

TEAM Wearside Limited

Inspection report

Unique reference number: 54758

Name of lead inspector: Shahram Safavi HMI

Last day of inspection: 18 March 2011

Type of provider: Independent learning provider

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Information about the provider

1. Training, Education, Achievement and Motivation (TEAM) Wearside Limited is a registered charity, established in 1991. The company operates from its offices in Sunderland and contracts with the Skills Funding Agency (SFA) to provide apprenticeships for young people and Train to Gain programmes. The SFA provides 77% of the company's funding; the remainder comes through programmes offered under subcontracting agreements.
2. The company's provision has significantly altered since its previous inspection in September 2005. It now offers training provision in health and social care; information and communication technology; retail and commercial enterprise; and business, administration and law. This inspection did not report separately on the provision in health and social care, information and communication technology, retailing and wholesaling, and customer service, although information from programmes in these areas contributed to the inspection judgements.
3. Two executive managers, who report to a board of six trustees, manage the company. TEAM employs 36 full-time and two part-time staff, of whom seven are managers and 19 are assessors and/or tutors. Nine staff have responsibility for learner support and administration.
4. Approximately 3.9% of the population in Sunderland are from minority ethnic groups, compared to 9.1% in England. The percentage of school leavers in Sunderland who achieved five or more GCSEs at grade C or above, including English and mathematics, in 2010 is 45%, which is below the national average of 51%.
5. The provider offers foundation training on behalf of:
 - Springboard Sunderland Trust

Type of provision	Number of learners in 2009/10
Young learner provision:	
Foundation learning	22 full-time learners
Entry to Employment	106 full-time learners
Employer provision:	
Apprenticeships	259 apprentices
Train to Gain	643 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		2
Equality and diversity		3
Subject Areas		Grade
Hospitality and catering		2
Business, administration and law		2

Overall effectiveness

6. TEAM offers a good standard of education and training and its prospects for improving the provision are good. Learners' success rates have improved over the last three years and are now good. Learners develop a good range of skills and improve their working practices or their prospects when seeking new employment. Foundation learners make good progress with their personal and social skills. Learners enjoy their courses and find the training very beneficial, especially in the way that it brings their knowledge up-to-date.
7. Teaching and learning are good on work-based programmes and satisfactory on foundation learning. Discussions during progress reviews are detailed; they focus on how to improve working practices. Individual coaching and assessment practices are flexible and meet learners' and employers' needs. Assessors have very detailed knowledge of learners' training needs, although they often record coaching in insufficient detail. Tutors plan foundation learners' lessons well. Assessors do not plan apprentices' learning sufficiently. Tutors and assessors make increasingly effective use of information and learning technology (ILT).

8. TEAM meets the needs and interests of learners and employers successfully. The company meets the needs of foundation learners, who are mostly disadvantaged, particularly successfully. The company has long-established working relationships with a significant number of employers. It makes good use of these relationships to support learners, for example by helping those who have lost their employment to gain employment with new employers. The company offers good information, advice and guidance.
9. Management of the provision by TEAM is good. Its board of trustees thoroughly monitors its clear business plan. The company has very effective arrangements for protecting its learners. Arrangements to manage health and safety, including the risk assessment of vulnerable learners, are good. The company has a strong ethos of respecting individuals and acknowledges that it needs to do more to promote equality and diversity and make it relevant to learners. TEAM has appropriate quality systems to make further improvements.

Main findings

- Outcomes for learners have improved steadily and they are now good. Overall success rates on Train to Gain programmes are satisfactory. However, the number of learners who complete their programmes within the planned timescale has increased. It is now good and significantly above the national average.
- Most learners' success rates have improved and are now good. However, in 2010/11 success rates for apprentices aged 19-24 were low and significantly below the national averages.
- Apprentices and Train to Gain learners benefit from the acquisition of new skills that increase their employability prospects. Foundation learners enjoy their learning. They improve their confidence and develop personal and employability skills. Learners feel very safe.
- Overall, teaching and learning are good. Most learners benefit from good individual coaching and well-planned assessments. Assessors provide very effective individual training that helps learners to reflect on, and improve, their working practices. Assessors do not plan the training for individual apprentices sufficiently. Teaching and learning on foundation programmes are satisfactory.
- The review of learners' progress is regular and assessors often use reviews to provide learners with additional learning materials or information to help them develop up-to-date knowledge or working practices. However, assessors do not set sufficiently clear targets or fully record training activities, including individual coaching.
- TEAM meets the needs of learners and employers very effectively. The provision is highly tailored to incorporate employer, learner and commercial needs. It meets the needs of foundation learners particularly well.

