

# Paston Sixth Form College

## Inspection report

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**Unique reference number:** 130768

**Name of lead inspector:** Shaun Dillon HMI

**Last day of inspection:** 18 March 2011

**Type of provider:** Sixth form college

**Address:** Grammar School Road  
North Walsham  
Norwich  
Norfolk  
NR28 9JL

**Telephone number:** 01692 402334

## Information about the provider

1. Paston Sixth Form College is small college based on two adjacent sites in North Walsham. Its catchment area covers 400 square miles of coastal, rural and broadland Norfolk, and has few large employers, a dispersed population and a low participation in higher education. The nearest alternative providers are at least 15 miles distant. The mission is 'Paston is proud to be a sixth form college. We aim to be the first choice for young people in North Norfolk, Broadland and beyond for advanced-level courses and specific vocational courses at levels 1, 2 and 3'.
2. Provision is in eleven subject areas, the largest of which are science and mathematics, and arts, media and publishing. It offers 25 A-level and 28 AS subjects. Vocational programmes are available in six areas at advanced level and six at foundation and intermediate levels. The college has a small apprenticeship programme. Approximately 96% of college funding is from the Young People's Learning Agency.
3. Most students are on full-time advanced-level courses. The proportion of female students is approximately 58%. Less than 1% of the population of North Norfolk is from minority ethnic backgrounds and this is reflected in the student population. Approximately 50% of students receive the educational maintenance allowance. In Norfolk, the proportion of young people who gain five or more GCSE A\*-C grades is 52.3%, which is below the national average of 55.2%.
4. Inspectors collected evidence from most parts of the college and inspected two subject areas in depth: provision in science and mathematics, and in arts, media and publishing.
5. The college provides training on behalf of the following providers:
  - City College Norwich
  - Cromer High School
  - Stalham High School
  - Cromer Learning Centre.

<b>Type of provision</b>	<b>Number of enrolled learners in 2009/10</b>
<p><b>Provision for young learners:</b>                      Further education (16 to 18)                       Foundation learning, including                      Entry to Employment</p>	<p>27 part-time learners                      659 full-time learners                      49 part-time learners</p>
<p><b>Provision for adult learners:</b>                      Further education (19+)</p>	<p>12 full-time learners                      44 part-time learners</p>
<p><b>Employer provision:</b>                      Apprenticeships</p>	<p>74 apprentices</p>

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
<b>Capacity to improve</b>	<b>Grade 2</b>
	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	2
<b>Subject Areas</b>	<b>Grade</b>
Science and mathematics	2
Arts, media and publishing	2

## Overall effectiveness

- Paston Sixth Form College is a good college with a good capacity to improve. The college is small but it provides education and training for a wide variety of students at different levels. In 2009/10, most advanced-level students made good progress and achieved their qualifications, often with high grades. A few students on lower-level courses did not complete their studies. Most students enjoy college life and their courses very much. A significant minority does not feel that they are given enough information to help them lead a healthy lifestyle and to progress into employment. Most students enjoy their lessons and the good relationships they have with their teachers, but occasionally students do not receive enough challenge to motivate them to gain higher grades. Many students benefit greatly from taking part in activities which enrich their understanding and enjoyment of their chosen courses, but few join in wider cross-college events or in relevant work experience. Many students enjoy the opportunities available through visits and trips and the input from external speakers. Students receive good care, guidance and support.
- Governors and managers raise the ambitions of staff and students outstandingly well. The arrangements to promote the safety of students are satisfactory. Although students feel very safe and managers prioritise the required risk

assessments and checks on governors and teachers, they had not ensured, until recently, that checks on all other staff had been completed rigorously. Managers and staff promote equality and diversity very well in most aspects of college life. Leadership, management and governance are good.

