

Seleta Training and Personnel Services

Inspection report

Unique reference number: 54325

Name of lead inspector: Joy Montgomery HMI

Last day of inspection: 17 August 2012

Type of provider: Independent learning provider

Address: Unit 1, Meadowcourt House
Meadowcourt Road
London
SE3 9DU

Telephone number: 020 8318 0808

Information about the provider

1. Seleta Training and Personnel Services Limited (Seleta) was originally established in 1968 as the South East London Training Group. The head office is based in Blackheath, London, with sales functions run from an office in Caterham, Surrey. Since the last inspection in 2008, Seleta have closed their training centre in Kenley and now only deliver training in the workplace. Seleta delivers commercial training courses and holds a contract with the Skills Funding Agency to deliver part-funded workplace training programmes and apprenticeships. The managing director and a team of seven trainer/assessors provide all the training to learners who are employed by companies in London or the South East. Seleta does not use other providers to deliver the programmes nor does it provide training on behalf of any other providers.
2. On this inspection, the team sampled all the subject areas being delivered including engineering and lift maintenance, forklift truck operations, cleaning and support services, customer services and management. All training and assessment take place in the learners' workplaces. At the time of the inspection there was an apprentice and 273 workplace learners all over the age of 19, and a fifth were over the age of 50. Three quarters of learners were male, and three fifths were of White British origin.

Type of provision	Number of enrolled learners in 2011/12
Employer provision: Train to Gain Apprenticeships	400 learners 1 apprentice

Summary report

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

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	1
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	3

Subject areas

Transportation, operations and maintenance	2
Service enterprise (cleaning)	2
Business administration and law	2

Overall effectiveness

- The overall effectiveness of the training provided by Seleta is good. Almost every learner successfully completes their qualification within the planned timeframes. Learners make excellent progress in developing valuable workplace skills. They develop good knowledge that improves their confidence and makes them more effective employees. Health and safety awareness forms a critical part of the training programmes.
- The programmes meet the needs of employers and learners very well. All training and assessment are carefully planned and delivered in the workplace or at clients' premises where learners are working. Trainers ensure they work similar shift patterns to learners to maximise opportunities for training and assessment. Experienced and knowledgeable staff deliver good training. Learners make good use of carefully-designed, high-quality workbooks to guide and support them through their learning programmes. Learning plans and reviews of progress do not always record some of the more individual aspects of the learning process.

5. The management of training is good and Seleta measures and monitors learners' progress carefully. Staff work closely together to develop and improve the programmes and to ensure all learners succeed. Some of the quality improvement processes and promotion of equality and diversity are insufficiently developed.

Main findings

- Qualification success rates for learners are excellent and well above the national averages in all subject areas for the last three years. Almost all learners complete their qualifications within the timeframes expected and there is no variation between different groups of learners. Learners are making very good progress and thoroughly enjoying their training programmes.
- Learners develop particularly good workplace skills, improving their knowledge and performing their jobs more confidently. Cleaners increase their understanding in the correct use of different chemicals for cleaning; forklift truck operators improve their skills at manoeuvring their trucks safely; and, call-centre learners improve their customer services skills.
- Learners feel safe and demonstrate very effective and safe working practices. Health and safety in the workplace are given a particularly high priority and reinforced exceptionally well by trainers delivering forklift truck and cleaning programmes. Arrangements to safeguard learners are satisfactory.
- Training and learning are good. Programmes are well structured with trainers and learners making good use of well-designed workbooks for each qualification. Trainers are very effective at sharing their considerable knowledge and experience with learners and employers. They provide particularly good coaching to learners in the workplace, ensuring they develop high levels of skill.
- Assessment practice is generally well planned and learners receive good feedback on how to improve their performance. Learners produce a wide range of suitable evidence for their portfolios. However, initial assessment results are not used sufficiently well to ensure learners' targets and approaches to training reflect their prior experience or current job roles.
- Trainers review learners' progress at each visit and provide good verbal guidance on what learners need to do before the next visit. However, the progress review forms do not fully reflect the individual learning that has taken place, the different rates of progress and individuals' expected completion dates.
- The training programmes meet the needs of employers and learners very well. Seleta is particularly responsive to the specific needs of employers. Trainers often work varying shift patterns to maximise training and assessment opportunities. Employers ensure learners have sufficient time during working hours to complete their qualifications.
- Trainers and employers provide good personal support and guidance to ensure learners progress and succeed. Seleta provides a range of resources and links to relevant websites for general advice and guidance. However, no professional

