

Stockport Continuing Education Service

Inspection report

Unique reference number: 50237

Name of lead inspector: Shahram Safavi HMI

Last day of inspection: 17 June 2011

Type of provider: Local authority

Address: Learning and Employment
Communities, Regeneration and Environment
Directorate
Stopford House
Stockport
SK1 3XE

Telephone number: 0161 4743959

Information about the provider

1. Stockport Continuing Education Service (SCES), the service, offers courses for adults where the main aim is personal and social development and work-based learning. The service, which operates within the Stockport's Communities, Regeneration and Environment Directorate (CRE), offers around 40% of its provision through subcontracting arrangements.
2. The service secures about 80% of its funds from the Skills Funding Agency, the remaining through offering courses to employers and subcontracting. The specialist provision inspected represents approximately 70% of the provision for all learners which SCES directly delivered during the week of inspection. This is the third inspection of the service's provision.
3. The service is managed by a senior manager. He is supported by the service manager with responsibility for the development and delivery of adult learning and work-based learning. The service employs a further 22 staff of whom nine have management responsibilities, five are full-time tutors, four are work-based trainers/assessors and four have coordination and administrative responsibilities. The service also employs a number of part-time tutors and trainers/assessors.
4. In Stockport, 81.5% of the adult population have National Vocational Qualifications at level 1 and above, but 12.1% have no qualifications. The 2001 census gives the minority-ethnic population in Stockport as 4.3% compared with 7.9% nationally.
5. The following organisations provide training on behalf of the provider:
 - Aquinas Sixth Form College
 - Cheadle and Marple Sixth Form College
 - Stockport College
6. The provider provides training for the following organisation:
 - Stockport College

Type of provision	Number of learners in 2009/10
Employer provision: Train to Gain Apprenticeships	 175 learners One apprentice
Adult learner provision: Learning for qualifications Learning for social and personal development	 1,420 part-time 2,876 part-time

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	2
Subject Areas	Grade
Learning for social and personal development	
Literacy, numeracy and English for speakers of other languages	2

Overall effectiveness

7. The service provides a good standard of education and training and its prospects for further improving its provision are good. Learners enjoy their courses, progress well towards what they wish to achieve, improve their self-esteem and learn a useful range of skills. Learners in visual arts produce a very high standard of work, learners on information and communication technology courses develop good skills and confidence to use computer packages well. The proportion of worked-based learners who complete their programmes is high. Almost all apprentices whose training is subcontracted to the service are employed by councils in Greater Manchester and successfully complete their programmes. They develop good skills and knowledge which they apply well.
8. Teaching sessions are good, varied and interesting and tutors use information learning technology (ILT) effectively to make lessons more interesting. Tutors have a good knowledge of what learners wish to achieve and monitor their progress at an acceptable level. However, the quality of the recording of learners' achievement of personal goals in social and personal development courses is not consistently useful for planning or monitoring their progress.

9. The service works well to meet the interests and needs of the community and its partners but does not sufficiently engage employers. SCES has good subcontracting partnerships that allow it to offer a good range of provision at venues and times convenient for learners. The availability of information, advice and guidance during courses is generally good, but insufficient for work-based learners.
10. The service is managed well. The service recruits a large number of new learners, learners who are vulnerable or who have little experience of success in education. SCES understands what it needs to do to improve further and is making good progress in implementing its improvement plans. The service is planning to restructure and acknowledges that it should ensure that the restructuring process does not divert attention from the pace of improvements.

