

Team Enterprises Limited

Independent learning provider

Inspection dates		27–31 October 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- too many learners do not complete their qualification within the specified time
- arrangements to plan learning programmes and review the progress made by each learner are not fully effective
- English, mathematics and functional skills assessments are not used effectively to ensure all learners have the opportunity to extend their skills and make the progress expected of them
- quality assurance arrangements are not used effectively and standards have fallen since the last inspection
- the quality of information, advice and guidance does not ensure all learners are on the right course and at the right level.

This provider has the following strengths:

- an increasing proportion of learners are completing their courses and develop good levels of skills while at work
- learners are highly motivated to learn, are enthusiastic about their training programmes and respond well to the good individual support and encouragement from staff
- employers value the training that learners receive because it increases skill levels and improves the overall effectiveness of the services they deliver
- a majority of learners move to higher-level courses or receive promotion at work
- unemployed learners gain valuable work experience and many gain sustainable employment
- leaders and managers work successfully with local employers and other training providers to ensure the courses on offer are relevant and matched well to the needs of local businesses and public service organisations.

Full report

What does the provider need to do to improve further?

- Increase success rates; plan individual learning programmes thoroughly and monitor the progress made by each learner to ensure they complete their qualification within the specified time.
- Make better use of the results from initial assessment to ensure all learners start their course at the right level, have appropriate targets for achievement and receive detailed written feedback on their progress so that they can improve their skills in English, mathematics and functional skills.
- Increase the use of data so that managers can analyse learner performance and make effective decisions that improve the quality of teaching, learning and assessment, such as increased use of observation and better support to ensure staff improve their skills.
- Ensure that the quality improvement plan clearly identifies specific targets within achievable timescales so that managers can monitor effectively the progress of improvement activities.
- Improve the quality of information, advice and guidance to ensure all learners start on the right course and at the correct level to meet their individual needs.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Team Enterprises Limited provides apprenticeship training for learners over the age of 16 at intermediate and advanced level. The majority of learners following apprenticeships in health and social care make adequate progress. A smaller number of learners following programmes in other subjects, such as teaching and lecturing, administration, business management and customer service, make similar levels of progress. ▪ In the last year the proportion of learners who complete their qualifications has increased on almost all courses, including those that are classroom based, workplace based and traineeships. However, success rates on most courses remain too low and too many apprentices do not complete their studies within planned timescales. Improved target setting for achievement and increasingly regular reviews by staff have recently been introduced successfully and are beginning to improve rates of progress for many learners. ▪ Learners develop positive attitudes to their work. They work well with their training consultants to demonstrate what they have learned. Learners show good knowledge and understanding of the skills and techniques they need to be more effective in their jobs; such as carers in health and social care settings, managers and team leaders in businesses and trainers of staff in public services organisations. Consequently, learners contribute well as employees and deal effectively with the demands of their work. ▪ A majority of learners increase their confidence and skills in English and mathematics during their course. However, too often results from initial assessment are not used effectively enough to set appropriate targets for learners' achievement. Consequently, learners do not consistently make enough progress because training consultants do not always plan learning effectively. For example, more-able learners are not encouraged to aim for higher level qualifications. The late development of adequate English and mathematics support has limited apprentices overall and timely success. ▪ A majority of learners progress into employment, gain promotion at work or go on to higher-level courses. Employers and supervisors speak highly of their apprentices. They value the skills and expertise that their learners develop and use in the workplace. 	

- Unemployed learners on traineeships follow well-structured training programmes that prepare them adequately for their work. They grow in confidence and are motivated to get a job. They enjoy their training, develop effective personal and social skills and improve their employment opportunities. The majority of learners on traineeships are successful and get a job soon after leaving the course.
- Actions to reduce differences in the performance of different groups of learners are successful. Female learners achieve better than males. However, the gap is closing as managers are becoming increasingly effective at identifying learners at risk of falling behind in their studies. There are no significant differences in the performance of learners from minority ethnic groups. For the small number of learners that require additional learning support they achieve at least as well, and sometimes better than their peers.