## Main findings

- Outcomes for students are good. Overall success rates have increased during the last three years and are above average. This is particularly so on A-level and AS courses. Most students make very good progress compared with their prior attainment. The retention rates on foundation and intermediate level courses and on advanced vocational programmes are below average.
- Students develop good economic and social skills. They feel very safe in their learning environment. Their awareness of how to lead a healthy lifestyle and their contribution to the community, including the promotion of social cohesion and sustainability, are satisfactory.
- Teaching, learning and assessment are good. Most lessons are good or better, but a minority provides insufficient challenge and interest for students. Teachers generally plan lessons thoroughly and provide a wide range of activities that interest and motivate students. They use technology effectively to support learning. They promote equality and diversity well.
- Internal lesson observers identify key strengths and areas for improvement in lessons accurately, but teachers know when they will be observed. The lessons observed do not reflect those normally experienced by students. Teachers do not benefit from formalised peer or developmental observations to facilitate the sharing of good practice.
- Initial assessment arrangements are comprehensive and lead to appropriate learning support. Teachers do not consistently take account of initial assessment outcomes, however, in lesson planning and for students' activities in lessons.
- The curriculum meets the needs of students and employers well. Managers continue to prioritise provision for foundation-level students, apprentices and young people at risk of not continuing in education, employment or training. Curriculum enrichment is good and enhances students' understanding and enjoyment. Students' participation in cross-college enrichment, however, is low. Few students benefit from relevant work experience opportunities.
- The college has good partnerships with a wide range of organisations. Staff liaise well with local schools to recruit potential students. Art and design and performing arts students benefit significantly from very effective links with external partners. Managers do not obtain formally the views of external stakeholders to inform their self-assessment and improvement plans.
- Care, guidance and support are good. Arrangements to ensure that students are on the right course are very effective. Students receive high levels of support from their teachers and tutors. Staff monitor students' performance closely through detailed reviews and targets.

- Leadership and management are good. Senior managers and governors have established a new mission which provides a strong sixth form college identity. Their ambition to raise aspirations amongst young people and offer them the opportunity to achieve success is outstanding. Morale amongst staff is high; they are united in striving for excellence.
- Safeguarding arrangements are satisfactory. Bullying and discrimination are rare. Managers handle safeguarding incidents very effectively. They keep an up-to-date central record showing that they have carried out the required criminal record checks for governors and the vast majority of staff. They had overlooked until recently, however, the checks for a small number of contractors and ancillary staff.
- The promotion of equality and diversity is good. Managers have closed the difference in achievement between male and female students. The promotion of equality and diversity through the curriculum and in lessons is good. Managers do not, however, review the recruitment of staff systematically.
- The self-assessment process is good. Many actions in the quality improvement plan are successful. Managers use subject area self-assessment reports very effectively to promote improvements in students' experiences. The overall self-assessment report, while evidence based, is insufficiently self-critical in identifying areas for improvement and grading is overly optimistic.

### **What does Paston Sixth Form College need to do to improve further?**

- Increase the retention rates of the few students on foundation and intermediate level courses and on advanced vocational programmes by ensuring that they are on the most appropriate course and by providing highly effective support and learning experiences to meet their individual needs.
- Increase students' knowledge of how to improve their health and well-being and their contribution to the community, including their involvement with social cohesion and sustainability projects, by raising awareness of the benefits to themselves and to their local communities.
- Improve teaching and learning by increasing the challenge to students in the less effective lessons and by planning differentiated activities to meet the needs of individual students, as determined at initial assessment, more carefully.
- Improve the rigour of the lesson observation process to reflect more accurately the usual learning experiences of students and ensure the sharing of good practice through peer and developmental observations.
- Increase students' participation in college-wide enrichment activities and appropriate work placements so that they benefit from wider experiences and further opportunities to develop their employability and enterprise skills.
- Ensure, as a matter of priority, that managers implement college procedures to carry out appropriate checks and risk assessments rigorously and systematically for all staff and contractors.

- Improve the overall self-assessment report so that it identifies areas for improvement fully, includes the views of external stakeholders, and ensures that judgements of the quality of provision and leadership and management are accurate.

