

SSE Services PLC

Inspection report

Unique reference number: 58590

Name of lead inspector: Phil Romain HMI

Last day of inspection: 19 November 2010

Type of provider: Employer

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Information about the provider

1. SSE Services PLC (SSE) supplies electricity and gas to over nine million domestic, commercial and industrial customers within the United Kingdom. It employs over 23,000 people working in power stations, depots, customer service centres, offices and shops. SSE is funded by the National Employment Service for apprenticeships and Train to Gain programmes in engineering, construction and customer services. Learners work throughout the country at various SSE sites and customer service centres.
2. At the time of inspection 41 apprentices and 291 advanced apprentices were following engineering programmes, 18 apprentices were following construction programmes and 77 apprentices were following call centre programmes. In addition 11 learners were on a level 2 Train to Gain programme in customer services, 16 were on a level 2 Train to Gain programme in engineering and 9 were on a level 2 Train to Gain programme in construction. The provision in construction was not inspected. Six engineering learners and 76 business learners are women and just over 4% of all learners are from minority ethnic groups.
3. SSE subcontracts training and assessment for engineering learners, including the technical certificate, key skills and workplace assessment, to colleges and private training providers local to where learners work. SSE staff provide training and assessment for the technical certificate and National Vocational Qualification (NVQ) for call centre learners and subcontract training and assessment of key skills.
4. The following organisations provide training on behalf of SSE:
 - Apprenticeship Training Ltd
 - Barnfield College
 - Bournemouth and Poole College
 - Bracknell and Wokingham College
 - Castle College Nottingham
 - Carnegie College
 - Central Sussex College
 - Chichester College
 - City College Norwich
 - City College Plymouth
 - City of Bristol College
 - Colchester Institute
 - Develop Training Services
 - DCET

- Dudley College
- Eastleigh College
- East Surrey College
- Electrical Assessment Services UK Ltd
- Empower Training Services
- Highbury College
- IPS International Ltd
- Isle of Wight College
- JTL Ltd
- Lomax Training
- Mid Kent College
- Newbury College
- Oaklands College
- Peterborough Regional College
- PETA
- SETA
- Southampton City College
- Steve Willis Training
- Swindon College
- South Essex College
- TTE Training Ltd
- Thames Valley University
- Utility and Construction Training Ltd
- West London Training
- West Suffolk College
- Weymouth College
- Yeovil College.

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Train to Gain Apprenticeships	20 learners 490 apprentices

Summary report

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

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	
Engineering and manufacturing technologies	3
Business, administration and law	3

Overall effectiveness

- The overall effectiveness of SSE's provision is satisfactory. Leaders and managers demonstrate a strong commitment to raising standards and improving the quality of programmes by actively targeting areas for improvement, although the management and control of NVQ assessment is underdeveloped.
- Success rates are satisfactory, although too many learners do not progress at an appropriate rate and do not complete on time. Learners develop a thorough understanding of how to work safely and feel safe. In the workplace they take good advantage of the opportunities to develop their competence, confidence and skills and are highly valued by their managers.
- Learners enjoy their training and most speak highly of their experiences. They develop good practical skills and knowledge and develop effective personal skills. SSE's programmes meet the needs and interests of their learners very well.
- Arrangements to safeguard learners are satisfactory. The well-being of learners is a high priority for SSE and it actively promotes safety both at work and

beyond. The promotion of equality and diversity is satisfactory overall, but SSE does not yet analyse any difference in the performance of different groups.

