

# Citroën UK Limited

## Inspection report

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**Unique reference number:** 58185

**Name of lead inspector:** Phil Romain HMI

**Last day of inspection:** 04 November 2011

**Type of provider:** Employer  
The Academy

**Address:** 280 Humber Road  
Coventry  
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## Information about the provider

1. Citroën UK Limited (Citroën) is a major international motor vehicle manufacturing company. The company operates apprenticeship programmes in motor vehicle and customer service through a network of franchised retail and service centres throughout the country. It also operates the Peugeot apprenticeship scheme. Citroën and Peugeot manage the programmes jointly through their training academy (The Academy) in Coventry.
2. The National Employer Service for apprenticeships funds Citroën to deliver light vehicle maintenance, vehicle body repair and refinishing, parts operations and customer service programmes. All training, assessment and management of learner performance is subcontracted to Calex UK Limited (Calex). Motor vehicle learners attend one of three training centres for off-the-job training, usually delivered in four-day blocks. The training centres are located at Slough, Coventry and in Glasgow. Training for customer service learners is provided in the workplace and through the dealership training programmes.
3. At the time of inspection 238 learners were following motor vehicle programmes, and 49 were following customer service programmes. Around two-thirds of learners are employed in Peugeot garages. Three motor vehicle learners and 36 customer service learners are women and around 6% of all learners are from minority ethnic groups.
4. Learners also work in dealerships in Scotland and Wales, although the inspection covered only those working in England and Wales.
5. The following organisation provides training on behalf of the provider:
  - Calex UK Limited

<b>Type of provision</b>	<b>Number of enrolled learners in 2010/11</b>
<b>Employer provision:</b> Apprenticeships	364 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>
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<b>Capacity to improve</b>	<b>Grade 2</b>
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	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	3

<b>Subject Areas</b>	<b>Grade</b>
Motor vehicle	2
Customer service	3

## Overall effectiveness

6. Provision is good. Most learners complete their programmes successfully and many complete their apprenticeship within the time planned. Learners develop good skills and confidence in their chosen subject areas and are prepared well for further study or for employment. Most learners stay with the company on completion of their apprenticeship and progress to further study and more responsible jobs. However, customer service learners make slow progress in completing their qualifications.
  
7. Learners enjoy their training and most are taught well in their practical and theory lessons. Tutors make good use of the outstanding resources available for motor vehicle training and effectively link theory and practice with skills learned in the workplace. Apprentices receive good care, guidance and support at the Academy and at work. Arrangements to safeguard learners are good. Learners feel very safe and readily apply safe working practices.
  
8. Managers have a strong commitment to the programmes and link them well to the needs of their businesses. Managers carefully monitor the quality of learners' training and their progress. They take appropriate action when they identify the need for improvements. Managers and staff gather information on

the quality of provision and prepare an improvement plan. However, this is insufficiently comprehensive and specific.

## Main findings

- Outcomes for learners are good. Overall success rates for apprentices are high and are particularly high for advanced apprentices. Although the vast majority of motor vehicle learners complete their advanced apprenticeship within an acceptable time but too many intermediate apprentices make slow progress. Customer service learners also make slow progress in completing their apprenticeship programme.
- Learners work confidently and competently in the workplace and are valued members of the workforce. They develop good vocational skills that are valued by their employers and all progress to permanent employment within the dealerships. Their practical work is of a high standard.
- Teaching and training are good. For motor vehicle learners, training at the Academy and in the workplace are highly effective; they are frequently linked in order to reinforce and consolidate new knowledge and skills. Resources at the Academy are of outstanding quality and regularly updated. However, teaching and training for customer service learners is less effective.
- Assessment of learners in the workplace is too variable and does not support them to complete their programme in the planned time. Whilst assessors perform their duties competently and learners value their guidance and support, assessment by direct observation is too infrequent, particularly for intermediate apprentices. Assessment practices are significantly different between assessors giving learners markedly different experiences.
- Progress reviews are satisfactory but they do not result in adequate short-term targets. Staff appropriately use structured questions to test learners' understanding of equality and diversity. However, opportunities are frequently missed to explore and extend learners' wider understanding.
- Assessors, tutors, and particularly the workplace mentors, provide good individual care and support to learners that helps them to realise their potential. Staff provide particularly effective guidance during the recruitment process enabling learners to make well-informed choices.
- Leadership and management are good. Managers are strongly committed to the apprenticeship programme and provide clear strategic direction effectively linking the programme to business needs. The partnership between Citroën, Peugeot and Callex is particularly effective.
- The Academy takes great care to ensure that learners are safe, particularly during their time away from home in hotels. Safety in the workplace is a high priority and learners understand the Academy's safeguarding arrangements. However the Academy does not yet provide learners with a full understanding of safety when using the internet.
- The Academy's approach to equality and diversity is satisfactory. Learners receive a satisfactory introduction to equality and diversity during their

induction but this is inconsistent, particularly for customer service learners. Managers collect and analyse data on recruitment and the relative performance of different groups but this does not sufficiently contribute to action planning.

