

Access to Music Limited

Independent learning provider

Inspection dates 17–20 May 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
16 to 19 study programmes	Good
Adult learning programmes	Good
Traineeships	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a good provider

- Most learners achieve their intended qualifications.
- The vast majority of learners are progressing well, which helps them to fulfil their study and employment aspirations.
- Learners develop their confidence and they are highly motivated to gain specialist skills in the music and sports industries.
- Tutors use their comprehensive and up-to-date industrial and commercial experience to deliver high-quality learning experiences.
- Learners benefit from extensive enrichment activities and work-experience opportunities with excellent employers.
- Learners receive particularly well-tailored, individual support that helps them to progress and achieve well.
- Leaders and managers at all levels provide inspirational strategic leadership, supported by a commitment to provide the most advanced learning resources.
- Quality improvement arrangements are robust, and this has secured high-quality standards for a considerably increased provision since the previous inspection.
- Staff and learners build positive working relationships in inclusive learning environments where learners feel safe.

It is not yet an outstanding provider

- Attendance has not improved sufficiently in the last two years and requires further improvement.
- Achievement rates in mathematics functional skills for learners on the study programmes were not high enough last year and require further improvement.
- The recording and evaluation of the full range of work-experience activities that learners undertake are not sufficiently rigorous.

Full report

Information about the provider

- Access to Music Limited (ATM) was founded in 1992 and is a national provider of predominantly music learning. The provision consists of study programmes for learners aged 16 to 19 in sports and music, and adult learning programmes from intermediate to advanced levels in music. The provider started delivering traineeship programmes towards the end of 2015 via subcontractors. The largest number of learners are in the study programme provision. ATM delivers learning programmes through its 11 centres, including in Manchester, where its head office is based.

What does the provider need to do to improve further?

- Carry out a thorough analysis to identify accurately areas where learners' attendance is low. Implement a challenging action plan that targets these identified areas to improve rapidly.
- Further improve the development of learners' English and mathematical skills by:
 - raising the achievement rates in mathematics functional skills among younger learners
 - supporting the development of functional skills by the most able trainees
 - ensuring that teachers place greater emphasis on improving learners' writing skills, correcting spelling and grammatical mistakes in the work produced by learners and setting up targets for improving these skills.
- Ensure that learners and teachers record and evaluate rigorously all the work-experience activities that study programme learners undertake, ensuring that these interventions allow them to make good progress with the development of their technical and personal skills.
- Ensure that all young learners are able to articulate the dangers related to extremism and radicalisation, and that trainees increase their awareness of how to remain safe when using the internet.