### **Summary of the views of users as confirmed by inspectors**

#### **What students like:**

- helpful, enthusiastic and approachable teachers who are always there to help, both in and between lessons
- the many lessons which are exciting and fun
- the friendly, encouraging and supportive ethos in which bullying is not tolerated
- being treated as adults and as individuals
- the good one-to-one support with useful and frequent target setting and progress reviews
- the commendation letters that they and their parents receive to recognise exceptional work or contribution
- the wide range of visits, residential trips and involvement of external specialists.

#### **What students would like to see improved:**

- the quantity and availability of computers and the cost of printing
- the phasing of assignments to avoid congested deadlines
- insufficient social and common room spaces, especially during winter
- few and poor sports facilities
- the preparation and help for progression into employment
- the overuse of copying from PowerPoint in lessons.

### **Summary of the views of employers as confirmed by inspectors**

#### **What employers like:**

- excellent communication.

#### **What employers would like to see improved:**

- more information about the progress of employees.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

8. Since the previous inspection, managers have sustained a significant improvement in success rates for most students so that success rates for students on AS and A-level courses are high. They have improved most of the areas of concern identified in the last inspection report. Managers and governors have very high levels of ambition for their students to succeed and progress. Managers provide very good leadership and motivate staff to achieve high standards. Governors play an important role in improvement through their strong challenge to managers.
9. Departmental managers use quality assurance procedures very effectively to bring about improvements. The self-assessment report contains few areas for improvement and is overly optimistic. Students are involved in decision making and their views are influential. Managers do not obtain and act on feedback from other stakeholders. They allocate resources to good effect to support learning.

### Outcomes for learners

**Grade 2**

10. Overall and long course success rates have increased significantly and are above the high sixth form college average. The success rates for the majority of students aged 16 to 18 who study A-level and AS subjects increased considerably in 2009/10 and are high, whereas advanced vocational course success rates are low. Success rates for the very small number of students aged 14 to 16 are high. Success rates for the minority of students aged 16 to 18 who study at foundation and intermediate levels and for those who take short courses are low. Many pass rates are above average, whereas many retention rates are at or below average. Most students make good progress compared with their prior attainment, especially those taking AS subjects who make very good progress. The proportion of high grades achieved by advanced-level students is above average. The standard of students' work is good.
11. The success rates of male students have risen considerably in the last three years to be close to the success rates of female students. The proportion of high grades achieved by male students at A level is, however, below that of female students. Students from different minority ethnic backgrounds do not underperform compared with any other group. The success rates of students with learning difficulties and/or disabilities and of those receiving learning support are average.
12. Key skills and Skills for Life success rates have increased and are average for the few students involved. Overall apprenticeship success rates have increased during the last three years and are above average. A high proportion of apprentices completes within the expected timescale.

13. Most students enjoy their courses and college life. Attendance and punctuality have improved and are high. Students' progression within and from the college is good. The development of students' economic and social well-being is good. Students feel very safe in college. The promotion of their health and well-being is satisfactory. Students make a satisfactory contribution to college life and to the community. Their involvement in the promotion of community cohesion and sustainability is satisfactory.

## **The quality of provision**

## **Grade 2**

14. Teaching, learning and assessment are good. Most lessons are good or better. In the best lessons, teachers plan well and students progress quickly. They enjoy a wide range of activities that promote learning and maintain their interest. Teachers use clear explanations and effective questioning to reinforce learning and check understanding.
15. In the less effective lessons, students receive insufficient challenge and waste time by copying from presentations. The use of students' initial and diagnostic test outcomes to help plan learning is inconsistent.
16. The promotion of equality and diversity in lessons is good. Many teachers support learning by inviting specialists into college and through relevant visits and trips. The use of information and learning technology (ILT) to aid learning is very effective. In most areas, teachers and students use the virtual learning environment extensively. Students behave well and enjoy good relations with their teachers. Teachers are well qualified and experienced.
17. Teachers assess and review students' progress thoroughly. In most cases, they return marked work promptly and provide detailed and constructive feedback. The standard of students' written work is good or better. Teachers challenge students to achieve targets in excess of their expected grades.
18. Lesson observers identify key strengths and areas for improvement accurately, but occasionally they focus on aspects of teaching rather than learning. Teachers know when they will be observed; the lessons observed do not reflect students' normal experiences. The sharing of good practice through formal peer or development observation processes does not take place.
19. The range of provision to meet the needs of students and employers is good. The curriculum includes successful work-based courses for small numbers of young people aged 14 to 16, for those at risk of exclusion from education, employment or training and for apprentices. This provision widens participation and meets local employers' needs. Managers promote vocational provision, but it is less successful in terms of outcomes and demand. Students' participation in extensive curriculum enrichment is high. Their participation in cross-college enrichment is small. The student representative group is successful in obtaining

