

Berkshire College of Agriculture

Inspection report

Unique reference number: 130606

Name of lead inspector: Nigel Fletcher HMI

Last day of inspection: 20 May 2011

Type of provider: Specialist college

Address: Hall Place
Burchetts Green
Maidenhead
SL6 6QR

Telephone number: 01628 824444

Information about the provider

1. Berkshire College of Agriculture (BCA) is a specialist land-based further education college serving the rural and urban areas of Berkshire, Oxfordshire, Buckinghamshire and West London. While maintaining a core of land-based work in horticulture, countryside, floristry and animal management and equestrian studies, the college also has provision in sports studies, early years and care, public services and motor vehicle engineering. The wide area served by the college is generally affluent, although there are some pockets of deprivation. Unemployment in the area is below the regional and national rates. Most students are White British, reflecting the college's catchment area.
2. In 2009/2010 the college enrolled just over 2,000 students funded by the Learning and Skills Council (LSC), of whom about half studied at intermediate level. Over 60% of students were aged 16 to 18. Over 320 pupils aged 14 to 16 from local schools attend vocational courses at the college. The proportion of students from minority ethnic backgrounds has increased over the last three years, and is similar to that of the local area. The college is a member of a strategic partnership with Buckinghamshire New University and an Associate College of Reading University, supporting progression from vocational programmes to higher education (HE). The college's mission is 'to raise aspirations and career potential through high quality, inclusive, education and training; meeting the skills needs of business and the community'.
3. The college provides training on behalf of the following providers:
 - Newbury College (early years, health and social care and horticulture)
 - Reading University (early years)
 - Buckinghamshire New University (animal care and sport).
4. The following organisation provides training on behalf of the college:
 - Paragon Training (motor vehicle, functional skills, and personal and social development).

Type of provision	Number of enrolled learners in 2009/10
<p>Provision for young learners: 14 to 16</p> <p>Further education (16 to 18)</p> <p>Foundation learning, including</p> <p>Entry to Employment</p>	<p>319 part-time learners</p> <p>138 part-time learners 986 full-time learners</p> <p>179 part-time learners</p> <p>13 learners</p>
<p>Provision for adult learners: Further education (19+)</p>	<p>141 full-time learners 212 part-time learners</p>
<p>Employer provision: Train to Gain</p>	<p>38 learners</p>
<p>Adult and community learning</p>	<p>34 learners</p>

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
Animal care	2
Literacy and numeracy	3

Overall effectiveness

5. BCA is a good college. Its provision for students aged 14 to 16 is outstanding. It demonstrates good capacity to improve and has made significant progress in tackling weaknesses identified at the previous inspection. It has brought about good improvements to leadership and management, the quality of provision and to the success of its students. The proportion of good or better lessons has increased and most students enjoy learning. However, too few students have access to cross-college enrichment activities to enhance their enjoyment. Well-qualified and experienced teachers plan and manage lessons well. Students gain good knowledge and understanding and appropriate skills to progress to further or higher education or employment. However, in a few instances, teachers pay insufficient attention to matching their teaching to the particular needs of individual students.
6. The college provides a broad range of courses in response to the needs of its students and the local community. However, BCA recognises that it needs to enhance its links with employers to gain their input on its provision. Guidance and support for students are good. Effective provision of learning support ensures that students with learning difficulties and/or disabilities (LDD) are at least as successful in their studies as their peers. Whilst BCA places high

importance on equality and diversity, managers do not conduct sufficient formal reviews of the impact of their policies.

7. Senior managers and the governing body provide good vision and strategic direction. Students feel safe in the college, reflecting the good promotion of safeguarding. Quality-improvement arrangements, including the college's self-assessment of its own strengths and weaknesses, are good. The college has managed a recent development of its accommodation very well and provides good value for money.