The quality of teaching, learning and assessment

Requires improvement

- Training, learning and assessment are not good enough, neither are outcomes for learners. The areas reported on represent a sample of the most significant provision. Training consultants are well qualified and have good levels of relevant vocational experience which they use effectively to ensure learners receive effective individual support in the development of vocational skills. For example, learners on the teaching and lecturing programme develop very good awareness of the importance of ensuring individual needs and disabilities are considered when they plan training sessions. This ensures learners develop their confidence as trainers and become more effective in their jobs.
- Training consultants provide clear and effective verbal feedback which motivates and encourages learners. However, written feedback is not detailed enough to help learners recognise what they need to do to improve. Despite recent improvements learners' targets remain too general and mostly focus on actions required to complete units and qualifications. In too many instances, the targets set for learners do not pay sufficient attention to increasing knowledge or developing skills, such as confidence, communication or specific English and mathematics skills. Consequently, learners are clear about the overall progress they are making but less sure about how to develop their individual skills and abilities.
- Arrangements to ensure all learners make good progress in developing their abilities in English, mathematics and functional skills require further improvement. Spelling, punctuation and grammatical errors are not corrected routinely. A few training consultants do not have the skills required to accurately and confidently support learners' development in these skills beyond the minimum levels specified for the award. Managers have identified the need to help all staff develop their own skill level and training has been provided. However, it is too early for this to have made a significant impact.
- Most training consultants have a good understanding of the needs and interests of each learner because they are assessed thoroughly at the beginning of each course. They accurately identify learners' vocational skills and knowledge. However, the results of these assessments are not always used well enough by staff to identify what needs to be done to ensure each learner does well. For example, the need to improve literacy or mathematics skills for learners on customer service courses or specific additional needs, such as aspects of dyslexia.
- The quality of information, advice and guidance provided for learners requires improvement. A few learners are on programmes which do not accurately meet their individual needs or abilities. The quality and amount of advice on future training and career guidance varies considerably. However, training consultants ensure that learners receive thorough and effective induction information, which helps learners to understand what their course involves and what is expected of them.
- The majority of training consultants use consistently high quality teaching and learning resources with increasing success to ensure learning during sessions is more effective. Current learners engage well in almost all sessions and are clearly motivated to learn and make progress toward their learning goals. However, a few training consultants including those delivering

traineeships do not plan sessions effectively and rely too heavily on worksheets which are uninspiring and have little impact on learning. In the most effective sessions training consultants skilfully create opportunities for independent learning to extend learners' development further. For example, learners on early years and playwork courses learn how to use their initiative in the creation of successful learning and play activities.

- Learners' work on all programmes is of an adequate quality for their level of training. Few training consultants use information and communication technology (ICT) well enough to support learning or to encourage learners to develop higher study skills. For example, using professional online journals to read about research projects and broaden their understanding of issues, such as effective strategies to protect vulnerable adults.
- The promotion of equality and diversity is adequate. Most training consultants ensure that learners have a sufficiently good understanding of the importance of ensuring people are treated fairly and that differences are respected. This ensures that learners understand how laws and national guidance are used in their workplaces to protect individuals and promote their individual rights. For example, ensuring care service users receive support that takes full account of their individual needs and choices. However, a minority of training consultants do not promote equality and diversity often enough when they meet with learners as is the case of business management learners who are generally less clear of how these principles affect their roles.