a wide range of improvements. The promotion of sustainability and work experience is underdeveloped.

20. The college has good and well-established partnership arrangements. Its relationships with schools and liaison with potential students regarding interviews, taster day and introductory days are good. Students benefit from very good partnerships with external organisations. Managers do not elicit external users' views systematically to inform their self-assessment report and action plan.
21. Care, guidance and support are good. The initial assessment processes are thorough. Staff deliver additional learning support flexibly to meet students' different needs. While most students receive their learning support promptly, this is not always the case. Students receive good initial advice and guidance to help them choose the right course. Staff plan induction well and students settle into their courses quickly.
22. Students receive high levels of support from their teachers and tutors. They are well informed about their progress and know how to improve through regular progress reviews and one-to-one tutorials. Staff monitor all aspects of behaviour and performance closely and use appropriate procedures to motivate students to meet deadlines. Guidance for those progressing to higher education is thorough and effective, but support for those wishing to progress to alternative destinations is less helpful.

## **Leadership and management**

## **Grade 2**

23. The effectiveness of senior managers and governors in raising expectations and promoting ambition is outstanding. Managers set demanding targets for students' progress and achievement. They hold staff to account for meeting these targets and support them well to achieve them. Morale amongst staff is high; they are united in striving for excellence for their students.
24. Governance is good. Governors work well with managers to develop the mission and strategic direction of the college. Governors are well informed about all aspects of the provision through managers' detailed reports. They use these well to drive improvement, especially in students' achievements.
25. Safeguarding arrangements are satisfactory. Bullying and discrimination are rare. Staff manage incidents well and promptly. Managers keep a current central record of required criminal record checks on the vast majority of staff. They have taken prompt action to ensure that robust procedures are now in place for the few contractors and ancillary staff who had been overlooked. Attention to health and safety is good and risk assessments are thorough. Incidents of concern and accidents are few.
26. The promotion of equality and diversity is good. Managers analyse a wide range of data by different groups of students. They have been successful in closing

the difference in achievement between male and female students. The promotion of equality and diversity in the curriculum and in lessons is good. Teachers complete an effective annual review of their courses to ensure they promote all aspects of equality and diversity. Managers do not, however, review staff recruitment records systematically.

27. Students have a wide variety of ways to make their views known. Staff support course representatives well to help them fulfil their role. Managers pay close attention to the results of surveys and students' feedback. Students have been influential in the design of a social area, the selection of course texts and the timing of assignments.
28. Self-assessment is good. Procedures for monitoring and evaluating the quality of provision are thorough. Staff make good use of data to identify strengths and areas for improvement. Subject area managers often make good use of action plans to improve the quality of their provision. The college's self-assessment report, although evidence-based, is insufficiently self-critical in identifying areas for improvement. The grades awarded for aspects of provision are too optimistic.
29. Most students make good progress and are successful in their studies. The management of resources to support students' learning is efficient and effective. Financial management is very good. While the quality of accommodation and specialist resources varies, managers allocate them to good effect. Value for money is good.

## Subject areas

### Science and mathematics

### Grade 2

#### Context

30. The college offers GCSE mathematics and AS and A-levels in biology, chemistry, further mathematics, mathematics, physics, psychology and use of mathematics. Almost all of the 385 students are aged 16 to 18 and study full time. Approximately 61% is female and 2% has a minority ethnic heritage.

