

# Heart of England Training Limited

Independent learning provider

## Inspection dates

27–30 June 2017

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

## Summary of key findings

### This is a good provider

- Qualification achievement rates are high across all programmes including in English and mathematics.
- Progression to further and higher education for learners on study programmes is high; a large majority of apprentices gain permanent employment or secure increased responsibility at work.
- Links with employers are strong and lead to programmes designed to meet their needs for a skilled workforce.
- Staff and employers provide highly effective support to apprentices to help them develop vocational skills and progress into permanent employment.
- Learners have a good understanding of how to protect themselves and their peers from the risks of radicalisation and extremism, and how to stay safe online.
- Learners receive particularly good information, advice and guidance that enable them to make informed decisions about their future careers including employment and training.
- The quality of practical training is high; this enables learners to become skilled workers and use these valuable skills to benefit their employers' businesses.
- Learners show good respect for diversity and equality in society and the workplace; they work well with colleagues to provide a culturally sensitive service.
- Staff do not support learners sufficiently well to develop higher-level skills in English to prepare them for future employment.
- Staff do not consistently challenge learners sufficiently to develop and apply skills at higher levels beyond the minimum qualification requirements because they are not sufficiently experienced or qualified in teaching, learning and assessment.
- Staff feedback to learners does not give them sufficient guidance on how they can improve their standards of work further.
- Leaders and managers do not conduct a sufficiently detailed and critical analysis of available management information and do not use it well enough to help them to drive improvements such as in attendance, retention and progression.
- Quality improvement is not sufficiently focused on improving teaching, learning and assessment.
- Directors in the governance role do not scrutinise the quality of learning enough or provide sufficient challenge and support to managers to enable them to do so.

## Full report

### Information about the provider

- Heart of England Training Limited is a private training provider established in 1971, whose head office is based in Rugby. The company has five training centres in Rugby, Birmingham, Leicester and two in Coventry. The company offers apprenticeships in a wide range of employment sectors. These include apprenticeships in hairdressing, beauty therapy, business administration, customer service, information technology, marketing, retail, sport, the work of teaching assistants, team-leading, and warehousing. Some 33 higher-level apprentices are on business administration, and leadership and management programmes. The company has expanded its apprenticeship provision to the counties of Northamptonshire and Rutland.
- Since the previous inspection, the company has provided study programmes for learners aged 16 to 18. At present 160 learners are undertaking programmes at levels 1 to 3 in hairdressing and beauty therapy, sport, and business administration. The company also provides learning in hairdressing and beauty therapy to young offenders in Rainsbrook and Oakhill secure training centres. Some 48 staff are directly involved in training, support and guidance. In addition, two new subject leads in English and mathematics were appointed in recent months.

### What does the provider need to do to improve further?

- Ensure that staff are supported to develop their teaching skills further in order to:
  - develop learners' skills, including those of analysis, to higher levels through effective questioning and through challenging all learners
  - relate theory better to practical training, so that learners consolidate their skills and knowledge
  - consistently provide feedback to learners that clearly explains what they have done well and why, and suggest ways to improve further; ensure that learners act on the feedback to produce the highest standard of written and practical work.
- Managers must ensure that all observers of the quality of teaching, learning and assessment are trained so that they consistently focus on measuring the progress of learners and their learning rather than noting trainers' actions, and set appropriate action plans for trainers to consolidate the strengths and successfully deal with areas for improvement.
- Review, further develop and monitor the strategy for the development of skills in English and mathematics within vocational programmes and for improved outcomes for English GCSE.
- Conduct a detailed analysis of the key management information relating to progress, retention, attendance and progression at individual learner level to identify any patterns or trends, to set targets to improve performance further, and to monitor the impact of the provision on learners more fully.
- To raise standards on a continuous basis, senior leaders must set precise targets in the quality improvement plan to include the desired impact on learners, and compare this

with the actual performance.

