to learn. As former learners, many of MaTReC's staff are skilled at identifying learners who may be feeling unhappy or who are finding it difficult to learn. Learners studying intermediate level programmes do not do as well as they should. Of all the learners who began a course at this level in 2008/09, only around two-thirds were successful in achieving the qualification. This is much lower than the national average.
6. Teaching and learning are good. Teachers plan lessons carefully and they pay good attention to each learner's individual needs. Learners are encouraged to take responsibility for their own learning. Teachers provide clear explanations when they teach difficult or unfamiliar topics and they make frequent checks to ensure that everyone understands. MaTReC's provision meets the needs and interests of learners. It schedules classes so that learners can attend at times that suit them. MaTReC keeps its course fees as low as possible. It offers crèche facilities for learners with young children. Learners who need extra help with reading, writing or mathematics receive good support before they begin their studies or during their course.

7. MaTReC's managers work hard to promote high standards. Since the previous inspection, MaTReC has successfully tackled many of the areas for improvement found by inspectors. Managers consult widely with staff and learners to identify ways of improving the service offered to learners.

Main findings

- Success rates on long programmes at intermediate level are low. At foundation level, success rates have improved over the last three years and are now satisfactory. Success rates on short courses are in line with national rates. Learners from minority ethnic groups perform slightly less well than those from White British backgrounds.
- Progression into further learning, training or employment is good. Most of MaTReC's learners progress through different courses and levels. Many start at pre-foundation level and progress to foundation and intermediate level. A significant proportion of learners progress into employment, especially in ICT, and education and training.
- The development of learners' economic and social well-being is very good. Most of MaTReC's courses are vocational. Many learners come to MaTReC because they are unemployed or at risk of redundancy. Staff work very well with these learners to help them write concise curriculum vitae and to support them in improving their employability.
- Teaching and learning are good. Teachers plan lessons carefully and they pay good attention to the needs of individual learners. Learners participate well in class. They are encouraged to take responsibility for their own learning. Teachers provide clear explanations for learners and they make frequent checks to ensure that learners understand.
- The extent to which provision meets the needs and interests of learners is good. MaTReC offers a good range of vocational courses. It schedules course timetables so that learners can attend at times that suit them. MaTReC offers crèche facilities for learners with very young children. The organisation has a policy of maintaining low course fees.
- Support for learners is very good, particularly for those with a disability. MaTReC makes good use of its student learning fund to help learners who have financial difficulties. Staff take prompt actions to help vulnerable learners to overcome personal or financial barriers to achievement.
- MaTReC's senior management team works well with curriculum coordinators to promote high standards. Operational management is effective in driving improvements. Performance management of staff is good. MaTReC has successfully tackled many of the areas for improvement found during the previous inspection.
- MaTReC's board of directors provides clear strategic leadership which focuses very effectively on the organisation's core mission to promote adult learning and employability. The board has steered the organisation well and supports the chief executive officer in bidding for new contracts to secure MaTReC's long term future.

- MaTReC has taken effective steps to widen participation. Many learners come from the most disadvantaged local areas. Most are in receipt of welfare benefits. About 75% are women, many with dependent children. MaTReC has a high proportion of learners with disabilities. These learners receive particularly good support to help them achieve.
- MaTReC has detailed equality policies that cover the relevant legislation. The learner charter clearly explains the standards of behaviour expected of learners and staff. Staff understand equalities issues well. Many are former learners. However, they do not carry out a detailed analysis of the performance of different groups of learners.
- MaTReC has strengthened its quality improvement arrangements. Managers now make much better use of data to monitor retention, achievement and success rates. The observation of teaching and learning scheme is robust. Self-assessment is inclusive and rigorous. However, curriculum self-assessment reports contain insufficient detail.
- The organisation provides very good value for money. MaTReC deploys its staff carefully to maximise efficiency. Class sizes are small. Staff are well qualified and learning resources are good. Adaptive technology is readily available. MaTReC maintains low course fees to encourage learners on low incomes to join a learning programme.

What does MaTReC need to do to improve further?

- Improve success rates on all programmes by identifying the reasons for the poor performance of some programmes and taking corrective actions.
- Make better use of data to identify performance differences between different groups of learners particularly in regard to gender and ethnicity, and carry out actions to close identified gaps.
- Ensure that curriculum level self-assessment reports provide clear judgements on each aspect of the Common Inspection Framework to support the claimed grade.