Inspection judgements

Effectiveness of leadership and management is good

- The company's chief executive officer, supported by a highly effective senior management team, provides inspirational leadership that sets the highest expectations for all learners, regardless of their educational or social background. Staff understand the company's core values and demonstrate these in nurturing the creative talent of the diverse range of learners who choose to study at ATM.
- Leaders, including the board of directors, have a particularly insightful and personal understanding of the training and development of musicians and performance artists. They provide an extensive curriculum, taking account of the priorities of regional local enterprise partnerships, as well as of the ever-changing requirements of the music industry.
- Managers have appointed highly experienced teachers and trainers, most of whom are exceptionally talented former and current practising musicians and artists. Teaching staff make good use of their industry knowledge and experience to provide learners with the very wide range of technical and entrepreneurial skills that they will need to succeed in the industry. Teachers help learners to develop the self-confidence and resilience that are essential to thrive in the creative industries.
- Partnerships with learning providers, arts venues, and sports and community organisations are excellent. Senior staff maximise the use of their numerous links with established artists, record labels and production companies to provide opportunities for learners to gain experience in the music industry. Learners rightly value their teachers' connections with the music industry and the exposure they receive to professionals such as producers, artists and technical experts in sound and music technology.
- Performance management arrangements are rigorous. The quality team carries out thorough monitoring visits of each of the regional centres, as well as of the subcontractors. These interventions help managers to develop an accurate understanding of how well each centre is meeting the company's high expectations. Centre managers subsequently develop detailed action plans that clearly match the company's strategic objectives and that tackle identified areas for improvement.
- Subcontractors receive good support and challenge from ATM's managers that help them to reach the high standards that the company sets for all the providers it works with. Managers at ATM have been diligent in selecting high-performing learning providers that work well with aspiring musicians and young people from diverse and often challenging backgrounds. Similarly, managers have been swift to withdraw provision from subcontractors that are unable to provide a good-quality education for all learners.
- Frequent monitoring visits to observe and report on the quality of teaching, learning and assessment result in precise action plans that help teachers to improve their practice. Observers are skilled at identifying the key strengths and areas for improvement in learning sessions. They provide accurate assessments of the overall quality of learning, which in turn helps senior managers to build effective professional development and training for ATM's teachers.
- Leaders and managers at ATM have developed a culture of critical evaluation that leads to improvement. Managers gain useful feedback from learners at each key stage of the learner's journey. Outcomes from these surveys are thoroughly analysed and areas for improvement are identified and tackled promptly. Curriculum managers produce extremely detailed and rigorous annual course reviews that help them to identify improvement actions for the following year.
- Self-assessment is an inclusive and rigorous process. Inspectors concurred with the grades in the provider's self-assessment report. Managers make extensive use of a wide range of performance data and course reviews to evaluate the provision on an ongoing basis. The company's quality improvement plan clearly addresses all of the areas for improvement identified in the self-assessment report.
- Managers have taken a range of effective actions to maintain the good standards identified at the previous inspection. However, they rightly acknowledge that their actions are yet to have a sufficiently positive impact on raising the standards of provision at the very few centres that underperformed in 2014/15 and on improving learners' attendance, especially in English and mathematics lessons.
- **The governance of the provider**
 - Governance is good. Governors' monitoring of the company's performance and strategic direction is rigorous. They have access to a good range of management information and reports which help them to ask probing questions.
 - Governors know the company well, and have an accurate understanding of the improvements made and of what needs to improve further. They have a clear commitment to and passion for the creative industries.

- Governors use their skills and expertise, including in educational performance, to challenge senior leaders and hold them to account for the quality of provision.
- Governors’ involvement in the development of the curriculum is excellent. Their relationships with music industry employers and professionals are very productive and, ultimately, beneficial to learners.

■ **The arrangements for safeguarding are effective**

- Learners feel safe and understand whom they can complain to if they or others feel unsafe or threatened.
- They take responsibility in partnership with their tutors for health and safety, which improves their employability skills as well as their own personal safety. Well-established links exist with police and social services, placing a priority on protecting younger learners with complex personal circumstances. Staff log incidents sensitively and take prompt and appropriate action.
- All staff, including subcontractors, have received the relevant safeguarding training and there are designated safeguarding officers at each centre. All staff receive a security clearance every three years.
- Staff have developed, through training, a good understanding of the dangers of extremism and how to keep learners safe from radicalisation and online grooming. Teachers have used this knowledge to raise learners’ awareness of these topics, but many learners are not always able to articulate clearly their understanding of radicalisation or of fundamental British values.
- Trainees have too little understanding of how to protect themselves when online and when using social media.