Main findings

- Outcomes for learners are good. Learners on social and personal development courses make good progress towards their personal learning and social goals. Retention rates are high but the arrangements for the recognition and recording of progress and achievement are not sufficiently reliable to evaluate achievement rates.
- Retention rates on subcontracted provision are high. Overall, success rates for Train to Gain learners are above the national average. Almost all apprentices whose training is subcontracted to SCES achieve well. They improve their economic well-being and employment prospects considerably and contribute well to the performance of the teams in which they work.
- Learners feel very safe attending courses at the training venues and centres. Learners' awareness of safe practices and their responsibility when using the internet or digital communication devices is generally good. Learners make good contributions to their communities.
- Learners participate fully and enthusiastically in challenging learning activities. Teaching and learning are good and tutors use a diverse range of methods to stimulate learners' interests and to meet their individual needs. Use of ILT is effective.
- The service has developed a good range of documents to recognise and record the progress and achievement of learners, but it does not always set, monitor and record clear and measurable targets for all learners.
- A broad range of courses attracts adult learners in Stockport. The service is very successful in attracting new learners and the proportion of these learners is high. SCES designs innovative courses to meet the needs of vulnerable learners. Some learners have found work, act as volunteers in schools or use their skills to support their families or their communities.

- Care and support are good and highly valued by learners. Learners are well supported in overcoming personal or social barriers to their success. Guidance for vulnerable learners is good although it is less fully developed on mainstream programmes. The service is working towards a more comprehensive analysis of the impact of its advice and guidance. Not all learners are sufficiently aware of subject choices and progression opportunities.
- Leadership and management are good overall with a strong focus on improvement. A range of well-developed processes supports an open and inclusive approach to management but some aspects of the coordination, planning and performance management at senior level lack coherence and rigour.
- Arrangements to safeguard learners and staff are very effective. SCES keeps very detailed records of safeguarding issues and takes highly effective actions to protect any identified vulnerable learner. The arrangements for safeguarding learners when working or using the internet or digital communication devices are effective.
- The promotion of equality and diversity is good. The service's approach to social inclusion is good. SCES successfully recruits vulnerable learners and those from marginalised communities. In a number of lessons, the learning material is developed well to engage learners' interest and develop their knowledge about diversity matters. However, this good practice is not consistent.
- The service's self-assessment process is thorough and the resulting annual improvement action plans have resulted in sustained improvements. However, the self-assessment report in parts is too descriptive.
- Value for money is good. Learners' outcomes have improved since the last inspection. Learners develop the skills and knowledge to contribute to their personal and local economy. Resources are of good quality and appropriate to the needs of the community and learners.

What does Stockport Continuing Education Service need to do to improve further?

- Ensure that learners' personal goals are accurately identified, measured and recorded to give a full record of their achievement and progress.
- Ensure that all learners receive consistently effective guidance so that they are clear about their options to progress to other courses or employment. Devise and implement arrangements so that learners are confident to progress to provision in other providers, for example by introducing other providers' tutors to learners during the final sessions of courses.
- Develop and implement a management structure, in a timely manner, to provide a more coherent and rigorous approach to planning, curriculum development and performance management. Ensure that the pace and management of this change is effective and builds on the existing good practice within the service.

- Improve the promotion of equality and diversity to learners through an increased focus on the wider aspects of diversity within sessions. Ensure the equality and diversity training is relevant to learners' experiences, aspirations and employment prospects.

Summary of the views of users as confirmed by inspectors

What learners like:

- learning to read, write and improving their numeracy skills
- lessons which are enjoyable and interesting
- the tutors who are very patient and helpful
- learning while earning through the apprenticeship programme
- learning with adult learners from different communities
- childcare and crèche facilities in training venues.

What learners would like to see improved:

- information about other courses and support and guidance for finding employment after their apprenticeship.

Summary of the views of partners and employers as confirmed by inspectors

What partners and employers like:

- the good level of partnership working
- providing courses in venues suitable and safe for vulnerable learners.

What partners and employers would like to see improved:

- the opportunity for learners to progress to other courses.

Main inspection findings

Capacity to make and sustain improvement

Grade 2

11. SCES has a good capacity to improve. Since the previous inspection outcomes for learners have consistently improved to the current high levels. The outcomes for work-based learners are good. The quality of the service's provision has improved and learners significantly improve their confidence and develop useful skills both for work and for improving their life chances. A significant number of learners who are recruited by the service are new learners, many of whom have a disadvantaged background. The management of the subcontractors is very effective and the service uses the subcontractors' capacity well to widen participation. However, the active promotion of equality and diversity is not consistent for all learners.
12. The self-assessment process is very effective and inclusive, identifying accurately most strengths and areas for improvement found during the inspection. SCES has significantly improved its use of data in the self-assessment process. Managers and staff are very clear about the actions for improvement, which are being implemented well.

