

Broadland Council Training Services

Community learning and skills provider

Inspection dates		9–16 March 2015
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:

- apprentices' success rates have declined over time from previously high rates and their achievement within planned timescales is now below those of similar providers; a smaller proportion of learners on study programmes succeed and progress to further learning or employment in comparison with similar providers
- a majority of trainers on study programmes are not sufficiently skilled in deploying teaching and learning techniques that help all learners make the best progress possible
- teaching, learning and assessment are not sufficiently challenging to enable all apprentices and learners to make the progress of which they are capable
- a majority of learners on study programmes are not making sufficient progress in developing a good standard of mathematics and English skills; not enough assessors promote apprentices' use of English and mathematics skills in the workplace effectively
- self-assessment does not focus sufficiently on the quality of teaching, learning and assessment; leaders provide few judgements and do not identify all areas for improvement
- leaders' quality improvement arrangements are not yet sufficiently effective in improving apprenticeship provision or raising the quality of teaching and learning in study programmes.

This provider has the following strengths:

- provision is good in administration and customer care; employers value highly the contribution apprentices make to the workplace and, as a result, a good proportion of apprentices secure permanent employment, promotion or take up additional responsibilities and opportunities
- leaders have responded well to meeting the needs of local employers, by promoting and increasing good quality apprenticeships in administration and customer service
- leaders have established a very inclusive, welcoming environment in a purpose-built centre that enables learners on study programmes, many with previous poor experiences of education, to feel valued, safe, enjoy their studies and behave well.

Full report

What does the provider need to do to improve further?

- Raise the standard of teaching, learning and assessment by ensuring that trainers and assessors' professional development enables them to use a pertinent range of methods and techniques that challenges all apprentices and learners effectively to make swift progress in and out of sessions.
- Review and strengthen the quality of teaching, learning and assessment on all study programmes so that all learners are interested in their learning and motivated to achieve and progress to further learning or employment.
- Improve how all assessors and trainers plan, promote and include English and mathematics within teaching, learning and assessment in order for apprentices and learners to develop a good standard of English and mathematics skills.
- Improve the rigour of self-assessment and the analysis and evaluation of the quality of teaching, learning and assessment in order to secure sustainable improvement.
- Ensure that all arising information from quality improvement processes triggers timely, robust actions that lead to improved teaching, learning and assessment and reduce achievement gaps.

Inspection judgements

Outcomes for learners	Requires improvement
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- Broadland Council Training Services (BCTS) provides apprenticeship training in five vocational areas at intermediate and advanced levels. Around a third of all apprentices are working towards apprenticeships in administration and customer service and a quarter towards apprenticeships in hairdressing. Apprenticeships make up the very large majority of provision. The remainder comprises study programmes for learners aged 16 to 19, who study in six differing vocational areas.
- The proportion of apprentices who successfully complete their programmes is slightly higher than in similar providers. A greater proportion of apprentices aged 16 to 18 succeed than nationally. However, apprentices' success rates have declined over time and the proportion of apprentices who complete within the planned timescale is lower than those of similar providers.
- Apprentices achieve consistently well in administration and customer care but not enough apprentices successfully complete their programmes in other subjects. Male apprentices and learners on study programmes achieve better than their female peers. Learners who need additional help with their studies benefit from the good support they receive and succeed as well as their peers.
- A far smaller proportion of learners on study programmes succeed in comparison with similar providers. Retaining these learners has been a particular problem for the provider. The provider's own data for the current year indicate that there has been significant improvement in ensuring learners on study programmes remain in learning.
- Too much of the apprentices and learners' work is not of a sufficiently high standard. Apprentices' practical work is good in construction and dental nursing; the contribution administration and customer service apprentices make to their organisations is highly valued by employers.
- Not enough learners on study programmes achieve their functional skills qualifications. The majority of apprentices studying English and mathematics receive a good level of tuition and

support to pass their functional skills tests. However, few apprentices are given the opportunity to extend their English and mathematics skills further than the minimum requirement.

- In response to poor levels of attendance and punctuality in 2013/14, particularly amongst learners on study programmes, senior leaders implemented a series of monitoring processes and recruited specific posts to increase attendance. In-year levels of attendance and punctuality have improved significantly but remain below leaders' targets.
- The majority of learners on study programmes improve their work-related skills through studying qualifications that help prepare them for employment. The majority of trainers ensure learners develop a good understanding of the employers' expectations effectively and the skills and attributes they need to acquire in order to secure meaningful employment. Learners benefit from a broad range of enrichment and enterprise activities that further enhance their personal and social development. A majority of learners have purposeful work experience as part of their study programme.
- In 2013/14, half of all leavers from study programmes progressed to employment, further education or apprenticeship training; the destinations of far too many learners are not known. Leaders and managers have worked hard to ensure that apprentices in adult social care continue to make progress and stay in learning despite their subcontracting provider going into financial liquidation. In 2013/14, leaders and managers were able to find alternative employment-based training for the majority of the apprentices in construction and equine studies who were made redundant, but the destination of a minority is not known.