Main findings

- Outcomes for learners are satisfactory. Success rates are satisfactory overall and are good for the small number of engineering apprentices who have completed so far. However, too many learners are making slow progress with their qualifications.
- Learners' practical skills and knowledge are good. Engineering learners demonstrate good skills in the workplace. Business learners significantly increase their understanding of the business and their job roles. Many take on additional responsibilities and progress well in their jobs. All learners improve their confidence, become more effective in dealing with customers and improve their team working skills.
- Learners feel very safe and apply safe working practices well. They have a thorough understanding of health and safety and take full responsibility for their own safety and that of others. SSE places a high priority on the health and safety of its learners and promotes healthy lifestyles.
- Learners speak highly of the good training and coaching they receive in the workplace. Managers provide very effective on-the-job coaching to meet individual learners' needs. However, learners are critical of the teaching they receive at some subcontractors.
- Overall assessment is satisfactory. Most learners have appropriate assessment plans and are regularly visited by assessors. However, there are too many examples of apprentices making slow progress due to insufficiently regular assessment of their NVQ and starting the assessment of their NVQ too late in the programme.
- The planning of individual learning is ineffective. Learners do not have sufficient individual targets or milestones linked to their qualifications or apprenticeship framework. Initial assessment of literacy, numeracy and vocational needs does not sufficiently inform individual learning plans.
- The monitoring and review of learners' progress is satisfactory overall. Most reviews are conducted on time, although a minority of learners have not had an effective review of their progress for a significant period of time. Some progress reviews do not result in sufficiently clear targets to help learners progress.
- The training programmes meet learners' and SSE's needs very well. Learners gain the skills and qualifications they need for employment in the sector and have good opportunities to progress within the company. SSE is developing a highly skilled and knowledgeable work force where many have the potential to progress into supervisory roles.
- Leadership and management are satisfactory overall. Leaders and managers demonstrate a strong commitment to raising standards and improving the quality of programmes. The management and control of NVQ assessment are underdeveloped. Appropriate arrangements to manage subcontractors are in

place but agreements do not adequately specify SSE's requirements for NVQ assessment.

- The promotion of equality and diversity is satisfactory. SSE promotes equality and diversity actively throughout learners' training and as part of the core values of the company. Learners have an appropriate understanding of equality and diversity. The monitoring of recruitment, progress and achievement to identify any differences between groups of apprentices is underdeveloped.
- User engagement is satisfactory. SSE engages with learners and staff to support and promote improvement through regular communication with them. Mentors encourage feedback at reviews from learners and staff. While these arrangements are satisfactory they do not provide a sufficiently reliable way for the majority of learners to participate in supporting and promoting improvement in their programmes.
- Self-assessment and quality improvement arrangements are satisfactory. The current report clearly addresses the Common Inspection Framework, is self-critical and identifies most of the areas for improvement that inspectors identified. However, the process does not cover all aspects of apprenticeship training and does not lead to sufficiently detailed evaluation of the individual subject areas.

What does SSE Services PLC need to do to improve further?

- Improve the rate at which learners progress by starting NVQ assessment and technical certificates as early as possible and ensuring regular assessment results in clear individual targets for learners.
- Improve the planning of individual learning by using the results of the assessment of learners' literacy, numeracy and vocational skills to set individual targets and support arrangements.
- Improve quality monitoring arrangements by undertaking formal observations of all aspects of learners' programmes, more formative internal verification, and a more inclusive self-assessment process.
- Set and regularly review targets for subcontractors to ensure they provide the highest possible standards of teaching, learning and assessment to maximise the full potential of all learners.
- Identify, and plan to rectify, any differences in recruitment and performance for specific groups of learners by identifying the groups to monitor, introducing an appropriate monitoring system and implementing actions to reduce any gaps in performance.
- Increase the quality and amount of participation by learners and relevant staff in developing programmes by implementing a user-engagement strategy.
- Extend the scope and improve the impact of self-assessment by more detailed evaluation of each subject area.

Summary of the views of users as confirmed by inspectors

What learners like:

- the excellent training they receive in the workplace
- gaining useful and relevant qualifications
- becoming more confident and understanding better their rights and responsibilities
- gaining a better understanding of the company and their own role
- the good support they receive from SSE and their colleagues
- the customer services assessors.