Quality of teaching, learning and assessment is good

- Teaching, learning and assessment are good across all aspects of the provision. Most teachers have good industrial and commercial experience and use their knowledge of industry to effectively plan for and support learners’ needs, achievement and progress. As a result, the majority of teaching is well planned, engaging and stimulating, helping learners to develop key technical skills necessary for later study and employment. In a few lessons, teachers move on too quickly without checking that learners understand.
- Current learners benefit from good-quality teaching in English and mathematics in the dedicated lessons, in the large majority of vocational sessions, and in the workplace. This results in most learners developing their skills in English and mathematics to good effect; this is particularly the case for learners with low pre-existing skills. For example, in one sports theory lesson, learners calculated the goal bonuses they needed to earn to mitigate a reduction in wages, and in a music session, emphasised correct grammar and punctuation in the production of promotional flyers for concerts and events.
- Academic and personal support is very effective and particularly strong in traineeships. Extensive individual support helps learners to overcome personal and social barriers to learning and helps them to achieve well. Classroom support for learners with identified learning difficulties is well directed and coordinated with the teacher and leads, over time, to learners coping better in the lessons and needing less help.
- The majority of tutors hold high expectations and ambitions for their learners and as a consequence most learners make good progress from their starting points. Tutors have access to detailed information and use this to set challenging targets for learners, particularly in sports and music technology.
- Well-planned and well-monitored assignments ensure that learners manage their coursework very effectively. They take pride in their practical work, musical performances and sports fixtures. Assessment practice allows them to show good development of both academic and vocational skills. The standards of learners’ work and skills are good.
- Good written and verbal feedback enables learners to achieve higher levels of performance in their assignment and practical skills development. Most feedback in sports provision also includes extensive guidance on spelling, punctuation and grammar. However, in a minority of examples in music, the feedback received by learners is not clear enough on how they can improve their skills further.
- Support from employers is good across all aspects of provision. Their expertise enhances teaching, learning and assessment and brings the very latest industry expertise into the classroom. Learners benefit from this by becoming more employable and developing work-placement opportunities with these employers. In the case of learners in sports, many receive offers of employment as a result of this relationship.

- Teaching, learning and assessment cover equality and diversity topics well. Where this is most effective, planning for the development of learners' awareness of equality, diversity and preparation for life in modern Britain is very effective and leads to valuable learning experiences. Tutors skilfully take advantage of available opportunities to explore the impact of radicalisation, racism and sexism in many music and sports lessons.
- Facilities and resources are particularly good. Learners use specialist facilities and up-to-date equipment to suit their course requirements. As a consequence, they make good progress to higher study or employment. Learners can use the available music production and recording equipment and facilities in their own time and at weekends to allow them to extend their practice and learning.

Personal development, behaviour and welfare

is good

- Learners benefit from attending lessons with learners from diverse backgrounds and of different ages, demonstrating very good levels of respect for others and a thorough understanding of inclusion. Trainees develop their self-confidence well, often from a low base. Learners display good behaviour and attitudes to learning. In the few instances where behaviour is not good enough, tutors manage this promptly and effectively.
- The extensive range of enrichment activities available allows learners to gain a good awareness of the music business. Learners access excellent overseas sports coaching opportunities at some centres. A large majority of learners aged 16 to 18 benefit from work-experience opportunities with respected employers within the appropriate industry sector. Many other opportunities, such as concerts and music gigs, let learners experience the demands of working in the music business. However, teachers and learners do not record or evaluate these activities with consistent accuracy to identify the skills development learners have experienced.
- Learners develop valuable skills which prepare them well for employment. For example, learners communicate confidently and manage time effectively, develop specialist skills and learn the importance of teamwork when working on an event. Trainees quickly learn the ethos of the commercial workplace. In a tattoo artist's studio, the trainee greeted customers, booked appointments and took payments as well as developing his own artistic talents and practice. As a result, he is confidently applying for his working licence.
- The quality of information, advice and guidance that learners receive is particularly good and ensures that they are placed on the right programme. Leaders and managers place a strong emphasis on supporting learners from the application stage by providing comprehensive advice to school leavers and by realistically highlighting the demands of the learning programmes. Regular guidance during their learning programme supports learners well in choosing the next steps in their careers.
- Learners gain a particularly good understanding of diversity through the effective development of cultural themes during lessons and tutorials. In sports, learners know how to keep themselves and others safe. However, trainees have too little understanding of e-safety and many other learners have a shallow understanding of the dangers posed by extremism and radicalisation.
- Adherence to health and safety in practical sports sessions, in particular, is high.
- Learners develop and apply their English and mathematical skills well. In sports, they confidently use league tables, aggregates and numerical imbalance within football coaching sessions. In music, learners know how to calculate proportions when looking at music genres and they are able to use the appropriate range of adjectives when considering musical styles. In a few cases, learners' spelling and grammar are not corrected.
- Learners' attendance to lessons requires improvement. In particular, in functional skills sessions, and over the last two years, attendance has not been high enough. In a few cases, teachers do not challenge late arrivals appropriately. In contrast, employers report high attendance and punctuality at the workplace by trainees.