Main findings

- Outcomes for students are good. The proportion of students who successfully complete their programmes has improved significantly for young students at all levels, and for adults at most levels, since the previous inspection, and is above the national average for courses that the college offers. Achievement and retention rates have increased in most subject areas. Achievement and rates of progression to further study for students aged 14 to 16 are outstanding.
- Students make good progress in lessons and develop good skills for their future economic well-being. Overall, they make good progress compared with their starting points in most subject areas. Their attendance is satisfactory. Actions taken by the college have improved attendance and retention in the current year. Progression to further studies or employment is good.
- Working relationships between staff and students are good. Students enjoy coming to college. They are well motivated and develop the confidence to continue their learning or progress to employment. They feel safe and understand the importance of adopting safe working practices and healthy lifestyles.
- Since the previous inspection, the college has followed a sustained and successful strategy to improve the quality of teaching and learning, which is now good. Whilst a few teachers make innovative use of the virtual learning environment (VLE), electronic individual learning plans and social networking, managers do not ensure that these good practices are shared effectively or consistently across the college to support learning and improve achievement.
- Most lessons are lively and interesting. Although many teachers now ensure a good match between the tasks they plan for students and the students' abilities, this practice is not sufficiently widespread across the college. Assessment is good, but too many teachers provide insufficiently detailed written feedback to students about their work. A well-focused staff development programme supports teachers effectively and has led to improvements in teaching and learning.
- The wide range and specialist design of full-time courses provide good opportunities for students to progress successfully through the levels and into higher education and employment. The excellent provision for 14- to 16-year-old students is a particular strength, enhancing their enjoyment of learning and

improving their achievements. Work-based learning provision is served well by effective partnerships with other providers.

- Teachers structure courses carefully to include a good balance between theory and practical topics which are professionally relevant and current. Students enjoy the interesting activities, input from visiting experts, external visits and opportunities to work both independently and collaboratively. However, the cross-college enrichment activities are not always available to all students.
- The college's work with partner organisations is satisfactory. Although post-16 partnerships are wide ranging, employers are not sufficiently involved in the design, review and evaluation of courses. However, partnerships with schools and other organisations for the provision for 14- to 16-year-old students are outstanding at all levels.
- Guidance and support are good. Students are well supported professionally, academically and personally. They benefit greatly from the one-to-one and group support provided through the well-designed tutorial programme, the student support team and the specialist skills of outside agencies. This broad support programme identifies, and responds well to, any additional needs of students, and enables them to make good progress.
- Managers and governors provide strong leadership and have brought about considerable improvement since the previous inspection. Staff morale remains high at a time of major change. Governors provide good challenge to the college and offer effective support to managers and staff which has helped to raise standards.
- Managers have improved the college estate imaginatively so that it supports teaching and learning very well. New buildings provide excellent classroom accommodation, well-designed specialist facilities and a spacious and comfortable learning resources centre.
- The promotion of equality and diversity is satisfactory. The performance of different groups of students is not significantly different. The college is inclusive and diversity is celebrated. However, managers' formulation of equalities plans and assessment of the impact of policies and procedures are not yet fully developed.
- Self-assessment is accurate. The college knows its strengths and weaknesses and has taken effective actions to bring about improvements. It makes good use of accurate management information and students' views. However, the use of employers' views in assessing quality is underdeveloped.

What does Berkshire College of Agriculture need to do to improve further?

- Ensure that teachers plan activities in all lessons so that the needs and interests of all students are met to enable them to reach their full potential.
- Improve the quality and consistency of partnerships to secure the involvement of employers in the design, review and evaluation of vocational courses.

- Ensure that the cross-college enrichment programme is appropriate and accessible to all students to enhance students' experiences at college.
- Ensure a more systematic approach to planning and monitoring the promotion of equality and diversity, to improve the consistency of practice across the college.