What learners would like to see improved:

- the provision at some subcontractors which is not to an acceptable standard and not always relevant to the workplace
- the number and frequency of visits by assessors from some subcontractors
- when they are able to start assessment for their NVQ
- the lack of opportunities to progress to higher level qualifications
- the range of work in some areas which limits opportunities to progress in their apprenticeship.

Main inspection report

Capacity to make and sustain improvement

Grade 3

9. Capacity to improve is satisfactory. SSE has contracted with the National Employer Service since 2008. Early indications are that, for 2009/10, learners are achieving at a satisfactory rate overall, although with a significant minority not progressing at the planned rate.
10. The self-assessment report is self-critical, but aspects of the provision are not subject to sufficient evaluation. Leaders and managers take effective action to change and improve the provision. Quality improvement planning is effective and involves each business area. Quality assurance arrangements are satisfactory overall but with some gaps. SSE applies appropriate quality management strategies with subcontractors but recognises that a significant minority of them do not yet meet the standard required.

Outcomes for learners

Grade 3

11. Outcomes for learners are satisfactory. Success rates for 2009/10 are satisfactory overall and are good for the small number of engineering apprentices who have completed so far. However, timely success rates are low, in particular in the call centres where they are 30 percentage points below the national average. Current call centre learners are now making good progress with their NVQ, but the slow introduction of the technical certificate is causing delays in completing their apprenticeship. About 13% of the current engineering learners are behind target to complete on time. Key skills achievement is good.
12. Learners enjoy their training and develop very good practical skills and knowledge. Engineering learners achieve a good range of additional qualifications which enhances their economic well-being. All learners achieve a first-aid qualification during their induction. Business learners significantly increase their understanding of the business and their job roles. Many take on additional responsibilities and progress well in their jobs. All learners improve their confidence and become more effective in dealing with customers and working in teams.
13. Learners feel very safe and apply safe working practices well. They have a thorough understanding of health and safety and take full responsibility for their own safety and that of others. SSE places a high priority on the health and safety of its learners and promotes healthy lifestyles appropriately.

The quality of provision

Grade 3

14. Training and assessment in the workplace are satisfactory. Managers provide very effective on-the-job coaching to meet individual learners' needs and learners speak highly of the good training and coaching they receive. However, learners are critical of the teaching they receive at a minority of subcontractors.

Assessment meets the requirements of the qualification, but learners are not always aware when assessment is to take place and receive insufficient feedback about the quality of their work. Most engineering subcontractors produce good assessment plans and closely monitor learners' progress. However, assessment planning by a minority of subcontractors is poor and assessment is not sufficiently frequent. Too often assessment for the engineering NVQ begins late in learners' programmes and this contributes to the slow progress some are making. Learners produce good portfolios which contain a good range of evidence. The observations of call centre learners are conducted thoroughly and are well recorded.

15. Individual learning plans do not take sufficient account of learners' initial assessment of literacy, numeracy and vocational needs and do not have sufficient individual targets or milestones linked to their qualifications or apprenticeship framework.
16. The monitoring and review of learners' progress is satisfactory overall. Most reviews are conducted on time, although a minority of learners have not had an effective review of their progress for a significant period of time. Progress reviews for call centre learners usually involve the learner's supervisor and result in an appropriate record of progress made. In engineering too many reviews are conducted without the involvement of the learner's supervisor and do not result in sufficiently clear targets to help learners progress.
17. SSE's training programmes meet learners' needs very well. Learners gain the skills and qualifications they need for employment in the sector and have good opportunities to progress within the company. SSE is developing a highly skilled and knowledgeable work force, where many have the potential to progress into supervisory roles. Managers speak highly of the competence and confidence of learners and the positive impact they have on the business. However, there are insufficient opportunities for call centre learners to progress to higher level qualifications.
18. SSE makes satisfactory use of its partnerships to benefit learners. Partnerships with colleges and training providers are generally satisfactory and learners benefit from the expert advice and support available during off-the-job training. SSE is developing links with local schools and uses these effectively to promote its training programmes and to contribute more widely to the community.
19. Support for learners is satisfactory. Learners benefit from a comprehensive occupational welfare and employee support service which they understand how to use. Learners appreciate the support they get from staff throughout the organisation. However, learners receive little structured careers advice and have limited knowledge of the opportunities available for them to progress internally or within the sector as a whole.

