

Carillion Construction Limited

Employer

Inspection dates

26–27 October and 1–2 November 2016

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

Summary of key findings

This is a provider that requires improvement

- Too many apprentices do not complete their qualifications within the planned timescales and there is too much variability in their performance across different regional training centres.
- Outcomes for learners on the 16 to 19 study programme, including the achievement of English and mathematics, are low.
- Trainers and assessors do not gather or use enough information on learners' starting points to help plan lessons and ensure that learners make rapid progress.
- Trainers and assessors do not provide sufficient feedback to ensure that learners and apprentices understand their progress and what they need to do to improve their work and achieve their full potential.
- Trainers and assessors do not develop learners' and apprentices' English and mathematics skills sufficiently well through vocational training.
- Apprentices' understanding of equality and diversity, British values, and the risks associated with radicalisation and extremism is underdeveloped.
- Leaders have not followed up sufficiently the majority of the recommendations from the previous inspection.
- The quality improvement processes, such as self-assessment, are not sufficiently developed to drive improvements.

The provider has the following strengths

- Apprentices work in high-quality workplaces and develop good vocational construction skills and, as a result, are more competent at carrying out their work roles.
- Learners on study programmes quickly improve their skills, confidence and self-esteem as a result of the good personal support from trainers, who also provide effective encouragement and motivation that helps them progress.
- Learners and apprentices develop positive attitudes to work and training; their attendance, punctuality and behaviour are mostly good.
- Leaders and managers plan well to meet national and local needs in the construction industry.

Full report

Information about the provider

- Carillion PLC is an international integrated support services business employing around 46,000 people in the United Kingdom (UK), Canada and the Middle East. The business is organised around four business units. These incorporate the design and construction of major infrastructure projects, through to ongoing buildings maintenance and facilities management contracts encompassing both the public and private sectors.
- Carillion Training Services (CTS) is the training division of Carillion Construction Limited that operates through a network of 10 regional training centres across the UK. These are mainly located in urban centres of population. CTS offers apprenticeships and advanced apprenticeships in bricklaying, carpentry and joinery, painting and decorating, construction operations, and plastering and interior systems, in conjunction with a few subcontracted partners. Carillion Construction employs all its apprentices, who come from a wide range of backgrounds.

What does the provider need to do to improve further?