Outcomes for learners

Grade 2

13. Outcomes for learners are good. A high proportion of learners on social and personal development courses achieve their personal learning and social goals. Different groups of learners generally achieve equally well. Learners build on their existing skills, experiences and heritage to progress towards meeting their aspirations, for example, in finding new or better employment or setting up home-based business ventures. Learners on family learning courses improve their literacy and numeracy skills, gain a better understanding of how their children learn, and are more confident and better able to support their children in their schools. Learners who have experienced emotional or mental health issues enjoy the social aspects of learning in addition to developing new knowledge.
14. Overall, retention rates on courses for social and personal development are high; however, the recognition and recording of progress and achievement is not sufficiently reliable to evaluate learners' achievement. Retention rates for the subcontracted provision are high, although in some subcontractors there has been some decline. Overall, success rates are satisfactory in preparation for life and work and good for speaking and listening qualifications in English for speakers of other languages (ESOL) provision. Success rates are satisfactory for learners on accounting and finance.

15. Outcomes are very good for apprentices whose training Stockport College has subcontracted to SCES. Train to Gain learners' overall success rates are high and their success rates within the planned time are satisfactory. Success rates and success rates in the planned time for Train to Gain learners in hospitality and catering are satisfactory, as are success rates in the planned time for Train to Gain learners on early years courses. Many of the work-based learners, either during or following the completion of their courses, gain additional responsibilities or promotion.
16. Learners improve considerably their economic well-being. The standard of their work is good, and some is outstanding. Learners on visual arts courses exhibit their work to the public. Learners feel very safe attending their courses and have a good awareness of how to protect themselves. Work-based learners have a good understanding of safe working practices, reinforced through induction and reviews. Learners have an appropriate awareness of safe practices when using the internet or digital communication devices.
17. Learners make a good contribution to the communities in which they live and work. SCES supports its learners very well to participate in volunteering, by offering them specific courses so that they can effectively assist tutors in teaching sessions or assist teachers in the schools. A few learners volunteer to help other learners who are facing personal difficulties.

The quality of provision

Grade 2

18. Teaching and learning are good. Learners participate fully and enthusiastically in the lessons and complete activities that motivate and challenge them. Tutors use a diverse range of methods such as demonstrations, independent learning and group work, to respond to learners' individual needs. They use ILT, such as interactive whiteboards and electronic voting systems, in an increasing number of venues to enhance learning. The use of digital portfolios is well established in the training of customer services apprentices. Improved mentoring arrangements and sharing good practice between tutors has helped raise standards. Some tutors carefully consider equality issues in selecting, designing and delivering learning activities but not all tutors take this approach.
19. All learners have an initial assessment of their literacy, numeracy and language requirements and tutors promptly put in place support for learners who require this. The assessment and recording of learners' progress is satisfactory and tutors demonstrate some good practice in the design of specific models, such as learning trees, to meet the needs of particular groups of learners. Attempts to restrict and simplify the volume of paperwork are successful and good use is made of photographic and video evidence to record learners' progress. In non-accredited learning, although individual learning plans potentially provide a useful record of progress and achievement tutors do not use them consistently well and some targets set for individual learners are not sufficiently precise or measurable.