Summary of the views of users as confirmed by inspectors

What learners like:

- courses that meet individual needs very well
- the way the course fits in well with work commitments
- that the centre is always open
- the excellent support from staff
- the excellent teaching and very well organised courses
- the opportunities for progression
- the provision of specialist equipment to support learning
- the free crèche.

What learners would like to see improved:

- the opportunity to progress onto an advanced British Sign Language course at MaTReC
- the availability of funding for a wider range of courses.

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

- good skills training for staff
- local training by MaTReC staff for the local community
- practical advice and support from MaTReC staff for partners and community groups to develop policies and procedures
- MaTReC's involvement with local community groups.

What partners would like to see improved:

- No comments received.

Main inspection findings

Capacity to make and sustain improvement

Grade 2

8. MaTReC has a good capacity to improve. The provider has successfully tackled most of the areas for improvement found at the previous inspection and during the monitoring visit. Overall inspection grades have improved. Provision in the largest curriculum area; preparation for life and work, remains good. MaTReC's management structure enables it to deliver good quality provision while continuing to seek out new funding in partnership with other providers. The board of trustees provides clear strategic direction and the organisation itself remains committed to its original mission to promote learning and employability for people in the disadvantaged wards of Manor and Castle. MaTReC has considerably strengthened its quality improvement arrangements. The observation of the teaching process has been a key driver in raising the standards of teaching and learning. Self-assessment is rigorous and inclusive, though the current self-assessment does not supply sufficient supporting judgements within the curriculum areas.

Outcomes for learners

Grade 2

9. Success rates on long programmes at intermediate level are low at 64% in 2008/09. Provisional data for 2009/10 supports this judgement. MaTReC's self-assessment report partly recognises this finding. At foundation level, success rates have improved over the last three years and are now satisfactory. Success rates on short courses are in line with national rates. No significant performance differences exist between men and women or between learners with a disability compared to those without a disability. However, learners from minority ethnic groups perform slightly less well than those from White British backgrounds. The provider is aware of this discrepancy and is taking actions to identify the underlying causes.
10. Progression into further learning, training or employment is good, as acknowledged in the provider's self-assessment report. Most of MaTReC's learners progress through different courses and levels. Many learners begin courses at MaTReC with no previous qualifications. They start at pre-foundation level and progress to foundation and intermediate level. A significant proportion of learners progress into employment, particularly those completing intermediate or advanced courses in business administration, ICT, and education and training. MaTReC itself provides opportunities for progression as an employer. Of the 25 staff who work for the provider, nine are former learners.
11. The development of learners' economic and social well-being is very good. Most of MaTReC's courses are vocational. On the education and training programmes, learners develop skills to help them teach in the lifelong learning sector. Many go on to teach in community settings or in local further education colleges. The organisation offers several specialist business administration courses that few local providers run, such as medical and legal text processing. Many learners come to MaTReC because they are unemployed or at risk of

redundancy. Staff work very well with these learners to help them write concise and up-to-date curriculum vitae, to develop their confidence and to support them in improving their employability.

12. Learners report that they feel safe when they come to MaTReC to learn. They know what to do if they feel bullied or victimised. As former learners, many of MaTReC's staff are skilled at identifying learners who may be feeling vulnerable or unhappy. They provide good personalised support for these learners. MaTReC's learner induction covers all aspects of health and safety. Staff apply safe working practices during learning sessions.