- Urgently undertake a detailed review of the management of the study programme to ensure that all learners, irrespective of their training locations, benefit from a high-quality experience tailored to their individual needs.
- Ensure that the planning of training takes into account the starting points of learners and apprentices and the demands of the study programme and the apprenticeship.
- Make better use of the results from initial assessment to ensure that all learners and apprentices have appropriate targets for achievement, regularly reviewing their progress against these targets and helping those who fall behind to catch up.
- Improve teaching so that the progress that learners and apprentices make rapidly accelerates, by ensuring that:
 - all learners and apprentices know the targets they are working towards and respond to feedback on their work that shows them how to improve
 - trainers consistently set work at the right level of difficulty
 - trainers routinely check learners' and apprentices' knowledge and understanding more fully and ensure that the most able are challenged in line with their potential.
- Improve the teaching of English and mathematical skills in vocational lessons so that learners and apprentices make better progress and achieve their functional skills qualifications in these essential subjects.
- Ensure that all staff receive comprehensive training in equality and diversity, and fundamental British values, and further extend the training they have received regarding the 'Prevent' duty, so they have a precise understanding of how to promote these aspects to learners and apprentices through teaching and learning, and during planned reviews.
- Undertake rigorous self-assessment and improvement planning and fully identify areas for improvement including those identified through inspection, ensuring that these are tackled methodically and effectively.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and managers have not been effective in making all the improvements recommended at the previous inspection. The quality of teaching, learning and assessment still varies too much between different regional centres; achievement rates have not improved sufficiently; and managers have not been effective in recruiting more female learners, although learners of minority ethnic backgrounds are now much better represented.
- Self-assessment reporting is not sufficiently precise to support improvement. The most recent report does not sufficiently acknowledge the decline in achievement rates or the number of areas for improvement that remain from those identified in the previous inspection. Targets set in the associated action plan are not sufficiently challenging; measures for success are not specific enough or broken down into interim milestones.
- Leaders and managers do not sufficiently prioritise the development of learners' functional skills, particularly English. Employers are not sufficiently aware of how well learners develop these skills to be able to reinforce them at work.
- Performance management requires improvement. Managers meet their staff every month to review their performance against targets that are set at annual appraisals and updated at the half-year point. In a few instances, targets are not sufficiently specific to enable managers to be sure when they have been achieved, or challenging enough to bring about rapid improvement. Where teaching staff consistently fail to meet their targets despite support from managers, the process for dealing with such matters is too prolonged, resulting in learners and apprentices experiencing teaching that does not meet their needs.
- Leaders have developed a well-considered strategic plan which underlines the parent company's commitment to training the next generation of construction workers. Senior managers contribute to and influence national priorities for skills development to support large-scale infrastructure projects across the country. They strongly support local enterprise partnerships in bringing together stakeholders and other providers to plan efficient training provision to meet future needs over the medium and longer term.
- Partnership working is strong across the country and helps to develop and prioritise construction training provision. Managers use their partnership links well to provide good-quality and very supportive workplaces for apprentices, to ensure they quickly develop the important craft and technical construction skills that their employers need. Managers oversee the performance of subcontractors well. They frequently visit subcontractors to assess quality and monitor compliance with contracts and provide clear and timely feedback about actions that they must take to improve performance. Apprentices contribute well to community-based voluntary projects that are linked to Carillion's corporate strategy of incorporating sustainability in their building projects. Their participation in projects such as cleaning up derelict or rundown sites to improve neighbourhoods and refurbishing public memorial sites helps to develop apprentices' wider skills, knowledge and confidence. However, these opportunities are not extended to learners on study programmes.

The governance of the provider

- Governance is robust and is tackling the improvement of the provision, although areas for improvement from the previous inspection remain unresolved. The director with corporate responsibility for construction services in the UK regularly meets learners at the training centres around the country and is very well informed about the training section's strengths and areas for improvement.
- The director holds monthly performance reviews with managers responsible for training. Reviews are informed by a good range of reports, for example on health and safety, feedback on the performance of the training centres, learners' achievements and apprentices' contributions to community projects.

Safeguarding

- The arrangements for safeguarding are effective. Staff at all levels across the company demonstrate an extensive commitment to health and safety, as exemplified by the range of health and safety accolades awarded to the company. Apprentices attend regional training centres for two days every quarter for intensive health and safety update training. They demonstrate routine adherence to safe working practices; they know what to do and how to behave when on-site and online to stay safe.
- Appropriately trained staff deal well with any reported safeguarding concerns, making referrals to relevant outside agencies where necessary. Learners' access to the internet from within training centres is rigorously monitored.
- Safeguarding policies and risk assessments have been updated and all staff have undertaken safeguarding training to comply with the 'Prevent' duty. However, learners' understanding of the dangers of radicalisation and extremism and how fundamental British values affects them at work and personally is rudimentary and requires improvement.

Quality of teaching, learning and assessment

Requires improvement

- The planning of individual learning is not effective to ensure that all learners and apprentices reach their full potential in the allocated time. Trainers and assessors do not consistently use information about learners' and apprentices' prior attainment to contribute to the planning of teaching, learning and assessment so that they meet individual needs.
- Too many training sessions are dull and uninspiring. Trainers and assessors spend too much time providing information rather than creating engaging activities for learners and apprentices to participate in. The pace of both theory and practical lessons is too slow and in many lessons learners are not set specific targets in which to complete their work; as a result, they do not make the progress they are capable of. When learning is planned well, trainers make good use of questions, demonstrations and online resources to contextualise learning appropriately for learners and apprentices.