- Managers regularly seek feedback from all stakeholders and use this well to contribute to self-assessment and the decisions made at management meetings. Regular meetings with employers are used well to monitor the quality of the apprenticeship programmes. However, learners do not have the opportunity to contribute to the decision-making process.
- The self-assessment process is well established and inclusive. The resulting report, although accurate in many respects, failed to identify some of the key areas for improvement identified by inspectors. The Academy has suitable processes for monitoring and evaluating performance. However, the action plan does not cover all aspects and lacks detail.
- The Academy provides good value for money. Learning resources for motor vehicle training are outstanding. Staff are well qualified and experienced. Overall, success rates are high and the quality of provision for the majority of learners is good.

### **What does Citroën need to do to improve further?**

- Ensure that all learners complete their programme within their planned end date by setting clear and specific short term targets at review, assessing learners more frequently and ensuring that all reviews take place within an acceptable period.
- Improve the quality of training for customer service learners by improving workplace coaching, and more closely integrating company training programmes and line managers' coaching with the apprenticeship programme.
- Further develop learners' understanding of equality and diversity by ensuring that all assessors take the opportunity to discuss and extend their knowledge during progress reviews.
- Further improve safeguarding arrangements by including clear and effective teaching of internet safety for all learners.
- Produce a more detailed and comprehensive quality improvement action plan by making better use of the views of users, analysis of data, quality monitoring activities, and the outcomes of self-assessment.

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

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

- the safe, relaxed and enjoyable learning experience
- the excellent facilities at the Academy, including the facilities at the hotels and the food
- training at the Academy where they learn up-to-date technical knowledge and skills

- the good quality help and support from their mentors and assessors
- the good balance of theory and practical training
- being treated like an adult
- the well qualified assessors who have technical knowledge of the motor trade.

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

- the promptness of the first visit from their assessor
- the infrequent visits of the assessors
- the excessive use of PowerPoint presentations during theory lessons
- the lack of technical training for customer services apprentices.

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

- the excellent training facilities at the Academy
- the high quality of training
- the excellent links with the Academy
- the flexible approach to meet business commitments
- the regular contact and the level, ease and speed of communications.

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

- the frequency of the assessor visits
- the clarity of the progress reports on their apprentices
- the clarity of the programme content for the customer services apprentices
- the depth and breadth in the quality of the customer services programme.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

9. The Academy has demonstrated a good capacity to improve. It has made good progress in improving success rates since the last inspection in 2008 and in maintaining the strengths of the provision. It has invested significantly in training resources and improved the overall quality of learning. Managers have been largely successful in rectifying areas for improvement from the last inspection. They now make effective use of data to improve provision and make better use of individual learning plans. However, actions to improve the promotion of equality and diversity are less successful. Progress reviews, an area for improvement from the previous inspection, do not consistently reinforce or develop learners' wider understanding of equality and diversity.
10. Strategic and operational management are good, with effective structures and systems to manage and support the programme. However, planning to improve the provision is insufficiently comprehensive and detailed. The self-assessment report did not identify all of the areas for improvement and the quality improvement plan was insufficiently comprehensive.

### Outcomes for learners

**Grade 2**

11. Outcomes for learners are good. Success rates for motor vehicle learners are high overall and are very high for advanced apprentices. Success rates for customer service learners are high. Although the vast majority of motor vehicle apprentices complete their advanced apprenticeship within an acceptable time too many learners are slow to complete their intermediate apprenticeship. Customer service apprentices do not complete their apprenticeship by their planned end date. There is no significant difference in the performance of different groups of learners.
12. Learners develop good employability and social skills. They work confidently and demonstrate good vocational skills that are valued by their employers. Learners are prepared well for employment and further study. On completion of their apprenticeship, motor vehicle learners progress to further technical training programmes and many progress to master technician training or management roles within the company. They are productive members of staff with many taking on key positions in the workplace. Learners practical work is of a high standard and the standard of their portfolios is satisfactory.
13. Learners feel safe and have a very good knowledge of health and safety and personal security. They are knowledgeable about their job role and apply safe working practices very well. Assessors and trainers ensure that learners' knowledge is reinforced regularly during progress reviews and training sessions.

