

Milltech Training Ltd

Inspection report

Unique reference number: 53388

Name of lead inspector: Sheila Willis HMI

Last day of inspection: 4 March 2011

Type of provider: Independent learning provider

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Information about the provider

1. Milltech Training Ltd (Milltech) is a private training company founded in 1983. In March 2006 two directors purchased and now jointly own Milltech, with the managing director taking responsibility for the running of the company. Milltech is based in a grade 2 listed building in Sunderland City centre but is moving to new more modern and accessible premises imminently. Provision is funded through the North East Skills Funding Agency and represents all of the company's income. Milltech is managed overall by the managing director and employs a quality improvement manager, a centre coordinator and eight trainer/assessors who are supported by seven administrators.
2. Milltech operates entirely in the North East of England, primarily in Sunderland, South Tyneside and County Durham. It offers apprenticeships and advanced apprenticeships across 16-18, 19-24 and 24+ age ranges in business administration, customer service and light and heavy vehicle body repair. Team leading and management qualifications have been recently introduced to extend the qualification offer. National Vocational Qualifications (NVQ) are provided through Train to Gain funded provision in light vehicle repair. Foundation learning is provided for a small number of learners as part of a subcontracting agreement. Foundation learners informed the outcomes of the inspection but the subject area was not graded separately.
3. The unemployment rate in Sunderland is significantly higher compared with the North East and England. The proportion of school pupils gaining five or more GCSEs at A* to C including English and mathematics is 44.5% in Sunderland compared with 50.7% for England. Approximately 3% of the population of Sunderland are from minority ethnic groups.
4. The provider provides training on behalf of the following providers:
 - Springboard

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: Foundation learning, including Entry to Employment	28 part-time learners
Employer provision: Train to Gain Apprenticeships	34 learners 148 apprentices

Summary report

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

Overall effectiveness of provision		Grade 3
Capacity to improve		Grade 3
		Grade
Outcomes for learners		3
Quality of provision		3
Leadership and management		3
Safeguarding		3
Equality and diversity		3
Subject Areas		Grade
Business, administration and law		3
Transportation operations and maintenance		4

Overall effectiveness

5. The overall effectiveness of Milltech's provision is satisfactory. The company demonstrates satisfactory capacity to improve. Outcomes for learners are satisfactory overall. On Train to Gain programmes outcomes are high. Systems to monitor learners progress are used particularly well by managers and tutors. Business administration learners have made excellent progress this year. Progress monitoring in motor vehicle has yet to have a sufficient impact on learner outcomes. Attendance rates for approximately half these learners are poor.
6. Learners enjoy their training. They feel safe and adopt safe working practices. Learners develop good skills. They increase in confidence and some take on roles of greater responsibility at work. Teaching and learning are satisfactory overall. In most lessons, tutors use a variety of methods to maintain learners interest and develop their understanding. However, in motor vehicle and foundation learning classes, lesson planning is weak. Motor vehicle learners do not benefit from visual aids to develop their understanding of practical aspects of the course. The planning and frequency of assessments for motor vehicle learners is poor. Learner progress reviews are satisfactory. The range of provision is satisfactory and meets user needs. Partnership working is satisfactory and learners benefit from good quality employers. The care, guidance and support learners receive are satisfactory.

7. Managers provide suitable leadership. Data is used well to review performance but not to set improvement targets. Safeguarding arrangements are satisfactory. The promotion of equality and diversity is satisfactory. The views of users are sought regularly to inform provision. The self-assessment process is satisfactory and the report broadly accurate. Some quality improvement initiatives have recently been strengthened and have effected good improvement in outcomes for some learners. Milltech provides satisfactory value for money.