- Trainers do not use the results of initial assessments of learners' skill levels in English and mathematics to provide good personalised support to improve their skills in these essential subjects. As a result, too few learners successfully gain the skills to achieve relevant functional skills or GCSEs in both English and mathematics. Performance in both of these subjects has declined since the last inspection. Staff do not check or develop learners' and apprentices' written English work sufficiently through the routine and systematic marking and correction of spelling, grammar and punctuation in assignments or written tasks. In contrast, learners and apprentices quickly gain confidence in using mathematics to support their workplace skills both in the training centres and while on-site. They interpret complex site drawings and carry out complex calculations such as marking out and installing joists and roof trusses to ensure that they are capable of withstanding planned structural loads.
- Initial advice and guidance prepares learners well for their training. Learners and apprentices receive an effective induction which enables them to understand what their course involves, what is expected of them and their rights and responsibilities. However the end-of-programme careers information given to learners and apprentices about progression is not consistently timely or helpful in identifying and planning their next steps.
- Target setting for learners and apprentices both in regional training centres and for assessment in the workplace requires improvement to be effective. Trainers and assessors often narrowly focus on the vocational skills and knowledge that learners and apprentices need to acquire for their qualifications. In too many instances, the targets set for learners and apprentices do not focus sufficient attention on increasing knowledge or developing skills, such as confidence, communication or specific English and mathematics skills.
- Trainers and assessors do not extend learners' understanding of equality, or raise their awareness of diversity beyond a basic level of understanding. While learners and apprentices have a good understanding of the importance of respect and fair treatment and how these values relate to the classroom, the workplace and in their personal life, staff do not promote the diversity of modern Britain consistently well to learners and apprentices.
- Apprentices receive good support during workplace assessor visits, which are frequent and well planned. Trainers and assessors make good use of their skills, experience and up-to-date industry knowledge to ensure that apprentices are well prepared and able to demonstrate the required technical skills for assessment. Assessment is fair, rigorous and reliable. For example, apprentices gather evidence using a wide range of resources including site plans, digital photographs, and accurate and detailed witness testimony.
- Workplaces used by apprentices are of a high standard and employers are very supportive and knowledgeable about the technical skills their apprentices are gaining. Many employers actively arrange specific site placements or provide additional tasks to enhance and extend apprentices' practical skills development. Apprentices benefit from being allocated to an experienced workplace mentor who takes responsibility for their on-the-job training. Learners on the study programme who undertake relevant work-related learning while at the regional training centres do not benefit from opportunities to participate in work placements or community-based projects.

- Trainers and other staff provide good support to learners and apprentices. They have detailed knowledge of each learner, enabling them to identify and address pastoral and learning needs quickly and effectively. Learners and apprentices appreciate the support they receive from staff to help remove their barriers to learning.
- Learners and apprentices demonstrate a good understanding of health and safety and relate this well to their workplaces and practical tasks completed in the training centre. All learners and apprentices benefit from regular updates that extend their understanding of health and safety, safeguarding and other relevant topics. They feel safe, work safely and know what they need to do to comply with legislation in a safety-critical industry. For example, apprentices working on building sites take good precautions when working at height and are mindful of the work of other trades' personnel who may be working in close proximity to them.
- Learners benefit from access to a good range of specialist accommodation, equipment and resources at the regional training centres that helps to extend their knowledge, skills and understanding of modern construction techniques. However, when at work and at home learners and apprentices are unable to access the Carillion virtual learning environment to undertake independent study, a key skill in preparing them for employment or further study.