Outcomes for learners

are good

- The very large majority of learners achieve their intended qualification outcomes. At ATM, the percentage of learners aged 16 to 18 who achieved their qualification within the expected timescale last year is appreciably higher than at other, similar providers. This is also the case for adult learners completing higher level qualifications. The provider has successfully maintained the high rates of achievement reported at the previous inspection whilst increasing the size and breadth of the provision.
- The achievement of the main vocational element of the qualification for study programme learners is high and over a third of all learners achieved high grades last year. Learners' achievement in English functional skills has been steadily improving since the previous inspection. The many trainees who undertake mathematics and English examinations are successful.
- In the current year so far, almost all learners remain on their programme, which follows the trend from last year. This is a particularly impressive feature of the traineeship programme at ATM, where almost all learners have remained on programme, despite their complex needs and multiple barriers to engagement.
- The vast majority of learners are making good progress with their vocational qualifications and in developing their English and mathematical skills. In the last two years, almost half of all learners completing a level 2 qualification have progressed successfully to completing an advanced qualification.
- Learners enjoy their learning and thrive by being part of a community of creative individuals. The work they produce is often of a high standard, meeting the commercial and artistic expectations of the music industry. Trainees' standards of work at work placements are particularly high.
- ATM prepares learners particularly well for the next step in their careers. Last year, the majority of learners continued to higher or further education and, additionally, a substantial number of them obtained employment. Trainees progress well to apprenticeships and sustained employment. A third of the trainees who have very recently completed their programme have already progressed to apprenticeships with their work-placement employer; all of the remainder have secured formal interviews with local providers of apprenticeships.
- The difference in achievement between males and females last year, and for all other identified groups of learners from ethnic backgrounds, has narrowed.
- The overall achievement of mathematics functional skills by study programme learners requires improvement. The rate of achievement in mathematics qualifications for this group of learners has declined since the previous inspection and it is not high enough in three of the provider's centres.

Types of provision

16 to 19 study programmes

are good

- At the time of inspection, there were 1,478 learners on 16 to 18 study programmes. The vast majority of learners study a range of creative industries courses including: music performance; production and business; sound engineering; and creative and digital media. Subcontractors provide a small number of sports qualifications.
- Tutors plan learning comprehensively and staff understand individual learners' needs well. They provide engaging and stimulating learning activities which learners enjoy taking part in. Learners make good progress in lessons and gain a wide range of subject-related skills that prepare them well for their future careers.
- Teachers ensure that learners understand examination requirements. They explain examination techniques carefully, which gives confidence to learners when facing their tests.
- Well-qualified teachers link theory aspects to practical application effectively. For example, learners in music study the theory and language of harmonic minor scales and then test their understanding by playing a variety of musical instruments. In a sports lesson about how sports professionals act as role models, the teacher conveyed thoroughly how footballers can make specific interventions to benefit wider communities.
- Teachers maintain and update their commercial skills very frequently and keep themselves informed of industry requirements. This motivates and inspires learners, who value being taught by creative experts. Younger learners benefit from witnessing and emulating older learners' work ethic, maturity and serious intent to achieve. Learners benefit from accessing excellent learning facilities and equipment that meet the high standards expected in the music industry.

