

Kita Ltd

Inspection report

Unique reference number: 52874

Name of lead inspector: Jan Lloyd HMI

Last day of inspection: 6 May 2011

Type of provider: Independent learning provider

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Sittingbourne
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Information about the provider

1. Kita Ltd (Kita) was established in 1967 by a number of engineering employers in the Maidstone area and is registered as a not-for-profit company. It is based in Sittingbourne, Kent, and approximately 45 companies participate in government-funded training provision. Kita currently has a contract with the Skills Funding Agency to deliver apprenticeships for 16- to 18-year-olds and to deliver adult apprenticeships. The two main subject areas are engineering and manufacturing technologies and business, administration and law. Currently, there are 62 intermediate apprentices and 56 advanced apprentices. Since autumn 2010, Kita has led a project to reduce the number of young people not in education, employment or training in the area. These learners are included in the apprenticeship numbers. Since the previous inspection, Kita no longer has a Train to Gain contract in its own right and is now a subcontractor to another provider. Government-funded provision makes up 70% of Kita's work.
2. Kita employs 11 people and the centre manager has overall responsibility for the contract. Apprentices and Train to Gain learners are employed in small to medium businesses in Kent. In March 2011, the unemployment rate in Kent was 3.1% compared to the national average of 3.8%. However, there are pockets of higher unemployment in the county up to 5.5%. In 2007, 6.3% of the population was from minority ethnic groups. In 2009, 56.8% of pupils achieved five plus GCSEs including English and mathematics at grades A* to C.
3. Kita provides training on behalf of the following provider:
 - IPS International Limited (Transportation).
4. The following organisations provide training on behalf of Kita:
 - Canterbury College (Engineering)
 - Mid-Kent College (Engineering)
 - Swale Skills Centre (Engineering).

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Train to Gain Apprenticeships	65 learners 118 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	2
Leadership and management	3
Safeguarding	2
Equality and diversity	3
Subject Areas	Grade
Engineering and manufacturing technologies	4
Business, administration and law	3

Overall effectiveness

5. Overall effectiveness is satisfactory. Kita has made a significant number of improvements in the quality of provision. Initial assessment effectively identifies any additional learning needs and learners have additional learning support where required. Many learners remarked upon the strength of support offered by both Kita and their employer. Assessment and reviews are frequent and assessors work hard to ensure that employers are fully involved in the learners' programme and progress. Kita has recently started the Stepping Stones programme, aimed at young people who are not in education, employment or training, to offer them the opportunity to have an apprenticeship in either engineering or business administration. Learners currently on the programme are progressing well and several have been offered employment.
6. However, there are low and declining completion rates for apprentices, especially in engineering. The learners who remain on their programme enjoy learning and make either satisfactory or good progress. The company's data for this current year show an improvement in some areas. The completion rates for Train to Gain programmes, especially in transportation operations and maintenance, are very good and improving. All learners develop good vocational and workplace skills.

7. The senior management team at Kita effectively monitors most areas of the programme, but monitoring of success rates for learners is ineffective. The decline in apprenticeship completions has not been clearly identified and there has not been any comparison with national rates. The self-assessment process includes input from staff, learners, employers and other activities and has resulted in a comprehensive quality improvement plan. The self-assessment report accurately identifies many of the strengths and improvements, but it does not recognise the low apprenticeship completions. Therefore, it does not include actions to improve them in the quality improvement plan.