- Care, guidance and support for learners are good. Induction to the training programmes is effective. TEAM works hard to remove the barriers which learners may face, such as losing their employment, and which may prevent them completing their programmes. Tutors provide particularly good support for foundation learners.
- Strategic and business planning are good. Strategic priorities are measurable and they align closely with TEAM's mission, vision and values. Good use is made of data to bring about improvements in learner performance. Managers communicate targets clearly. Trustees carefully scrutinise the company's work and make a good contribution to strengthening links with employers.
- TEAM's arrangements for safeguarding are good. Rigorous checks are carried out to ensure that learners and staff are kept safe. Health and safety have a high priority and learners have a good understanding of safe working practices and risk assessment. The approach to promoting safety when using the internet or digital communication devices is strong.
- The promotion of equality and diversity is satisfactory. TEAM is particularly good at raising learners' understanding of harassment and bullying issues and at tackling any incidents. There are few differences between the success rates of different groups of learners. TEAM does not improve learners' understanding of equality and diversity sufficiently through training and progress reviews. Staff have not received recent training on equality and diversity matters.
- The learner forum allows learners to make meaningful suggestions for improvement and these have resulted in changes to the company's training and to improved facilities. Arrangements to collect employer feedback are well established. Their concerns are taken seriously. Learners and employers report high levels of satisfaction.
- Overall arrangements to improve the quality of provision are satisfactory. Quality systems tackle issues and monitor staff performance increasingly effectively. The arrangements for observing teaching and learning are not thorough. Self-assessment is thorough and inclusive. However, some parts of the self-assessment report are too descriptive. Although there have been sustained improvements in apprenticeship programmes, until recently the pace of improvement has been too slow.
- TEAM offers good value for money. It manages its resources particularly effectively and has a good range of equipment to increase the use of ILT. The training venues are located near the city centre, making access easy for learners.

What does TEAM Wearside Limited need to do to improve further?

- Improve the planning and recording of individual training, including the recording of individual coaching. Ensure that staff set and monitor effective targets for all learners.

- Tutors and assessors should enhance the learners' understanding of equality and diversity during reviews and training sessions. Staff should develop appropriate and relevant learning materials and extend their own skills so that they can test learners' knowledge of equality and diversity more thoroughly.
- TEAM should improve the skills of observers of training and assessment to ensure consistent practice. Arrangements should be made to ensure that judgements and grades are moderated. Ensure the pace of improvement in apprenticeship programmes is increased.

Summary of the views of users as confirmed by inspectors

What learners like:

- tutors and assessors providing very clear explanations
- tutors' and assessors' friendly attitudes
- good demonstration of different tasks from knowledgeable assessors
- assessors who are very helpful and who respond promptly to queries.

What learners would like to see improved:

- the induction process
- the social facilities in the training centre.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the training that relates to company requirements.

What employers would like to see improved:

- no areas for improvement identified.

Main inspection report

Capacity to make and sustain improvement

Grade 2

10. TEAM's capacity to improve is good. The company has responded well to the areas for improvement identified at the previous inspection; all issues found have been improved. Train to Gain and apprentices' success rates have consistently improved and outcomes for most learners are now good. Learners develop good vocational skills and significantly improve their economic and social well-being.
11. The board of trustees, senior managers and staff have a strong focus on improvement and fully recognise the need to increase the pace of improvement in apprenticeship programmes. Safeguarding arrangements are very comprehensive and effective. TEAM's arrangements to promote equality and diversity are effective, ensuring that learners from different groups are equally successful. However, the company does not promote equality and diversity through all the learning processes. Overall, quality arrangements are satisfactory. The self-assessment process is inclusive. The report recognises most areas for improvement identified during the inspection and inspectors agree with most of the main judgements.