## The quality of provision

## Grade 2

14. Teaching, training and learning are good. Motor vehicle learners enjoy carrying out a broad range of practical tasks in the workplace, reinforcing skills and knowledge learned at the Academy. Line managers and mentors provide highly effective feedback, insightful coaching and strong support. This greatly enhances the learners' awareness of the motor trade. Training for customer service learners is less effective. Tutors do not make sufficient links between the good mentoring and development provided by employers and the apprenticeship programme. Tutors and assessors command a good deal of respect from the learners as they are well qualified and highly experienced in the motor trade. Motor vehicle learners enjoy learning at the outstanding facilities in the training centres in Coventry and Slough. Although teaching at the Academy is good overall, theory teaching is not as strong as the practical training. The range of activities in classes is often narrow and learner participation in activities is minimal.
15. While assessors perform their duties competently and learners value their guidance and support, assessment by direct observation is too infrequent, particularly for intermediate apprentices. Assessment practices are significantly different between assessors giving learners markedly different experiences. Some learners have to wait a long time for their first visit after their enrolment on the programme. Some assessors do not plan their assessment well and the quality of target-setting varies significantly between assessors. The range of evidence in learners' portfolios is often too narrow, consisting mainly of job record cards and assessor observations.
16. Programmes offered by the Academy meet the needs and interests of learners and employers very well. Learners gain highly valuable experience and qualifications, greatly enhancing their employment prospects. Most apprentices continue in employment on completion of their apprenticeship, often progressing to more senior roles and further study. The programme supports employers' needs for highly skilled technicians.
17. The Academy operates as a highly effective partnership which benefits learners well. This ensures that learners with Citroën and Peugeot receive an equally good apprenticeship. The excellent partnership with Calx provides Citroën and Peugeot with a dedicated team of specialists to support the programmes. Employers provide valuable support and training for their apprentices and value the highly effective recruitment service provided by Calx. Strong partnerships with local hotels ensure that apprentices enjoy their time away from home and are safe. Partnerships with schools, other agencies, FE colleges and universities are insufficient.
18. Learners receive good guidance and support from their employers and from Academy staff. Learners are highly appreciative of the care and attention to detail on issues such as food, leisure facilities and transport provided for them



whilst away from home at the training centres. Learners have access to a 24 hour helpline. Calex provides appropriate support for the small number of learners with literacy and numeracy needs. However, this support is unrecorded. Learners with dyslexia are provided with satisfactory support. Learners receive good information, advice and guidance on career progression within the motor industry and in Peugeot and Citroën in particular.

## Leadership and management

## Grade 2

19. Managers provide a clear strategic direction for the apprenticeship programme which is effectively aligned to business needs. Senior managers set a clear direction and demonstrate a strong commitment to continuous improvement. The partnership between Citroën, Peugeot and the subcontractor Calex is very effective. All staff within the Academy, whichever organisation employs them, work together well to support learners. Managers make good use of data to plan and review the provision. Communication within the Academy and with employers is effective. Calex manage the motor vehicle apprenticeship well, however management of the customer service programme is less effective. Training staff are well qualified, have relevant experience and demonstrate a real understanding of learner needs.
20. The Academy demonstrates a strong commitment to safeguarding and has implemented a range of effective arrangements to ensure that its learners are safe. It has undertaken enhanced Criminal Records Bureau checks on all relevant staff and ensures that they are reviewed every three years. The well managed arrangements to safeguard learners whilst they are away from home include comprehensive agreements with the hotels. The Academy takes particular care to ensure that learners are safe at work and in the training workshops. Learners say that they feel safe, especially when staying away from home in hotels. Learners' understanding of safeguarding is satisfactory and they know who to contact if they have any concerns. Academy staff have undertaken training in safeguarding, however, the Academy does not provide employers with guidance to help them to fully understand their role in protecting learners. Learners are not provided with sufficient training in internet safety.
21. The Academy's approach to equality and diversity is satisfactory. It provides learners with an appropriate introduction to equality and diversity during their induction. However, this is less effective for customer service learners. All staff have received relevant training and have a clear focus on ensuring equality and diversity are understood by learners and that they are protected from harassment, bullying and discrimination. Appropriate procedures are in place to manage complaints. Learners' knowledge is reinforced at progress reviews in the workplace through a discussion around a range of pictures and scenarios presented to them. However, assessors do not always take the opportunity to develop learners' knowledge beyond a basic level. Equality and diversity data

are analysed systematically, however, this does not result in an equality and diversity action plan.