-
20. Arrangements to observe teaching and learning are well developed and enable the service to assess its quality appropriately. Tutors assess their own performance and observers keep detailed records of learning activities. Increasing numbers of paired or peer observations are made. Summary judgements highlight important messages but some observation records pay insufficient attention to learning. Moderation arrangements are sound and these result in few grade changes.
 21. The service offers a good range of courses to meet the individual needs of adult learners in Stockport. The larger curriculum areas, such as visual arts, and hospitality, offer learners a good choice of subjects and levels. SCES plans well to offer most of its provision in community venues, which are easily accessible to learners from the deprived communities. Several courses, targeted at more vulnerable learners, help learners develop employability skills along with confidence in their own abilities. In the current year, an increased number of new learners attend the provision. Learners benefit from good enrichment activities. Literacy learners can join a reading club at their local library and this adds considerably to their sense of achievement. Learners with learning difficulties take part in activities to explore topics such as cyber-bullying and Fair Trade.
 22. Good partnerships with schools, libraries, voluntary bodies and community groups benefit learners. Partnership working is particularly strong in supporting and enhancing the learning experience of vulnerable learners. Schools and children's centres value highly the contribution of family learning to parental engagement. Productive working relationships with women's centres, mental health organisations and social services enable the service to reach more under-represented learners. SCES uses multi-agency collaboration and partnership working effectively to plan provision that is not duplicated and to develop progression opportunities. Partnerships with employers are less well developed, except in foundation programmes and work-based learning. Schools, learners, community groups and voluntary bodies are actively involved in helping design and review the curriculum. Curriculum managers coordinate programmes well; good collaborative working on the design of programmes and the sharing of resources helps meet the needs of more vulnerable groups.
 23. Care and support are good and help learners achieve their learning goals. Survey results show that learners value highly the care and support provided. Second language, literacy and numeracy learners receive sensitive support to help them overcome any personal or social barriers to their success. Very good support is offered to learners with specific learning, physical or emotional needs. Literacy and numeracy learners benefit from opportunities for crèche provision and the trained volunteers who offer good additional support under the direction of tutors. Learners with additional learning needs receive prompt support to improve their literacy and numeracy and there is good specialist support for learners with dyslexia.

24. Induction programmes are good and enable learners to understand their rights and responsibilities. Attendance monitoring is satisfactory and the service contacts learners who do not attend. Good early intervention takes place to monitor and support the attendance of learners who are at risk of dropping out. The service keeps parents and carers well informed of the progress and attendance of vulnerable learners.
25. Pre-course information is available online and through a colourful prospectus delivered to all households in the area. Its promotional photographs are not sufficiently representative of the range of learners. Learners with learning difficulties benefit from a simpler guide to courses on offer. The learner handbook is informative but its contents are not presented in an order that reflects all stages of the learners' experience. Guidance for vulnerable learners is good although it is less well developed on mainstream programmes. Carefully staged guidance procedures are in place to allow more hesitant learners the time they need before making decisions and choices about programmes. Learners have access to a helpline for guidance on progression. The service is working towards a more comprehensive analysis of the impact of its advice and guidance. However, not all learners are sufficiently aware of subject choices and progression opportunities. Insufficient guidance is offered to work-based learners at the end of their programmes.

Leadership and management

Grade 2

26. The service's mission to support learners from disadvantaged areas to develop skills for employment has been very effectively strengthened by the move into the CRE directorate. This mission is well understood and applied by staff to all aspects of the service's planning and operation. Strategic planning is closely aligned to council plans and national and local strategies. A strong challenge on performance against council plans and policies comes from the CRE director and the elected council member. Membership of key local partnerships with local colleges, health, housing and social services provide further valuable opportunities to develop provision in line with the service's mission. However, it is not always clear how the service's mission translates into operational activity and the pace of response to initiatives is not consistent across curriculum teams.
27. Overall curriculum management is good with a clear focus on improving the quality of provision. Managers work in an empowering culture that promotes a highly cooperative approach to curriculum development and sharing of good practice. Individual meetings with the service manager to monitor progress against clear targets supplement formal meetings between curriculum managers. Shared office space effectively supports informal consultative relationships with senior managers. Much of the improvement, planning and development take place within the course teams but the current management arrangements do not sufficiently support these activities across the service. Curriculum development for employer responsive provision has been slow. The

service has been considering the restructuring of the service to improve coordination for sometime, which is now planned following the inspection.

