

# Paragon Education and Skills Ltd

## Inspection report

---

**Unique reference number:** 53792

**Name of lead inspector:** Anthony Ward HMI

**Last day of inspection:** 14 January 2011

**Type of provider:** Independent learning provider  
Bournemouth Technology Centre  
Station Approach

**Address:** Ashley Road  
Bournemouth  
BH1 4NB

**Telephone number:** 0120 2646470

## Information about the provider

1. Paragon Training (Dorset) Limited was founded in Weymouth, Dorset, in 1998. Paragon Education and Skills Ltd (Paragon) acquired a Bournemouth-based automotive, marine and engineering provider, ITE Limited, in 2003. In 2006 they acquired Somerset-based automotive specialist, WVT Limited. In 2008 the ownership of the Paragon Group transferred to Sovereign Capital Partners, adopting the trading name of Paragon Skills for Industry. In 2010 Paragon merged with Platinum Training, a Midlands-based specialist childcare provider.
2. Paragon delivers a diverse range of programmes that includes young apprentices, foundation learning, programme-led apprenticeships and privately-funded courses, although the vast majority of its provision is in work-based apprenticeships and Train to Gain. Operational areas predominately cover the South of England and the Midlands, and programmes are delivered through twelve centres. Approximately 4,500 learners are on programme, most in the two main subject areas of care and engineering which were graded on this inspection. Learners work in nearly 800 employers' premises and are supported by about 300 staff. Paragon has a number of Skills Funding Agency (SFA) contracts in the South and Midlands.
3. Paragon was last inspected in December 2006 and since then has significantly increased in size.
4. Paragon provides training on behalf of the following providers:
  - Isle of Wight College (Engineering)
  - Berkshire College of Agriculture (Engineering)
  - Honda UK (Engineering)
  - Finning Caterpillar (Engineering)
  - AgustaWestland (Engineering)
  - St Aldhelm's Academy (Hairdressing & Beauty).
5. The following organisations provide training on behalf of the provider:
  - Basingstoke College of Technology (Engineering)
  - Bournemouth & Poole College (Engineering)
  - Bridgwater College (Engineering)
  - Eastleigh College (Engineering)
  - Thames Valley College (Engineering)
  - Southampton City College (Engineering)
  - Northbrook College (Engineering).

<b>Type of provision</b>	<b>Number of enrolled learners in 2009/10</b>
<b>Young learner provision:</b> 14-16 Entry to Employment	456 part-time learners 256 full-time learners
<b>Employer provision:</b> Train to Gain Apprenticeships	1,979 learners 4,404 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
---	----------------

<b>Capacity to improve</b>	<b>Grade 2</b>
----------------------------	----------------

	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

<b>Subject Areas</b>	<b>Grade</b>
Health, public services and care	2
Engineering and manufacturing technologies	2

## Overall effectiveness

6. The overall effectiveness of the provision is good. Most learners complete their programmes successfully and gain their qualifications within the planned timescale. Learners develop good skills and confidence and enjoy their training. Overall, teaching and assessment practices are good, as is the standard of learners' work. Learners feel very safe in the workplace and in the training environment and apply safe working practices well. Safeguarding is a priority and current arrangements are good.
7. Paragon has very good partnerships with employers, schools and other training providers, which are used well both to benefit learners and to encourage wider participation. Employers are generally fully involved in the learners' programmes. Training is tailored to meet the needs of the individual, is well planned and reflects local employment needs. Support for learners is very good. Learners benefit from a very effective welfare support service. Staff promote equality and diversity well to learners, who have a particularly good understanding of equality and diversity issues.
8. Paragon has good strategic and operational management. It benefits from strong leadership with a clear focus on raising standards and promoting quality

throughout the organisation. Paragon has worked hard on quality improvement and has put in place a wide range of initiatives to further improve provision. However, the systems to monitor and ensure quality are not sufficient to measure fully their outcomes and impact across all aspects of the provision.

