

Wandsworth London Borough Council

Local authority

Inspection dates		8–12 December 2014
Overall effectiveness	This inspection:	Inadequate-4
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Inadequate-4

Summary of key findings for learners

This provider is inadequate because:

- safeguarding arrangements are inadequate; procedures to ensure that all young people and vulnerable adults are safe are incomplete and are not implemented consistently
- the management of subcontractors is insufficiently rigorous
- managers do not monitor the performance of teachers closely enough and do not consistently identify and tackle specific areas for improvement in teaching, learning and assessment
- teaching, learning and assessment on the apprenticeship programme require improvement and, as a result, too few apprentices complete their programmes successfully within the planned time
- the proportion of learners who achieve qualifications in English, mathematics and English for speakers of other languages (ESOL) is too low
- managers do not have an accurate picture of the progress and achievement of learners on courses that do not lead to qualifications because the process for gathering and analysing data about achievement is over-reliant on feedback from learners
- managers collect insufficient information about learners' destinations on completion of their course, and are unable to evaluate the impact of learning on future employment and education
- council members do not monitor the performance of the service with sufficient rigour.

This provider has the following strengths:

- teaching, learning and assessment on community learning courses are good and, as a result, learners produce high standards of work and make good progress
- learners develop good personal and social skills as a result of the good support that they receive from tutors and support staff
- leaders and managers successfully develop new and innovative programmes that reflect fully the council's strategic aims
- strong partnerships enable the service to respond well to local needs and priorities
- the service successfully promotes equality and inclusion, and recognises and celebrates the diversity of modern Britain.

Full report

What does the provider need to do to improve further?

- Rapidly improve safeguarding arrangements to ensure that young people and vulnerable adults are safe. Conduct appropriate risk assessments for all staff and learners working with young people and vulnerable adults. Establish and maintain a central record of risk assessments and the outcomes of disclosure and barring checks. Systematically carry out risk assessments of subcontractors and employers, and take appropriate action to reduce the risk of harm to young people and vulnerable adults. Monitor more closely compliance with safeguarding training requirements, keep a record of training that is carried out, and provide additional training where needed.
- Manage the performance of subcontracting providers closely in order to identify any underperformance early, and take swift action to improve the quality of provision where necessary.
- Evaluate teachers' performance accurately and ensure that improvement actions are identified and implemented quickly.
- Increase the proportion of apprentices who successfully complete their programmes within the planned time by:
 - providing detailed and helpful initial information, advice and guidance to new apprentices on the requirements of the programme
 - monitoring learners' progress towards challenging targets more rigorously, and taking action swiftly to improve progress where needed
 - providing detailed and accurate feedback to apprentices on how they can improve further and use their knowledge and skills in the workplace.
- Provide effective support to enable all learners and apprentices to improve their English and mathematics skills by:
 - ensuring that apprentices understand the importance of English and mathematics skills in the workplace
 - ensuring that apprentices make rapid progress in improving their English and mathematics skills and gain appropriate qualifications before their planned end date
 - enabling a much higher proportion of learners, particularly on ESOL courses, to gain appropriate qualifications.
- Put in place a robust process for gathering and analysing data on learners' success in achieving their learning goals on community learning courses that do not lead to qualifications.
- Systematically gather and analyse learners' destination data to evaluate the impact of learners' achievement on their future employment, training and education.
- Increase the scrutiny of the performance of the service by council members.

Inspection judgements

Outcomes for learners	Requires improvement
------------------------------	----------------------

- The service provides community learning courses for adults which make up over half of the provision, an apprenticeship programme which makes up over a third of the provision, a small programme of accredited courses, and a very small traineeship programme. The great majority of the provision is subcontracted to other providers and community organisations.
- Outcomes for learners require improvement because too few apprentices achieve their qualification within the planned time and the proportion of learners who achieve qualifications in English, mathematics and ESOL is too low. Learners make good progress on community learning courses.