Leadership and management

Grade 3

20. Leadership and management are satisfactory overall. Leaders and managers demonstrate a strong commitment to raising standards and to improving the quality of programmes. SSE has a clear and realistic strategy for developing apprenticeship programmes in line with its overall business strategy and values. The use of management information to support planning and review is effective. Managers and staff meet regularly to plan, review and evaluate programme performance and monitor overall progress against key indicators. The company implements national priorities, such as the skills pledge, and aims to ensure learners receive high quality training and job specific personal development programmes. The management process for subcontractors is satisfactory overall and further improvements are underway, although progress is slow with some subcontractors who do not yet meet the required standard. SSE has satisfactory service level agreements with subcontractors, but they do not specify with sufficient clarity SSE's requirements for NVQ assessment. The management and control of NVQ assessment are underdeveloped.
21. SSE's arrangements for safeguarding are satisfactory. Health and safety have a very high priority throughout the company and learners have a good understanding of safe working practices that is continually reinforced. Although SSE has yet to establish a formal policy on safeguarding young people and vulnerable adults, procedures are in place to ensure that learners are safe. Where required, SSE has ensured that subcontractors' staff have had enhanced Criminal Records Bureau (CRB) checks and meet safeguarding requirements. Appropriate arrangements are in place to safeguard learners under 18 during residential courses. Along with all employees, learners have good access to an independent counselling service and occupational health services. During their induction learners receive good guidance on health and safety including a session on safe driving and qualifications in first aid.
22. SSE's arrangements for promoting equality and diversity are satisfactory. SSE manages equality and diversity effectively and promotes it actively throughout learners' training and as part of the core values of the company. The company has appropriate policies and processes in place and recruitment processes are fair. Learners have a good understanding of their rights and responsibilities and feel valued. They know what to do if they feel they are being discriminated against or subjected to harassment. Staff appropriately monitor and reinforce learners' knowledge and understanding of equality and diversity during progress reviews. The monitoring of recruitment, progress and achievement to identify any differences in representation or performance between different groups of learners is underdeveloped and not routinely reported or reviewed by managers. There are no significant differences in the success rates for different groups of learners. The company is well aware of its responsibilities in respect of widening the participation in training of under-represented groups but does not make sufficient use of its partnerships with schools to promote its programmes to under-represented groups.

23. User engagement is satisfactory. SSE engages with learners to support and promote improvement through regular open communication throughout their learning programme and through the company's policy of encouraging employees to bring forward ideas for improvements. SSE uses the analysis generated through the Framework for Excellence survey to evaluate learners' views. While these arrangements are reasonable, they do not provide a sufficiently reliable way for the majority of learners or for all the relevant staff to have a voice and participate in promoting improvements. A user engagement strategy is not yet in place.
24. Self-assessment is satisfactory. The current report clearly addresses the Common Inspection Framework, is self critical and identifies most of the areas for improvement that inspectors identified. However, the self-assessment process does not include sufficiently detailed evaluation of the individual subject areas. Not all the staff or subcontractors who could make relevant contributions are involved. Learners' views are not systematically collected.
25. The quality improvement planning by managers is satisfactory. Regular review and planning for improvements takes place at corporate, business, and programme level. However, the company recognises that quality assurance arrangements are underdeveloped and do not yet sufficiently cover all aspects of training and assessment.
26. Value for money is satisfactory. Learners develop skills well and achieve at a satisfactory rate overall. Company resources are used effectively to support learners with mentors and to train and develop relevant staff for their roles in supporting learners. In-house training facilities are of a good standard, but not all learners benefit from them. The company manages its resources in a sustainable way and promotes and invests in renewable technologies.