The quality of provision

Grade 2

13. Teaching and assessment are good, as identified in the self-assessment report. Teachers plan lessons carefully and they pay good attention to the needs of individual learners. Learners participate well and are encouraged to take responsibility for their own learning. Teachers provide clear explanations for learners and they make frequent checks to ensure that learners understand. The very few weaker learning sessions are characterised by the use of a limited range of teaching methods which fail to engage learners fully.
14. MaTReC has strengthened its initial assessment arrangements to ensure that all learners are on a programme that matches their needs and abilities. MaTReC's staff interview all learners before offering them a place. They carefully assess learners' literacy and numeracy skills to determine whether they are ready for the course they wish to study. Those identified as needing help receive additional support to help them achieve. MaTReC uses initial assessment effectively to identify learners with specific learning needs, such as dyslexia, visual or hearing impairments or other potential barriers to learning.
15. The extent to which provision meets the needs and interests of learners is good. MaTReC offers a good range of vocational courses to meet specific local needs. It schedules course timetables so that learners, many of whom are women with school-age children, can attend at times that suit them. MaTReC has particularly good local partnerships to benefit learners. For example, through one of its partners, the provider offers crèche facilities for learners with very young children. The provider offers learners the opportunity to pay course fees in instalments. MaTReC is a member of a local community training forum which ensures that learning providers work together to provide a coherent curriculum that avoids duplication of provision.
16. Support for learners is very good. MaTReC has a high proportion of learners with a physical disability or with learning difficulties and/or disabilities. In 2009/10, 31% of learners declared a disability. The provider supplies adaptive technology for learners with visual or hearing impairments. In 2009/10, 25 learners received additional learning support, mostly for dyslexia. MaTReC makes good use of its student learning fund to help learners who have financial difficulties. Staff monitor learners' attendance carefully and follow up absences promptly. MaTReC staff meet every morning to discuss learners who may be at risk of leaving their programme early. They take prompt actions to help these learners to overcome personal or financial barriers to achievement.

Leadership and management

Grade 2

17. MaTReC's senior management team works well with curriculum coordinators to promote high standards and to secure benefits for learners. Managers are open and honest with their staff. They encourage teachers to have high expectations of learners. Staff feel well supported. Operational management is effective in driving improvements. Since the previous inspection and monitoring visit, MaTReC has successfully tackled many of the areas for improvement found by inspectors. Performance management is good.
18. MaTReC's board of directors provides clear strategic leadership which focuses very effectively on the organisation's core mission to promote adult learning and employability. The board has steered the organisation well and supports the chief executive officer in bidding for new contracts to secure MaTReC's long term future. Board members have a diverse range of skills which they use effectively to support MaTReC's senior managers. Several members have carried out teaching observations in their specialist area. One has helped MaTReC to develop a computerised electronic attendance register. Another supports the provider's finance officer in carrying out audits and in monitoring financial performance.
19. Safeguarding arrangements are satisfactory. MaTReC's board recently approved a new and comprehensive safeguarding policy which meets government requirements. The provider maintains accurate Criminal Records Bureau checks on its staff and on the board of directors. Posters and notices in teaching rooms and in public areas clearly explain the organisation's commitment to safeguarding. Learners are aware that they can report safeguarding concerns to staff. Staff have received appropriate training. One of the organisation's board members and a member of the senior management team are the nominated safeguarding officers. MaTReC has good arrangements for monitoring health and safety in the classroom.
20. The promotion of equality and diversity is good. MaTReC remains true to its original mission to work with adults seeking to return to work through learning. Learners come from a very diverse range of backgrounds. Many are from the most disadvantaged local areas. About 75% of learners are women, many with dependent children, who wish to improve their self-confidence and employability. MaTReC has a high proportion of learners with physical disabilities and with learning difficulties and/or disabilities. They receive particularly good support to help them achieve. An increasing number of learners come from disadvantaged areas outside of the Manor and Castle wards. The high proportion of MaTReC staff who are former learners provide a good role model for current learners. Staff have a very good understanding of all aspects of equalities. However, managers do not carry out detailed analysis of the performance of different groups of learners.
21. MaTReC has satisfactory arrangements to engage the users of its provision to promote improvements. It appropriately canvasses the views of learners and other stakeholders. Managers make satisfactory use of learners' feedback to improve the provision. The learner charter clearly sets out MaTReC's learner

involvement strategy. The two learner representatives have worked effectively together to represent the views of learners to MaTReC's managers and to the board.

22. MaTReC has strengthened its quality improvement arrangements. Managers now make much better use of data to monitor retention, achievement and success rates. Detailed targets are set at course and curriculum level for class attendance and for performance. Managers use these well to support staff development and appraisal. The observation of teaching and learning scheme is now much more effective in identifying and improving the quality of learning sessions. Teachers receive detailed feedback to help them improve. Line managers deal with underperformance sensitively. Self-assessment is an inclusive process. Most of the judgements and grades in the self-assessment report match those given by inspectors. However, self-assessment judgements at curriculum level do not always provide sufficient depth or detail to show how the provider reached these judgements.
23. The organisation provides very good value for money. Following the departure of three staff members recently, MaTReC decided to make savings by giving additional responsibilities to existing staff. The chief executive officer has delegated all operational management responsibilities to the two senior managers. She herself now works for just three days a week to focus specifically on strategies to secure new contracts and long term funding for the organisation. MaTReC deploys its staff carefully to maximise value for money. Class sizes are small. Staff are well qualified. They receive good support for continuous professional development. Teaching and learning resources are good. Specialist equipment and adaptive technology are readily available.