Main findings

- Success rates for apprenticeships are low, with the 2009/10 overall success rate for all apprenticeships at 16.9 percentage points below the national average and decreasing. In-house data for 2010/11 show an improvement for business, administration and law in some areas. However, the overall success rate for engineering is very low and below the national average.
- Train to Gain overall success rates for 2009/10 are good at 92.3%, an increase of 19.4 percentage points from 2008/09. They are very good for transportation operations and maintenance at 96.6%.
- Learners develop good vocational and workplace skills and most current learners are making satisfactory or better progress and satisfactorily improve their economic and social well-being. They are confident, work diligently and employers value the skills they have acquired.
- Overall, teaching, training and assessment are satisfactory. Kita plans its assessment well and assessment practices are satisfactory. Short-term targets are specific and understood by the learners. However, medium- to long-term targets are not sufficiently identified and learners do not have a full overview of their progress towards the apprenticeship framework.
- The programmes meet the needs of learners and employers well. The close working with employers ensures that qualifications are relevant and learners have good opportunities in their work roles to practise their skills. Many employers offer a wide range of additional training.
- Kita uses partnerships particularly effectively to develop provision to meet the learners' needs. It leads a consortium of partners to raise awareness, participation and engagement in apprenticeships. The partnership with the Swale Skills Centre offers excellent engineering resources and expertise to learners.
- Effective initial assessment identifies any support needs and these are included in the individual learning plans and regularly reviewed. Learners have productive opportunities to discuss their next steps in training and employment with both their assessors and employers.
- Leadership and management are satisfactory, with a structured series of meetings for the senior management team, plus quality assurance and team meetings, and assessment and standardisation meetings. Communication is very good. The senior management team sets challenging targets for staff, but

ineffective management of performance does not always ensure these targets are met.

- Kita effectively promotes and implements national and local priorities through two key initiatives. The Stepping Stones programme is designed to reduce the number of young people not in education, employment or training by offering them intensive support and training through an apprenticeship programme. The other project is to raise awareness, participation and engagement in apprenticeships through work in schools and with employers.
- Safeguarding procedures and processes are comprehensive and include specific procedures for different activities such as arranging work placements. Training for staff is thorough and well planned with regular updates at team meetings. Safeguarding is included in learners' inductions and reinforced for most learners by discussions at assessments and reviews. Learners feel safe.
- Equality and diversity are effectively introduced at induction and remembered by learners. There is particularly effective reinforcement at assessments and reviews for business administration learners, with a matrix of discussion topics including every child matters themes. However, reinforcement is not as effective in engineering. Data are not used to monitor, analyse and improve performance by different groups of learners.
- Overall, the self-assessment process is ineffective. Although it includes input from staff, learners, employers and planned activities within the quality calendar, and has resulted in a comprehensive quality improvement plan, it has not resulted in an overall improvement in success rates in engineering. The self-assessment report does not identify the low success rates and therefore does not include them as an area for improvement.

What does Kita Ltd need to do to improve further?

- Increase the number of learners completing their apprenticeship programme by developing and implementing effective recruitment and retention strategies.
- Develop the planning of individual learning to identify short-, medium- and long-term targets so that learners, assessors and employers can better measure and support progress.
- Identify and reduce any significant variation in outcomes between different groups of learners by using data to monitor and analyse performance.
- Improve the consistency of practice across both subject areas to ensure that there is regular sharing of good practice.
- Ensure self-assessment improves success rates by more careful analysis of data, monitoring of trends, reference to national data and setting challenging and relevant targets to improve performance.

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

- the very friendly and helpful tutors/assessors
- frequent and regular assessors' visits
- the very informative course and gaining new skills
- flexible assessment in the workplace
- being treated like an adult
- the group training sessions.

What learners would like to see improved:

- more formal teaching or training on some programmes
- better communication between assessors and skills centre and local colleges.

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

- the responsive service
- flexible assessments and delivery in the workplace
- improving skill levels of employees
- helpful and knowledgeable staff
- the positive impact of training on employees
- the good integration of the employer training into the National Vocational Qualification (NVQ).

What employers would like to see improved:

- better communication between assessors' visits.