Subject areas

Engineering and manufacturing technologies

Grade 3

Context

27. Currently 348 learners are working towards level 2 and level 3 qualifications in engineering. Three hundred and thirty two are on apprenticeships and advanced apprenticeships and sixteen are on Train to Gain programmes. Apprentices are working towards qualifications in electrical installation, power distribution and generation, and industrial and domestic gas installation. The 16 adults on Train to Gain programmes are working towards NVQs in street lighting and gas installation.

Key findings

- Outcomes for learners are satisfactory. Success rates for the small number that have completed so far are high, but the timely success rate is low. Progress rates are improving but about 13% of current learners remain significantly behind target to complete on time.
- Learners enjoy their training and develop good industrial skills and knowledge. They are confident in carrying out maintenance and repair procedures and work well in teams and independently. They speak highly of the skills they attain at work, where a strong emphasis is placed on the development of their industrial skills. Training is interspersed with experience within different departments to enable them to make informed choices on their preferred specialism.
- Learners say they feel safe and apply safe working practices well. Learners' knowledge of the high standard of health and safety expected of them is clearly established during induction and reinforced throughout their training. In the workplace, where there is a strong culture of safe working, learners rigorously apply safe working practices.
- Learners value the high standard of training and coaching which they receive at work. However, learners are critical of the teaching they receive at a few of SSE's subcontractors.
- The planning of individual learning is ineffective. Individual learning plans are incomplete and contain insufficient details about the planned training programme. The results of the initial assessment of learners' literacy, numeracy and vocational skills are not recorded and are not used to plan learning. Learners do not have sufficient individual targets or milestones linked to their qualifications or apprenticeship framework.
- Overall, NVQ assessment is satisfactory. However, for a few learners, assessment planning and the frequency of assessments are inadequate. For these learners, the assessment of their NVQ begins too late in their programme and they are making slow progress towards achieving their qualification.
- Reviews of learners' progress are satisfactory. SSE staff conduct most reviews on time and they are completed thoroughly. However, a few learners have not

had an effective review of their progress for a significant period of time. Most progress reviews result in a clear understanding of how well a learner is progressing, but too often targets are weak and do not help learners to progress more quickly.

- The programmes meet the needs and interests of SSE and its learners very well. SSE is developing a well-skilled and knowledgeable work force with nearly all learners progressing into employment with the company and many with the potential to progress into supervisory roles. Learners are gaining good skills and qualifications relevant to working in the sector.
- There are insufficient measures in place to ensure that the teaching, learning and assessment provided by subcontractors consistently meets the high standards SSE expects. Service level agreements with colleges and training providers do not adequately specify the expected arrangements and standard of assessment required.
- Self-assessment is broadly accurate and sufficiently self-critical, but with insufficient focus on the engineering programme. Learners, managers and subcontractors are not sufficiently involved in evaluating the provision and promoting improvements.

What does SSE Services PLC need to do to improve further?

- Improve the rate of learners' progress by starting the assessment of their NVQ earlier in the programme and by ensuring that progress reviews result in clear and challenging targets for each learner.
- Ensure that the teaching, learning and assessment provided by all subcontractors are to a high standard by setting clearer and more challenging targets and improving the monitoring of subcontractors' performance.
- Improve the planning of individual learning by making use of the initial assessment of learners' existing skills and knowledge and the results of progress reviews to create effective individual learning plans.
- Make self-assessment a more inclusive and effective improvement tool by making better use of the views of learners, managers and subcontractors.

Business, administration and law

Grade 3

Context

28. Currently 88 learners are working towards level 2 qualifications for contact centre staff. Seventy seven are on apprenticeships and eleven are on Train to Gain programmes. All learners work in call centre environments at either Basingstoke or Havant. All assessors and verifiers are employed directly by SSE, although a subcontractor delivers the training and assessment for key skills.