Outcomes for learners

Grade 2

12. The Train to Gain overall success rates and the rate of completion within planned timescales have improved. The rate of completion within the planned timescales for Train to Gain learners is now good and well above the national average. The success rate of Train to Gain learners on intermediate programmes, who are the majority of Train to Gain learners, is high. The success rate of the small number of Train to Gain learners on advanced level programmes is satisfactory. The rate of completion within the planned timescale for Train to Gain learners on intermediate programmes is very high. The success rate and the rate of completion within the planned time for Train to Gain learners on literacy and numeracy qualifications are low. There is little difference between learners' success rates and their completion within the planned timescales between learners on different retailing and wholesaling programmes.
13. Overall success rates on apprentice programmes have improved and are now good. Apprentices' completion within the planned time is also good and above the national average. The overall success rate for apprentices aged 25 and over, who are small in number, is good and well above the national average. However, the success rates of learners aged 19-24, who are also small in number, is very low. The success rate and the rate of completion within the planned time for learners on information and communication technology programmes are good. For learners on health, public services and care provision

the success rate and their success rate for completion within the planned time are satisfactory.

14. Apprentices, and Train to Gain and foundation learners benefit significantly from the acquisition of new skills that increase their employment prospects, including promotion or changing employment. All current learners are making good progress. Learners demonstrate a good knowledge of health and safety and feel very safe.

The quality of provision

Grade 2

15. Training for those on Train to Gain programmes is good and for those on other programmes it is satisfactory. Assessors and tutors make good use of their knowledge to describe and explain different working practices. They offer good individual on-the-job coaching and assessment, which help learners to improve their working practices. Assessors plan assessment activities carefully and use a broad range of assessment methods. They use their good working relationship with learners to put them at ease during the assessment process. Learners receive satisfactory oral feedback after coaching and assessment. However, assessors do not record this feedback in enough detail and some assessors do not separate the assessment and coaching processes sufficiently.
16. The short- and medium-term targets set for work-based learners are often not detailed, specific and time-bound. Those for foundation learners are good. Links between on-the-job and off-the-job training for apprentices are not sufficiently clear. Training resources are good. Interactive learning technologies are used in varying degrees of effectiveness across the provision. Effective use is made of digital cameras and recorders to enhance learning. In some cases there is also effective use made of Twitter to promote events.
17. Induction is satisfactory and helps learners to settle into their programmes. All learners benefit from an initial assessment of prior learning and experience to plan their training programmes, although staff do not always record or use the information gathered when developing the individual learning plans.
18. Programmes meet the needs of learners very effectively, especially those of foundation learners. Learners and employers are very satisfied. Learners are well-motivated towards achieving their learning goals. In some instances they achieve additional qualifications that enhance their workplace skills, such as first-aid qualifications. Assessors are very responsive to learners' individual needs and change the provision to ensure it is relevant to learners and their employers. Assessors use personal connections to help learners to secure better employment.
19. Highly effective links with partners benefit learners, extending the range of development opportunities available to them. TEAM works effectively with employers to determine their needs. Employers receive a well-presented

information pack to ensure that they understand how to support learners in the workplace.

20. Learners receive good care, guidance and support. Foundation learners receive particularly good individual support. TEAM has developed effective links with specialist agencies to offer appropriate additional support in areas such as health or housing. Assessors considerately ensure that there is minimal disruption to learners' and employers' working arrangements. They provide a range of contact details and methods so that any issues can be addressed quickly.