## Main findings

- Outcomes for learners are good. Learners enjoy their programmes. Overall success rates have improved significantly since the previous inspection, but remained satisfactory compared to national averages for 2009/10. The proportion of learners achieving in the planned time is high. All groups of learners achieve equally well.
- Learners across the provision develop good work skills and knowledge. Their confidence levels are significantly increased. Care learners are increasingly able to articulate their understanding of professional practice. Engineering learners produce very good examples of work-based evidence.
- Teaching and learning are good. In care lessons, tutors use a good variety of interactive and experiential learning activities that motivate learners. Good training leads to engineering learners gaining a broad range of engineering skills of a high standard.
- Assessment practices are good. Assessors are knowledgeable and experienced and plan and record assessment thoroughly. They have a good understanding of the progress that learners are making. However, targets on too many individual learning plans are insufficiently detailed.
- Programmes of learning are highly effective in meeting the needs and interests of learners. Most employers are fully involved in planning training and assessment, and the training is often appropriately adapted to better meet the needs of the learner.
- Paragon has forged useful partnerships with employers, schools and other training providers. Staff work closely with employers to ensure that qualifications match the needs of the learners' job roles. Paragon is very responsive to the needs of local employers.
- Support for learners is good. Paragon has provided additional resources to ensure learners have good advice and guidance on welfare issues. Learners value this approach and the ability of Paragon staff to provide support through a range of additional specialist services.
- Good mechanisms are in place to identify learners at risk of completing late or leaving their programme. However, monitoring of progress lacks overall control and clarity and this information is not translated into measurable performance data to enable managers to analyse and identify slow progress and gaps in achievement
- Strategic leadership is good. Directors and managers raise expectations and promote ambition well throughout the organisation. Staff have confidence in the management team and have a strong ethos for continuous improvement. Operational management is generally good.

- Learners feel safe. Safeguarding is a priority and current arrangements are good. The safeguarding training provided is good and gives staff confidence to handle safeguarding issues. Action taken when issues or concerns are raised by learners is swift and appropriate.
- Arrangements for equality and diversity are good and they have a high profile within the company. Staff promote equality and diversity well to learners, who demonstrate a particularly good understanding of equality and diversity issues. However, data are not used sufficiently well to analyse and monitor the performance of all specific learner groups effectively.
- Paragon has a good focus on quality improvement with many projects in place to further improve provision. However, the systems to monitor and ensure quality across all aspects of the provision are not yet sufficiently effective.

### **What does Paragon Education and Skills Ltd need to do to improve further?**

- Ensure that all targets set for learners are clear, specific, measurable and timely to increase success rates.
- Implement a learner progress monitoring system to enable staff and managers to take appropriate action to support learners in achieving their goals.
- Develop and better use equal opportunities data to ensure effective monitoring and management of recruitment and success rates of all specific groups of learners.
- Implement and monitor appropriate quality assurance arrangements so that they effectively improve the provision.

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

#### **What learners like:**

- friendly, professional assessors
- the individual attention they receive
- the high standard of support provided
- the well-disciplined environment
- learning a trade and finding work
- the flexibility around work requirements
- earning a wage while being trained
- the well-equipped training centres.

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

- the amount of group work
- the number of one-to-one tutoring sessions provided

- opportunities for time off during working hours to complete coursework
- the amount of practical training provided in the centre.

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

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

- the training facilities
- the attitude and professionalism of staff
- the understanding of the work environment
- the flexible approach
- the knowledge and expertise of staff
- the quality of training
- the close, open and transparent relationship.

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

- the quality of information about additional courses
- the number of courses offered at a higher level
- the quality of communication on different elements of the programme.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

9. Paragon demonstrates good capacity to make and sustain improvements. The recent restructuring of the organisation has strengthened management and has resulted in a strong ethos of continuous improvement. Staff have confidence in the senior management team and work positively to support them in implementing their ambitions to develop outstanding provision. Highly effective management of premises and resources ensures that learners have good facilities for learning. The recent prioritisation of learners' welfare demonstrates a strong commitment to support all learners to complete their programmes.
10. Paragon has an innovative and comprehensive business and quality improvement plan which it uses systematically to improve the provision. It monitors progress in the implementation of this plan through quarterly meetings which check progress against all the priorities in the plan. The process is in its second year of implementation and it is too early for it to have had full impact on learners' outcomes. Paragon has confidence in the efficacy of the process in steering key improvements and has improved from a satisfactory to good provider since the previous inspection.
11. Inspectors judged the current self-assessment report to be broadly accurate. The report identifies strengths sufficiently, but not areas for improvement. It is insufficiently self-critical. However, Paragon uses the business and quality improvement plan as the basis for structured improvement in provision and includes this in the self-assessment report.