The quality of teaching, learning and assessment

Requires improvement

- Specialist inspectors graded teaching, learning and assessment in four subject areas that represent a significant proportion of the whole provision. In addition, team inspectors evaluated provision in other areas, including health and social care, construction, sport, music and dental nursing, by observing training, reviews and assessments, and by speaking with trainers, learners and apprentices.
- Teaching, learning and assessment require improvement and reflect outcomes for apprentices and learners that have declined over time. Too many apprentices and learners do not fully achieve the main aims of their study programme or apprenticeship, or they take too long to complete their studies. Not enough trainers have sufficient expertise to use teaching and learning techniques that enable all apprentices and learners to make the best progress possible.
- Staff provide good support for most learners, a majority of whom have to overcome significant barriers to learning; revised support arrangements are ensuring far more learners are staying in learning than in previous years. For example, trainers regularly adapt the times of sessions to enable learners facing significant personal difficulties, such as leaving local authority care, to attend punctually. However, leaders have not ensured that all apprentices with identified needs on subcontracted provision receive appropriate support to enable them to make good progress.
- Where teaching, learning and assessment are weak, trainers and assessors' expectations of their apprentices and learners are not sufficiently high. Too often, trainers do not challenge more able learners sufficiently and enable them to accelerate their learning because they plan tasks for the whole group and not to meet the needs of individual learners. Trainers do not ensure their teaching draws upon a range of activities and resources to inspire apprentices and learners.
- Weaker assessment is characterised by an approach that covers the minimum requirements to achieve the qualification but does not challenge or enable apprentices and learners to deepen their learning and excel. Trainers' poor use of questioning in theory sessions does not enable all apprentices and learners to gain sufficient understanding of key concepts and theoretical principles. Trainers do not encourage enough learners to work independently outside sessions sufficiently.

- The most effective teaching and learning is characterised by a good pace, direction and variety of activities that motivate all learners and apprentices to apply themselves fully and make good progress. For example, a group of dental nurse apprentices were shown short video clips on the safe use of dental surgery instruments and then produced a good standard of written analysis and evaluation of the health and safety practice in their own surgeries. Trainers developed music learners' understanding of amplification and sound waves effectively through learners recording different noise frequencies on high quality mixing desks and computers and analysing their effect.
- Staff secure an accurate understanding of all new learners and apprentices' prior levels of attainment and assessed needs. However, a minority of trainers do not use this information to plan teaching, learning and assessment that interests and challenges all learners and apprentices to extend their learning and achieve. Not enough trainers and assessors involve learners and apprentices in setting targets for improvement or tracking their progress.
- The majority of assessors' coaching and assessment is effective in ensuring most apprentices acquire good knowledge and technical skills in the workplace and develop the competences needed to perform their job well. However, a minority of assessors fail to involve employers' feedback in assessment and, as a result, apprentices do not make the progress they are capable of.
- A minority of trainers and assessors' written feedback is too brief and insufficiently specific to inform apprentices how they could improve their work. Apprentices on administration and customer care programmes receive helpful feedback that challenges them to consider ways in which they can improve their work. In contrast, a minority of apprentices whose work is held in an electronic portfolio system cannot easily see what parts of their work need to be rectified. Too few trainers teaching study programme courses provide feedback that enables learners to improve their work.
- The development of learners' English and mathematics skills on study programmes requires improvement. Trainers provide good English and mathematics tuition on an individual basis with the large majority of apprentices who are on functional skills courses. However, assessors do not always build on this to promote opportunities to develop apprentices' English and mathematics skills in the workplace, for example in hairdressing salons. Despite a renewed focus that includes an increase in the amount of hours learners study English and mathematics in discrete sessions, not enough trainers promote the importance of English and mathematics within learners' vocational subjects. As a result, a majority of learners on study programmes are not making sufficient progress in acquiring a good standard of mathematics and English skills.
- Leaders have improved the provision of initial advice and guidance to apprentices and learners to ensure they are on the appropriate course and level. In contrast to the previous year, staff now provide frequent and timely support and guidance to apprentices and learners throughout their programme to ensure they stay in learning and complete their courses successfully.
- The promotion of equality and celebration of diversity requires improvement. Too few trainers and assessors plan and seize naturally occurring opportunities to deepen learners and apprentices' understanding of other cultures, beliefs and lifestyles. Not enough trainers plan learning that enables apprentices and learners to consider and prepare for the diverse world in which they live and will work.