support is available to develop the language, literacy, or numeracy skills of those learners who need it.

- Managers provide good strategic leadership and Seleta aspires to excellence in all aspects of its work. Management is good, roles and responsibilities are clear and communication is very effective. The managing director sets challenging, but realistic, targets. Staff development is too informal, with insufficiently effective improvement plans.
- Arrangements for the promotion of equality and diversity are satisfactory. Staff and learners' understanding of equality is sound. Most learners develop a good understanding of their own rights and responsibilities. However, Seleta does not promote equality and diversity sufficiently to all learners throughout their programmes.
- Seleta engages well with employers and learners, is very responsive to their concerns and uses their views effectively to improve the programmes. Trainers are very flexible in ensuring minimum disruption in workplaces. Employers and learners appreciate the effective communications they have with Seleta.
- Quality improvement is good. Systems to audit documentation and data, and to monitor and track performance carefully, are very thorough and effective. Regular and well-planned meetings drive and improve quality effectively. However, systems to improve teaching, learning and assessment and to evaluate the overall quality of provision through self-assessment are underdeveloped.

What does Seleta need to do to improve further?

- Ensure the length of the programmes and approaches to learning properly reflect individuals' potential through better use of initial assessments and target setting in progress reviews.
- Develop and implement a strategy that better supports the literacy, numeracy and language needs of all learners.
- Strengthen quality improvement processes, including self-assessment and teaching observation, to ensure the most effective development of staff skills and programme quality.

Summary of the views of users as confirmed by inspectors

What learners like:

- the helpful support from trainers/assessors
- the useful workbooks which help reinforce learning and act as reference books
- the clear explanations from assessors/trainers
- learning new methods of work and new activities
- the very informative training sessions
- learning more about health and safety
- the opportunity to gain recognition for their skills.

What learners would like to see improved:

- more visits by trainers/assessors.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the relevancy of the training on-site and the preparation for future jobs
- how the training encourages learners' pride in their jobs
- the professional and helpful approach by assessors
- the flexibility and timing of the training and assessment in relation to shift patterns
- the improved performance by completed learners
- the strong emphasis on health and safety.

What employers would like to see improved:

- Nothing reported.

Main inspection report

Capacity to make and sustain improvement

Grade 2

6. Seleta has a strong track record of improvement and of sustaining high success rates. The managing director sets ambitious, but realistic, targets for improvement. The whole organisation shares a desire to become an outstanding provider and all staff contribute effectively to quality improvement.
7. The current structure and resources are well able to carry through Seleta's plans for improvement. Quality systems have contributed significantly to improvements across all aspects of the programme. The self-assessment report, although identifying many of the findings from the inspection, is descriptive and grades many aspects too high. The process takes into account feedback from employers and learners and information from the very effective quality meetings; however, it does not encourage sufficient reflection by all staff across the whole provision.