### Outcomes for learners

**Grade 2**

12. Outcomes for learners are good. Learners enjoy their programmes and most achieve their qualification by their planned end date. Overall success rates have improved since the last inspection, but remained satisfactory for 2009/10 as there were two areas of low achievement. These have now been addressed, for example by closer engagement with employers in the financial services sector and new management in one centre. The proportion of apprentices achieving in the planned time is generally higher than average and is significantly higher for learners on Train to Gain programmes. Success rates are good on care programmes and satisfactory in engineering where they have been maintained at close to national averages for the past three years. There are no significant differences in the success rates of specific groups of learners.
13. Learners develop good vocational and workplace skills. In care, they gain confidence in their ability to do their jobs and are increasingly able to articulate their understanding of professional practice. Engineering learners develop good work-related skills in the training workshops and in their employment. Their confidence levels are also significantly increased. Progression onto advanced apprenticeships is good. Learners often produce good written work. They have



well-presented National Vocational Qualification (NVQ) portfolios that contain very good examples of work-based evidence.

14. Learners state that they feel very safe in the workplace and in the training environment. Learners apply safe working practices well. They have a good understanding of health and safety and take full responsibility for their own safety and that of others. Paragon places a high priority on the health and safety of its learners.

## **The quality of provision**

## **Grade 2**

15. Teaching and learning are good. In care programmes, tutors and assessors are skilled in the use of questions that challenge learners to explain their knowledge. In lessons, tutors use a good variety of interactive and experiential learning activities that motivate learners. In engineering, good training leads to learners acquiring a wide range of engineering skills to a high standard both in the training centres and in work. Paragon has made a substantial investment in specialist workshops. However, a minority of theory lessons are uninspiring.
16. Assessment practices are generally good. Assessors have good occupational knowledge and experience and they plan and record assessment thoroughly. Feedback to learners is clear and based on sound judgements. Assessors are well aware of the progress being made by their learners. However, some targets lack clarity and are insufficiently specific. Targets on too many individual learning plans lack the detail needed to effectively plan the learners' progress.
17. Programmes meet the needs and interests of learners well. Employers are generally fully involved in planning training and assessment. In engineering, learning is highly individualised, planned very well and reflects local employment needs. In care, all learners benefit from a wide range of additional training such as behaviour management. Paragon has very good partnerships with employers, schools and other training providers to benefit learners. Staff respond well to employers' training needs and employers value the level of support provided.
18. Support for learners is very good. Learners benefit from an effective welfare support service. Learners are encouraged to discuss personal and pastoral concerns and any issues relating to the workplace at additional review meetings. Learners value this approach and the ability of Paragon staff to provide support through a range of additional specialist services. Learners have high regard for the well-qualified staff who provide them with such effective support.

## **Leadership and management**

## **Grade 2**

19. Paragon has good strategic and operational management. It benefits from strong leadership with a clear focus on raising expectations and promoting

ambition throughout the organisation. A very clear strategy for planning and developing the provision includes a strong commitment to improving the learners' experience, as illustrated by the appointment of a learner welfare manager and plans to appoint learner welfare officers. Paragon uses management information well to monitor compliance with funding body requirements and financial expenditure. It monitors its workforce development strategy and staff development programme effectively. It prioritises support and training for new staff. Paragon has yet to develop comprehensive and systematic use of data to monitor and manage learners' progress.

20. The board of directors, introduced since the ownership of Paragon moved to Sovereign Capital Partners in 2008, has good oversight of the provision. Monthly board meetings challenge and scrutinise Paragon's progress, particularly in meeting financial and learner achievement targets. Support for staff is highly effective. Assessors have regular one-to-one meetings with managers, and support by internal verifiers is good. Communications at all levels are good.
21. Paragon has good safeguarding arrangements. It prioritises the safeguarding of learners and implements a range of measures to ensure the safety and welfare of learners. Paragon keeps central records of Criminal Records Bureau checks for all staff. It ensures that staff receive regular safeguarding training and has recently distributed a staff handbook which provides comprehensive guidance on safeguarding matters. Staff feel confident in taking appropriate action in implementing safeguarding procedures and supporting learners. The designated manager with responsibility for safeguarding has an appropriate background in safeguarding, including relevant training and experience. The learners' handbook includes key information on health and safety and safeguarding matters. Paragon is reviewing this section of the handbook to ensure that it is sufficiently clear to learners. Paragon leads on safeguarding matters on the local network of training providers and is developing strong links with safeguarding boards.
22. Arrangements for equality and diversity are good and have a high profile within the company. Equality is actively promoted through induction, handbooks and in reviews. Paragon has produced informative booklets for learners, staff and employers, whose equality arrangements are checked thoroughly. Staff promote equality well to learners who demonstrate a particularly good understanding of equality and diversity issues. Paragon and learners' employers celebrate success and achievement well through a range of media and presentations. Discrimination is tackled quickly and effectively and learners have a good understanding of how to make complaints. Paragon monitors achievement by particular groups and data show few differences between their success rates and those of all learners. Success rates of learners with additional learning needs, which were lower in 2008/09, are now at least as successful as the cohort as a whole. However, data are not used sufficiently well to effectively analyse and manage the performance of specific learner groups throughout the organisation.