Leadership and management

Grade 2

21. Leadership and management are good. Executive managers set standards through measurable strategic priorities which are informed by government and funding bodies. Strategic priorities align closely with TEAM's mission, vision and values. Careful business planning involves good use of data for targeted improvements in participation and learner performance, including the performance of particular groups. TEAM is developing careful plans to attract funding from more diverse sources, in response to anticipated reductions in public funding. Managers clearly summarise business plans for staff and communicate targets effectively, for example through the intranet. Management actions focus strongly on improving learner outcomes and the quality of provision. Managers and staff meet regularly to plan, review and evaluate programme performance and monitor overall progress against key indicators. Close working with partners, including employers, enables the company to respond quickly to the needs of learners. The operational management of subject areas is mostly good. Staff are suitably qualified and participate in a supportive professional development programme.
22. Trustees thoroughly scrutinise the work of the company and receive regular reports on its budget, its quality and how well targets are met. Trustees make good use of their varied expertise to enhance the provision and contribute effectively to stronger links with employers. Through their monitoring, they offer good support and challenge to executive managers.
23. TEAM's arrangements for safeguarding are good. Policies and procedures are comprehensive. All staff have enhanced Criminal Records Bureau checks and they have received appropriate training, including safe recruitment training. Two designated officers liaise with the council's children and adult safeguarding team. Tutors and assessors are suitably confident in reporting and referring safeguarding issues to the designated officers. Recording of safeguarding concerns is particularly good, detailed and comprehensive. The arrangements for safeguarding learners and informing them about their responsibilities when using the internet or digital communication equipment are progressing well and most learners have received comprehensive training about these. Health and safety have a high priority and learners have a good understanding of safe

working practices and risk assessment that are developed effectively throughout their training. The risk assessment for vulnerable learners is particularly good.

24. The promotion of equality and diversity is satisfactory. TEAM's policy on equality and diversity and its intolerance of harassment and bullying are clearly stated in learners' briefing documents and at induction. Staff promote values, such as respect for others, by example. Not all staff have received recent training to enhance their knowledge of equality and diversity. There is good monitoring of achievement by different groups of learners; data show few differences between success rates. However, the promotion of equality and diversity through the curriculum is inconsistent. The question prompts that assessors use during progress reviews do not sufficiently extend learners' understanding of equality and diversity. Observers do not systematically evaluate how thoroughly equality and diversity are promoted through training and assessment sessions. Not all learners with mobility difficulties have easy access to specialist facilities because of the restricted accommodation.
25. The engagement of users to promote improvement is good. The learner forum allows learners to make meaningful contributions for improvement. Suggestions have led to changes to the training and improved facilities for learners. However, not all learners have sufficient access to forum meetings. Discussions with learners about their reasons for leaving their programmes early identify causes for concern and generate useful information. Thorough and open communication arrangements to collect learner and employer feedback are well-established. Any concerns are taken seriously. The views of learners and employers are represented in the self-assessment report although they are not sufficiently involved in influencing decision-making.
26. Quality arrangements effectively improve the quality of provision. Success rates have improved annually. The rate of completion within the planned date for Train to Gain learners is now well above the national rates. However, the rate of improvement for the apprentices is slower and inconsistent. Quality arrangements are progressively more effective in increasing the pace of improvement and tackling issues. TEAM monitors and evaluates all aspects of the learners' programmes. Arrangements to monitor the quality of training and assessment are satisfactory. However, not all observation records are sufficiently evaluative, some practice is uneven and judgements and grades are not moderated. Good use is made of the intranet to monitor and control documents and procedures. Management information is used effectively to improve learners' success rates and to support their progression. Processes for standardising assessors' and verifiers' activities are satisfactory.
27. The self-assessment process is thorough and inclusive and staff express their support for its findings. The report is largely accurate although inspectors identified some issues that were not sufficiently emphasised. In some places it is too descriptive and insufficiently self-critical. Managers and staff review the

quality and suitability of programmes with learners and their findings inform improvements to the programmes.

28. TEAM offers good value for money. It has stringent measures for budgetary monitoring and control and regular reports are made to trustees to verify financial trends. Resources and accommodation meet the needs of learners. Tutors and assessors have manageable workloads.

Subject areas

Hospitality and catering

Grade 2

Context

29. Currently 83 learners are working towards intermediate and advanced level qualifications. Sixty-nine learners are following a Train to Gain programme in one of the following areas: food service, drink service, food and drink service combined, food processing, professional cookery, multi-skilled hospitality, hospitality supervision, and hospitality management. The remaining 14 learners are apprentices on either intermediate or advanced level programmes. TEAM assesses learners to identify their literacy and numeracy levels prior to their programme starting. All learners receive a training induction in the workplace.