28. Management of subcontractors is strong with a detailed contract that has replaced the previous service level agreements. Regular monitoring of performance has a clear focus on checking that subcontractors are meeting the service's mission to improve recruitment, retention and success rates.
29. Arrangements to safeguard learners and staff are very effective. Policies and procedures are very comprehensive and include a good focus on vulnerable adult learners. The service has developed a good strategy for groups of learners who may need stronger safeguarding support, for example, by providing these learners with an initial risk-assessment. All staff including subcontractors' staff have enhanced Criminal Records Bureau checks and have received appropriate training about how to safeguard learners and themselves. Three designated officers allow for learners' preference and ease of reporting, and liaise effectively with the council's children and adult safeguarding teams. SCES keeps very detailed record of safeguarding issues, and takes good actions when concerns arise. Tutors and trainers are confident in reporting and referring safeguarding issues to the designated officers. The service provides good training for its learners and for its partner schools about their rights and responsibilities when using the internet or digital communication equipment.
30. The promotion of equality and diversity is good. The service is very effective in providing for deprived communities. It has increased the percentage of learners from disadvantaged backgrounds and learners at risk of social exclusion, such as women in sheltered settings. By better planning the provision, the ratio of learners who are male and those from minority-ethnic populations has increased. Data are analysed well to monitor the participation and success of different groups of learners at service level and to some extent within curriculum areas, although some targets are insufficiently detailed and lack challenge. All staff have appropriate training in equality and diversity. The promotion of equality and diversity is firmly established in a number of courses and is particularly strong in ESOL and family learning. The service acknowledges that the promotion of diversity in other areas including work-based learning needs to improve.
31. Feedback from partners and learners is extensive and is effectively collated and analysed to support improvements to the provision. SCES supports learner forums in a variety of ways, with an emphasis on the suitability for the group, and uses electronic methods where possible. Feedback is actively used in course reviews and self-assessment processes.
32. The service uses the self-assessment process well to secure improvements in both the quality of provision and outcomes for learners. Course reviews, which inform the process, are thorough, detailed and used very effectively in monitoring and promoting improvements. Data are evaluated well along with learners' feedback and observations of teaching and learning grades in regular

quality-monitoring meetings with curriculum managers. Quality-improvement plans in most curriculum areas are detailed and effective. Senior managers provide strong but supportive challenge to curriculum managers on the quality of provision. However, the findings of this very effective process are not always incorporated into the written self-assessment report. The overall service report is largely accurate but is too descriptive and lacks sufficient critical analysis. The quality-improvement plan is too long and does not have clear and measurable targets; it does not reflect the work that has led to significant improvement in provision.

33. The service provides good value for money and has used its resources well to improve outcomes for all learners. SCES uses its additional funds, including the funds from its commercial activities and as a subcontractor, well to improve the provision for learners. Resources, including the teaching venues, are generally of good quality and appropriate to the needs of the community and learners.

Subject areas

Learning for social and personal development

Other learning for social and personal development considered as part of the main findings but not separately graded: Information and communication technology, hospitality and catering, sports, leisure and recreation, arts, media and publishing, humanities and family learning.

Literacy, numeracy and English for speakers of other languages

Grade 2

Context

34. Currently the service has directly enrolled 297 learners on literacy and numeracy programmes and 170 on ESOL courses. A manager supported by a team of senior tutors and part-time tutors oversees the development and coordination of literacy and numeracy provision. Senior tutors and the service manager share the management of ESOL provision. The majority of learners are women. SCES offers courses, which range from foundation to intermediate level, at the Stopford Open Learning Centre and in community venues.

Key findings

- Outcomes for learners are good. Learners are enthusiastic about learning and take responsibility for their learning and development. They work well during sessions and an increasing number are achieving external qualifications. Retention is good. Success rates are satisfactory overall and good for ESOL speaking and listening qualifications. Learners develop good literacy, language and numeracy skills, which they apply in their personal lives and at work.
- Learners make good progress in developing knowledge and skills to improve their economic and social well-being. Learners on ESOL courses report significant gains in confidence, which have enabled them to become more integrated within their communities. As a result of their learning, they are also better able to engage with health services and employment agencies.
- Learners feel very safe and welcomed by staff. They have a good knowledge of what procedures to follow if they have a complaint or feel unsafe. Tutors know how to ensure learners who have concerns about their safety are protected when using the centre or community venues. Health and safety are actively promoted in centres and in sessions.
- The quality of teaching and learning is good. Tutors very effectively plan the activities in the teaching sessions to meet individual needs. Tutors use a variety of teaching and learning methods and a wide range of resources such as video clips, exercises and case-studies to make sessions interesting, lively and stimulating. Tutors use effective questioning techniques to check learners' progress and to challenge them.