Health and social care

16-19 study programmes 19+ Learning programmes Apprenticeships

Requires improvement

- Teaching, learning and assessment require improvement and this correlates with the outcomes for learners, which also require improvement. Overall success rates have improved in the last year and are now at the national rate. However, too many learners do not complete their qualification within the specified time.
- Training consultants ensure that learners develop a good range of skills essential for work in the health and social care sector. For example, recognising the importance of good teamwork and a range of communication methods to meet the needs of those for whom they care. Learners become more confident and develop a much better understanding of the policies and procedures that relate to their role and responsibilities in the workplace.
- Staff ensure that the majority of current learners now make better progress and provide an appropriate standard of evidence for their award. Training consultants use their good level of skills and experience to motivate learners to do well and progress in their studies and career. The majority of learners progress from intermediate to advanced courses and a few go on to gain qualifications as team leaders and managers.
- Assessment of learning requires improvement because too often written feedback lacks sufficient detail to enable learners to identify what they do well and what they could do better. However, verbal feedback, particularly following an observation in the workplace, is detailed and supportive. Training consultants monitor effectively the progress made by learners but questioning techniques do not always effectively encourage more-able learners to gain a much broader and deeper understanding of the topic.
- Initial assessment of learners' skills is accurate. However, not all training consultants provide adequate support to enable learners to improve their skills in English and mathematics; for example, they do not routinely correct spelling and grammatical errors in learners' written work. Training consultants motivate learners well and ensure they develop a good understanding of how learning will improve the quality of what they do in the workplace. They raise learners'

awareness of important principles in care work, such as individual care planning and using reminiscence techniques to communicate with dementia sufferers.

- Well-planned coaching sessions encourage discussion, linking theory to work practice well. Learners, including those with dyslexia, value using the digital recording of discussions so they can review and reflect on what they have done. Learners have a good understanding of the importance of equality and diversity in care. Training consultants draw on their own experiences as care workers to make sure learners fully appreciate how to respect the rights of individuals receiving personal care.
- Training consultants work effectively with employers to ensure learners are supported well. The majority of employers are enthusiastic about helping learners to develop the important skills they need to be more effective as carers. Formal reviews of learners' progress are effective and most employers are involved in establishing new targets for learning.
- Arrangements to provide initial information and guidance are effective. Learners and employers are aware of the demands of training and the commitment required. Training consultants provide adequate advice which enables learners to explore additional learning opportunities to aid career progression. However, there is limited support to encourage those considering higher education.

Teaching and lecturing

19+ Learning programmes Apprenticeships

Requires improvement

- Teaching, learning and assessment require improvement and this reflects the outcomes for learners, which also require improvement. Almost all current learners are employed as trainers in one of the regional emergency services and are following an intermediate- or advanced-level apprenticeship.
- Training consultants use their good levels of experience to ensure learners develop good skills in supporting the professional development of staff. Very good use is made of the learners' own experiences at work to relate theory to work practices. For example, two learners whose work involves delivering a motorcycle safety course demonstrated how to support disabled bikers and ensure they remain safe on the roads. As a result, learners increase their confidence and make adequate progress.
- The development of learners' English, mathematics and functional skills requires improvement because support and teaching to develop learners' skills are not effective enough. Consequently, learners do not always know what to do to improve. Spelling, punctuation and grammar are not routinely corrected in learners written work and opportunities for learners to improve their mathematics skills are not provided frequently enough.
- Insufficient use is made of the results from initial assessment of learners' skills and abilities. Assessments completed for learners' English, mathematics and ICT skills are used to establish learners' starting points but they are not used effectively to develop individual targets for learners or inform training consultants' planning or delivery. Consequently, learners do not always receive the right support for their individual needs.
- Training consultants provide good verbal feedback during professional discussions to make learners aware of the progress they are making and the vocational skills they have gained. Training consultants use focused, probing questions well to help learners develop their own training skills. However, written feedback from training consultants is weak and irregular and does not emulate good practice. Consequently, learners do not always have a clear understanding of what they need to do to improve further the quality of their work.
- All learners enjoy their learning and training consultants foster a positive learning environment where learners freely ask questions, gain a deeper understanding of key topics and explore new

techniques that they can then use with their own trainees. Learners and employers value the flexible approach of training consultants who arrange visits to the workplace around learners' busy schedules, overtime and shift requirements. This enables learners to study and make expected progress despite having demanding work roles.