Personal development, behaviour and welfare

Requires improvement

- The majority of learners on the 16 to 19 study programme do not improve their skills in English and mathematics sufficiently well during their programme. Too few apprentices and learners understand the contribution that good English and mathematics skills make to their future career aspirations.
- Trainers and assessors do not capture all aspects of learners' and apprentices' progress and development over time. While most learners and apprentices are aware of their short-term targets, a majority do not have a precise understanding of their progress to date against the targets stated in their individual learning plans, or how they can direct their own learning.
- Learners on the study programme do not benefit from the opportunity of work shadowing, work experience or work placements to improve their understanding of the world of work. In contrast, apprentices gain valuable technical and social skills from working on a range of useful community projects such as landscaping ground around new schools.
- The development of learners' and apprentices' understanding of equality and diversity, fundamental British values and their relevance to themselves personally, and living in a modern society, requires improvement. Tutors often miss opportunities to extend learners' understanding of these topics during learning sessions and at planned progress reviews.
- Trainers ensure that learners and apprentices receive thorough and effective induction information which helps them to understand what their course involves and what is expected of them.
- However, guidance towards the end of learners' and apprentices' programmes is too informal and not sufficiently thorough to ensure all learners and apprentices have a well-developed understanding of their opportunities for progression.

- Learners develop good vocational and technical skills and knowledge. Practical resources in the training centres provide learners and apprentices with access to a wide range of construction equipment that replicates similar resources found in the workplace, allowing them to practise and hone their occupational trade skills before going on-site or seeking employment. However, trainers do not routinely encourage learners and apprentices to make use of online learning materials to enhance and consolidate their learning outside of the classroom.
- Learners and apprentices develop their personal and social skills well compared to their starting points, notably improved self-confidence, initiative, team-working and communication skills. Their behaviour and attitudes towards learning both in class and in the workplace are generally positive. Attendance is high over time. In a few instances, the demonstration of poor attitudes such as learners wearing hats and coats in lessons, or arriving at lessons without a pen to make pertinent notes to support their own learning and revision, was not consistently managed effectively by trainers. This resulted in some low-level distraction and irritation to other learners. On the study programme, learners' attendance is mostly good but varies greatly between regional training centres.
- Learners and apprentices demonstrate a good level of awareness of health and safety and safe working practices both in training centres and while on-site, including attending an annual two-day corporate 'safe start' briefing. They have a well-developed knowledge of their rights and responsibilities and who to contact if they have any anxieties regarding fair treatment, personal concerns or matters relating to their safety and welfare. Trainers provide good care and support for apprentices. This helps them manage and resolve any personal or health-related issues, so that they can stay on programme and complete their qualifications.
- Learners comment positively on the support they receive. Most learners have a precise understanding of what constitutes bullying and harassment, including cyber bullying, but too few learners and apprentices have a secure or well-developed understanding of the 'Prevent' duty or how to keep themselves safe from the dangers associated with extremism and radicalisation. It is too soon to judge the impact of very recent actions taken by the provider to address this.

Outcomes for learners

Require improvement

- Since the previous inspection, the proportion of apprentices gaining their qualifications has declined to now being below that of other similar providers. Achievement rates improved very slightly for all apprentices in 2015/16, but they are still low with just over a third not achieving their qualifications. Similarly, their achievement within planned timescales has also declined to around the national rate.
- Outcomes for intermediate apprentices who comprise the very large majority have declined over time and are now low. However, the very small minority of advanced apprentices continue to achieve well and within the allocated time. There are few gaps in performance between younger apprentices, who make up the largest single group of learners, and older apprentices aged 19 to 24.
- For learners on study programmes, the proportion who successfully achieve their qualifications has declined over time and is now lower than in other providers nationally. Timely achievement rates for the few adult learners on NVQ-only programmes are well

below the national rate and so require improvement.