Summary of the views of users as confirmed by inspectors

What learners like:

- the friendly and welcoming staff who treat them with respect
- the way they are helped to improve their social skills and confidence
- taster days, which help them to choose their courses
- the personal and academic support they receive from learning support staff and teachers
- meeting and socialising with new people
- the practical activities and the accommodation and resources that they use
- the college's attractive estate and grounds, which give them a pleasant place in which to learn and socialise
- the support they receive to help them decide on their next career move after they finish their studies at college.

What learners would like to see improved:

- the cost of food in the canteen
- access to information technology facilities outside college hours
- the breadth and accessibility of cross-college enrichment activities
- access to social space.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the good communications they receive and the helpful staff
- the high quality and accessible accommodation and facilities
- the high quality provision that meets their needs
- helping students to learn and develop their skills by providing effective work experience.

What employers would like to see improved:

- involvement in evaluating and developing the quality of specialist provision at the college that relates to their business.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. Since the previous inspection, the college has made significant progress towards rectifying the key areas for improvement. It improved the quality of its sports provision, and also provision for work-based learners through new partnerships. It exceeded its enrolment targets for 14-to 19-year-old students in two of the past three years, and significantly improved the estate and teaching accommodation. Managers have improved the quality of provision and raised success rates across the college while concurrently reducing a significant budget deficit. Self-assessment at all levels is evaluative and accurate. Managers effectively take into account the views of students, staff and local schools about the college's provision and its ambitious plans for the future. Governors provide effective challenge to the college to improve further its standards and quality.

Outcomes for learners

Grade 2

9. Success rates have improved significantly since the previous inspection and are now above the national averages in 2009/10 for courses offered by the college. Rates on foundation programmes improved considerably in the last two years to around the national average for students aged 16 to 18, and to well above average for adults. At intermediate level, success rates also improved for young students to just above national averages, but declined for adults to below average, due mainly to the underperformance of a large part-time course that is now no longer funded. Success rates for students of all ages on advanced courses improved in 2009/10 to above national averages. Achievement and progression to further study for school pupils aged 14 to 16 on vocational courses are outstanding.
10. Retention rates have improved, particularly at foundation and advanced levels, and were around national averages in 2009/10. At entry level, retention is particularly high. Pass rates have remained broadly at a similar level over the past two years and are above the national averages for the college's mix of courses. Students' attendance was satisfactory in 2009/10.
11. Value added data show that most students on advanced courses attain grades at levels higher than those predicted from their prior attainment. At foundation and intermediate levels, the proportion of high grades achieved is high. Most students enjoy their courses and gain good practical employability skills. Teachers and managers have implemented strategies to improve attendance and retention. College data indicate that attendance and retention have improved in the current year.
12. Students report that they feel safe, including in the car parks and roadways through the college. They are well informed and supported to maintain their own safety. Students are making an increasingly positive contribution to local communities.

The quality of provision

Grade 2

13. The quality of teaching and learning is good. Most lessons seen were good and inspectors observed no unsatisfactory lessons. Teachers plan learning effectively for the duration of the course and for individual lessons. They use their vocational skills and expertise well to generate enthusiasm in their students for the subject and lesson topic. Teachers have good teaching skills and classroom management is good.
14. Teachers use group work successfully to encourage students to work in teams and learn from each other. Students make good progress in lessons and many teachers set tasks for their students that match their ability and stretch them well. However, where lessons are satisfactory rather than good, it is often a lack of activities appropriate to the needs of individual students which detracts from the quality of the learning. Students who need additional help in lessons are supported well by learning support assistants.
15. Assessment is good. Teachers assess students' work fairly, and the college has effective systems to monitor the quality of the assignments that students are set. Most teachers provide detailed written feedback to students on how well they have done, but a few do not provide sufficient detail on what they need to do to improve.
16. Many teachers use information and learning technologies (ILT) well in their lessons to enliven learning. However, in a few lessons teachers do not exploit ILT capabilities sufficiently. Where teachers have placed good learning materials and assessment information on the VLE, students use this to good effect. However, this beneficial practice is not consistent in all subjects. Not all teachers and students across the college use the VLE effectively to help develop independent learning skills. The learning resources centre is well organised. However, students report that they would like better access to the computers outside of lesson times.
17. The college provides a wide range of full-time and inclusive courses from entry to advanced levels, and with appropriate progression routes, to reflect the rural community it serves. The highly successful provision for 14- to 16-year-old students continues to expand. Courses for adults are limited but are meeting local needs in skills-shortage areas. Students are supported well by subject-related enrichment, work placements and additional qualifications that improve their career prospects. However, although managers have increased the amount of cross-college enrichment activities, they are not always accessible to students from across all areas of the college.
18. The college has developed significant and effective partnerships with schools and other organisations involved in its curriculum for students aged 14 to 19. To ensure better provision for work-based learners, it has implemented strong links with other providers. However, connections with employers are underdeveloped. The college does not exploit sufficiently the willingness of local businesses to be more actively involved in course design, review and evaluation.