- Training consultants do not always focus enough attention on making sure sessions effectively challenge each learner and ensure consistently good levels of progress are made. Consequently, not all learners are consistently reaching their potential.
- Training consultants provide learners with adequate information, advice and guidance. Learners receive effective advice and guidance on what is involved in their studies at their regular review meetings. However, initial guidance is not always effective because training consultants do not always ensure that learners are on an appropriate level of programme.
- Equality and diversity are promoted adequately through assessment and learning sessions. Training consultants successfully encourage effective discussions on how awareness of equality and diversity issues can be used by learners in their own classroom practice as trainers. For example, tackling discrimination within the workplace. However, training consultants do not consistently integrate opportunities to promote equality and diversity when they plan sessions.

Employability training

Traineeships

Requires improvement

- Teaching, learning and assessment require improvement, and correlates with outcomes for learners, which also require improvement. Training consultants support learners to make satisfactory progress in developing the personal skills required to increase their chances of securing employment. Learning is effective when learners engage in lively discussions which are facilitated successfully by enthusiastic training consultants who promote learning well. However, where activities lack the necessary stimulation learning is not well supported.
- Traineeships provide learners with a good range of highly effective work placements. These placements contribute significantly to the development and reinforcement of learners' skills which they will need to help them find work and make a more successful contribution to their community. For example, learners are placed with large and successful national retailers as well as with local small businesses. Learners benefit significantly from these work experience opportunities and in many cases they are able to access employers' in-house training opportunities, such as manual handling, first-aid and food hygiene.
- Training consultants provide very effective verbal feedback which motivates learners to do better. Review sessions are particularly effective because learners are kept informed of the progress they are making toward achievement of their qualification aims. However, written feedback on learners' progress is less effective. Written work is not always adequately corrected to identify spelling and grammatical errors and does not provide information on how learners can improve.
- Training consultants provide effective individual support which helps almost all learners to make satisfactory progress. However, in a minority of sessions training consultants fail to plan learning adequately to meet individual needs. For example, questioning techniques are not effective enough to help all learners to increase their skills and knowledge, particularly the more able. Opportunities for learners to progress more quickly are not created frequently enough so some learners are held back in their understanding and achievement. In these sessions staff expect all learners to learn the same skills at the same pace, such as how best to prepare for a job interview, when a few of the learners already have these skills.
- Training consultants accurately identify learners' skills, career aspirations, additional learning needs and learning styles. However, this useful information is not used well enough to develop individualised learning plans. Short- and longer-term targets set for learners are insufficiently

challenging and focus too much on the achievement of qualifications and do not provide enough focus on the development of personal and learning skills.

- Staff provide learners with a satisfactory level of support which develops their English, mathematics and functional skills. They encourage learners successfully to use dictionaries wherever possible to check spelling and the meaning of words. Most learners contribute well to classroom-based discussions and improve their spoken English skills. Well-structured practical sessions involving calculations of time and money help learners to practise and increase their mathematical skills.
- Training consultants work successfully in partnership with other local organisations to provide effective advice, information and guidance for all learners. The induction process is effective because it provides accurate information to learners about their course and also their rights and responsibilities as learners. Advice to help learners identify what steps they need to take to secure employment is clear, such as making a good impression during work placements, networking with local businesses and using informative websites.
- Equality and diversity are promoted adequately during sessions and learners work in safe and inclusive environments where they feel safe to express openly their individual views. Learners with additional needs are supported well. Learners' behaviour is good and they treat each other respectfully. Learners work cooperatively with each other and feel safe in their learning environment. However, not enough is done to ensure learners understand how to keep themselves safe when using the internet.