Key findings

- Outcomes for learners are good. Overall success rates and the rate of completion within the planned timescale for Train to Gain learners have consistently improved. They are now good and significantly above the national averages. Overall success rates in apprenticeship programmes are low. While the rate of completion within the planned timescale is now good, the success rate for apprentices, who are small in number, is low.
- Learners are positive about their learning and the progress they make. Some learners progress from intermediate to advanced level awards. Learners develop good employability skills leading to improved practice in the workplace and, in some cases, promotion. Learners enjoy their vocational skills classes and produce good work during lessons. Learners develop employability skills and gain additional qualifications in negotiation with employers.
- Learners feel very safe. Health and safety are embedded within all teaching and learning activities, including the workplace. Tutors make learners aware of safe working practices during induction. Assessors ensure that learners are safe in the workplace by liaising with employers and responding quickly where concerns are raised.
- Training and assessment are good on Train to Gain programmes and satisfactory on apprenticeship programmes. Good rapport between assessors and learners increases learners' confidence and leads to fair and clear assessment. Short- and medium-term learning targets are not sufficiently specific or measurable. Feedback to learners is satisfactory. However, assessors' focus on positive feedback restricts the identification of areas for improvement and the challenge needed for the more experienced learners.
- Assessors make good use of ILT to support learning and assessment processes in the workplace. They use cameras for photographic evidence of skills development and tape recorders to record oral assessments. Assessors also use portable computers effectively to enable online tests to be taken in the

workplace. TEAM makes good use of Facebook and Twitter to promote events and new programmes. However, work-based learners do not have access to online learning resources which they can access when convenient for them.

- Partnerships are good and benefit learners. Weekly vacancy updates from Connexions have, in the case of redundancy, enabled learners to find new employers quickly and to continue their learning. Employers are very positive about the support that assessors offer them and the standard of training their employees receive. Training and assessment are flexible and planned appropriately around learning needs and workplace demands.
- Care, guidance and support for learners are good. Regular review meetings provide timely advice, support and information about opportunities to progress. Learners feel able to discuss any problems that may arise and have access to support between planned reviews by telephone or text.
- Leadership and management are satisfactory overall. Good arrangements are in place to review and assess the quality of provision. However, targets to measure improvement are not sufficiently specific or measurable. Safeguarding is good. The promotion of equality and diversity is satisfactory. While learners demonstrate a satisfactory understanding of equality and diversity, this is not sufficiently promoted during their training, for example during progress reviews.
- The engagement of users to support improvement is satisfactory. TEAM offers opportunities for learners to attend a forum to discuss improvements. However, employed work-based learners are not able to attend and take part. Learners complete a general satisfaction survey but they are not given the opportunity to complete a course review.
- The self-assessment report is satisfactory. It provides a brief overview of provision but it does not include details of learners' views or course-level success rates. Managers make good use of data to identify areas for improvement. Learners benefit from the improvements made. For example, following the improvements to the initial assessment process more apprentices remain on their programmes.

What does TEAM Wearside Limited need to do to improve further?

- Improve the outcomes for apprentices by setting sufficiently detailed targets to ensure that learners understand the activities they need to complete before their next review.
- Ensure that self-assessment includes course-level data and learner evaluations, and that targets within the quality improvement plan are sufficiently specific and measurable.
- Enhance learners' understanding of equality and diversity and their application in the workplace by providing sufficient examples to illustrate sector-specific issues.

Business, administration and law

Grade 2

Context

30. Currently 83 learners are working towards intermediate and advanced level qualifications in business administration. Thirty-one learners are on Train to Gain programmes and 52 are on apprenticeships. Most learners are aged 19 years and above and the majority are women. Learning and assessment activities are carried out mainly in the workplace on an individual basis.