Equine Studies**16-19 study programmes
Apprenticeships**

Requires improvement

Teaching, learning and assessment in equine studies require improvement because:

- apprentices often make slow progress and few complete their programme in the planned timescale successfully
- trainers and assessors do not plan teaching, learning and assessment that meets the needs of all apprentices and learners consistently and ensures they excel; assessment of a minority of apprentices does not extend apprentices' knowledge and skills sufficiently
- trainers do not involve employers sufficiently in developing apprentices' understanding of the knowledge required to underpin their practical skills development and, as a result, a majority of apprentices do not make sufficient progress within planned timescales
- not enough trainers use a sufficiently appropriate range of activities and resources in theory sessions to motivate learners and apprentices; trainers over-rely on discussion and as a consequence, a minority of apprentices and learners become bored and distracted and fail to make sufficient gains in understanding and knowledge
- too few trainers provide sufficiently informative feedback on apprentices and learners' written work to enable them to understand how to make good progress; as a consequence, the standard of a minority of apprentices and learners' written work is not good enough
- a minority of trainers and assessors' use of target setting at reviews and following assessment does not involve learners or apprentices enough and is not sufficiently precise or informative to enable learners to understand what they need to do to improve their work
- trainers and assessors do not place sufficient emphasis on apprentices' understanding of the horse care standards they are working towards and this impedes apprentices' understanding of the progress they have made against the industry standards and what they need to do to improve their work
- trainers do not enable enough apprentices with existing level 2 qualifications in English and mathematics to extend their mathematics and English skills further.

In equine studies the provider has the following strengths:

- apprentices develop good vocational skills in equine yards, further enhance their confidence in working with horses and improve their employability skills; learners on study programmes have good opportunities at work to develop skills in specialist aspects of horse care such as showing or rehabilitation
- the majority of apprentices benefit from very frequent visits by vocationally experienced trainers and assessors who provide good individual coaching and accurate assessment of practical skills in the workplace
- trainers provide a good level of individual English and mathematics tuition to apprentices on functional skills courses; trainers develop English and mathematics effectively within the vocational subject and enable all apprentices to make good gains in a short timescale
- trainers provide good personal support and guidance to apprentices and learners which help them to resolve problems as they arise and enable them to remain in learning.

Hairdressing**Apprenticeships**

Requires improvement

Teaching, learning and assessment in hairdressing require improvement because:

- too many apprentices on hairdressing courses do not achieve in the planned timescale and not enough apprentices on barbering courses complete their apprenticeship
- a minority of trainers and assessors do not plan teaching or use assessment effectively to enable all apprentices to acquire the required competencies demanded by the industry in a timely manner; for example, blending in barbering or perming and blow-drying customers' hair in hairdressing
- a minority of trainers do not take apprentices' prior attainment and assessed needs into account sufficiently in order to plan teaching, learning and assessment that meets the needs of all apprentices and enables them to make good progress
- the majority of trainers do not plan a sufficient range of activities that enable apprentices to understand fully the knowledge and theory that underpins their practical skills development consistently; trainers' use of questioning does not always check if apprentices grasp key concepts and can apply them to the technical aspects of their work in the salons
- not enough trainers promote apprentices' development of English and mathematics skills in the vocational area sufficiently; for example, trainers do not always take opportunities to promote understanding of ratio and calculation of timings in tint mixing or ensure apprentices routinely spell technical vocabulary correctly
- trainers and assessors do not promote apprentices' understanding of meeting the needs of a diverse client base sufficiently; for example, understanding the needs of elderly customers and the effect of age on hair composition and texture or how they might adapt their techniques when working with customers of different ethnic origin.

In hairdressing the provider has the following strengths:

- trainers and assessors' improved use of target setting and reviews is enabling more apprentices to make better progress against agreed goals than the previous year; the provider's own data for the current year indicate a significant improvement in the proportion of apprentices who are making sufficient progress to complete their programme in the planned timescale
- assessors pay good attention to promoting and developing apprentices' work-related knowledge, including their understanding of client care and the hairdressing retail sector
- the development of apprentices' practical skills is well supported in the workplace; employers set high expectations in the salons and challenge the majority of apprentices effectively to develop their skills above their job requirements.