Business management

16-19 study programmes
19+ Learning programmes
Apprenticeships

Requires improvement

- Teaching, learning and assessment require improvement, which is reflected in the outcomes for learners. Too many learners leave before achieving qualifications and too many of the remaining learners do not complete their qualifications within the planned timescale.
- Learners are supported well by training consultants who help them obtain employment and progress onto relevant qualifications. Frequent visits from training consultants, at times to suit the learner and employer, and regular communication through email and telephone, help learners to make satisfactory progress. Current learners who have made a very slow start to their apprenticeships because of weak teaching have recently been supported well by training consultants to catch-up and most learners are now on target to achieve within the planned timescale.
- Training consultants ensure learners benefit from good individual coaching. In most learning sessions, learners are motivated and enthused by their training consultants. Learners develop a good understanding of management behaviours and are able to link these well to their workplace. Learners use effective team-building techniques developed with their training consultant to help improve their performance and relationships at work. For example, through good organisational skills and by modelling decisive and fair leadership on project work.
- Training consultants do not always successfully encourage learners to achieve functional skills at a higher level than either the initial assessment results or their prior attainment. Learners are able to identify the links in mathematics to their daily work. In one session, learners working in a drug rehabilitation clinic successfully identified how mathematics skills are used to calculate clients' alcohol and controlled substance consumption.
- Staff encourage learners successfully to take part in discussions. They respond well to probing questions to develop their understanding of business meetings and leadership styles. In a small minority of sessions, learners find the work too easy, their learning is not sufficiently well

checked and they make little progress. Resources for learners are adequate and where appropriate, learners are provided with access to a good range of materials produced by awarding organisations or relevant textbooks to support their independent learning.

- Initial assessments are not used well to plan individualised learning programmes. Learners complete initial assessments in English, mathematics and ICT at the start of their programme, but these are not always marked and the results are not fully recorded. Learners do not have clear plans identifying their support needs or the progress they are making towards improving their skills. In the last few months computer-based initial and diagnostic assessment tools have been introduced by staff and completed by new learners, but it is too early to judge the impact of these.
- Individual learning plans do not clearly identify learners' learning requirements or who is responsible for providing training to help them achieve the vocational aspects of their apprenticeships. Training consultants ensure learners receive prompt verbal feedback on the quality of their work, which motivates and encourages them. However, following the completion of tests which identify gaps in knowledge learners are not supported adequately enough to improve their skills and knowledge at a fast enough pace.
- Career guidance requires improvement. Too many learners are insufficiently challenged by their learning programmes. Records to show the rationale for the choice of learning programme and how it meets learner and employer needs lack clarity. Learners who complete multiple apprenticeships at the same level do not always have a clear plan for career progression or learning development.
- Learners have an adequate understanding of equality and diversity issues. During progress reviews, learners answer very basic questions to test their knowledge. However, their understanding is not always sufficiently explored or broadened to link aspects of equality and diversity to the workplace.

The effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement as the quality of provision has deteriorated since the last inspection. Although recent management changes are starting to improve the proportion of learners who complete in their planned time, success rates are still low. Since the last inspection, the company has grown significantly and experienced significant changes to the provision it delivers including the introduction of apprenticeships and traineeships. Weaknesses present at the last inspection remain and are now more significant. The company has been too slow to adapt to the quality requirements of the apprenticeship programmes it has recently introduced.
- Quality improvement teams now consider how to make improvements to the provision. For example, one initiative to consider improving teaching and learning has resulted in the issuing of data storage sticks to each training consultant. These contain useful resources to support high quality sessions which can be used whichever site they are working on to improve consistency in their approach to teaching and learning.
- Arrangements to improve teaching, learning and assessment through direct observation require improvement. Observations take place frequently and provide a supportive approach for the training consultants. However, they focus too much on compliance and place insufficient emphasis on the effectiveness of teaching strategies and how well individuals actually learn. Observers do not always include an evaluation of key aspects such as how well English and mathematics, equality and diversity or safeguarding are delivered. Consequently, the process does not successfully support the ongoing development of skills for the training consultants.
- Appraisals for training consultants are supportive and developmental in terms of possible wider roles which could be incorporated into their work and in identifying training courses to attend. However, managers do not fully review employee effectiveness within their existing role or use evidence from observations of teaching, learning and assessment to support future

improvement. Management of the one subcontractor has improved significantly and their quality is now good. Professional training and development opportunities include improving English and mathematics skills and training in safeguarding and equality and diversity.