Main findings

- Outcomes for learners are satisfactory overall. Train to Gain outcomes are very good. Overall success rates on apprenticeship programmes show a four year improvement trend and are now a few percentage points below national rates. Success rates on business administration show a similar improvement trend and have improved significantly in 2010/11.
- In motor vehicle programmes, success rates remain low and learners are making slow progress. Attendance rates for off-the-job training are poor and approximately half of all learners do not attend sufficiently regularly, which is delaying their progress. Some employers are not ensuring that learners are given sufficient time to attend off-the-job training.
- Learners develop good skills and confidence at work to enable them to adjust well to the challenges of the work place. Many take on additional responsibilities at work as a result of their training and experience increased confidence and improved skill levels.
- Learners feel safe and have an appropriate understanding of health and safety priorities. Very effective health and safety checks take place regularly at learner progress reviews to supplement the more comprehensive annual health and safety review.
- Teaching, training and learning are satisfactory overall. In business management, tutors use a range of suitable teaching methods to engage learners. Assessment is effective and learners make good progress.
- The planning and delivery of teaching and learning is less effective on motor vehicle and foundation learning programmes. Learning resources are insufficient in motor vehicle and management programmes. Internal verification processes are unsatisfactory in motor vehicle programmes and are contributing to the slow progress made by many learners.
- Care, guidance and support for learners are satisfactory. Most learners receive good pastoral support. Learning support in business administration helps learners succeed well. Support mechanisms to aid learners' achievement in motor vehicle programmes are less effective.
- Leadership and management are satisfactory. The company restructure has defined, and provided; accountability, responsibility and clarity in quality improvement, management and staff roles. Despite good data capture and analysis, target setting is underdeveloped and data are not used sufficiently well to set targets at all levels of the business.

- Performance management is strong. Systems to monitor learner progress are good. Frequent and timely reports provide detailed information on individual learners' progress to managers and assessors. These reports have helped drive improvement for business management learners but have been less effective in motor vehicle.
- Arrangements to promote the safeguarding of learners are satisfactory. Appropriate health and safety and risk assessment are in place and are promoted at induction and are particularly well promoted in the workplace. Learners feel protected from bullying and harassment.
- The promotion of equality and diversity is satisfactory. Learning resources are well presented and interesting for learners. Promotion in the workplace is effective. Equality data is collected, analysed well and used to identify staff training needs. However, data are not used sufficiently well to set improvement targets.
- The self-assessment report is adequate and the process inclusive. Judgements in the report are realistic. Some quality improvement processes have been particularly effective in improving outcomes for learners. Other processes are under developed. Best practice is not shared sufficiently well to improve under performing areas.

What does Milltech Training Ltd need to do to improve further?

- Improve outcomes for learners on motor vehicle courses by improving internal verification and by visiting underperforming learners more frequently to provide assessment opportunities and support.
- Improve learners' attendance at off-the-job training by ensuring employers support their training and achievement by allowing them to attend. Explore alternative methods of delivery where barriers to attending the centre exist.
- Improve the planning of lessons in motor vehicle and foundation learning to provide sufficient range of activities to motivate and meet the different needs and abilities of learners.
- Extend the amount of learning resources to better support teaching and learning in management and motor vehicle programmes.
- Set ambitious and challenging performance targets to monitor progress and drive improvement at all levels of the business.
- Further develop and implement quality assurance procedures to improve outcomes for learners, provision and staff skills.
- Identify best practice and share it effectively to improve staff skills and tackle under performance by learners.

Summary of the views of users as confirmed by inspectors

What learners like:

- the flexible, friendly and helpful tutors and assessors
- the good personal support
- the regular contact and supportive assessors
- developing skills that help them in their job
- gaining a relevant qualification to achieve employment in business administration
- the help received to find good quality placements that they enjoy
- the improved confidence to progress to higher level training including foundation degrees
- learning while earning at work.

What learners would like to see improved:

- the frequency of assessment visits
- the time it takes to achieve functional skills.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the good support and guidance provided by Milltech to help school leavers adjust to the world of work
- the very responsive approach by assessors to provide support when learners are experiencing difficulties at work or at home
- the way assessors work with school leavers to prepare them for the world of work in business administration
- the care taken to ensure the course matches the employee's job role.

What employers would like to see improved:

- the matching of the learner to the employer.