Employability Training**16-19 study programmes**

Requires improvement

Teaching learning and assessment in employability training requires improvement because:

- the proportion of learners who successfully complete their courses is low; not enough learners progress to further learning or employment
- trainers often plan teaching and learning to the whole group irrespective of ability and not to meet the individual needs of learners; as a result, more able learners are not sufficiently challenged to extend their learning and excel
- a majority of trainers do not have sufficient experience or expertise to use methods and approaches that motivate and challenge learners in order for them to make the progress they are capable of and reach their potential
- too few trainers promote the value of independent learning by setting agreed tasks with their learners outside the classroom or workshop that will accelerate learning and develop learners' knowledge and understanding
- not enough trainers use individual learning plans to enable learners to track their progress; a minority of reviews of performance and targets are not specific enough to inform learners on what they have to do make improvements to their work
- not enough trainers make sufficient use of topical and vocational materials to interest and inspire learners in English and mathematics within vocational subjects; as a result, a majority of learners are not making sufficient progress in developing a good standard of English and mathematics skills
- Trainers' feedback on the majority of learners' written work is not sufficiently effective in informing them of what they need to do to improve; trainers' commentary on learners' work is often cursory and features little focus on areas for development.

Foundation learning study programmes have the following strengths:

- far more learners are staying in learning and on course to achieve their main vocational qualification in the current year than previously; staff provide effective pastoral care and support for those at risk of not doing as well as their peers
- the majority of learners improve their work-related skills through studying qualifications that link well to their main vocational study and work experience and prepare them for employment effectively
- staff provide the majority of learners with purposeful work experience or work-related opportunities that enable learners to develop their work-related skills and understanding of the demands of industry and expectations of employers
- trainers ensure learners benefit from pertinent enrichment and enterprise activities that build confidence and enable learners, often with previously poor experiences of education, to develop socially and emotionally; for example, each group has an adopted charity for which learners plan fundraising events and projects.

Administration and customer service**16-19 study programmes
Apprenticeships**

Good

Teaching, learning and assessment in business administration and customer services are good because:

- good quality teaching, learning and assessment result in the large majority of apprentices making very good progress, developing valuable professional skills that are valued highly by employers; the large majority of apprentices complete their programme successfully and in the planned timescale
- enthusiastic apprenticeship trainers and assessors set high expectations that challenge and motivate apprentices to improve their work and excel
- the majority of trainers and assessors plan and prepare a wide range of stimulating individual training, review and assessment activities that meet individual apprentices' different needs successfully and enable them to make very good progress
- the majority of trainers ensure apprentices relate business theory to current practice very well, reinforcing their confidence and ability to produce high standards of work and carry out required tasks at work very effectively; for example, business administration apprentices have introduced improved resource database management systems into their workplaces
- assessors support apprentices very well, through frequent contact by telephone, email and text messages; they carry out frequent reviews that track and monitor apprentices' performance closely, challenge apprentices and enable them to improve their work effectively
- trainers and assessors promote apprentices' development of speaking and listening and written skills effectively; consequently, apprentices use articulate, fluent spoken language and a good standard of written English when dealing with a wide range of customers and colleagues with different needs
- employers value and benefit from the expertise and support given by assessors to apprentices, enabling them to develop good personal, social and professional skills; as a result, a large number of business administration and customer services apprentices are given additional responsibilities and opportunities, receive promotion or are made permanent employees.

Teaching, learning and assessment in business administration and customer services are not yet outstanding because:

- learners on customer services study programmes do not make nearly enough progress in developing good professional skills; too few learners work sufficiently well on their portfolios of evidence or receive timely visits from their assessors in their work settings to support their learning and development
- a minority of trainers do not plan sufficient activities and assessment that ensures all apprentices and learners make good progress in whole group sessions; more able apprentices and learners are not always challenged sufficiently to extend their learning because trainers set the same tasks to the whole group irrespective of ability
- trainers do not encourage enough apprentices with existing level 2 qualifications in mathematics to extend their skills sufficiently.