- The proportion of apprentices who completed their programmes successfully in 2013/14 was just below the national rate and requires improvement. Support for apprentices is not always effective in ensuring that they make sufficiently rapid progress and, as a result, too many apprentices do not achieve within the planned time. The proportion of apprentices who are successful varies between vocational areas and subcontractors. Most health and social care apprentices achieved their qualification in 2013/14 whilst only half of business administration apprentices were successful.
- Learners on community learning courses make good progress in improving their skills and confidence. On performing and visual arts courses, learners successfully acquire skills that enable them to improve the quality of their work quickly, and many produce and exhibit work of a high standard. On modern foreign language courses, learners successfully develop skills that enable them to converse in the target language confidently. In health and social care, learners successfully acquire skills in, for example, massage techniques. Learners enjoy their lessons, and the great majority complete their courses. Attendance is good. However, poor punctuality impedes learning in a minority of lessons.
- The service's analysis of learners' feedback indicates that a high proportion of learners on community learning courses that do not lead to a qualification achieve their learning objectives. However, the process for gathering and analysing data about achievement is insufficiently robust as it does not take account of information held by tutors about learners' progress and achievement. A high proportion of learners are successful on the few community learning courses that lead to qualifications.
- Learners on the very small traineeship programme make good progress in improving their skills and confidence through, for example, carrying out a range of business administration activities, including making telephone calls and managing databases. However, learners are not always encouraged to improve their organisational skills and their understanding of the standards expected in a work environment.
- Learners do not always make sufficient progress in improving their English and mathematics skills. Fewer than half of the learners who started an English course in 2013/14 left with a qualification. Too many learners on ESOL courses do not have the opportunity to gain a qualification. On the apprenticeship programme, a significant minority of learners do not successfully complete the English and mathematics elements of the framework.
- There are no significant achievement gaps between different groups of learners. In 2012/13, learners with learning difficulties and/or disabilities were less successful than those without, but in 2013/14 both groups achieved equally well.
- Managers do not collect information systematically about how well learners progress into employment or on to vocational courses and apprenticeships. As a result, they are unable to evaluate fully the impact of learners' achievements on their future employment, training or education. A significant proportion of health, social care and early years apprentices progress from intermediate- to advanced-level programmes. A high proportion of learners on community learning courses progress on to a higher level when they have completed their course.

The quality of teaching, learning and assessment	Requires improvement
---	----------------------

- Inspectors looked in depth at teaching, learning and assessment in health, social care and early years, visual arts, and ESOL. Inspectors also investigated the quality of teaching, learning and assessment in many other areas, including the apprenticeship programme.
- Teaching, learning and assessment require improvement because of significant variation in quality across different programmes. Apprentices do not always receive the support that they need to achieve their qualifications and, as a result, their progress is often slow and too many are unsuccessful. The quality of teaching, learning and assessment on community learning courses is good and, as a result, a high proportion of learners make good progress.
- On the apprenticeship programme, teachers and assessors do not always give enough attention to learners' existing knowledge or to their current levels of ability when planning learning

activities, and this limits the progress that apprentices make. Teachers and assessors do not always set appropriately challenging targets for apprentices, and the monitoring of the progress that apprentices make towards their targets is not always thorough enough. In the majority of community learning lessons, teachers assess learners' starting points accurately. They use this information well to plan learning and to enable learners to achieve the objectives of the course and their personal goals.