- Learners develop their English and mathematical skills well throughout their learning programme. Learners who struggle to engage with these subjects receive very good support from their teachers. For example, in a sports lesson, learners analyse professional terminology particularly well. In a music business lesson, learners work out percentages accurately when considering income from online playlists. In music coursework, teachers do not correct learners' spelling and grammar sufficiently, so that learners lose opportunities to continue improving their literacy skills.
- Initial advice and guidance are good and learners are placed on the right course at the right level. Teachers, learning support tutors and additional learning support staff enable learners to achieve well, in particular the learners who face the greatest challenges and those who did not succeed elsewhere. Impartial advice enables learners to access higher education, explore pathways into self-employment and make good progress towards the next stage of their careers.
- The extensive, well-established links with industry and community groups benefit learners. For example, by volunteering at events, music learners enhance their skills and gain a wider understanding of the commercial environment. A range of employers and previous learners visit ATM regularly and this supports current learners in gaining a good awareness of the music business.
- Learners develop a wide range of employability skills through their work experience and grasp the necessary attributes required for future employment. For example, music learners communicate confidently and manage time effectively when working on an event; sports learners develop good specialist skills and learn the importance of teamwork. However, learners' work experience is inconsistently recorded across all centres. As a result, not all learners evaluate fully the skills they have developed in their work placements.
- Teachers provide learners with good technical and practical coaching so that they can improve their work. Verbal feedback prior to the submission of work and written assessment feedback are comprehensive, supportive and developmental. In many cases, the quality of feedback enables learners to attempt and achieve higher grades. The virtual learning environment is very well developed. Learners use it frequently to extend their learning and develop their independence when studying and researching.
- Learners' understanding of equality and inclusion is comprehensive. For example, music learners consider the origin of slavery by studying musical genres. Teachers cover the 'Prevent' duty and British values with learners when they first start their course, but music learners are not always able to remember key themes, such as the dangers of radicalisation and the importance of democracy.
- Learners are safe. They understand how to keep themselves safe, both at the provider and when working online. They behave courteously and learn how to respect others.

Adult learning programmes

are good

- A small proportion of adult learners follow courses in music technology, music business, music performance, creative media, and artist development at levels 1 to 3, and audio engineering at level 4. Almost all are aged 19 to 23. Adult learners follow similar learning pathways to learners aged 16 to 18, and a small minority take functional skills qualifications or GCSEs. The organisation boasts many previous learners who are now internationally known.
- Centre managers instil a friendly yet professional culture of learning that matches well the diverse needs of the adult learners at ATM. The centres are secure and particularly well resourced. Managers plan courses wisely, which enables learners to learn effectively and safely. In addition, the learning centres' positive ethos with regard to learners' potential and creative capabilities provides a strong basis for the respect and good working relationships that are evident between all learners and staff. Learners have a good understanding of how to protect themselves when using the internet and are aware of the dangers of radicalisation and extremism.
- The curriculum has been thoughtfully planned to enable learners to progress well through the levels, starting as a beginner and developing their musical skills to a proficient level. Most learners gain good technical skills. ATM demonstrates a flexible approach to the delivery of its learning programmes, fitting in with learners' existing employment, and financial or even family commitments.
- Integrated into the courses, and part of a long tradition at ATM, are events and activities resulting from good partnerships with employers and artists. These partnerships benefit learners in a range of ways, such as in being able to access specialist music products to help them in their work, and in accessing performance opportunities, trade fairs and master classes.

- Teachers plan lessons carefully and they demonstrate how diversity is intrinsic in music, such as in a lesson covering a series of musical notes known as 'the blues scale', which has its origins in African–American music and is of particular importance in popular music. They help prepare learners for life in modern Britain by discussing pertinent topics, such as the recent London mayoral election.
- The increase in music theory to challenge learners' performance and composition skills across the curriculum is a key improvement since the previous inspection. Through the many theory lessons they receive now, learners extend and reinforce their learning well.
- Teachers and staff are highly knowledgeable and skilled at working with learners from a variety of backgrounds. They adeptly help learners who experience sudden changes in their life circumstances to progress and achieve. For example, they enable older learners who in some cases have abandoned a career in other fields to pursue music, and who are unsure of their ability, to make significant gains in confidence, supporting them to sing in front of an audience publicly for the first time. Learners enjoy their learning and most make at least the expected progress towards their vocational qualifications and target grades.
- Most teachers pinpoint what the learners do well and what they need to do to improve. However, in a very few cases, the written assessment feedback is insufficiently specific and it does not explain with sufficient clarity why the learner has achieved a particular grade.
- Most standards of work and learning match the requirements of the course. A small minority of learners, particularly in music technology, rise to the challenge to produce work of a particularly high standard. Learners research this work well and present it professionally. Teachers match the quality of the work with insightful technical comments that demonstrate their deep knowledge and understanding.
- Tutors advise and guide learners well for their next steps; they are diligent in monitoring learners' progress towards achieving their vocational qualifications and in preparing them for their English and mathematics examinations. Target-setting for learners on vocational courses clearly specifies what learners need to do to complete their assignments, but it does not, in too many cases, sufficiently capture actions on how to improve learners' writing skills.