19. The college makes very good use of online and social networks to promote courses and enhance communication between past, present and future students. Through the well-designed tutorial and seminar programme, staff effectively supplement the wide range of support services available to students. They provide comprehensive initial assessment of students which leads to early identification of additional support needs. Students benefit from the timely intervention of well-qualified and experienced support staff. Expert staff and external agencies provide good support for those with complex needs.

Leadership and management

Grade 2

20. Managers and governors provide strong strategic direction, promoting high standards and continuous improvement while giving strong leadership during a time of significant change for the college. Staff morale remains high despite major changes in the structure and work roles and a reduction in staffing. Senior managers have consulted staff and students appropriately about the changes and the new strategic plan.
21. The college has managed a major construction project well, with significant financial investment, to provide a wide range of flexible and modern accommodation for teaching and learning. In the minority of areas where there has not been new build or extensive renovation, the accommodation is well maintained and used effectively to support learning.
22. The new strategic plan builds well on the existing strengths of the college, looking forward to continued growth. Governors support managers well and provide effective challenge to the college. They make good use of information provided in clearly presented reports from managers, and the knowledge they derive from their curriculum link roles. They have appropriate oversight of finances, safeguarding, health and safety and equality and diversity.
23. Safeguarding arrangements are good. All appropriate staff undergo an enhanced Criminal Records Bureau check. Staff and governors understand their responsibilities as a result of useful and informative training. Staff attend regular updates in safeguarding and many are trained in health and safety. Managers and staff effectively implement relevant health and safety assessments and procedures. Support for students who are vulnerable or at risk is very good; safeguarding incidents are dealt with promptly and with sensitivity.
24. The promotion of equality and diversity is satisfactory. The college is inclusive and celebrates diversity. A harmonious atmosphere is maintained. Staff and students alike treat students with profound and multiple learning disabilities with respect. Since the last inspection the college has made steady progress in improving the promotion of equality and diversity within the curriculum, but recognises that further work is needed. Managers analyse students' performance by gender, disability and ethnicity and have found no notable gaps. The proportion of students of minority ethnic heritage is in line with that of the locality; for staff the figure is higher. Managers have ensured that

appropriate policies and procedures are in place, but do not always assess their impact and formulate follow-up plans in a sufficiently formal way.

25. Students have good opportunities to express their views, and the college often responds well. For example, teachers make changes to courses in response to students' feedback and members of the student executive have recently been involved in the appointment of senior staff. However, the college does not always provide effective feedback and not all students are confident that their views have been heard. Although the college has well-established fora with local schools where it makes a significant contribution to planning and improving provision, arrangements for canvassing feedback from employers on the development or design of courses are not well developed.
26. BCA now has robust procedures for self-assessment and quality assurance which lead to improvements, for example in the quality of teaching and learning, and outcomes for students. The college is well aware of its strengths and weaknesses and its self-assessment report is accurate. It makes effective use of data to inform judgements, but in a few cases, curriculum self-assessment is insufficiently analytical.
27. Value for money is good. The college manages its resources efficiently. Resources and accommodation are used well to support learning. Managers ensured that the new buildings were designed to be energy efficient and built in line with principles of sustainability. They have successfully reduced a significant budget deficit in a short time through decisive actions well supported by governors.