- Teachers and assessors on the fashion and textiles apprenticeship programme relate theory to practice well in lessons and reviews, and successfully encourage apprentices to use their learning in the workplace and to gather evidence to demonstrate their progress. However, too many other apprentices do not receive sufficient challenge and, consequently, do not achieve their targets within the planned time.
- On community learning courses that do not lead to qualifications, teachers have a good current knowledge of professional standards in their subject areas, and they successfully encourage learners to reach these standards. They support learners well to improve their personal and social skills, including their confidence to use their new skills at work and in their personal lives. Teachers on accredited courses do not always have high enough expectations of what learners can achieve and, as a result, too many learners do not receive sufficient opportunities to progress beyond the aims of their qualification.
- Teachers on community learning courses provide detailed feedback to learners following assessment of their work and, as a result, learners are clear about what they need to do to improve further and make good progress. Fashion and textiles apprentices benefit from very detailed and clear feedback, and know precisely what they need to do to improve their work. However, written feedback to other apprentices does not always provide sufficient information on how they can improve further and use their knowledge and skills in the workplace.
- Teachers and assessors provide insufficient support to enable apprentices to improve their English and mathematics skills and achieve appropriate qualifications before their planned end date. Staff do not always ensure that apprentices understand the importance of English and mathematics skills in the workplace, and do not correct the accuracy of their written work consistently. In community learning, teachers successfully support learners to improve their English and mathematics skills. Teachers encourage learners to produce reflective written evaluations of their practical work and provide them with feedback on the accuracy and quality of their written work. Where relevant, teachers encourage learners to develop their mathematics skills through, for example, making calculations and measurements.
- In community learning, teachers and other staff provide good information, advice and guidance on the range of opportunities available and the skills that learners can gain. As a result, many learners progress on to other courses, often at a higher level, to enhance and broaden their skills further. Young adults who have not been in education or employment for some time are supported well to join the apprenticeship programme. However, the guidance that apprentices receive at the start of their programme does not always provide them with enough information about the requirements of the programme or what they need to do to make rapid progress.
- Teachers promote a strong ethos of equality and inclusion in their lessons and ensure a high level of respect amongst learners. The service places a high priority on the recognition and promotion of diversity, and teachers provide good opportunities in lessons for learners to broaden their understanding of the diverse local community. Learners participate in, and enjoy, frequent events to recognise cultural festivals and celebrate local diversity.

Health, social care and early years

Apprenticeships Community learning

Requires improvement

- Teaching, learning and assessment require improvement. While the majority of apprentices acquire good workplace skills, a significant minority do not progress quickly enough. The majority of intermediate-level apprentices progress to an advanced-level programme. Learners on community learning courses achieve well and the majority progress on to more advanced courses.
- Teaching and learning in theory lessons on the apprenticeship programme require improvement. Teachers plan a wide range of appropriate teaching and learning activities but they provide insufficient opportunity for apprentices to reflect on their learning and its application to the workplace. Too often, teachers' questions only check apprentices' basic understanding and do not encourage apprentices to justify their answers or explain how their increased knowledge will improve their practice. Teaching focuses on achieving the qualification standards, but does not always encourage apprentices to improve their knowledge and skills beyond what is required to achieve the qualification.
- Teaching staff make insufficient use of the results of initial assessment to identify apprentices' individual needs and to plan learning. Targets are not always sufficiently specific or challenging and do not help apprentices to identify precisely what they need to do to achieve their goals. Assessments do not focus sufficiently on the progress apprentices have made towards their targets. Feedback following progress reviews does not always provide sufficient information about what apprentices need to do to improve.
- Teachers and assessors give insufficient attention to improving apprentices' English and mathematics skills. Teachers do not plan routinely to improve apprentices' skills or take opportunities in lessons when they arise to improve learners' skills. They provide insufficient written feedback on how apprentices can improve their English and mathematics skills and do not consistently correct spelling or grammatical errors.
- Apprentices benefit from good support in the workplace through regular visits from their assessors and frequent communication by email and telephone. As a result, the majority of apprentices are highly motivated and committed to their training. They value highly the support that they receive and the flexibility of teachers and assessors in responding to their learning needs. Apprentices understand fully their responsibilities for the service users in their care, including legislative frameworks and the requirement to follow appropriate work procedures.
- Teachers and assessors are highly skilled and up-to-date in their vocational field. They use their high level of competence successfully when reviewing apprentices' progress by making reference to a wide range of professional examples that interest apprentices and extend their understanding.
- Teaching, learning and assessment in community learning are good. Teachers assess learners' starting points accurately. They plan and use activities well to meet the needs and interests of each learner. Learners receive detailed and helpful feedback about their progress following regular assessments.
- Good initial advice and guidance ensure that apprentices and learners understand fully the content and requirements of their programmes and courses. Teachers and assessors provide apprentices with a wide range of relevant information at the beginning of their programme relating to the qualification structure, the assessment process and safeguarding.
- Teachers and assessors improve successfully apprentices' and other learners' understanding of a diverse society and the importance of valuing individual differences. In theory lessons, teachers encourage apprentices successfully to reflect on the importance of promoting equality and diversity in the workplace. For example, when working with children of different age ranges and stages of development, apprentices make good use of the duty of care standards for ensuring