Main inspection report

Capacity to make and sustain improvement

Grade 3

8. Milltech's capacity to make and sustain improvements is satisfactory. Since the last inspection Milltech has addressed some identified areas for improvement. The recording and use of management information, the reinforcement of equality and diversity, and trends in success rates have all improved. Aspects of quality improvement processes and performance management are having a significant effect on improving outcomes for some learners. However, these initiatives have yet to be embedded in all curriculum areas.
9. Some quality improvement processes remain under developed. The quality manual is in need of updating. Success rates have not increased to national rates for apprentices but are much better for advanced apprentices. Train to Gain learners achieve well. The well focused staff development programme effectively builds on the Milltech's capacity to improve.
10. The self-assessment process is satisfactory and inclusive and the report accurately identifies most of the company's strengths and areas for improvement. However, the grade for the quality of motor vehicle provision is overstated. Targets in the quality improvement plan are insufficiently precise to allow the provider to measure progress and drive improvements.

Outcomes for learners

Grade 3

11. Outcomes for learners are broadly satisfactory overall. Train to Gain outcomes are very good and significantly above the national average. On apprenticeship programmes, success rates show a four year improvement trend and in 2009/10 they were a few percentage points below national rates. Success rates on business administration programmes show a similar improvement but remained 5% below the sector average in 2009/10. In 2010/11, learners' achievements have improved significantly. Learners are making excellent progress and a high proportion of those learners due to complete before July, have done so. On motor vehicle programmes, success rates on apprenticeship programmes are low and learners make slow progress. On advanced apprenticeship programmes, rates declined over three years from 2006/07 to 2008/09 but were broadly in line with the sector average. In 2009/10, success rates improved to 10% above national rates and the majority of learners completed on time.
12. Learners' additional learning needs are identified well at induction and appropriate support is provided to help them achieve and improve their skills.
13. In motor vehicle programmes, attendance rates for off-the-job training are poor. Around half of the learners do not attend as regularly as they should which is delaying their progress towards achieving the key skills and technical certificate elements of their apprenticeship framework. Some employers are not

releasing learners from the workplace which is contributing to learners' slow progress.

14. Apprentices gain good work related technical skills and develop their occupational knowledge effectively. A good proportion of business administration apprentices progress to higher level qualifications. They improve their economic and social well-being, making good progress at work.
15. Apprentices feel safe at work and when training. Health and safety is prioritised and well promoted through all stages of their programme. A very effective additional health and safety review is carried out at all learner progress reviews to reinforce and promote safe practice at work. Apprentices feel well protected from bullying and harassment.

The quality of provision

Grade 3

16. The quality of provision is satisfactory overall. Teaching, training and learning are satisfactory. Tutors use a range of suitable teaching methods to successfully interest learners. In business administration, technology is used effectively to make sessions more interesting. Strategies used to promote equality and diversity in learning sessions are good. Very good materials promote learners' understanding of different aspects of equality and diversity. However, in motor vehicle lessons, planning is weak and the schemes of work are out of date. The amount of teaching and learning resources, to help develop learners' understanding, is insufficient in some curriculum areas.
17. In business administration, the assessment and monitoring of learner progress is good. Milltech's web-based assessment system allows learners to submit work frequently and enables them, and their employers, to effectively monitor progress. Assessors and internal verifiers make good use of the assessment system to keep in touch regularly with learners, plan assessment and provide timely feedback on learners' work. In contrast, assessment practices and internal verification in motor vehicle programmes are poor and adversely affect learner progress.
18. Business administration learners benefit from frequent progress reviews. The reviews concentrate effectively on learners' assessment targets but do not focus sufficiently well on medium and long term development goals. Learner progress reviews are ineffective in motor vehicle programmes. Few learner achievement targets, set at reviews, are met and learners are making slow progress. Recent staff changes, improved documentation and staff development has started to improve the learner review process.
19. The range and content of programmes meets the needs and interests of learners and employers well, with a good choice of subjects, levels and qualifications. Learners have a good choice of learning programmes, relevant to their individual career and employment goals, and effectively develop a good standard of skills at work that support career progression. Employers and learners appreciate the flexible approach adopted by assessors to meet employer and learners' needs.