Main inspection report

Capacity to make and sustain improvement

Grade 3

8. In the reinspection in 2007, all the areas were judged to be satisfactory. Reasonable progress was made in six of the themes at the monitoring visit in 2008 and the theme on implementing the skills for life strategy had made significant progress. Kita has continued to improve its provision in delivery of training and support, assessment practices, additional support for literacy and numeracy, more formal monitoring of the quality of provision, comprehensive and effective safeguarding processes and improved promotion of equality and diversity to learners. It has also implemented two new projects to address national and local initiatives. Although new, both these projects are progressing well. Despite these improvements, success rates for apprenticeships are low and have decreased since 2008/09. Train to Gain success rates are very good and improving.
9. The self-assessment process is inclusive and uses data from planned activities within the quality calendar. It has resulted in a comprehensive quality improvement plan that has contributed to the improvements listed. Inspectors agreed with many of the judgements in the self-assessment report. However, the self-assessment process has not identified the low success rates for apprentices and they are therefore not included in the quality improvement plan. Monitoring of success rates has been ineffective. Although recently, actions have been taken to address some of the underlying issues. The provider's data for 2010/11 show some improvement.

Outcomes for learners

Grade 3

10. Overall success rates for all apprentices are low at 56.9% for 2009/10, 16.9 percentage points below the national average, and have decreased since 2007/08. The provider's data for 2010/11 show some improvement, especially in business administration. For intermediate apprentices in engineering, the overall success rates have declined to 38.5% in 2009/10. However, the four leavers on advanced apprenticeship programmes were all successful.
11. Retention has significantly improved in groups two and three in business administration on the Stepping Stones programme. The remaining learners on the first pilot course for engineering are making good progress. Several learners have been offered permanent employment.
12. The overall success rates for Train to Gain are good at 92.3% in 2009/10, an increase of 19.4 percentage points from 2008/09. The success rates for learners completing within their planned end date is good and has improved by 28.7 percentage points since 2008/09. Both measures of success are very good for transportation operations and maintenance at 96.6%.

13. Learners develop good vocational and workplace skills and gain significant confidence in their ability to carry out their work. Employers are positive about their abilities and value the skills they develop. Most current learners are making satisfactory or better progress. Progression from intermediate to advanced apprenticeships is good on business administration.
14. The every child matters themes are part of the induction programme and are further promoted at assessment and reviews with business administration learners. They are well informed about choices relating to their own health and well-being and the learners on the Stepping Stones programme have raised money for charity.

The quality of provision

Grade 2

15. Overall, teaching, training and assessment are satisfactory. On the Stepping Stones programme in business administration, learners enjoy the varied and interesting methods of delivery in the well-planned teaching sessions. Across all programmes, assessment is well planned and assessment practices are either good or satisfactory. Short-term targets are specific and well understood by the learners. They are effective in moving the learners forward between visits from the assessor, but there are few medium- to long-term targets and learners do not have a full overview of their progress towards the apprenticeship framework.
16. Provision very effectively meets the needs and interests of learners and employers. Kita works closely with employers to ensure that the qualifications are relevant and that learners have good opportunities in their work roles to practise their skills. Many employers offer a wide range of additional training.
17. Kita uses partnerships particularly effectively to develop provision to meet the learners' needs. Kita is on the board of the Kent Association of Training Organisations (KATO) and is the leader on the consortium for the 14 to 19 vocational curriculum project, which aims to raise awareness, participation and engagement in apprenticeships. It is also one of the partners on the peer review development group that has been working on self-assessment, quality improvement, safeguarding and equality and diversity. The highly effective partnership with the Swale Skills Centre offers excellent resources for engineering learners. Kita also works closely with local schools and the Connexions service.
18. Learners benefit from good care, guidance and support. The learners' initial information pack is comprehensive and well laid out. Initial assessment identifies any additional learning needs and assessors and employers offer effective additional learning support. Assessors support learners well in the workplace and give a very flexible and responsive service. Many learners remarked upon the strength of support offered by both Kita and their employer.