- Those in a governance role should provide more regular effective scrutiny, challenge and support to the operational managers to improve the quality of learning to the highest possible standards by:
  - seeking regular reports from the operational managers on the quality of teaching, learning and assessment and the impact on learners
  - identifying and sharing good practice from other providers within the sector.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders and staff have successfully encouraged an aspirational culture for the company. Staff share the directors' vision for the company and work well together to achieve positive achievements for most apprentices and learners. The rates of achievement of qualifications have been maintained at high levels in the past three years. Staff enjoy working at the company and very few leave, leading to consistent and reliable support for learners.
- Senior leaders manage staff performance well; however, they only hold staff fully to account for the qualification achievement rates. The induction for new staff is thorough and enables them to understand the company culture. Staff performance reviews are frequent and staff are encouraged to share good practice with their colleagues. Senior leaders and managers are swift to identify underperforming staff and take prompt action to ensure that learners and apprentices do not receive poor service.
- Senior leaders provide a good range of training to help their staff improve their skills in assessment and guidance, and in updating their vocational skills. As a result, they provide good practical training to the learners. However, managers do not provide sufficient training to improve assessors' broader teaching skills. This is particularly noticeable in theory sessions. As the teaching skills and qualifications of the staff are low, they do not know how to challenge learners fully to extend their skills and apply these at higher levels.
- As a result of positive links with employers and the local enterprise partnerships, senior leaders develop the curriculum effectively to meet the needs of various employment sectors that face skill shortages. They adapt the curriculum and deliver it flexibly to meet the needs of employers and the local economy. For example, in response to employers' demands, managers have developed swiftly apprenticeships in barbering and warehousing. Apprentices are making good progress in these programmes.
- Senior leaders have chosen subcontractors well and have established appropriate agreements and monitoring arrangements. The subcontractors provide highly effective study programmes in niche areas such as sports, and apprenticeships in supporting teaching and learning for schools. Current learners on both programmes are making good progress into their next steps. Staff providing this support are well trained and provide good-quality, impartial careers guidance that enables learners to make informed decisions about their future careers at enrolment and at the end of their course.
- Senior leaders have introduced a well-considered range of strategies to improve outcomes in English and mathematics. They have invested significantly in online learning resources and appointed lead managers who run workshops to improve the teaching practice of staff. The majority of these actions are quite recent and have not had the desired impact in improving the teaching skills of trainers and in the further development of learners' skills. In English GCSE, learners' progress is not good enough and only a small number of learners undertake this qualification.
- Although managers make good use of learners' and employers' views to improve the provision, improvements made in the quality of teaching, learning and assessment through observations and subsequent development are less evident. Observers focus on

what tutors do rather than on the learning, progress and skills development of learners that take place in lessons. Observers do not routinely set action plans to improve staff's skills further.

- Although senior leaders used a broad range of evidence to produce a detailed self-assessment report, they did not identify areas of improvement in teaching, learning and assessment.
- The quality improvement plan has not enabled managers to bring about improvements quickly enough. Managers do not measure the impact of actions on the experience of learners. Improving teaching, learning and assessment does not feature clearly in the strategic quality improvement priorities for the company.
- Directors do not conduct a sufficiently detailed analysis of the information about learners' progress, achievement, retention and attendance both at the company and at an individual learner level, to enable them to raise standards further. They were unable to produce data on the achievement of learners at an individual level, as they collect on the achievement of qualifications. As a result, they do not have a sufficiently precise or accurate picture of the achievements of those learners on study programmes.

### **The governance of the provider**

- Directors, including the non-executive director, exercise the governance function. They scrutinise strategic and financial issues to develop appropriate strategic plans. For example, directors have taken well-considered decisions to invest in new estate for the benefit of learners in Rugby, Birmingham and Leicester.
- Directors do not challenge managers sufficiently in relation to the quality of teaching, learning and assessment, and the progress that learners and apprentices are making. They do not routinely compare their performance, except for outcomes, against the very best in the sector, and as a result their self-assessment lacks rigour. They believe that their practice remains outstanding since their previous inspection in 2007.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The safeguarding officer ensures that learners understand the meaning and importance of safeguarding. Learners know to whom they should report any concerns about their safety. The safeguarding officer responds promptly to their concerns and records and monitors incidents appropriately. Links with relevant agencies are excellent and function well. Staff and learners have appropriate training and updates. Learners feel safe and work safely. Managers take appropriate steps to ensure that they employ suitable staff.
- Senior leaders undertake appropriate risk assessments and actions which significantly reduce the risk of harm to learners.

### **Quality of teaching, learning and assessment**

**Good**

- Staff provide good support to meet learners' individual needs. Apprentices value the frequent visits of assessors to their workplaces and the quick response to email or

telephone contact between visits. Most employers support apprentices effectively; for example, a hairdressing employer 'buddies' each apprentice with an experienced stylist who works not only as the apprentice's on-the-job coach but also as the first person to contact, should the need arise. As a result, learners rightly feel well supported to achieve their programme aims.