Key findings

- Outcomes for learners are good. All success rates have improved. Train to Gain success rates are good and the rate of completion of Train to Gain learners within the planned timescale is significantly above the national average. Apprentice success rates have improved and are now good. However, the success rate for advanced apprentices is low.
- Learners develop good workplace skills, and enhance their confidence and self-esteem. They demonstrate good skills in a wide range of administration tasks. For example, they use highly complex technical telephone systems, use computer packages to develop and present interesting posters in work and demonstrate good file management and organisation of work using computers. Achievement of these skills and qualifications provides many with a good foundation for better careers.
- Learners feel very safe and receive detailed information on how to stay safe. Detailed risk assessments are carried out in employers' premises to ensure that learners work safely. Assessors strongly emphasise the importance of health and safety in the workplace, enabling learners to acquire evidence towards the achievement of their qualifications.
- On-the-job coaching and assessment of learners' progress are good. Assessors develop positive and professional relationships with learners and these, together with good-quality paper resources, enhance their learning. Learners are very clear about how their assessments contribute to the achievement of their qualifications. However, the good coaching support is not adequately planned or recorded.
- Learners are encouraged to engage fully in induction programmes, but induction is too often rushed because of the number of activities to be completed in a short period of time. Learning plans contain insufficient detail on how initial and other assessments determine the learning programme.
- Assessors provide clear feedback during their visits. However, progress review records lack detail and fail to provide learners with clear and accurate evaluative statements about their progress or the work they still need to complete. The use of ILT is not sufficient to support training and assessment.

- Programmes successfully meet learners' needs. Many learners have found placements very quickly, allowing them to start work and to learn new skills.
- Partnerships are very effective. TEAM works very effectively with employers to determine their needs. The company has formed good relationships with a consortium of providers that ensure, where TEAM is unable to meet potential learners' needs, they can be referred to another more suitable provider.
- Care, guidance and support are good. Assessors are very approachable, providing prompt and effective responses to learners' requests for help. Good additional support is provided to the young apprentices. There are good examples of where assessors find jobs for learners who have been made redundant.
- Leadership and management are good. Targets are set for staff that are clearly linked to TEAM's overall strategy. Progress towards achievement of these is discussed at monthly one-to-one meetings. TEAM uses feedback appropriately to analyse the progress of different groups of learners to inform improvements to programmes.
- Safeguarding arrangements are good and prioritised by all staff. Good training has ensured that staff know how to respond quickly to any safeguarding concerns and how to respond if any disclosures are made. Good health and safety risk analyses ensure working environments are safe.
- Promotion of equality and diversity is satisfactory. Equality and diversity are discussed with learners at induction and for young apprentices the topic is presented through videos and discussions. However, assessors do not ensure learners have a clear understanding of all aspects of diversity relevant to their job roles. Monitoring of learners' understanding of equality and diversity at progress reviews is insufficient.
- Learners and employers have good opportunities to express their views on the quality of provision. TEAM analyses their views and makes improvements where possible. For example, staff have developed new materials in response to comments that work-based learners would benefit from access to learning resources.
- The self-assessment process is satisfactory. However, some judgements in the self-assessment report are based on insufficient evidence and some aspects are not clearly evaluated. Staff have yet to implement some of the actions for improvement.

What does TEAM Wearside Limited need to do to improve further?

- Improve the use of ILT to enhance learning and assessment by ensuring that assessors have effective training in the use of ILT to enable them, for example, to use interactive electronics boards and electronic portfolios.
- Improve the promotion of equality and diversity throughout the programme by ensuring that all aspects of diversity are reflected in teaching and training

activities. Ensure that during progress reviews learners' understanding is thoroughly checked and discussions are comprehensive.

Information about the inspection

31. One of Her Majesty's Inspectors and four additional inspectors, assisted by one of the provider's executive managers, as nominee, carried out the inspection. Inspectors took account of the provider's most recent self-assessment report and development plans, comments from the funding body and data on learners and their achievements over the period of the contract.
32. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed about the provider. They also 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)**TEAM Wearside Limited**

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners at the time of inspection			
Full-time	0	0	0
Part-time	760	200	560
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>	n/a		
<i>How well do learners make a positive contribution to the community?*</i>	n/a		
Quality of provision	2	3	2
How effectively do teaching, training and assessment support learning and development?	2		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	2	2	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>	2		
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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