equality and recognising diversity in care settings. For example, on a community learning baby massage course, teachers meet the needs of learners from a diverse range of cultural backgrounds by considering massage techniques in different cultures.

- Apprentices demonstrate a good understanding of their responsibility to ensure the safety and well-being of service users and children, and relate this well to their work. They know who to approach if there are any safeguarding issues in the workplace. The risk assessment of providers is not always timely, and managers do not routinely carry out disclosure and barring checks on learners working with children.

Visual arts

Good

Community learning

- Teaching, learning and assessment are good, as reflected in the good progress that learners make and the quality of their work. Learners enjoy their studies, achieve well, and improve their confidence. A significant proportion of learners progress to higher-level courses.
- Well-qualified and highly skilled teachers, many of whom work within the profession, challenge and motivate learners successfully. They have high expectations for learners and successfully inspire them to extend their knowledge and skills, and produce a high standard of work. Learners value the skills and confidence that they gain in improving their well-being and employability. Many exhibit their work and sell their paintings and artefacts.
- Teachers plan lessons well to meet learners' interests and needs. They use successfully a wide range of activities, demonstrations and resources that enable learners to make progress quickly. They provide good individual support for learners in tutorials that focus closely on developing learners' skills and confidence. Teachers make insufficient use of learning technology to support and extend learning in practical lessons.
- Assessment is thorough and enables learners to understand what they need to do to improve further. Teachers monitor carefully the progress that learners make in improving their skills and confidence. They use peer evaluation effectively to assess learners' progress. Teachers provide general feedback to learners on how they can improve their skills further. However, records of the progress that learners make are not always sufficiently detailed. Initial assessment does not always identify learners' starting points accurately.
- Teachers improve learners' English and mathematics skills well. They provide good support to ensure that learners use a high standard of written English when producing their theory assignments and when writing about their subject. Teachers of upholstery, beadwork and soft furnishings plan and use a wide range of activities that enable learners to practise and improve mathematical skills such as measuring, calculating and budgeting.
- Appropriate and timely information, advice and guidance ensure that learners join the right course. Learners receive timely advice on further learning opportunities as they complete their courses.
- Teachers recognise and celebrate diversity well. Learners in beadwork lessons explore a wide range of techniques and practices from different parts of the world, and teachers use this experience well to increase learners' understanding of different cultures. In painting courses, teachers use examples from a wide range of cultures and draw successfully on learners' own cultural backgrounds; for example, learners on one course explored in depth the work of an Armenian painter. Short taster courses successfully attract learners from under-represented groups on to visual arts courses. Learners who need extra help receive good support to enable them to achieve equally well as their peers.