Key findings

- Outcomes for learners are satisfactory. The success rate in 2009/10 was just below the national average, but timely success was well below the national average. The overall progress of most current learners is now satisfactory and many are making good progress with their NVQ, reflecting their experience and competence. However, they are not making sufficient progress with their technical certificate.
- Learners develop good personal and vocational skills and knowledge. They significantly increase their understanding of the business and their job roles. Many take on additional responsibilities and progress well in their jobs. Learners improve their confidence, become more effective in dealing with customers and improve their team working skills. They enjoy learning and develop good research skills.
- Learners feel very safe during their training and employment. They have a thorough understanding of health and safety and adhere rigorously to the high standards set. Staff reinforce understanding through weekly bulletins, which also promote healthy lifestyles. Learners have a good understanding of their rights and responsibilities and participate well in local community voluntary work.
- Training and coaching is effective. Team managers continually provide very effective on-the-job coaching to meet individual learner needs. Assessors provide good coaching to raise learners' awareness of research opportunities. The key skills training workshops are effective in preparing learners for their tests. However, staff do not sufficiently integrate key skills with the NVQ and with learners' day-to-day work.
- Planning of the learning programmes is ineffective. The training and assessment of key skills has been left too late in the programme, although staff are introducing this earlier for new learners. The technical certificate is introduced too late into the programme, resulting in delays in achievement. SSE sometimes cancels technical certificate training due to business needs.
- Individual learning plans are ineffective. Learners' literacy, numeracy and vocational needs are not used sufficiently to plan individual learning. Learners are not set adequate short- and mid-term target dates for achievement of components of the framework and target end dates do not reflect individual learners' ability and progress.

- The training programme meets SSE's and learners' needs very well. Learners develop well in their jobs, take on additional duties and are encouraged to identify improvements in working practices. While learners welcome the opportunity to achieve accredited qualifications, opportunities to progress to higher level qualifications are insufficient.
- Support for learners is satisfactory. Assessors meet with learners at least monthly and maintain effective contact between visits. Personal support is good and relationships between learners, assessors and team managers are constructive.
- Leadership and management are satisfactory. Recent staff absence led to some ineffective operational management. However, significant improvements are now taking place. SSE has appointed a new key skills subcontractor and partnership arrangements are now good. Internal communications are good and the management information system is effective in tracking learners' progress.
- Staff training and development are satisfactory. Assessors and verifiers are highly committed to improving quality, are gaining more experience and becoming better qualified. New internal verifiers are working towards their qualification. However, there is still an insufficient awareness of best practice.
- Quality monitoring arrangements are underdeveloped. SSE does not formally observe all aspects of the programme such as progress reviews and induction. There is insufficient formative internal verification and collection of feedback from learners and team managers is insufficient.
- Self-assessment is generally accurate but insufficiently inclusive. Team managers and assessors do not sufficiently participate in the process. The report did not sufficiently identify all the areas for improvement, but inspectors were in agreement with the overall judgement.

What does SSE Services PLC need to do to improve further?

- Improve timely success rates by introducing teaching and assessment for the technical certificate and key skills as early as possible.
- Make key skills more relevant by integrating them with the NVQ and using evidence from learners' day-to-day work.
- Improve the planning of individual learning by making use of the initial assessment of learners' existing skills and knowledge and the results of progress reviews to create effective individual learning plans.
- Improve quality monitoring arrangements by undertaking formal observations of all aspects of the programme and undertaking more formative internal verification.

Information about the inspection

29. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's Head of Pipelines, 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 Skills Funding Agency or other funding bodies, and data on learners and their achievements.
30. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of 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)

SSE Services PLC

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	Employer responsive
Approximate number of enrolled learners		
Full-time learners	447	447
Part-time learners		
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	3	3
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	3	
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>	-	
<i>How well do learners make a positive contribution to the community?*</i>	3	
Quality of provision	3	3
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	-	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

*where applicable to the type of provision

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