Subject areas

Animal care

Grade 2

Context

28. Currently around 400 students follow courses in animal care and equine studies from foundation to advanced levels. Almost all are full time. Three quarters of students are female and a similar proportion are aged 16 to 18. More than half of students study at advanced level and nearly 30% are taking intermediate-level courses. A small number of local school pupils aged 14 to 16 follow an intermediate-level animal care course.

Key findings

- Outcomes for students are good. Most success rates in 2009/10 are around national averages. However, success rates on the national certificate in animal care are high. Pass rates of those students who complete their courses are above national averages, but retention rates are mainly around average or below. In the current year, course teams have successfully implemented rigorous strategies to improve attendance and retention and rates are now high.
- Rates of achievement of high grades on the intermediate diploma in horse care and the advanced certificate in animal care are particularly high, and students make good progress compared with their starting points. Many students in practical classes demonstrate good levels of knowledge and skill, and students make good progress in lessons. Attainment by students aged 14 to 16 is 100%.
- Students feel very safe. They are fully aware of the college's policies on bullying and equality and diversity, and pay good attention to hygiene and health and safety in practical activities. Students confirm that they enjoy their college experience and receive high levels of support and encouragement from tutors.
- Teaching and learning are good. Teachers use questioning and group work well to review progress, promote discussion and help students learn. They make good use of a range of external speakers and extra-curricular visits to broaden students' knowledge and experience. Students are actively involved in college open days, events and shows, for example dog and equine shows.
- In a few satisfactory lessons, teachers do not plan activities sufficiently well to provide challenge to more able students and support for the weaker ones; lessons are too teacher-led and students lose interest. Although most classrooms have good ILT facilities, teachers do not always use them imaginatively to promote or enhance learning.
- Assessment practice is good. Teachers provide clear assignment briefings and thorough internal verification. Their written feedback on students' work in equine courses is clear and supportive, but that in animal care courses does not always clearly explain how students can improve. However students on these courses comment that verbal feedback is very helpful.

- The broad range of courses provides good progression routes from foundation to advanced level in animal care and equine. Most students then progress to higher education or employment. A small number of additional part-time qualifications are available for students, although uptake is low. Intermediate and advanced level students undertake a period of work experience which they find valuable in improving their vocational skills.
- Additional learning support in lessons is good, as is the tutorial provision. Students comment that tutors are very approachable and readily available if needed. Tutors help students to set helpful learning targets and assess their progress comprehensively. They plan group seminars effectively and promote awareness of, amongst other themes, equality, diversity and safety.
- Leadership and management are good and encourage amongst staff a strong commitment to improving students' learning and experience. Communications with staff and students are good. Staff respond positively to the challenging targets set by managers and the quality of provision has improved. The strengths and weaknesses identified in the self-assessment report are broadly accurate.
- Specialist equipment and resources are good. They enable students to transfer theory into a practical context well. The variety of species of fauna in the animal care centre is used extensively to promote learning, understanding and strong vocational skills. The number of horses available for equine work is good.
- The broad staff development programme has supported improvements in teaching and learning and effectively promoted Every Child Matters themes and equality and diversity. Staff appraisals appropriately support staff in better meeting the needs of the college and subject areas. All staff hold or are working towards a teaching qualification and have appropriate vocational qualifications and industrial experience.

What does Berkshire College of Agriculture need to do to improve further?

- Improve the consistency of lesson planning to ensure that activities meet the needs of all students and enable each one to reach their potential.
- Ensure that written feedback on animal care assessments and assignments clearly explains how students can improve their work.