20. Milltech has many well established employer partnerships. Staff use a training needs analysis to identify the training needs of companies and effectively match learners to companies. Milltech contributes to a number of local schools' careers events to promote apprenticeships.
21. Milltech provide satisfactory care, guidance and support to learners. Relevant information and advice are provided at all stages of the learning programmes and are particularly helpful at recruitment. Milltech's website provides learners with detailed information on courses available and progression opportunities available to them. Tutors provide good support to help learners secure a suitable work placement.

Leadership and management

Grade 3

22. Leadership and management are satisfactory. The management team satisfactorily raise expectations and promote ambition. A staff reorganisation has realigned the role of quality manager and centre coordinator who have been in the role just under a year. The management information system and an electronic system to monitor learner outcomes and progress are used very effectively. Managers and staff are provided with regular detailed reports on learner performance. Staff are now more individually accountable for learner progress. Very good improvement is evident in business management programmes. The impact is less evident in motor vehicle programmes. Staff receive a monthly bonus if they complete all learner progress reviews and health and safety checks on time. However, incentives are not linked to learner outcomes.
23. Target setting is underdeveloped. Despite good data capture and analysis, the information is not used sufficiently well to set improvement targets at all levels of the business. Regular questionnaires, issued to employers and learners are thoroughly analysed but the outcomes of the analysis are not used to inform improvements or set improvement targets.
24. Staff training, to develop and improve staff performance, is good. However, there is no formal training plan that links staff training and development needs, identified through the outcomes of teaching and learning observations and the appraisal system, to the company's strategic objectives to contribute to their achievement.
25. Milltech's arrangements to safeguard young people are satisfactory. A comprehensive safeguarding register records all relevant information. Criminal Record Bureau checks are carried out on all staff who have regular contact with young people. All staff have undergone safeguarding training and two designated senior staff are undertaking further higher level safeguarding training. As part of the Sunderland Safeguarding Partnership, Milltech is working towards a silver award to recognise their work in safeguarding young people. Health and safety is prioritised. Staff are well qualified to undertake risk assessments and health and safety checks in the workplace.

26. The promotion of equality and diversity is satisfactory. All relevant policies are in place which managers update regularly. The promotion of equality and diversity at induction and in lessons is good. Well designed booklets effectively promote aspects of equality and diversity. Learners feel safe and protected from bullying or harassment. However, a minority of staff do not challenge inappropriate comments from learners during some classes. Staff participate in regular training in equality and diversity. The monitoring of learner participation by different groups is carried out thoroughly, and data are recorded and analysed. Data are well presented in monthly reports provided for the management team and they are used to review participation and learner outcomes and to identify staff training needs. However, data are not used to set improvement targets for participation and learner outcomes.
27. Some quality procedures aimed at improving learner outcomes through improved staff skills have been particularly effective. Review and assessment practices have improved, particularly in business administration programmes. However, other policies and procedures are under developed and some are in need of updating. For example, the observation of teaching and learning and the skills for life strategy. A quality calendar has recently been adapted to better review key processes more frequently and in a timelier manner. The self-assessment process is adequate and inclusive. Judgements in the report are mostly realistic, but motor vehicle provision is over graded. The quality improvement plan lacks rigour.
28. Milltech uses its resources to provide satisfactory value for money. Resources are used efficiently and effectively. New premises have been acquired and the company is due to move imminently. This will provide more modern and accessible accommodation for learners and staff. Learners in business administration make good progress but for too many motor vehicle learners, progress is slow.

Subject areas

Transportation operations and maintenance

Grade 4

Context

29. Milltech provide apprenticeships, advanced apprenticeships and Train to Gain programmes in motor vehicle trades. There are currently 26 apprentices, 11 advanced apprentices and 14 learners on Train to Gain programmes. Qualifications include vehicle maintenance and repair, vehicle body and paint operations, vehicle fitting and vehicle parts at NVQ level 2 and 3. Apprentices attend off-the-job training once a week.