22. Users participate well in supporting and promoting improvement. Stakeholder feedback is gathered systematically throughout learners' programmes and is discussed regularly at team meetings and used effectively to improve the provision. Meetings with employers are particularly effective in monitoring the quality of training programmes and ensuring the needs of learners and employers are met well. Employers speak positively about the support they receive and the quality of training provided. Feedback from the Academy to stakeholders informing them of improvements in the provision is not systematic. The involvement of learners in decision-making is insufficient.
23. The Academy's self-assessment process is satisfactory. Managers have clear processes for monitoring and evaluating performance and for tackling areas for improvement. They make good use of feedback from staff, employers and learners to contribute to a generally accurate and evaluative self-assessment report. Although the report is accurate in many respects it failed to identify some of the key areas for improvement identified by inspectors. Action planning for improvement is insufficiently comprehensive and lacks detail for some key processes.
24. The Academy provides good value for money. Learning resources are of a very high standard in motor vehicle and used well to provide a good experience for learners. Staff are well qualified and experienced. Overall success rates are outstanding for motor vehicle and high in customer service.

## Subject areas

### Motor vehicle

### Grade 2

#### Context

25. Of the 238 motor vehicle apprentices, 196 are undertaking apprenticeships in motor vehicle maintenance and repair, 37 in vehicle parts and 5 in vehicle body and paint. Of these, 96 are advanced apprentices and 142 intermediate apprentices. Nearly all intermediate apprentices progress to the advanced apprenticeship. Three learners are women and 5.6% of learners are from minority ethnic groups.

#### Key findings

- Outcomes for learners are good. In 2010/11, overall success rates for advanced apprentices were outstanding and the vast majority completed by their planned end date. Overall success rates for intermediate apprentices were satisfactory and in line with national rates, however, too many did not complete on time. Learners' progression into employment and higher levels of training on completion of their apprenticeship is excellent.
- Learners develop good vocational, employability and social skills. They work confidently and demonstrate high levels of skills in the workplace. Their employers value their work and all apprentices progress to permanent employment within the dealerships. They are productive members of staff with many taking on key positions in the workplace. Their practical work is of a high standard.
- Learners' portfolio work is of a satisfactory standard. Portfolio evidence is supported by witness testimony from workplace technicians, job cards, invoices and service records. However, there is an over-reliance on the use of written evidence and some assessors do not sufficiently encourage learners to cross-reference their own evidence.
- Learners feel safe and have a very good knowledge of health and safety and personal security. Their knowledge of their job role is good and they apply safe working practices very well. Assessors and trainers ensure that learners' knowledge is reinforced regularly during progress reviews and training sessions.
- Learners are taught well both at work and at the Academy. Workplace training is highly effective and links well to the training in the Academy. Staff have extensive vocational experience and are appropriately qualified. The well-structured training is a coherent series of teaching blocks that build on previous knowledge. Resources at the training centres are outstanding. Teaching rooms are equipped to a high standard and resources support learning very well.
- Whilst assessors perform their duties competently and learners value their guidance and support, assessment by direct observation is too infrequent, particularly for intermediate apprentices. Assessment practices are significantly

different between assessors with learners receiving markedly different experiences.

- Progress reviews are satisfactory but do not result in clear short-term targets. Some learners have clear and unambiguous action plans whilst for many the plans do not sufficiently detail the work to be completed and rely on the random collection of job cards.
- Assessors appropriately use structured questions to explore equality and diversity during progress reviews, supported by the innovative use of pictures on smart phones. However, all too frequently opportunities are missed to explore and extend learners' wider understanding of equality and diversity.
- The apprenticeship programmes meet the needs and interests of learners and their employers particularly well. Learners gain highly valuable qualifications and experience and greatly enhance their employment prospects. Employers speak highly of the programme which supports their need for a highly skilled workforce.
- The well structured training has strong links between on- and off-the-job training. Tutors make good use of online learning and tests prior to block training and adapt their teaching to the needs of the group. Good planning and communication helps to ensure that learners are able to practice new skills learned at the Academy when they return to work.
- Apprentices receive good care, guidance and support at the Academy and at work. Particularly effective guidance, provided during the recruitment process, focuses on apprenticeship programmes and employment opportunities. During their programme learners receive good advice and guidance about progression as employees and access to professionally accredited courses.
- Senior managers have a clear focus on improving outcomes. They set challenging key performance indicators. The motor vehicle apprenticeship programmes are managed well. Staff are aware of the performance indicators and work effectively to improve the provision and learner outcomes.
- Training staff are well qualified and experienced. The staff development programme is extensive and enables staff to update their skills and product knowledge as well as mandatory training on health and safety, equality and diversity, safeguarding, and the use of information communication technology (ICT).