Outcomes for learners

Grade 1

8. Qualification success rates are excellent. On Train to Gain programmes, success rates improved considerably from 88% in 2008/09 to over 96% in 2009/10 and 2010/11, significantly above national averages. All learners who achieve do so within the timeframes expected. Seleta's own data show that this exceptional performance has been maintained in 2011/12. The smaller number of learners on apprenticeship programmes also achieve outstanding success rates, well above national averages at 90% in 2009/10 and 100% in 2010/11. There are no variations between different groups of learners and success rates are well above the national averages in all subject areas.
9. Learners make very good progress in improving their workplace skills. They develop high levels of knowledge which they apply effectively in their various job roles. Learners thoroughly enjoy their learning and value the opportunity to improve their confidence and performance at work. Employers value highly the skills learners develop, increasing learners' prospects and job security. Most learners gain a greater understanding of their rights and responsibilities as employees.
10. Learners demonstrate good working practices and are very aware of the potential hazards and risks associated with their workplaces. Forklift truck drivers develop good skills at manoeuvring in an effective and safe manner. Cleaners learn how to use various chemicals appropriately, safely ensuring the health and well-being of themselves and others. Learners understand what they should do if they have any concerns and they show respect for others.

The quality of provision

Grade 2

11. Teaching, training and learning are good. Training officers are experienced and knowledgeable and demonstrate good coaching skills. Learners gain useful occupational information from their training officers. In forklift truck programmes, training officers give learners good instructions and guidance to ensure they gain nationally recognised accreditation to operate their workplace forklift trucks early in the programme. Learners make good use of well-designed workbooks for each qualification. Assessment practices are well planned and flexible to ensure learners' opportunities to gather evidence for their qualifications are maximised. Learners receive effective feedback on how to improve their performance and know what they need to do between visits. However, individual learning plans and formal reviews of progress often lack details about individuals' learning in the workplace and targets are not sufficiently personalised.
12. Seleta meets the needs of its users well. Staff are always considerate of an employer's business demands when planning and undertaking training sessions and assessments. The training programmes develop the specific occupational skills employers need, and learners enhance their prospects at work and gain relevant and useful qualifications. However, there are few opportunities for learners to progress to higher level qualifications or qualifications within related subject areas.
13. Seleta has developed good partnerships with employers to develop its training provision. Links are strong at both executive and site supervisor level and employers value the high-quality training learners receive. Seleta maintains strong links with awarding bodies and key industry organisations such as the Road Transport Industry Training Board. Instructors receive regular industrial refresher training and have up-to-date certificates to operate a wide range of different types of forklift trucks.
14. The quality of care, guidance and support for learners is satisfactory. Learners receive effective personal and occupational support from Seleta staff and their supervisors to enable them to complete their qualifications. Assessors are available via email and phone between visits to support learners. However, the strategy to support learners' additional needs is not fully developed. In particular, no professional or specialist support is available for those learners whose first language is not English or for those who have additional literacy and/or numeracy needs.

Leadership and management

Grade 2

15. Managers provide good leadership and ambition which has led to improved and outstanding success rates in the last three years. Seleta aspires to excellence in all aspects of its work, which is encouraged through a positive and supportive culture. Management is good, roles and responsibilities are clear and communication within Seleta and with employers is very effective. The

management systems are robust and managers use data well to oversee performance. Staff meetings are regular and well managed, with a clear record of actions which managers and staff carefully follow up. The managing director sets challenging, but realistic, targets which are supported by thoughtful and responsible strategic management.