- Self-assessment processes are adequate. The self-assessment report is generally accurate; however it is not sufficiently rigorous. For example, strengths are claimed when success rates are merely above contractual minimum levels of performance. Insufficient analysis is included, for example, on the quality of teaching and learning, and does not use insights which may be gleaned from observations of the work of the training consultants.
- Learners' views, gathered by questionnaires and through learner forums, are considered and analysed by managers. However, there is a lack of clear resulting action. For example, learners' views on the quality of pre-entry information, advice and guidance have declined slightly over the last year, but no specific actions have been taken to find out which groups of learners are most affected to enable improvement actions to be identified. Managers are making better use of data to track learners' progress but further development is still required to increase their understanding of information on success rates and learner progress in functional skills.
- The curriculum has changed significantly since the last inspection with the introduction of the more complex and substantial apprenticeships and traineeships which more effectively meet the needs of employers and learners. Helpful community programmes are now offered on school premises for parents to develop their English and mathematics skills. A newly appointed functional skills manager is in the process of developing much improved plans to support learners but it is too early to evaluate the impact of this work. The late development of adequate English and mathematics support has limited apprentices overall and timely success.
- Managers and leaders have established very effective partnerships with local employers to successfully match their workforce development requirements with the curriculum. For example, almost all of the teaching and lecturing apprentices are employed in large public service organisations where they have key roles in the training and development of staff. Traineeships are effective in helping learners enhance their employability skills and make a worthwhile contribution to the local economy.
- Policies relating to equality and diversity have recently been improved. The few achievement gaps that exist, such as the higher success rates for males on intermediate level qualifications are closing. However, target-setting to identify and improve specific aspects, such as increased recruitment of male learners to health and social care courses are underdeveloped. Learners do not yet benefit from consistently good development in their awareness of equality and diversity issues within their programmes.
- The provider's arrangements to safeguard learners require improvement. Recent changes to policies and procedures have strengthened the promotion of safeguarding, for example, an enhanced guidance booklet including e-safety for learners. This helpful booklet gives learners comprehensive additional sources of help and advice on personal welfare issues. However, the improved materials are not yet consistently used to best effect with all learners. Newly appointed training consultants sometimes wait too long to receive full training in safeguarding and this hinders their ability to fully support their learners.

Record of Main Findings (RMF)**Team Enterprises Limited**

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	3	N/A	N/A	3	3	3	3	N/A	N/A
Outcomes for learners	3	N/A	N/A	3	3	3	3	N/A	N/A
The quality of teaching, learning and assessment	3	N/A	N/A	3	3	3	3	N/A	N/A
The effectiveness of leadership and management	3	N/A	N/A	3	3	3	3	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Teaching and lecturing	3
Employability training	3
Business management	3

Type of provider	Independent learning provider								
Age range of learners	16+								
Approximate number of all learners over the previous full contract year	Full time 440 Part time 616								
Principal/CEO	Ms Julie O'Brian								
Date of previous inspection	May 2011								
Website address	www.teamenterprises.co.uk								
Provider information at the time of the inspection									
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
	12	25	N/A	88	N/A	8	N/A	N/A	
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18	19+			
	38	74	15	150	N/A	33			
Number of traineeships	16-19		19+		Total				
	14		6		20				
Number of learners aged 14-16	N/A								
Full-time	N/A								
Part-time	N/A								
Number of community learners	N/A								
Number of employability learners	20								
Funding received from	Skills Funding Agency								
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> Coaching Connexions Ltd 								

Contextual information

Team Enterprises Limited is an independent learning provider situated in St Helens, Merseyside in the North West region of England. The company is owned and managed by its director. St Helens borough has a population of 175,000 residents. The number of residents of working age employed in professional occupations is lower than the national rate. The number of school leavers achieving five or more A* to C grades at GCSE, including English and mathematics, is four percentage points below the national figure. Some 50% of the population are educated to at least advanced level compared with 55% nationally. The main employment in the borough is in the service industries. Unemployment is two percentage points higher than the national rate.

Information about this inspection

Lead inspector	Dan Grant
-----------------------	-----------

Seven additional inspectors, assisted by the director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to www.employerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2014