#### Key findings

- Outcomes for students are good. In 2009/10, success rates increased significantly compared with low success rates in 2008/09. Success rates for most AS and A-level subjects are above average. Pass rates have improved significantly and are high. Retention rates are high.
- Most students make better progress compared with their prior attainment on entry, especially those studying AS biology, physics and psychology. The proportion of students achieving a high grade pass by different subject is very variable.
- Students develop good skills to improve their economic and social well being. Their attendance rates are high. Progression rates to higher education are high and many students gain entry to prestigious universities to study mathematics and science-related subjects. Students use safe working practices when carrying out practical laboratory work.
- Teaching and learning are good. Teachers have good subject knowledge and, through careful questioning, encourage students to think for themselves. Teachers plan lessons thoroughly. In the best lessons, they encourage students to participate fully, by using a wide range of activities. Teachers ensure students remain motivated and consolidate their learning. Teachers and students use the virtual learning environment extensively.
- In the less effective lessons, all students undertake the same task; so that students who are more able receive insufficient challenge and others find the task difficult and take a long time to complete it. Teachers do not use the results of initial diagnostic tests in lessons to meet the needs of individual students.
- The assessment of students' work is good. Teachers check students' progress frequently in lessons. They give constructive and detailed feedback on assessed work to help students to improve.
- The range of science and maths provision is satisfactory. While GCSE and A-level and AS qualifications are available, vocational provision is not. Collaboration takes place with local schools, but partnership work is underdeveloped. Curriculum enrichment activities are good. Field work,

overseas trip, attendance at conferences and visiting speakers all contribute positively to students' wider learning experiences.

- Care, guidance and support are good. Students receive good advice and guidance when applying to higher education. Teachers monitor students' progress rigorously and tutors are generally accurate in their predictions of students' achievement grades, with approximately three quarters of predictions being correct.
- Students receive good support from teaching staff and tutors. They undergo initial diagnostic assessments and those identified as requiring additional learning support attend useful extra teaching sessions. Individual learning plans contain challenging targets that are specific and measurable, based on students' previous attainments.
- Leadership and management are good. Managers used very effective improvement strategies to increase success rates significantly in 2009/10. Staff use course reviews to make clear judgements and implement action plans to bring about improvements. The self-assessment report, however, contains insufficient emphasis on evaluating strengths and weaknesses in teaching and learning.
- The promotion of equality and diversity is good. Staff complete comprehensive equality impact assessments for their courses. In lessons, teachers focus on how to ensure good equality of opportunity for all students in terms of their disability, gender and race.

### **What does Paston Sixth Form College need to do to improve further?**

- Improve the quality of learning by using the results of initial diagnostic assessments and different activities in lessons to meet the needs of all students more fully.
- Improve the rigour of the self-assessment process by evaluating more fully the strengths and areas for improvement in teaching and learning, by being more self-critical, and by ensuring a more systematic sharing of good practice.
- Extend the range of provision through increased partnerships and by enlivening the curriculum to support students who wish to progress into employment and apprenticeships.

## Arts, media and publishing

## Grade 2

### Context

31. The college offers AS and A-level art, drama and theatre studies, film studies, media studies, photography and textiles, BTEC advanced-level courses in media and performing arts, and an advanced diploma in creative and media studies. Most of the 317 students are aged 16 to 18 and study full time. Approximately 60% is female and 2% is from ethnic minority backgrounds.