Leadership and management

Grade 3

19. The centre manager has overall responsibility for the government-funded training and has improved the meetings framework. The senior management team meets monthly to review and monitor all the key performance areas. There is effective monitoring of the quality of provision and new projects, but the monitoring of success rates for learners has been ineffective. The decline in the apprenticeship rates has not been clearly identified. Challenging targets are set for staff, but these are based on financial income, and ineffective management of performance does not ensure that these targets are consistently met. However, there is clear evidence that these meetings do identify some issues and take action where appropriate, for example in the underperformance of assessors in business administration and the effect this had on learners' progress. Discussions have also taken place on the poor outlook for engineering in the area and the need to better identify where apprentices may be at risk of losing their employment.
20. The assessors' planned day in the office once a week ensures good communication and support. There is a monthly quality assurance and team meeting and a monthly assessment and standardisation meeting. Minutes are detailed and actions recorded.
21. Kita effectively promotes and implements national and local priorities that are relevant to learners and employers through two key initiatives. The Stepping Stones programme is designed to reduce the number of young people not in education, employment or training by offering them intensive support and training through an apprenticeship programme. The dropout on the first business administration group was high, but good evaluation and planning have ensured that retention on the second group is significantly better and that the new third group is progressing well with motivated and enthusiastic learners. The pilot group in engineering has had a high dropout rate, but the remaining nine learners are progressing well. The start for the second group has been deferred until a full evaluation has taken place. The other project is to raise awareness, participation and engagement in apprenticeships through work in schools and with employers.
22. Safeguarding is good. The procedures and processes are comprehensive and easy to understand. They include specific procedures for different activities, including one for assessors when they are setting up work placements. Training for staff is thorough and well planned. It starts at induction and there are regular updates at team meetings. Safeguarding is included in the learners' induction and reinforced for most learners by discussions at assessments and reviews.
23. Overall, equality and diversity are satisfactory. They are effectively introduced at induction and remembered by learners. There is particularly effective reinforcement at assessments and reviews for business administration learners with a matrix of discussion topics including every child matters themes. However, reinforcement is not as effective in engineering. Kita uses data

- effectively for some planning, including identifying priority location areas for the Stepping Stones programme and demographic data to identify areas to target under-represented groups. However, it does not use data to monitor, analyse and improve performance by different groups of learners.
24. Overall, the self-assessment process is ineffective. It includes input from staff, learners, employers and planned activities within the quality calendar. This has resulted in a comprehensive quality improvement plan which has led to demonstrable improvements, but it has not resulted in an overall improvement in success rates for apprentices. Inspectors agreed with many of the judgements in the self-assessment report, but the report does not identify the low success rates and therefore does not include them as an area for improvement.
25. Overall, Kita satisfactorily uses its available resources to secure value for money. Although success rates are low, in-year data show that they are beginning to improve and current learners are progressing well. Employers feedback that the skills acquired add value to their businesses. Kita uses the feedback from users to manage and plan its resources and the business administration Stepping Stones programme is based in new premises in Maidstone following discussion with the Connexions service. The Stepping Stones learners have worked with Kita staff to develop and implement a new sustainability policy and produce posters to raise awareness.

Subject areas

Engineering and manufacturing technologies

Grade 4

Context

26. Kita offers apprenticeships in engineering. Of the 42 learners currently on programme, 23 are advanced apprentices. The programmes are engineering maintenance, fabrication and welding and performing engineering operations. Within the apprenticeship numbers, 17 learners are on the pilot Stepping Stones programme supporting those young people at risk of not being in education, employment or training. Additionally, 29 learners recently completed a Train to Gain at level 2 programme in passenger carrying vehicle bus operations.