Learning for qualifications in employment

Other learning for qualifications in employment provision considered as part of the main findings but not separately graded: ICT, sign language, education and training

Preparation for life and work

Grade 2

Context

24. At the time of inspection 64 learners were following foundation or intermediate programmes in literacy or numeracy and seven were on a foundation level preparation for work programme. All courses are accredited and taught at the provider's main centre in the Manor district of Sheffield. Some 85% of learners are women, 22% are from a minority ethnic group and 35% declare themselves to have a disability. The curriculum director, assisted by four tutors, manages the provision.

Key findings

- Success rates are now satisfactory, having improved from 52% in 2007/08 to 74% in 2008/09. Provisional data for 2009/10 confirms that these improvements are continuing. Learners have a good appreciation of the importance of attendance and commitment to completing their qualification. Literacy learners' written work is particularly good. One piece of writing has received recognition in an external competition.
- Many learners make good progress through the literacy and numeracy levels. Learners make marked improvements in their reading, writing and numeracy skills which they apply to their search for work. They produce well written curriculum vitae and develop effective letter writing skills. Learners enjoy learning and engage well in sessions. They improve their confidence and self-esteem. Many become more assertive in their personal lives.
- Preparation for work learners develop the skills required to use the internet to search for work. They develop an understanding of their own vocational skills and aptitudes and a greater appreciation of employers' expectations from their employees. Many learners also develop good personal budgeting skills, which helps them to manage their money effectively.
- Learners feel safe and free from harassment or bullying. They like coming to MaTReC because they feel that staff respect and value them. Learners have excellent relations with staff. They say that staff treat them as individuals and encourage them to achieve their full potential. Learners support each other and value peer learning. Teachers reinforce health and safety messages at the beginning of each class.
- Teaching and learning are good. Learning is extremely well planned and structured to cover a range of activities to meet individual learning styles. Tutors effectively integrate equality and diversity topics with the subject matter. Tutors meet learners' needs in class well. They are very skilled at passing on their knowledge and skills in fun and interactive ways. However, some teachers do not make enough use of ICT as a learning tool.

- Staff use initial assessment and diagnostic testing particularly well to place learners on the right programme and to plan for individual learning. MaTReC also uses the outcomes of initial assessment effectively to identify and meet learners' literacy, numeracy or additional support needs. MaTReC has particularly good arrangements for supporting learners with disabilities.
- Learners are very effectively involved in the continuous assessment of their own work. They demonstrate a good understanding of its purpose. Tutors carry out weekly reviews with individuals. Feedback to learners is very detailed and used effectively to set specific and realistic targets tailored to the individual learner.
- The curriculum meets the needs of learners. Literacy and numeracy activities draw upon everyday experiences such as going shopping, visiting a bank or using public transport. This helps learners to contextualise learning. In order to meet the needs of learners who feel unable to study examination based courses, MaTReC has successfully introduced a new literacy and numeracy course that uses continuous assessment.
- Support for learners is excellent. MaTReC provides learners with disabilities or specific barriers to learning sufficient time or resources to help them achieve. A dedicated support worker and a learner representative provide a very effective link between learners and MaTReC staff. Learners diagnosed as dyslexic receive particularly good support from one of MaTReC's partners that specialises in helping those with dyslexia.
- MaTReC's managers have helped to make many improvements since the previous inspection. The observation of teaching and learning process has effectively helped to raise teaching standards. MaTReC makes good use of management information to judge its overall performance. However, the self-assessment report focuses too much on headline judgements rather than on specific judgements about quality in the curriculum area.
- Managers collect an appropriate range of data and they generally use it well to understand better the provision. However, data are not readily available to show the proportion of learners who progress from one level to another. Managers understand that this information would help them to make more informed decisions about the performance of their curriculum area and they have now begun to focus on collecting accurate data on progression.

What does MaTReC need to do to improve further?