16. Staff are competent and assessors have good vocational knowledge and experience of their subjects. However, staff development is informal with insufficiently-focused development plans. Trainers are members of the Institute for Learning but are not undertaking teaching qualifications. Their skill development is managed through general quality meetings and their own professional and industry development registers.
17. Seleta is very effective at protecting learners and in meeting the government's safeguarding requirements. The managing director takes overall responsibility for safeguarding and is aware of the need to safeguard young learners. All current learners are employed and over the age of 19, and a high priority is given to health and safety assessments of employers and learners' workplaces. Staff have not received any specific safeguarding training. Seleta staff who train and assess cleaners who work in schools and medical centres have completed enhanced Criminal Records Bureau checks. Seleta takes prompt and appropriate action to respond to learners' concerns about bullying and harassment in the workplace.
18. Seleta focuses clearly on the success of every learner and achieves high success rates across all learner groups. Managers analyse and monitor the performance of different groups of learners. Seleta recognised a low proportion of females in learning and has increased this in the last three years from less than a fifth to nearly a third. Minority groups make up nearly half of all learners with no significant difference in the performance of any specific group. Staff and learners have a sound understanding of equality and staff have undertaken formal training with refresher training planned soon. Where learners have concerns or complaints these are addressed quickly, sympathetically and effectively. Equality and diversity are promoted well to learners during induction and they can access a well-written equality policy on the website. A good workbook, which develops an enhanced understanding of learners' own rights and responsibilities, provides effective reinforcement of equality for many learners during their programmes. However, equality and diversity are not promoted sufficiently to all learners throughout their programmes.
19. Employers and learners have a high regard for the service they receive. Seleta's own surveys and those of other agencies demonstrate a high satisfaction rate from both learners and employers. Seleta is very responsive to users' concerns and works hard to ensure minimum disruption to users' working patterns. Staff work closely with employers to match training carefully to the learner's job role. Seleta uses feedback from employers and learners effectively to inform quality improvement and develop the workbooks further.

20. Quality improvement arrangements are effective. Seleta has an obvious and clear culture of quality improvement. Systems to audit documentation and data are thorough and effective. Good systems are in place to monitor carefully performance and learners' progress. The managing director uses regular and well-planned monthly performance meetings very effectively to drive and improve quality. However, although managers observe teaching, learning and assessment, the process does not lead to sufficiently effective development planning to drive the development of teaching skills and promote good practice more effectively.
21. Seleta provides good value for money. Nearly all its learners achieve their qualification and also complete within their planned end date. Seleta manages its resources well and has developed high-quality workbooks for all programmes. Seleta is committed to managing its business in a sustainable way through a comprehensive sustainability policy.

Subject areas

Transportation operations and maintenance

Grade 2

Context

22. Currently, 151 learners are in training, 139 are on an intermediate certificate in plant operations for forklift trucks, 11 are on engineering maintenance diplomas at intermediate or advanced levels and there is an advanced apprentice finishing an engineering maintenance framework. All training and assessment take place at employers' or customers' premises. There are 2 female learners and all are over the age of 19.

Key findings

- Qualification success rates are excellent and significantly above national averages. Success rates within expected timeframes increased from 72% in 2008/09 to over 99% in 2009/10 and 2010/11. Seleta's own data show that all 215 learners completed their qualification successfully within expected timeframes in 2011/12.
- Learners are making very good progress. Forklift truck operators successfully complete a short course to gain accreditation and join the National Operations Registration Scheme for their relevant workplace trucks. Learners develop their practical workplace skills progressively and demonstrate a good understanding of lift maintenance or forklift truck operations.
- Seleta pays excellent attention to the development of safe working practices throughout the training programmes. Both learners and employers value this strong focus and regular reinforcement. Learners are aware of the concepts of risks and hazards and use personal protective equipment as a matter of course. Learners say they feel safe and that the training ensures they do not become complacent about safety matters.
- Lift and forklift truck training is good. Staff give clear directions and advice about lift maintenance procedures and forklift truck operations. They are experienced and supportive and are qualified to operate and train learners on a wide range of forklift trucks. The range of activities and tasks undertaken increases in complexity, which challenges, engages and sustains the interest of the learners. Assessments are well planned to suit the learners.
- Learners make good use of supporting materials which prove useful in consolidating learning. Seleta provides each learner with a detailed workbook which sets out the aspects of the training they are undertaking. The workbook and an industry booklet form useful and valued subject references for learners.
- The use of initial assessments is underdeveloped. Seleta appears to make little use of the learning style questionnaire and the overall length of the programme is not adapted to reflect an individual's prior experience or job role. Reviews of progress do not record the development of workplace skills sufficiently. Some

action plans are not sufficiently detailed. Employers are kept informed of learners' progress and performance.