Key findings

- For intermediate engineering apprentices, both overall success rates and rates for learners completing within their planned end date are very low and have declined since 2007/08 to 38.5% in 2009/10. The provider's own in-year data suggest that this downward trend could be reversed but only if all those currently in learning are successful. In 2009/10, the four leavers on advanced apprenticeship programmes were all successful.
- Both overall success rates and rates for learners completing within their planned end date on the Train to Gain transportation programmes are high at 96.6% in 2009/10, compared to the national average of 92.7%.
- Standards of learners' work are mostly satisfactory, with some examples of good practice. Learners in all areas work competently and demonstrate good workplace skills. They are confident, work diligently and employers are positive about their abilities and value the skills acquired. Portfolios of NVQ evidence are well organised and fully meet awarding body requirements, but often do not encourage learners to demonstrate their full range of skills.
- There is a strong focus on safe working practices, with regular checks on appropriate personal protective equipment both within the skills centre and during assessments and reviews in the workplace. All learners state they feel safe and express confidence in their ability to challenge unsafe working practices.
- Assessment is mostly satisfactory with some examples of good practice. Assessors visit the learners regularly and frequently, both in the workplace and at the skills centre. Target setting is systematic but concentrates on short-term targets with insufficient planning of the longer-term targets. Learners are unclear about the amount of work required to complete their framework. There is an over-reliance on the learners producing written evidence for their NVQ portfolios.
- Internal verification is systematic and well planned and complies with awarding body requirements, but it too frequently concentrates on signatures and dates

and fails to provide support for assessors and learners on how assessment practices could be improved.

- Provision effectively meets the needs and interests of both learners and employers. For the apprentices, there are appropriate pathways for progression, with the option of additional units and modules that closely match the learners' aspirations and ambitions. Employers speak highly about the positive impact the training has had on their employees and the value added to their organisation.
- Kita has developed a highly effective partnership with the Swale Skills Centre in the delivery of the apprenticeships. The skills centre is part of the 14 to 19 initiative by Kent County Council. Kita is a key partner in this arrangement and a major user of the facilities. The resources are good and appropriate technologies are used to enhance the learners' experience.
- Care, guidance and support are good. All learners have their support needs assessed during their induction to the programmes and, where identified, additional support is readily provided and learners value the improvement in their skills. The assessors support learners well in the workplace. Assessors are flexible with their arrangements, adjusting visits to fit work patterns and/or personal circumstances and assessment needs.
- Management of the outcomes for learners has been ineffective, with little recognition of the decline in apprenticeship success rates. There is little overview of the progress that learners are making towards completion of their framework. The innovative Stepping Stones pilot in engineering has 9 learners remaining from the 17 starters. These have all developed good employability and engineering skills and, currently, at least one has found permanent employment.
- The arrangements to ensure learners are safe and protected are satisfactory. The induction includes safeguarding and learners have a good understanding of it for themselves as well as their own responsibilities. Health and safety are a priority and assessors regularly monitor the workplaces. Learners develop good and safe working practices.
- Kita's approach to equality and diversity is satisfactory. There is effective promotion during induction, but the ongoing development through assessment and review is less thorough. Questions asked are sometimes cursory and responses are not always extended and discussed to broaden learners' understanding. There is variability in equality and diversity practices in employers visited.
- Self-assessment and improvement planning is insufficiently self-critical. The self-assessment report accurately reflects the strengths of the programme and improvements made, but it fails to identify the low overall success rates for apprentices and reasons for them.

What does Kita Ltd need to do to improve further?

- Identify and address the causes of poor retention to improve the outcomes for learners and apprenticeship success rates.

- Maintain the current high levels of success rates in the Train to Gain programme for transportation learners and identify good practice that could be used on the apprenticeship programmes.
- Improve the monitoring and target setting for the complete apprenticeship framework to ensure that all parties have a clear understanding of the progress being made by learners.
- Share the good practices identified in other aspects of Kita's provision to improve the engineering learners' knowledge and understanding of equality and diversity.

Business, administration and law

Grade 3

Context

27. Kita offers apprenticeship programmes in administration, management and customer service. Of the 76 learners currently on programme, 33 are advanced apprentices. The majority are on administration programmes, three are on a management qualification and fifteen are in customer service. Learners work in a variety of organisations and 34 of the learners are on the Stepping Stones programme supporting those young people at risk of not being in education, employment or training.