Key findings

- Outcomes for learners are inadequate. In 2009/10, overall success rates were low for apprentices compared with the national average. In particular, outcomes for apprentices aged 16-18 on vehicle maintenance and repair, and vehicle body and paint were low at approximately 20% below the national average in 2009/10.
- Outcomes for advanced apprentices improved significantly in 2009/10 after declining over the previous three years and are now above the national average by 11%. Overall success rates on Train to Gain programmes are high and exceed the national average. A high proportion of learners complete their programmes within the planned time.
- Learners develop good skills. They are interested in the training programmes and develop their knowledge and skills well. Learners' confidence improves as their skills develop. Their increased confidence helps them communicate more effectively with customers in the workplace.
- Attendance by apprentices at off-the-job training sessions is poor. Almost half of the learners have less than 80% attendance. The most frequent reason recorded for non attendance is that employers are preventing learners from attending, due to the pressure of workloads in the workplace. Milltech have taken insufficient action to improve learner attendance. Too many apprentices are making slow progress.
- Health and safety is prioritised. Apprentices are taught safe working practices in the training centre and these are reinforced in the workplace. Apprentices state that they feel very safe in the training centre and at work. Employer premises undergo an annual health and safety check, and health and safety are routinely reviewed at every progress review.
- Teaching and learning are broadly satisfactory. Tutors are experienced and suitably qualified. They use a variety of methods in their teaching. However, lesson planning is weak and the scheme of work outdated. The amount of equipment and visual aids to help reinforce learners' understanding is insufficient.
- Learner progress reviews are ineffective. Learner achievement targets are not being met. The amount of assessments to accredit learners with their acquired

skills is insufficient, although recent staff changes, improved documentation and staff development have started to produce improvements.

- The range of provision satisfactorily meets the needs of learners and employers. Many employers have worked with Milltech for a number of years and are familiar with the courses on offer. A training needs analysis is carried out with each employer to match the potential learner to the employer.
- Milltech maintains effective working partnerships with motor vehicle employers. Employers value the professional approach to training and the manner in which tutors and assessors support both the learners and the employers.
- Learners receive satisfactory information, advice and guidance prior to starting, to help them make an informed decision about their choice of programme. They receive good support to help them find a placement that meets their and the employer's needs. Support processes to help learners achieve their qualifications are less effective.
- Recently improved monitoring systems better indicate the progress learners are making and identify learners at risk of not achieving. Copies are distributed to the assessors at monthly meetings to discuss, with managers, the progress of their learners. However, this process has not yet improved outcomes for apprentices.
- Internal verification is inadequate. The sampling of learners' work to ensure it meets awarding body requirements is insufficient and is a contributing factor to the slow progress learners are making. No observations of assessors carrying out assessment activities have taken place since April 2010. The self-assessment report is broadly accurate, but overstates the quality of provision.

What does Milltech training Ltd need to do to improve further?

- Improve outcomes for learners by visiting them more frequently to undertake assessment activities. Monitor their progress more carefully and provide better support for those who are under performing to help them achieve.
- Monitor attendance and take decisive action when learners do not attend. Ensure employers fully understand their responsibility to release learners from work for training. Explore alternative methods of delivery where attendance at the training centre is not possible.
- Improve teaching and learning by better lesson planning and ensure they are sufficiently detailed with achievable aims and objectives. Update schemes of work to ensure that sufficient coverage is given to individual topics of the award.
- Set precise and achievable targets at learner progress reviews and ensure that they are reviewed at subsequent reviews.
- Improve the internal verification process. Ensure that the quality of learners' work and assessments are regularly reviewed. Observe assessors carrying out assessments in the workplace as part of the quality assurance procedures.

Business, administration and law

Grade 3

Context

30. Milltech provides apprenticeships and advanced apprenticeships in business administration, customer service and management. The largest programme is administration with 75 learners, who are mostly advanced apprentices. Twenty four learners are on customer service programmes. The management programme has recruited 22 learners who are mostly aged over 19 years. Most learning and assessment takes place in learners' workplaces.