- The programmes meet the needs of learners well. Learners undertake programmes in order to progress in their workplace, increase their skills and achieve qualifications which will enable them to sustain employment in the sector. However, there are few opportunities for learners to progress to higher level qualifications or related qualifications.
- Seleta maintains strong links with industry bodies such as the Lift Escalator Industry Association and the Road Transport Industry Training Board. Seleta manages the relationships with employers well, through good, effective communication links. Employers are very positive about the provider's flexibility in meeting their requirements. Seleta responds rapidly in providing the training that employers require.
- Staff development focuses mainly on maintaining industry accreditation and health and safety updates. Observations of teaching and learning have not yet resulted in further development of trainers' skills or sharing of good practice. Staff have received insufficient updates on safeguarding and equality and diversity and do not reinforce these sufficiently throughout training or at progress reviews.
- Staff meet regularly to discuss improvements and develop the training materials further. However, they do not contribute formally to the self-assessment report or understand its relevance in a continuous improvement cycle.

What does Seleta need to do to improve further?

- Ensure progress reviews record on-the-job training effectively and that individual learning plans and action plans are appropriate so that all learners progress at a relevant pace.
- Promote learners' understanding of equality and diversity in the workplace by incorporating more information into the learners' workbooks and through maximising opportunities to reinforce awareness during training and reviews.
- Improve the trainers' teaching and learning skills by expanding and making better use of the observation systems to identify areas for development.

Service enterprises

Grade 2

Context

23. Currently, 71 learners are in training working towards an intermediate certificate in cleaning and support services skills. There are 34 male learners, 23 are from minority ethnic backgrounds and 5 have a declared disability. Training is delivered by one trainer/assessor and one interval verifier who has additional duties within the company.

Key findings

- Overall success rates for learners in 2011/12 are very high at 93% with all successful learners achieving within the planned end date, which is well above national rates. Current learners are making good progress and are on target to complete on time in spite of several workplaces being closed during part of the summer.
- Learners develop good work-related cleaning skills and especially develop an increased understanding of how to use chemicals safely. They are now able to carry out their cleaning activities to a far higher standard than previously. Learners develop their confidence significantly and feel able to ask questions and contribute to discussions at work. The standard of learners' work is high and shows good industrial knowledge.
- Learners have a good understanding of health and safety which is consistently reinforced during both training and assessment. Learners feel safe and a strong culture of safe working on sites exists, many of which are schools or medical premises.
- Teaching and coaching are good with well-planned sessions that clearly motivate learning. Training officers make good use of questions and answers during training and assessment feedback. Seleta has designed very well written and detailed workbooks that provide information to increase learners' knowledge and understanding and act as a coaching aid. Workbooks include measurement, literacy and numeracy and are validated by the learner, assessor and employer.
- Assessment is well planned with clear procedures. Training officers have good industrial knowledge. Assessment feedback also includes highly-focused mini teaching sessions. Learners have around six visits over six months and portfolio evidence is very varied with photos, product evidence, observations, workbooks, employer testimonies, and performance grids and questioning.
- Learners' progress reviews lack detailed individual focus, with assessors using company-generated, largely pre-printed forms with little individual annotations or content added. However, clear targets are set and learners understand what they have to do before their next visit.
- The training and assessment given to learners closely match their work duties and meet both learners' and employers' expectations. However, there are no

clear progression routes to higher level qualifications in cleaning or other qualifications such as team leading and management.

- Seleta has a strong working relationship with employers at both executive and site management level. The organisation has also established good relations with individual site clients. Training officers work well with site management to meet shift patterns and maximise training and assessment opportunities.
- Although training officers work diligently with learners who need additional learning support, no professional support is available for learners whose first language is not English or who have additional literacy and/or numeracy needs. Resources are not written in a way that learners with literacy or language needs will understand.
- Overall management of the small team is comprehensive with clear directions and targets given. Training officers have satisfactory qualifications and good industrial experience, but none has a teaching qualification.
- The provision for safeguarding and equality and diversity is satisfactory. There has been recent staff training for equality. Learners can access additional resources and links to relevant websites via the company internet page. The workbooks were revised in July 2012 to have a stronger focus on safeguarding and equality and diversity.
- Internal verification processes are thorough, with comprehensive and clear feedback to assessors. A series of team meetings monitor both staff and learner progress and staff set corrective targets where necessary. The self-assessment process is not sufficiently inclusive. Training officers and other staff do not contribute directly and only saw the final document to proof read.