Literacy and numeracy

Grade 3

Context

29. Currently around 1,100 students are enrolled on programmes which include functional skills in English and mathematics at entry, foundation and intermediate levels. The majority of students are aged 16 to 18 and attend full time. Just under half the students are on foundation-level courses, with the rest split evenly between entry and intermediate level courses.

Key findings

- Outcomes for students are satisfactory. In 2009/10, success rates in key skills communications at foundation and intermediate levels were low. Success rates in application of number at both levels were very low. Functional skills in English and mathematics were piloted at entry level in 2009/10 with 95 students with LDD and pass rates were high. Functional skills replaced key skills at foundation and intermediate levels in 2010/11.
- In the current year, achievements of functional skills units in speaking, listening, and reading at foundation and intermediate levels are good, and satisfactory in writing units. However, no students have yet completed the whole qualification. Pass rates in mathematics at foundation and intermediate levels are high, but around one third of students have yet to be entered.
- The standard of students' work in lessons is good. Many students progress between levels of qualification. Students enjoy learning in the safe environment provided by the college and attendance in lessons is good.
- Teaching is good in English and mathematics across all levels. Teachers prepare well and create a supportive learning environment, motivating and engaging students with varied learning activities. The standards of accommodation and resources are good. Teachers use ILT effectively to support research, illustrate lessons and as a tool to help students develop skills and share information.
- Staff employ diagnostic assessment effectively to identify the literacy, numeracy and study skills that the students need to improve. However, teachers do not always tackle the specific needs of individual students routinely in lessons. Teachers and tutors have not yet developed effective target setting or the systematic review of progress with students.
- Staff are now implementing functional skills provision across the college at entry to intermediate levels. Provision is satisfactory in meeting the needs and interests of those students who would benefit from undertaking this programme. However, after initial assessment, staff do not place all students on the most appropriate level of functional skills for their abilities.
- The success of the integration of functional skills into vocational lessons varies across subjects. Effective work between functional skills specialists and staff in a few vocational areas has led to some pockets of good practice, for example in equine studies and motor vehicle. However, managers do not capitalise on these successes by sharing good practice across the rest of the college.

- Support for students is good. Tutors and learning support assistants work effectively in lessons across all areas of the college. Individual support from specialist teachers in English and mathematics is good. Staff support students with disabilities well, both with physical resources and through specialist support workers, for example with communicators for the deaf or blind.
- Leadership and management are satisfactory overall. The drive to improve new functional skills courses across the college is excellent, but managers in vocational areas are not taking sufficient action to ensure consistent practice. Self-assessment of the subject area is satisfactory. The quality improvement plan is accurate and realistic, but not all staff were involved in the self-assessment process.

What does Berkshire College of Agriculture need to do to improve further?

- Ensure that effective individual learning targets, arising from the results of diagnostic assessments, are developed, agreed and reviewed with students. This will enable the teachers to be fully aware of the progress students are making in developing their skills and to provide timely support when necessary.
- Ensure that students are placed on a functional skills programme at the correct level so that they have sufficient challenge to develop their English and mathematics skills.
- Ensure that good practice in the integration and planning of functional skills is shared across all subjects in the college.

Information about the inspection

30. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the college's Principal-designate, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding bodies, 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.
31. 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 college offers.

Record of Main Findings (RMF)
Berkshire College of Agriculture
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	14-16	16-18 Learner responsive	19+ Learner responsive
Approximate number of enrolled learners				
Full-time learners	1,114		957	157
Part-time learners	565	319	41	205
Overall effectiveness	2	1	2	2
Capacity to improve	2			
Outcomes for learners	2	1	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>	2			
<i>How well do learners make a positive contribution to the community?*</i>	2			
Quality of provision	2	1	2	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?	3			
How effective are the care, guidance and support learners receive in helping them to achieve?	2			
Leadership and management	2	1	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?	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

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

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

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

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

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011