- There are too few learners from under-represented groups to judge whether outcomes show significant differences in performance. However, wide variations in achievement exist by regional locations; learners based at Birmingham, the Black Country, Kent, London and Manchester perform significantly less well than those who attend the providers' other training centres in other parts of England.
- The small minority of apprentices who join the apprenticeship programme without a GCSE in either English or mathematics successfully gain the functional skills qualifications required for their course. A few apprentices work towards an intermediate-level qualification in English and mathematics, one level higher than the framework requirements. However, on the 16 to 19 study programme, the proportion of learners who successfully achieve their functional skills English and mathematics qualifications is too low.
- The majority of learners and apprentices make at least expected progress and develop good vocational skills. They apply the knowledge gained confidently in practical tasks such as using the correct tools to build a cavity wall, accurate marking and setting out the keystone when building an arch, and producing high-quality precision joinery.
- Learners and apprentices demonstrate good confidence and become more articulate and self-disciplined in the use of technical language and terminology relevant to their specific vocational occupation while working alongside other construction trades. Learners on the study programme significantly improve their personal and work skills, due to very supportive staff. This helps them to overcome the barriers and the low self-esteem many experience at the start of their course.
- Learners and apprentices exhibit a good focus on being safe and following safe working practices. Their self-esteem and confidence grow throughout the programme through gaining valuable additional skills and certificates such as the Construction Skills Certification Scheme (CSCS) health and safety card and by contribution to 'tool-box' talks.
- On apprenticeships, progression into employment is high. Nearly all apprentices remain in employment at the end of their apprenticeship, often with the same employer with whom they started their training, or they become self-employed. A few apprentices progress to the next level of learning. On the study programmes just over two thirds of learners successfully progress on to the company's apprenticeship programme.

Types of provision

16 to 19 study programmes

Require improvement

- At the time of the inspection 264 learners were on the study programme. Learners attend one of five regional training centres based in England and study towards a level one vocational award in construction and additional qualifications in English and mathematics.
- The development of the study programme within the company has been at regional level, with no national oversight of delivery, of sharing of good practice, or of tackling challenges. As a result, learners at the five different centres have different experiences.

- On the study programme, teaching, learning and assessment do not inspire and challenge all learners to progress according to their individual abilities and needs. This correlates with the outcomes for learners, which also require improvement.
- In the weaker training and coaching sessions, trainers do not plan sufficiently for learning and they miss many opportunities to develop learning points. In these sessions, trainers do not plan enough stimulating activities in classes to keep learners' attention. Technology is under-used in teaching and assessment does not extend learning outside of the classroom. As a result, learners do not make the progress they are capable of.
- Trainers do not develop learners' English and mathematical skills sufficiently to enable them to apply these skills in a wide range of settings, which hinders their learning and development. Assessment of learners' written skills in English is weak and largely assessed through worksheets, with short and narrowly focused one- or two-word answers routinely being accepted by trainers. This does not allow sufficient opportunity for learners to develop their skills in written English. In contrast, more attention is given to the development of learners' mathematical skills, but only where it forms part of a planned activity, for example calculating the materials required when undertaking a planned brickwork project.
- Trainers do not check learners' understanding frequently enough and their feedback is not sufficiently detailed to help all learners make the progress they are capable of. However, the verbal feedback trainers provide to learners is more informative and helpful.
- Most learners have an accurate understanding of the progress they are making towards completion of their programme as a result of regular reviews with their tutor. However, the electronic e-learning portal used by trainers to monitor learners' progress is only used to record the results of learners' vocational assessments and does not cover other aspects of their programme, which restricts trainers' overview of the progress learners are making in all elements of their programme.
- Learners benefit from good care and support from trainers and learning support assistants to resolve potential problems and continue their studies. Training staff know their learners well and help them very effectively to overcome individualised personal and learning issues that may affect progress.
- Initial advice given to prospective learners is effective. As a result, most learners have a good understanding of the course requirements when they start their study programme. However, the quality of careers advice and guidance given to learners as they approach the end of their course is too variable, depending on which regional training centre learners attend. However, all successful learners can progress to a Carillion apprenticeship, and over two thirds of them do so. Few learners participate in work experience, which limits their opportunities to develop their understanding of skills and attitudes required in the workplace, and many are unclear about their next steps and career options.
- Learners develop good, practical construction skills and benefit from the well-resourced training workshops to develop their trade skills. As a result, they confidently achieve industry standards in practical tests and successfully complete the vocational elements of their qualifications.
- Learners benefit from good individual coaching. Trainers are appropriately qualified and have relevant occupational experience which they use effectively to support the

development of learners' vocational skills. For example, a trainer successfully demonstrated to a group of young learners the correct bricklaying technique to ensure that a wall was level on its foundations; learners demonstrated their understanding by successfully replicating the same technique.