English for speakers of other languages

**Community learning
19+ Learning programmes**

Requires improvement

- Teaching, learning and assessment require improvement. A high proportion of learners on courses that lead to a qualification are successful. The majority of learners on lower-level courses that do not lead to a qualification achieve their learning goals. However, too many learners make insufficient progress and take too long to achieve at a higher level. Not enough learners have the opportunity to take and achieve qualifications.
- Teachers take insufficient account in their planning of learning of the wide range of abilities on their courses. Learners often complete tasks that are either too easy or too difficult, and this inhibits their ability to participate fully in lessons and hinders their progress. Teachers often spend too long providing explanations about the content of lessons, and do not always provide sufficient opportunities for learners to practise their skills in speaking English. Teachers give insufficient attention to improving learners’ skills in mathematics.
- Teachers gather comprehensive and accurate information about learners’ skills and understanding before learners join a course, and use this to ensure that learners join a course at an appropriate level. However, they do not use this information well enough to set sufficiently challenging targets for learners to enable them to make rapid progress. Teachers review and record learners’ progress well on higher-level courses, but the monitoring of progress on lower-level courses is insufficiently rigorous. This means that learners are not always aware of the progress they are making or what they need to do to improve further.
- Teachers provide regular feedback on learners’ written work, and correct learners’ errors consistently. In a minority of lessons, the comments on learners’ work are too brief and provide insufficient guidance on how learners can improve their writing skills.
- Learners benefit from good individual support that enables them to develop their language skills. They enjoy their lessons and value the support that their teachers provide. They become confident in using English in their personal lives, such as when visiting the doctor and helping their children with their homework. Learners successfully gain skills that they need to secure employment, such as using the internet to research employment opportunities and producing job applications.
- Learners receive good information about the requirements of the courses they plan to join. However, they are not always guided appropriately to courses that will enable them to gain a relevant qualification in ESOL. As a result, too many leave their courses without formal recognition of the skills that they have acquired.
- Teachers successfully promote an ethos of equality and mutual respect in their lessons. Learners recognise and celebrate a wide range of cultural events, such as Black History Month and religious festivals. Learners benefit from learning about different cultures through organised events. They participate in many community programmes, such as activities to help older people and campaigns to highlight awareness of female genital mutilation. Courses take place in a wide range of venues including children’s centres, local schools and community centres so that learners from all parts of the borough can attend courses near to where they live and at times that fit with the demands of their personal lives.

The effectiveness of leadership and management

Inadequate

- Safeguarding arrangements are inadequate. Managers do not ensure that all teachers, staff, support workers, volunteers, and learners who work with young people and vulnerable adults are assessed appropriately to ensure that they pose no risk. Records of risk assessments and the outcomes of disclosure and barring checks of staff who work directly with young people and vulnerable adults are incomplete. Risk assessment and monitoring of subcontractors’ and

employers' safeguarding arrangements are weak and, as a result, managers are unable to identify potential dangers for young people and vulnerable adults. Safeguarding training, including training with a focus on preventing extremist behaviour, takes place, but not all staff have participated in this training. Managers do not check with sufficient rigour that staff working for subcontractors have been appropriately trained. Records of training that has taken place are incomplete. Inspectors found no examples during the inspection of learners who felt unsafe.