23. Paragon engages satisfactorily with users to support and promote improvement. It seeks learners' and employers' views on the effectiveness of particular initiatives, for example the development and review of the learners' handbook. However, Paragon has yet to develop a coherent and systematic process of giving all learners and employers the opportunity to review the quality of the provision and identify areas for further development. It has yet to develop formal mechanisms to inform learners and employers of the impact of their feedback on improving provision.
24. Paragon has a strong culture of continuous improvement and implements a number of projects aimed at improving provision, for example the revised learners' handbook and a series of staff handbooks on key matters such as safeguarding and health and safety. Although Paragon has a range of quality assurance processes, it recognises the need to review and monitor the effectiveness of these. Currently, some key processes are being refined, such as observations of teaching and learning. Paragon does not use observations of other key processes sufficiently to improve provision. It does not have sufficient arrangements to ensure the effective implementation of quality assurance processes or to monitor their outcomes and impact.
25. Paragon provides good value for money. It uses a carefully-managed premises and resources strategy to ensure good facilities for learners. It has good availability of information learning technology in classrooms and currently plans to extend the use of comprehensive resources on its intranet to learners. Learners and employers generally hold the provision offered by Paragon in high regard.

## Subject areas

### Health, public services and care

### Grade 2

#### Context

26. Paragon provides apprenticeships and Train to Gain NVQ training to 2,317 learners in health, social care and childcare at level 2 and level 3. Approximately 50% of the training, mainly in health and social care, is delivered in the South of England, with the majority of the childcare training in the Midlands. The majority of learners are on apprenticeships. Learners are employed in a wide range of care settings, including those for people with learning difficulties and/or disabilities.

#### Main findings

- Success rates on all programmes are high. Overall success rates have risen above the high national averages over the last three years. Most learners achieve their qualifications within the planned timescales. Learners enjoy their programmes.
- Learners develop good vocational and workplace skills. They gain confidence in their ability to do their jobs and are increasingly able to articulate their understanding of professional practice demonstrated through particularly good knowledge of safeguarding and other related topics.
- Teaching and assessment are good. Tutors and assessors are skilled in the use of questions that challenge learners to explain their knowledge. In lessons, tutors use a good variety of interactive and experiential learning activities that motivate learners. Assessors work closely with employers to plan workplace activities to consolidate learning. Arrangements for assessment are highly flexible.
- Assessment practice is generally good. However, it is not sufficiently consistent across the health and social care provision. Targets on individual learning plans too often lack the detail needed to effectively plan learners' progress through their programmes and do not enable learners and assessors to measure the progress they are making effectively.
- Programmes of learning are highly effective in meeting the needs and interests of learners and employers. Employers are fully involved in planning training and assessment, and in many circumstances the training is adapted to meet the needs of the client group. All learners benefit from a wide range of additional training such as behaviour management.
- Welfare support for learners is good. In addition to the usual review of progress, Paragon has introduced a confidential welfare review. Learners are able to discuss personal and pastoral concerns and any issues relating to the workplace. Learners value this approach and the ability of Paragon staff to provide support through a range of additional specialist services.

- Leadership and management are good. Support for staff is highly effective. Assessors have regular one-to-one meetings with managers, and internal verifiers support the development of good practice through regular observations of assessment practice. Communications at all levels are good.
- Monitoring of learners' progress is under developed. Assessors have a good understanding of the progress that learners are making. However, this is not translated into measurable performance data to enable managers to analyse and identify slow progress and gaps in achievement.
- Safeguarding has a high priority. Learners have a very good knowledge of how to keep safe and of their responsibilities to the client groups with which they work. Effective systematic checks of workplace health and safety and relevant policies and procedures help to keep learners safe. Learners know and understand how to work safely.
- Promotion of equality and diversity is good. Learners are treated with respect and feel valued as individuals. They have a particularly good understanding of their own equality issues, such as access to training and support.
- The self-assessment report is broadly accurate and identifies many of the strengths of the provision. However, there is insufficient identification and analysis of what needs to be improved.