Key findings

- In apprenticeship programmes, overall success rates are low. In 2009/10, less than 60% gained their full framework, a reduction from 2008/09. The provider's own data for 2010/11 demonstrate some improvement. The numbers remaining on the Stepping Stones programme have improved significantly from the first pilot group and the numbers of apprentices progressing from the intensive initial training to permanent employment are increasing.
- In Train to Gain, overall success rates were slightly above the national average in 2009/10. However, too few learners achieved their qualification within the planned end date. This programme has now finished.
- Learners develop good vocational and workplace skills and gain significant confidence in their ability to do their jobs, which both they and their employers recognise and value. Learners are able to articulate their improved practice and demonstrate this through the good standard of work in their NVQ portfolios.
- Most current learners are making satisfactory or better progress. Progression from intermediate to advanced apprenticeships is good. Learners enjoy their learning and feel very safe and secure in their training programme. Kita places a high priority on the health and welfare of its learners. It effectively promotes the benefits of a healthy and safe lifestyle and learners' understanding is good.
- The overall quality of the provision is good. Learners enjoy the varied and interesting methods of delivery in the well-planned teaching sessions. The integration of employers' training into the programme is good. Good one-to-one sessions between assessors and learners effectively develop knowledge and understanding.
- Assessment is now well planned and assessment practices are good. Assessors have appropriate knowledge and experience. They carry out and record assessment thoroughly. Assessors make clear judgements and give well-considered feedback to learners. Assessment targets are appropriately specific and time bound and are well understood by learners.
- Reviews are often frequent and, along with assessment visits, reinforce well the wider aspects of safety, equality and safeguarding. Employers are fully involved and learners' progress is measured and recorded carefully. However, medium-

to long-term targets are not sufficiently identified and records of short-term targets are not routinely shared with the employer.

- The programmes meet the needs of learners and employers well. Kita works closely with employers to ensure that qualifications are relevant to their needs and complement their own training. Induction successfully informs learners on all aspects of the programme. Learning is individualised and well planned to match learners' job roles. Employers offer a wide range of additional training.
- Learners benefit from good care, guidance and support. Assessors carefully identify learners' preferred learning styles to better support learners through their programme. Where required, assessors and employers offer effective additional learning support. Assessors give a very flexible and responsive service. Many learners remarked upon the strength of support offered by Kita.
- Leadership and management are satisfactory. Managers support staff well with an effective meeting and communication structure. Staffing and other resources are at least satisfactory. Staff track and monitor individual learners' progress closely. However, overall progress and achievement lack sufficient management overview and clarity. There has been a high turnover of assessors, but this situation is now stable and the number of successful completions is increasing.
- Kita promotes safeguarding well. Assessors give a high priority to ensuring the health and welfare of all their learners. The delivery of safeguarding awareness ensures that learners' understanding of their own safeguarding and their responsibility towards vulnerable people is good.
- Arrangements for promoting equality and diversity are good. Learners have a good understanding of their rights and responsibilities. Learners' progress reviews and assessors' visits reinforce and extend learners' knowledge of wider equality and diversity issues very well through good discussions and questioning. Learners are treated with respect and feel valued as individuals.
- Quality improvement arrangements are now satisfactory. Internal verification systems are robust and fit for purpose. The self-assessment report accurately reflects the strengths of the programme and the improvements made. However, it fails to identify the low overall success rates and actions needed.

What does Kita Ltd need to do to improve further?

- Develop the planning of individual learning to identify short-, medium- and long-term targets so that learners, assessors and employers can better measure, support and ensure progress.
- Develop and improve recruitment and retention strategies with employers to help raise success rates.

Information about the inspection

28. Two of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's centre manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
29. 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 and assessments. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)**Kita Ltd**

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Leamer 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	Employer responsive	
Approximate number of enrolled learners Full-time learners	118	118	
Overall effectiveness	3	3	
Capacity to improve	3		
Outcomes for learners	3	3	
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals? How well do learners progress?	4 3		
How well do learners improve their economic and social well-being through learning and development?	3		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>	3		
<i>How well do learners make a positive contribution to the community?*</i>	3		
Quality of provision	2		2
How effectively do teaching, training and assessment support learning and development?	3		
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	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>	n/a		
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
How effectively does the provider engage with users to support and promote improvement?	3		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4		
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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