- Leaders and managers accurately identify the majority of the service's strengths and areas for improvement through the self-assessment process. They have identified weaknesses in the apprenticeship provision accurately and have begun to implement specific actions for improvement. However, the self-assessment of the quality of provision in a number of subject areas, including health and social care and ESOL, is too positive and, as a result, managers do not identify accurately all areas for improvement.
- Managers do not monitor the performance of teachers closely enough. Records of lesson observations are incomplete and a significant minority of teachers have not had an evaluation of the quality of their practice. This means that managers do not consistently identify and tackle specific areas for improvement in teaching, learning and assessment. Inspectors noted during joint observations with the provider's staff that observers' evaluations of the performance of teachers were over-generous and did not identify many areas for improvement.
- The management of subcontractors is not consistently rigorous and, as a result, success rates, particularly on the apprenticeship programme, vary considerably among subcontractors. Managers successfully monitor the performance of smaller community-based subcontractors, and ensure that the quality of new provision is of an appropriately high standard. Meetings with managers of larger subcontracting providers take place regularly, but focus mainly on actions to meet recruitment targets and pay insufficient attention to improving the quality of provision.
- The leadership of the service is particularly effective at introducing and developing innovative courses that respond to the council's strategic aims to improve the lives and skills of the people of Wandsworth. The management team and staff have been successful in developing and implementing a broad curriculum that is responsive to the needs of disadvantaged adults. Partnership arrangements are well established; they enable the service to identify and respond well to local priorities by providing courses that meet the diverse needs of the local community and enable adults to improve their work skills and the quality of their lives.
- Council members are proud of the service and regularly attend celebration events. They have a thorough understanding of the service's work and provide good support to leaders and managers as they develop new provision to meet identified needs. Members receive regular and detailed reports about recruitment and the service's work. However, the reports lack sufficient information about the quality and impact of individual programmes which means that members are not always able to provide sufficient challenge to leaders and managers to improve performance. Senior officers in the council do not always make decisions to recruit new staff quickly enough which impedes the service's ability to achieve its aims and targets.
- Teachers take part in a wide range of professional development activity to improve the quality of their practice. This includes opportunities to observe teachers in other providers and to attend regular meetings to share good practice and improve the quality of provision. This has led to several improvements in the provision, such as better monitoring of learners' progress on community learning courses.
- The management of equality and diversity is good. Managers have a clear understanding of the achievement of different groups of learners and take appropriate action to address any achievement gaps. Actions to increase the proportion of learners from under-represented and marginalised groups are good. For example, at one subcontracting partner, the proportion of learners on art courses from minority ethnic groups has increased significantly because of actions taken to attract learners from a wider section of the community. Managers and staff encourage and celebrate the achievement of learners, particularly those whose previous experience of education has not been positive.

Record of Main Findings (RMF)

Wandsworth London Borough Council

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	4	-	-	-	-	-	4	-	4
Outcomes for learners	3	-	-	-	-	-	3	-	2
The quality of teaching, learning and assessment	3	-	-	-	-	-	3	-	2
The effectiveness of leadership and management	4	-	-	-	-	-	4	-	4

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Early years and playwork	3
Visual arts	2
English for speakers of other languages (ESOL)	3

Provider details

Type of provider	Local authority							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	9,392							
Head of service	Mr Santino Fragola							
Date of previous inspection	April 2010							
Website address	www.wandsworth.gov.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+
	-	-	-	-	-	-	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	4	3	98	48	1	-		
Number of traineeships	16-19		19+		Total			
	10		4		14			
Number of learners aged 14-16								
Full-time	-							
Part-time	-							
Number of community learners	2,956							
Number of employability learners	-							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ South Thames College ▪ Aspire (Southfields Academy) ▪ Greenwich Leisure and Libraries ▪ Balham Community Centre ▪ STORM ▪ Deaf First ▪ Hestia (Age Activity) ▪ Pump House Gallery ▪ Sound Minds ▪ Safe Ground ▪ English for Action ▪ Royal Academy of Dance ▪ Thomas Pocklington 							

- 
- Wandsworth MENCAP
 - Beacon Educational Partnership
 - Fashion Enter
 - Collage Arts
 - YMCA George Williams College
 - Linden Lodge Training
 - Business and Education London South
 - Share Community

Contextual information

Wandsworth Lifelong Learning is part of the education and social services department of Wandsworth London Borough Council. The service provides community learning courses and an apprenticeship programme across the borough. Wandsworth is the largest inner London borough with a population of 307,000. Around a third of residents are from minority ethnic groups. Service industries provide the main source of employment in the borough, in particular finance and business services, and public administration, education and health services. The unemployment rate in Wandsworth is lower than the overall rate for London. The proportion of people in the borough with a qualification higher than level 2 is significantly higher than the national rate and higher than the rate for London. The proportion of school pupils attaining five GCSEs at grades A* to C, including English and mathematics, is slightly lower than the national rate.

Information about this inspection

Lead inspector

Steve Hailstone HMI

Two of Her Majesty's Inspectors (HMI), one associate inspector, and three additional inspectors, assisted by the Head of Lifelong Learning 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