### **What does Paragon Education and Skills Ltd need to do to improve further?**

- Develop the planning of individual learning to identify short-, medium- and long-term targets so that learners and assessors can measure and drive progress.
- Improve the collection and collation of evidence of progress from assessments and reviews to better monitor and manage progress of individuals and groups.
- Improve the quality assurance of assessment practice through standardisation and ensure that responsibilities for action points are allocated and acted upon to develop and standardise practice to that of the best.

## Engineering and manufacturing technologies

## Grade 2

### Context

27. Paragon offers apprenticeships and Train to Gain programmes in a wide range of work-based learning. Of the 814 learners, 314 are apprentices in motor vehicle engineering, 287 are in marine engineering and 185 are in general engineering. A further 28 learners are on Train to Gain programmes in marine engineering.

### Main findings

- Outcomes for learners are good. Engineering success rates are satisfactory and have been maintained at close to national averages for the past three years. The proportion of learners completing in the agreed time is well above the national average for engineering. All groups of learners achieve equally well.
- Learners develop good work-related skills in the college and at work. Apprentices' confidence levels are significantly increased. Progression through the range of programmes is good. Many learners start on young apprenticeships and programme-led apprenticeships and progress onto apprenticeships. Progression onto advanced apprenticeships is good.
- Apprentices produce well-presented written work, particularly in marine engineering. They have well-organised NVQ portfolios that contain very good examples of work-based evidence including work-specific projects. However, motor vehicle learner portfolios show an over-reliance on paper-based evidence.
- Learners state that they feel very safe in the workplace and in the centres and apply safe working practices well. They have a good understanding of health and safety and take full responsibility for their own safety and that of others. Paragon places a high priority on the health and safety of its learners.
- Good training leads to learners' acquisition of a broad range of engineering skills to a high standard, both in the training centres and in work. Paragon has made a substantial investment in specialist skills development workshops. However, a minority of theory lessons are uninspiring and insufficiently linked to on-the-job training.
- Assessment practices are good. Assessors have good and up-to-date occupational knowledge. They plan and record assessment thoroughly. Feedback to learners is clear and assessors make clear judgements. Employers find the well-planned process most beneficial in keeping lost production time to a minimum. However, some assessment and progress targets lack clarity and are insufficiently specific.
- The range and depth of training programmes meet the needs of learners and employers very well. Learning is highly individualised, planned very well and reflects local employment needs.

- Paragon has very good partnerships with employers, schools and other training providers. Managers work well with employers to ensure that qualifications are relevant to their needs. Paragon staff respond rapidly to provide training that local employers need. Employers value the level of support provided by Paragon.
- Learners benefit from an effective welfare support service, the use of which is clearly explained and supported by their assessors. Learners have high regard for the well-qualified staff who provide them with close and frequent support.
- Operational management of the training centres is good. Clear management expectations and practices are in place. Data are used more frequently and effectively than in the past. Regular staff meetings are held to identify at-risk learners and to track the progress. However, progress tracking lacks sufficient management overview and clarity within action plans.
- Arrangements to safeguard learners are good. Learners' health and safety, and welfare have a very high priority throughout the company. Staff identify and respond very well to learners' welfare concerns and work very well with agencies and professionals to safeguard learners.
- Arrangements for promoting equality and diversity are good. Learners have a good understanding of their rights and responsibilities. Learners' progress reviews reinforce and extend learners' previous knowledge of equality and diversity very well.
- The use of self-assessment is satisfactory overall. The self-assessment plan is broadly accurate. The quality improvement plan is used effectively to drive improvements identified through self-assessment.

### **What does Paragon Education and Skills Ltd need to do to improve further?**

- Improve teaching resources and techniques in theory lessons to make them more interesting and relevant and better motivate and engage learners.
- Improve and extend the range of evidence in motor vehicle learners' portfolios so that portfolios better demonstrate learners' competence.
- Ensure that all assessment targets set for learners are clear and specific and enable learners to progress effectively and understand their current progress.

## Information about the inspection

28. Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the provider's Operations Director, 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, 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, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.



**Record of Main Findings (RMF)**  
**Paragon Education and Skills Ltd**  
**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>	4,583			
Full-time learners	84		84	
Part-time learners	4,499	332		4,167
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2			
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	3			
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			
<b>Quality of provision</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2			
How effectively does the provision meet the needs and interests of users?	2			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
How effective are the care, guidance and support learners receive in helping them to achieve?	2			
<b>Leadership and management</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
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?	2			
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?	3			
How efficiently and effectively does the provider use its available resources to secure value for money?	2			

\*where applicable to the type of provision

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No. 090105

© Crown copyright 2011