Traineeships

are good

- ATM provides well-managed, individualised programmes for 49 trainees through a creative arts charity based in north London. The provision is designed specifically to meet the needs of young people who are not in education, employment or training and who are referred by the local authority or youth offending teams. Trainees study for qualifications in employability skills, the commercial practice of music and, where appropriate, functional skills in English and mathematics.
- Tutors have a good understanding of the starting points of trainees, including the many social and personal circumstances that were barriers to their success in school. Managers and tutors provide extensive individual support, including working with trainees' families and statutory agencies, to enable them to participate fully and to benefit from the programme. As a result, retention on the programme is exceptionally high.
- Teaching, learning and assessment are well planned to meet the needs of individual trainees and to prepare them for employment or further training. Tutors use a wide range of interesting and relevant learning activities which motivate and challenge the most able trainees. Assessment of work is timely and accurate, with constructive spoken feedback which helps trainees to improve. Trainees enjoy their learning.
- The subcontractor uses its extensive links with local employers to provide a very wide range of high-quality work-experience placements, chosen sensitively to meet trainees' individual needs and career aspirations. For example, trainees work in small-animal welfare, barbering and tattoo artistry, as well as in music production, photography and theatre. Employers have high expectations of trainees and train them very well in job-specific skills. Trainees attend work regularly and punctually. Consequently, almost a third of the first group of trainees have progressed to apprenticeships with their original work-placement employer.
- Most trainees develop their English and mathematical skills well. Staff build the development of English and mathematics into both music and employability lessons, so the majority of trainees make good improvements while learning in their chosen industry topic. However, in functional skills lessons, those trainees with existing higher level skills do not receive sufficient challenge to develop these skills further.
- The good progress and skills development that trainees make, particularly within the workplace, are not sufficiently well recorded. Individual learning plans do not contain employers' feedback on trainees' progress, and as a result, trainees are not always fully aware of the good progress they are making.

Reviews do not celebrate their success to develop further their growing confidence.

- Trainees receive detailed and impartial information and advice throughout their programme. Subcontractor staff initially visit young people in their homes to explain the nature of, and opportunities available through, traineeships. These frequent visits build trust and confidence before the prospective trainee decides to take the next step and visit the subcontractor's premises. The selection of work placements is made following detailed discussions with the trainee to ensure that their career aspirations are realistic. Trainees receive good, impartial guidance on progression to ensure that they can make informed choices about their next steps.
- Trainees feel safe and have a good understanding of what to do if they have concerns, either for themselves or for other trainees. They behave very well and respect others. However, trainees have insufficient understanding of how to keep themselves safe online and on social media, including from the dangers of extremism and radicalisation.

Provider details

Type of provider	Independent learning provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	1,799
CEO	Mr Adrian Armstrong
Website address	www.accesstomusic.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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	46	0	336	5	1,041	202	55	27
	Intermediate		Advanced		Higher			
Number of apprentices by apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	0	0	0	0	0	0	0	0
Number of traineeships	16-19		19+		Total			
	49		0		49			
Number of learners aged 14-16	0							
Funding received from	Education Funding Agency (EFA) Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Coaching Connexions ■ Regent ■ SABA ■ Soccer Coaching Limited 							

Information about this inspection

Inspection team

Maria Navarro, lead inspector	Her Majesty's Inspector
Jai Sharda	Her Majesty's Inspector
Steve Stanley	Her Majesty's Inspector
Deborah Gray	Ofsted Inspector
Allan Shaw	Ofsted Inspector
Ray Walker	Ofsted Inspector

The above team was assisted by the quality and learner services manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