- Make more and better use of ICT resources to enable learners to benefit from a greater range of teaching and learning methods, particularly by introducing them to interactive learning technology.
- Ensure that self-assessment fully involves all staff so that strengths and areas for development, as well as improvement actions, are specific to preparation for life and work.

Business, administration and law

Grade 3

Context

25. Sixty-two learners are working towards qualifications in business, administration and law. Of these, 28 are on foundation and intermediate book-keeping and accountancy courses, and 34 are on text processing courses up to advanced level. Some 18% of learners are male and 8% are from a minority ethnic group. The curriculum director, supported by two tutors, manages provision in this area.

Key findings

- Success rates for learners are satisfactory. Success rates on foundation and advanced courses have improved consistently over the last three years and are now satisfactory. Success rates on intermediate courses from 2006 to 2009 have also improved but remain below national rates. Provisional data for 2009/10 confirms that these improvements are continuing. Success rates on short courses are satisfactory.
- Learners make good progress. Many learners have low self-esteem and confidence when they first begin their studies with MaTReC. They gain relevant employment skills and enjoy their learning. They develop their economic and social well-being and progress well onto higher level qualifications. Many develop transferable skills which improve their career opportunities.
- Learners feel safe. They report that MaTReC provides a safe learning environment and that staff challenge bullying and harassment. Learners say that staff are approachable and willing to provide informal support outside sessions. MaTReC prominently displays health and safety notices in classrooms. Teachers apply safe working practices during learning sessions.
- Teaching and assessment are good. Tutors use probing questions to check and reinforce technical knowledge. They provide good individual support during learning sessions. Tutors use initial assessment well to identify learners' support needs. Assessment of learners' work is good. Tutors' feedback to learners is detailed and helps them to improve. However, short-term target setting is not always clear and precise.
- The provision meets the needs and interests of learners well. Learners speak positively about the flexible arrangements to meet their individual needs. Many learners are able to find job opportunities for the first time or after a long absence from work. Some learners apply their practical book-keeping skills to support self-employed family members and friends.
- Support for learners is very good. Information, advice and guidance are effective. Most business administration tutors are former learners. They provide a good role model. Tutors provide highly effective pastoral support. Staff identify learners with additional support needs early and arrange for them to receive specialist help. MaTReC provides adaptive technology and specially designed chairs for learners with a disability.
- Curriculum management is satisfactory. Staff have responded well to recent changes in personnel. They are responsive to local demand for specialist courses. Communications are good. Regular early morning meetings are

effective in identifying learners at risk of leaving their programme early. Managers use data well to monitor progress, attendance and retention. Learning resources are satisfactory.

- The promotion of equality and diversity is satisfactory. MaTReC staff have a good understanding of equalities. They receive training in diversity and in safeguarding. Learners treat each other and staff with respect. However, tutors do not sufficiently integrate equality and diversity with business administration topics during learning sessions.
- The self-assessment process is satisfactory. Observations of teaching and learning have helped teachers to improve their practice. Learners have good opportunities to provide feedback. All staff contribute to self-assessment. However, the current self-assessment report lacks sufficient detail at curriculum level. Most of the key judgements apply to the provider as a whole rather than to business administration in particular.

What does MaTReC need to do to improve further?

- Introduce short-term target setting in workshop sessions to improve learners' awareness of their own progress.
- Continue to develop learners' awareness of equality and diversity through better integration of equalities issues with business administration topics during learning sessions.

Information about the inspection

26. Two of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the MaTReC's director of curriculum as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.
27. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of MaTReC. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)

MaTReC

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. **Social and personal development:** all adult safeguarded provision

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive
Approximate number of enrolled learners		
Full-time learners	0	0
Part-time learners	217	217
Overall effectiveness	2	2
Capacity to improve	2	
A. Outcomes for learners	2	2
A1. How well do learners achieve and enjoy their learning?	3	
A1.a) How well do learners attain their learning goals?	3	
A1.b) How well do learners progress?	2	
A2. How well do learners improve their economic and social well-being through learning and development?	2	
A3. Do learners feel safe?	2	
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a	
B. Quality of provision	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2	
B2. How effectively does the provision meet the needs and interests of users?	2	
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2	
C. Leadership and management	2	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2	
C3. How effectively does the provider promote the safeguarding of learners?	3	
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
C5. How effectively does the provider engage with users to support and promote improvement?	2	
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

No. 090105

© Crown copyright 2010