### **What does Citroën need to do to improve further?**

- Ensure that all learners complete their intermediate apprenticeship by their planned end date by closely monitoring their progress and setting clear and challenging targets for each learner.
- Improve the effectiveness of the assessment process by increasing the frequency of direct observation in the workplace and using a more diverse range of evidence to enable learners to demonstrate their competence.

- Further improve learners' understanding of equality and diversity by ensuring that all assessors take the opportunity to explore and expand learners' knowledge at progress reviews.
- Closely monitor all aspects of assessment and progress reviews to identify areas for improvement and implement clear actions to ensure that all assessors provide learners with a consistently high quality experience.

## Customer service

## Grade 3

### Context

26. Of the 49 learners on the customer service apprenticeship programme, 24 are intermediate apprentices and 25 are advanced apprentices. All training and assessment for the apprenticeship programme takes place in the workplace and in addition learners attend formal training courses provided by the dealerships. All learners are employed in either franchised or authorised Citroën and Peugeot dealers. Men represent 44% of the learners and 6% are from minority ethnic groups.

### Key findings

- Outcomes for learners are satisfactory. Success rates are high for both intermediate and advanced apprentices. However, very few learners achieve their apprenticeship within the planned programme length. Learners are on programme for too long and do not progress with their qualifications at an appropriate pace relative to their ability and experience.
- Learners are developing appropriately enhanced job skills and are confident in their interaction with the public. Many learners have progressed to higher levels of training over and above what is required for their job role. Some learners take on additional responsibilities and tasks as a result of their development.
- Learners feel safe and have a very good understanding of their company policies and procedures. They know who to go to within their dealership if they need help.
- Insufficient use is made of initial assessment results to plan ahead for training and support. All learners study key skills at intermediate level regardless of their level of ability. The Academy recognises that target setting and planning take insufficient account of learners' prior experience and qualifications and is now developing a detailed plan for each programme with milestones planned in advance.
- The Academy and dealerships provide very good sector and job-specific training which is completed by all apprentices as part of their career progression. However, this is not effectively linked with the apprenticeship programme. Learners receive insufficient additional support and coaching from assessors to help them develop and understand the theory aspects of their programme.
- Assessors visit learners at regular intervals to conduct assessment and review their progress. Assessors use a good range of assessment tools and methods. However, action plans resulting from assessment do not provide sufficient information for learners to progress at a good pace. When assessments are cancelled the period of time between visits is too long and results in learners making slow progress.
- Learners undergo an appropriate review of their progress on a regular basis. Technology is used well to inform learners and managers of progress during

visits. However, the insufficiently detailed action plans do not help learners plan their learning in preparation for the next visit.

- Line managers provide good support in the workplace and engage well with learners. They regularly attend the assessment and review meetings and are keen to support their learners. Line managers have recognised that learners need time at the workplace to achieve their learning goals and are now scheduling time for learners to complete their set work.
- Information, advice and guidance at induction are ineffective. Learners cannot remember much of the key information from this process. It is over reliant on learners completing an induction booklet with insufficient direct training. Learners have little opportunity to review their learning as the induction booklet and a checklist are stored at the Academy.
- Management of the provision is satisfactory. The Academy has recognised that the delivery model used for customer service is not as effective as other programmes and is developing new approaches to improve the programme. Recognition of inconsistencies in practice amongst the assessor team are now being dealt with. Managers are developing approaches to better plan assessment visits but this is yet to influence the practice in the workplace.
- Arrangements to quality assure the provision are satisfactory. However, the self-assessment report had insufficient detail about the customer service programme and there is no separate quality improvement plan. Very few workplace coaching sessions are observed.

### **What does Citroën need to do to improve further?**

- Ensure that all learners complete their programme by their planned end date by improving the use of initial assessment, better planning and setting clear targets to meet the individual needs and abilities of learners so that they make good progress.
- Ensure that learners develop and understand the theory requirements of their programme through the use of coaching in the workplace, providing more learning resources and materials, and better linking of the company training programmes and the coaching provided by line managers.
- Improve learners' understanding and retention of subjects covered at induction by implementing a clearer, comprehensive induction and reinforcing learning throughout learners' programmes.
- Ensure self-assessment specifically focuses on customer service with the full involvement of all stakeholders leading to the development of a targeted plan for improvement.

## Information about the inspection

27. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's Quality and Development 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, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
28. Inspectors used group and individual interviews 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 the two subject areas the provider offers.



**Record of Main Findings (RMF)**  
**Citroën UK Limited**

**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	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	0	0
Part-time learners	287	287
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2	
<b>Outcomes for learners</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?	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>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
<b>Quality of provision</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
<b>Leadership and management</b>	<b>2</b>	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	2	
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

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