### Key findings

- Outcomes for students are good. Success rates on the majority of AS and A-level courses are outstanding. The number of students achieving high grades is above average on most courses. Students make good progress compared with their prior attainment. Success rates are below average on the vocational courses in media and art and design.
- Students' attendance is high in photography, music and film studies. Attendance is below the college target on a significant minority of courses such as AS performance studies, and A-level courses in textiles, fine art, media and performance studies.
- Progression is outstanding. Progression from AS to A-level subjects is very high, especially so in art. A high proportion of students progresses to related higher education courses, and many students progress to prestigious universities and art schools.
- The standard of students' work is good and occasionally outstanding. Students' practical work in art, textiles and photography is innovative, experimental and confident. Performance studies students develop strong acting and devising skills. Music students acquire good software and composing skills, and media and film students produce interesting films, posters and adverts.
- Students feel safe and secure in their college environment. Teachers and students adhere to good health and safety protocols in classrooms and studios. Teachers use the induction process effectively to focus on enabling students to stay safe and on raising awareness of cyber-bullying.
- Teaching and learning are good and occasionally outstanding. Teachers are enthusiastic and knowledgeable. They plan lessons carefully to meet students' needs. They use ILT extremely well to aid learning. Technicians provide good guidance in practical lessons. Students work hard and enjoy most lessons. In a minority of advanced-level lessons, the most able students receive insufficient challenge.
- Assessment is good. Teachers use rigorous assessment practices and return marked work to students quickly. Teachers' comments on marked work are encouraging and offer very clear guidance on how to improve. Assessment is accurate and fair.

- The range of curriculum enrichment activities on all courses is wide. Many students benefit from annual trips abroad and the value of theatre, music and art gallery visits is high. Students on all courses enjoy regular visits from external practitioners, including artists, actors, film makers, musicians and textile artists.
- Support for students is good. Students take part in enjoyable and practical induction projects. Tutorial support is good, and students appreciate the high degree of guidance they receive when completing university applications. Teachers and tutors provide excellent support for students with mental health and physical disabilities who achieve well in their studies.
- The standard of accommodation and resources is variable. Resources for performance studies and music are very good. Staff make effective use of a well-equipped theatre, good audio facilities and software. Media and film students share four professional-standard cameras, but resources are hard to access during production periods. Art studios are shabby and cramped with insufficient storage space.
- Leadership and management are good. Communication is good. Managers have taken particularly effective actions to improve the media studies provision. Staff self-assess rigorously and accurately and use data well to target areas for improvement. The sharing of good teaching and learning practice between departments is underdeveloped and regular opportunities for peer observation do not exist.
- Equality and diversity are good and staff embed them well in all courses. Performance studies students devise plays about racism, disability and homophobic bullying which they perform at local secondary schools. Media and film studies students analyse themes of gender and racial stereotyping. Teachers treat all students equally and make them equally welcome in lessons.

**What does Paston Sixth Form College need to do to improve further?**

- Improve the attendance of, and the challenge for, all students in lessons in order to increase their skills and subject confidence.
- Provide greater opportunities for teachers to share good practice between departments, in order to disseminate the most successful teaching and learning strategies and resources.

## Information about the inspection

32. One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's assistant principal as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on students and their achievement over the period since the previous inspection.
33. Inspectors used group and individual interviews and emails to gain the views of students and employers. They also looked at questionnaires students had recently completed for the college. They observed lessons and collected evidence from programmes in most of the subject areas the college offers.

**Record of Main Findings (RMF)**  
**Paston Sixth Form College**

**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive
<b>Approximate number of enrolled learners</b>				
Full-time learners	700	0	689	11
Part-time learners	87	9	30	3
<b>Overall effectiveness</b>	<b>2</b>	<b>n/a</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2			
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	2			
How well do learners progress?	2			
How well do learners improve their economic and social well-being through learning and development?	2			
How safe do learners feel?	2			
<i>Are learners able to make informed choices about their own health and well being?*</i>	3			
<i>How well do learners make a positive contribution to the community?*</i>	3			
<b>Quality of provision</b>	<b>2</b>	<b>n/a</b>	<b>2</b>	<b>2</b>
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			
<b>Leadership and management</b>	<b>2</b>			
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1			
<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?	3			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2			
How effectively does the provider engage with users to support and promote improvement?	2			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
How efficiently and effectively does the provider use its available resources to secure value for money?	2			

\*where applicable to the type of provision

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