- Initial assessment is very effective in identifying learners' starting points. Tutors use diagnostic tests, skills checks and personal interviews well to ensure learners enrol on the right programmes and receive the support they require. SCES monitors learners' overall progress well. However, targets are insufficiently precise and tutors do not always record the progress of learners against agreed specific and measurable targets.
- Provision is matched to the individual needs of learners and local priorities well. The service offers qualifications at a range of levels and a number of venues to provide progression routes and to meet the diverse abilities and needs of learners. Enrichment opportunities such as visits to libraries and museums are good and valued by learners.
- Support and guidance for learners are good. Learners with childcare needs are well supported with a crèche at the Stopford Open Learning Centre. At other venues, the service provides childcare from childminders or mobile crèches. Learners value the personal support they receive from tutors. Additional learning tutors and volunteers provide good support during sessions.
- Tutors have developed productive relationships with a wide range of partners such as schools, community centres, children's centres and libraries. Good partnership arrangements enable the service to reach out to groups that are hard to engage in learning. Visits from external speakers and organisations are also a positive result of good partnership working. This has enriched the learning opportunities for learners.
- Curriculum management is good and has led to improvements in the quality of teaching and learning and in outcomes for learners. Effective systems are in place to monitor the quality of provision. The observation of teaching and learning system is rigorous and leads to improvement. Managers and tutors regularly discuss and monitor targets to improve the quality of provision during team meetings.
- All staff actively promote safeguarding, for example through good displays of posters and publicity materials. Tutors discuss safeguarding matters during teaching sessions and the quality of these discussions is monitored in some observed sessions.
- Strategies to promote social inclusion are very effective. Partnership working is good in providing learning opportunities for particular groups that experience various types and levels of disadvantage. Tutors have an excellent understanding of the barriers potential and existing learners face and are committed to reducing these barriers. Tutors are particularly sensitive to the needs of learners on ESOL courses who face multiple challenges because of language and social barriers.
- The self-assessment process is inclusive, involving tutors and learners, and is very effective in improving the provision. Staff recognise strengths and areas for improvement across provision. They have agreed action plans and are making good progress in their implementation. However, the self-assessment report is insufficiently detailed and evaluative and makes little use of comparative data.

What does Stockport Continuing Education Service need to do to improve further?

- Improve the quality of recording learners' progress in individual learning plans to ensure they clearly link to agreed specific and measureable learning targets.

Information about the inspection

35. Two of Her Majesty's Inspectors and two additional inspectors, assisted by the services' manager as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body and data on learners and their achievement over the period of the contract.
36. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed about the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)**Stockport Continuing Education Service**

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive	Employer responsive	Social and personal development
Approximate number of enrolled learners				
Full-time learners	0	0	0	0
Part-time learners	2,671	634	101	1,936
Overall effectiveness	2	2	2	2
Capacity to improve	2			
A. Outcomes for learners	2	2	2	2
A1. How well do learners achieve and enjoy their learning?	2			
A1.a) How well do learners attain their learning goals?	2			
A1.b) How well do learners progress?	2			
A2. How well do learners improve their economic and social well-being through learning and development?	2			
A3. Do learners feel safe?	2			
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2			
A5. <i>How well do learners make a positive contribution to the community?*</i>	2			
B. Quality of provision	2	2	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2			
B2. How effectively does the provision meet the needs and interests of users?	2			
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2			
C. Leadership and management	2	2	3	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3			
C3. How effectively does the provider promote the safeguarding of learners?	2			
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2			
C5. How effectively does the provider engage with users to support and promote improvement?	2			
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
C7. 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'.

Ofsted
Piccadilly Gate,
Store Street
Manchester
M1 2WD

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

No. 090105

© Crown copyright 2011