What does Seleta need to do to improve further?

- Increase support options for learners by offering, or signposting, learners to professional support for those who have additional literacy, language and/or numeracy needs.
- Widen all learners' and employers' understanding of progress by giving clear guidance on using the review paperwork, so that it records in greater detail individual learners' progress and targets.

Business, administration and law

Grade 2

Context

24. Currently, 52 learners are in training, 51 are on an intermediate certificate in customer services and one is on an advanced certificate in management. The majority of learners work at different sites for one employer. All training and assessment take place at employers' or customers' premises. There are 12 male learners and all are over the age of 19.

Key findings

- Seleta's data for 2011/12 indicate a continued and improving high rate of success for all workplace learners within the expected timescale. Of 41 learners leaving the programme so far this year only 3 did not achieve. Most learners are making good progress and the standard of work in portfolios is at least satisfactory, and for many it is good.
- Many learners develop good additional skills in research and team building and extend knowledge of their rights and responsibilities as employees in customer service roles. Many learners already possess good skills in customer service prior to starting the qualification but they still find the additional knowledge useful and value the opportunity to gain a qualification.
- All learners feel safe and know how to raise issues and to whom these should be addressed. All learners complete a comprehensive workbook which provides them with vital information to work safely and without fear of discrimination. Learners demonstrate safe working practice.
- Trainers provide effective coaching to learners in the workplace. Most learners enjoy the informative one-to-one sessions with the training officer who is friendly and very supportive. A good range of resources supports the learning activities and includes high-quality workbooks, web-based materials, interactive self-assessment questions and DVDs.
- Assessment practices are satisfactory. All learners receive a comprehensive initial assessment. However, Seleta makes little use of the results and the learning plans do not fully reflect an individual's needs or circumstances. Very experienced call centre managers are given the same time to complete a qualification as less able and less experienced staff.
- Reviews are satisfactory and learners know exactly how to progress between visits. Seleta has implemented a standardised approach to progress reviews with a pre-prepared proforma. In doing so, the process has lost the potential to record precisely bespoke targets reflecting individual needs.
- Seleta is particularly responsive to the specific needs of the employers. Staff are always considerate of the demands of the business when planning and undertaking visits to the learners. The training officer and employers work well

together to support learners to progress and succeed. Line managers rotate work schedules to allow learners designated time off to complete their portfolios.

- Management of the subject area is good. The training officer reports directly to the senior manager, who provides clear direction and effective support and guidance. Good communications and frequent and focused staff meetings ensure that staff are well informed of quality improvements and developments.
- Learners have a sound understanding of equality and diversity resulting from good employer training prior to attending this course, combined with additional training from Seleta. During reviews the promotion and reinforcement of equality and diversity is rather superficial and does not always extend learners' understanding of these issues.

What does Seleta need to do to improve further?

- Improve and extend the planning for learning and recording in reviews to develop a personalised approach to training to help learners to make faster progress where appropriate.
- Ensure greater emphasis on the importance of the reinforcement and extension of equality and diversity with learners during training, and at review, to enable them to better apply the principles within the workplace.

Information about the inspection

25. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's managing director, as nominee, carried out the inspection. Inspectors also took account of Seleta's most recent self-assessment report and development plans, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
26. 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 Seleta offers.

Record of Main Findings (RMF)

Seleta Training and Personnel Services 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 using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	274	274
Part-time learners		
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	1	1
How well do learners achieve and enjoy their learning?	1	
How well do learners attain their learning goals?	1	
How well do learners progress?	1	
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	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
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?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

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