Key findings

- Outcomes for learners are satisfactory. In 2009/10, overall success rates were slightly below national averages, particularly on the business administration apprenticeships. The percentage of learners, who completed their programme on time, exceeded the national average for most programmes. In 2010/11, learners are making excellent progress and a high proportion have already successfully completed their programme.
- Learners' quickly develop the necessary skills, knowledge and confidence to pass external assessments. They develop good levels of self-confidence and many learners take on more responsibility within their job role, some gaining promotion. Approximately half of apprentices who completed their programme in 2009/10 progressed onto advanced apprenticeships.
- Learners' additional learning needs are effectively identified. They receive satisfactory support to develop their literacy and numeracy skills. Most learners attend the training centre once a month for specialist support sessions but for some these sessions are too infrequent. Independent work is not set between sessions to consolidate learning and develop skills and understanding.
- Learners enjoy their learning programmes and are motivated and committed. They feel safe and have an appropriate understanding of health and safety priorities. They have a satisfactory awareness of safeguarding matters and good access to relevant Milltech staff for support.
- The quality of provision is satisfactory. Teaching, learning and assessment are satisfactory overall. Off-the-job training sessions are well planned and effectively delivered. Tutors use a range of suitable teaching methods to engage learners. Technology is used effectively to make sessions more stimulating. Strategies used to promote equality and diversity learning are engaging and effective.
- Assessment and the monitoring of learners' progress are good. Milltech's web-based assessment system allows learners to submit work frequently. It also enables them and their employer to effectively monitor progress. Assessors and internal verifiers make good use of the assessment system to keep in touch regularly with learners, plan assessment and provide timely feedback on learners' work.
- Learner progress reviews are frequent. They concentrate effectively on the learner's assessment targets but do not focus sufficiently well on medium and long term development goals.

- Programmes effectively meet the needs of learners and employers. A suitable range of qualifications and unit options are available. Learners and their employers are very involved in selecting relevant units of study that complement job roles, business needs and the learner's career plans. Assessors are very responsive to learners' and employers' needs, and adopt a flexible approach to the frequency and location of assessment visits.
- Milltech has many well established employer partnerships and staff have developed a good knowledge of their recruitment and skills needs. Milltech contributes to a number of local schools' careers events to promote apprenticeships.
- Care, guidance and support are good. Relevant information and advice are provided at all stages of the learning programmes and are particularly helpful at recruitment. Progression routes and guidance are well documented on Milltech's website. Tutors provide good support to learners in securing a suitable work placement. Learners are usually placed very quickly.
- Leadership and management are satisfactory. Staff are well qualified and either hold, or are working towards, relevant teaching qualifications. Learning resources are generally good. However, learning resources for management programmes are insufficient.
- Milltech has implemented a range of very effective quality improvement processes which have improved outcomes for learners. These include a strong emphasis on individual staff performance and better use of progress monitoring systems. The staff team have been effectively engaged in quality improvement processes. Internal verification is well planned and the process thorough.

What does Milltech Training Ltd need to do to improve further?

- Increase the impact of progress reviews by focusing more on information and advice about progression routes, to set effective medium and long term goals.
- Improve the development of management apprentices' technical knowledge through the use of learning resources in teaching sessions.
- Further develop and improve monitoring processes, to continue to improve learner outcomes over a sustained time period.

Information about the inspection

31. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's quality manager 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.
32. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed 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)

Milltech Training Ltd

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	0	0	0
Part-time learners	185	12	173
Overall effectiveness	3	3	3
Capacity to improve	3		
Outcomes for learners	3	3	3
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	3		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	3		
How safe do learners feel?	3		
<i>Are learners able to make informed choices about their own health and well-being?*</i>	N/A		
<i>How well do learners make a positive contribution to the community?*</i>	N/A		
Quality of provision	3	3	3
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	3		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3		
How effective are the care, guidance and support learners receive in helping them to achieve?	3		
Leadership and management	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	NA		
How effectively does the provider promote the safeguarding of learners?	3		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
How effectively does the provider engage with users to support and promote improvement?	3		
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?	3		

*where applicable to the type of provision

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