The effectiveness of leadership and management

Requires improvement

- Leaders have only recently ensured that strategic objectives are underpinned by an action planning process that has precise and measurable targets to monitor impact and secure improvement. Leaders and managers promote a strong pastoral concern for apprentices and learners effectively. However, leaders' expectations of staff and subcontractors to raise standards and promote high achievement are yet to secure sufficient improvement.
- In response to fiscal pressures facing Broadland District Council, senior leaders' restructuring of BCTS staffing has resulted in the recruitment of vacant trainers and assessors' posts being put on hold; nearly one third of jobs have not been filled. As a consequence, leaders and managers have taken on a significant number of additional responsibilities and have only recently focused sufficiently on implementing the required actions to secure improvement.
- Managers appraise staff annually, and complement this with a mid-year training and development meeting but much of the monitoring of staff performance is informal, unrecorded and as a result, too many staff do not know how well they are performing. Managers observe all staff but many observations focus on teaching and not enough on learning; observers' judgements are often over-generous. Trainers and assessors whose practice is judged to be less than good have structured action plans to help them improve but these are not implemented quickly enough. Managers do not analyse the outcomes of observations fully to identify key areas for improvement and inform staff development and the self-assessment process effectively enough.
- Managers provide regular staff development opportunities for trainers, but assessors do not have enough training to help them improve their practice. Leaders do not provide sufficient guidance to ensure all trainers and assessors mark learners' work proficiently or promote English and mathematics effectively.
- The leaders' evaluation of their own provision takes into account the views of learners and subcontractors but the self-assessment report is over-descriptive and includes insufficient analysis of the quality of teaching, learning and assessment. Leaders provide few judgements and, in particular, identify too few areas for improvement. For example, no mention is made of the declining success rates over time in apprenticeships provision. Judgements are more positive than those awarded by inspectors. Leaders' quality improvement planning has concentrated on raising the quality of teaching learning and assessment recently; this focus is at a very early stage and is yet to raise standards sufficiently and secure enough improvement.
- Leaders monitor the performance of subcontractors more thoroughly than previously, but actions to improve the quality of teaching, learning and assessment are yet to secure enough improvement across all providers. Leaders do not ensure that all apprentices with identified additional needs in subcontracted provision receive appropriate support to help them succeed.
- In response to the priorities of the New Anglia Learning and Enterprise Partnership and the needs of local employers, leaders have successfully promoted and increased apprenticeships in vocational areas such as construction, care in the local community, administration and customer service. Leaders ensure that study programmes attract a large proportion of young people with previously poor experiences of education and who are not in education, employment or training. Leaders have established a very inclusive, welcoming environment in a purpose-built centre that enables learners on study programmes to feel valued, safe, enjoy their studies and behave well.
- Leaders have developed an equality and diversity policy that is too complex and not understood by a majority of staff; as a result, not enough trainers and assessors promote equality or celebrate diversity successfully. Leaders and managers have only recently begun using sufficiently detailed data to enable them to identify concerns and plan key actions to rectify underperformance of differing groups of learners. Liaison officers, recruited in the summer, are enabling far more learners on study programmes to stay in learning and attend regularly than in

previous years. However, leaders' actions to ensure female apprentices achieve as well as their male peers are yet to take full effect.

- The safeguarding of all apprentices and learners is good. Leaders ensure that the single register of checks on all staff and subcontractors is maintained efficiently. All staff receive mandatory safeguarding training at induction and subsequently at regular intervals. This training has raised staff awareness of extremism and further training on the dangers of radicalisation is planned. Nominated, specifically trained leads resolve safeguarding matters in a sensitive and timely manner. All apprentices receive appropriate information; learners on study programmes receive specific input by external specialist organisations. However, the promotion of e-safety is not sufficiently reinforced with all apprentices and learners.

Record of Main Findings (RMF)

Broadland Council Training Services

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Equine Studies	3
Hairdressing	3
Employability Training	3
Administration	2
Customer service	2

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+
	32	0	N/A	N/A	N/A	N/A	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18		19+	
	163	78	38	42	N/A		N/A	
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16	10							
Full-time	N/A							
Part-time	10							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Anglian Academy of Hair Ltd ■ Construction Training Specialists Ltd ■ John G Plummer & Associates Ltd ■ Roots Teaching Care Ltd. 							

Contextual information

Broadland Council Training Services (BCTS) is a department within the economic division of Broadland District Council. BCTS provides study programmes and apprenticeships in two centres in Norwich and through four subcontractors. Apprentices work for employers mainly across Norfolk, but also in Suffolk and in the border areas of Lincolnshire and Cambridgeshire. BCTS provides part-time education provision for pupils aged 14 to 16. In Norfolk, the proportion of pupils aged 16 achieving five A* to C grades at GCSE, including English and mathematics, is lower than the national average. The number of young people in Norfolk aged 18 who leave education to progress to employment, training or higher education is less than the national average. The number of adults in Norwich of working age who are not working and in receipt of benefits is higher than that nationally.

Information about this inspection

Lead inspector	Matt Vaughan HMI
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One of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Economic Development Training Manager 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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