- The promotion of equality and diversity to learners requires improvement. Trainers ensure that learners have a good understanding of the importance of ensuring people are treated fairly and that differences are respected. However, tutorials contain too few activities that extend learners' understanding of life in modern Britain.
- Learners are and feel safe. Trainers work very proactively to ensure the safety and well-being of all learners. They help learners identify potential health and safety issues through safety briefings prior to the commencement of practical activities and ensure that they use construction-related tools and equipment in a safe manner. Learners work cooperatively with each other and feel safe in their learning environment; they are confident about raising concerns with staff.

Apprenticeships

Require improvement

- CTS provides apprenticeships for 904 learners on a range of vocational pathways including building maintenance, construction operations, trowel occupations, wood occupations, decorative finishing, and domestic plumbing and heating. The majority of apprentices are studying at intermediate level, with the remainder working towards an advanced apprenticeship.
- Trainers and assessors make insufficient use of information gained from initial assessment of apprentices to plan their learning. They do not use this information well to help apprentices develop their skills and understanding. Consequently, too many apprentices do not complete their portfolios in agreed timescales and a significant minority do not successfully complete their functional skills in both English and mathematics.
- Targets set by trainers for apprentices at reviews for the completion of workplace tasks and qualification units are not precise enough. As a consequence, apprentices' progress monitoring is not effective. It is too soon to judge the impact of the recent introduction of an electronic portfolio and recording system to improve apprenticeship progress monitoring.
- Trainers and assessors do not highlight grammatical and spelling errors on work submitted by apprentices. Feedback provided by trainers and assessors does not provide apprentices with a clear understanding of what they need to do to improve.
- Apprentices feel safe and have a sound understanding of what they need to do if they have concerns. Although modern British values and the dangers posed by extremism and radicalisation are covered during induction, apprentices have a limited appreciation of these topics and they are not reinforced at reviews with apprentices and employers.
- Trainers' and assessors' engagement with employers is highly effective. They have a good relationship and work effectively together to plan learning. Assessors have a good understanding of how vocational qualifications align with workplace activities and provide apprentices with appropriate evidence-gathering opportunities.

- Trainers, assessors and workplace mentors support apprentices very well. As a result, apprentices' practical work is of a high standard and employers value their contributions in a wide range of projects.
- Apprentices develop workplace skills quickly and are confident in using relevant technical language. For example, one female apprentice was able to demonstrate her skill in blocking and finishing and could identify with enthusiasm the brickwork she had completed in a large housing development. Another apprentice confidently explained how he was fitting roof-mounted windows as part of a loft conversion.
- In the training centres, trainers use questioning effectively to promote discussion. Apprentices participate actively in a range of interesting learning activities such as sawing to precise measurements, mixing mortar and building to plans with bricks and blocks. In a few sessions, apprentices do not consistently assimilate and retain information well because trainers do not relate the planned learning to what apprentices have completed in the workplace.
- Apprentices enjoy their learning and are prepared well for the workplace. As a result, the majority of apprentices make expected progress. A few apprentices progress from the intermediate to the advanced apprenticeship. However, a small minority of apprentices are not sure of their next steps and the opportunities they have within the construction industry.
- Apprentices develop a strong understanding of health and safety. They work in a safe manner. Trainers, assessors and employers instil the importance of adopting safe working practices. As a result apprentices consistently display clearly expected safety behaviours and attitudes.

Provider details

Unique reference number	51036
Type of provider	Employer
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	2,127
Principal/CEO	Ray Wilson
Telephone number	01902 318 245
Website	www.carillionplc.com/careers/apprenticeships/

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	217	-	-	47	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	698	15	140	55	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	■ Mid-Kent College ■ Birmingham Metropolitan College ■ Hybrid Technical Services							

Information about this inspection

The inspection team was assisted by the business assurance and compliance 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.

Inspection team

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