- Trainers make good use of the high-quality resources for off-the-job training at the provider's training centres. Commercially run hairdressing salons and beauty therapy suites mirror current industry practice well. Learners and apprentices enjoy learning at the new facilities and become professional hairstylists and beauty therapists in high-quality salons. Learners are able to develop good practical skills. However, the low number of customers at the Birmingham training centre reduces the opportunities for learners to develop and apply their skills confidently. Well-qualified trainers and assessors use their extensive industry experience effectively to develop learners' vocational skills and knowledge to enrich learning and to keep learners well motivated.
- Learners value the small class sizes, which help trainers to structure sessions effectively and provide extra support for those learners who need it to enable them to make good progress. For example, a tutor in a functional skills mathematics class was able to ensure that the one learner who needed extra help received it and consequently was able to understand ratios better.
- Trainers/assessors and employers have appropriately high expectations of learners and inspire them to be successful in their learning. They plan learning in consultation with most employers to ensure that apprentices develop skills well at work. For example, a hairdressing employer provides effective on-the-job training sessions to help intermediate apprentices understand the higher-level practical skills; this prepares apprentices for progression to the advanced apprenticeship.
- Assessment for almost all learners is frequent and detailed. Portfolios contain a good range of evidence to demonstrate learners' skills and knowledge, for example in sport, management, business administration, and supporting teaching and learning. Learners, at all levels, receive appropriate challenge and encouragement to present their evidence, and are involved effectively in identifying a range of relevant evidence. Assessors plan their visits well and adapt them to meet changes in circumstances. For example, a planned assessment had to change at the last minute when a hairdressing model cancelled her appointment; the assessor continued the visit by providing practical training for the learner to make the best use of time.
- Learners show a very good respect for diversity and understand about equality in the workplace. Trainers include equality and diversity into lessons well. In one lesson, learners discussed make-up services for transgender and sight-impaired clients. Learners have a good understanding of their own right to be treated fairly at work and understand when bullying, harassment and discrimination are taking place. They know what British values are and can give good examples in the context of their own lives. They are thoughtful citizens and make good contributions to their local community through charity work. For example, learners in Birmingham have raised money for a local charity that works with homeless young people and another that provides counselling services that many of them use.
- Trainers/assessors provide detailed, helpful, and generally positive verbal feedback to the learners; however, they do not encourage them to record this feedback so that they can

use it for future reference to improve their work or consolidate their skills. Trainers' feedback on learners' written work is minimal and does not explain the key strengths and areas for further improvement. As a result, learners do not have a clear record of how they can further develop their skills and knowledge.

- While conducting learners' progress reviews, trainers/assessors focus too heavily on learners' achievement of qualifications and do not identify sufficiently their overall development of skills as a learner and an employee. As a result, targets set at reviews do not identify how learners can improve their skills and knowledge beyond the requirements of their qualifications.
- Trainers/assessors do not challenge learners to develop a more complex and deeper understanding of topics. In off-the-job sessions, they do not check learners' understanding sufficiently well before developing new topics. The company has produced 20 standard lesson plans; most trainers are not sufficiently experienced to adapt these plans to fully meet learners' individual needs in theory sessions. Trainers do not challenge sufficiently learners to apply the theoretical aspects to their practical training. Learners, particularly at level 3, are not challenged to develop higher levels of independent study skills. For example, too few make sufficient notes in off-the-job sessions to help them revisit topics later in their programmes. As a result, a minority of learners do not make the progress of which they are capable in theory classes.
- Trainers/assessors do not focus on ensuring that learners make sufficient progress in developing their skills in written English. This does not prepare learners sufficiently well for progression in their careers. They do not correct learners' errors in their written work and a small minority of trainers/assessors make errors in their own use of English.

## Personal development, behaviour and welfare

**Good**

- Learners and apprentices enjoy their learning and are motivated to succeed. Trainers and assessors get to know their learners quickly and are genuinely keen for them to succeed. As a result, learners and apprentices progress well and develop the necessary knowledge, skills and understanding to achieve their learning goals. They appreciate the benefits that their learning programme brings to them, including a small number of learners who have had poor educational experiences in the past or have low starting points.
- Most learners and apprentices attend training sessions in well-resourced centres, however, a small minority of learners, particularly at one training centre, do not attend as frequently as they should and therefore their experiences are not as good. Learners and apprentices project a professional image and behave well.
- Learners and apprentices develop valuable employability skills. These include the use of appropriate language, improved mathematics skills, good timekeeping, being organised and working well with others. However, trainers and assessors do not stress sufficiently the crucial importance of these skills for future roles and higher-level learning. Learners in hairdressing and beauty therapy benefit from working in the provider's commercial salons, where they gain increased business awareness as they practise and apply their skills well to provide services to real clients.
- Almost all learners and apprentices receive regular, impartial careers guidance. This provides a good focus on their future employment. As a result of a very thorough

induction, learners enrol on the correct programmes that meet their individual learning and career aspirations and they know exactly what is expected of them to achieve.

- Trainers do not make learners and apprentices fully aware of the knowledge, skills and qualities they have developed and other employment sectors where these could be used. Very few hairdressing and beauty learners receive support such as constructing CVs when applying for jobs. This hinders learners' ability to apply for higher-level jobs.
- The health and well-being of learners and apprentices are a very high priority for staff. Those attending centre-based sessions learn how to eat healthily, be supportive to colleagues and their peers, and how to form positive relationships with others. Posters and leaflets in classrooms reinforce these messages. These learners and apprentices also benefit from attending an extensive programme of workshops that provide them with a wealth of information to raise their awareness in how to protect themselves from risks. Topics include domestic violence, grooming, mental health, self-defence, driving awareness, and drug and alcohol awareness. This programme broadens learners' horizons and awareness of what is happening in today's society. They have increased self-esteem and recognise dangers, symptoms and concerns in respect of their own well-being as well as of those around them.
- Learners feel safe. Learners and apprentices know how to keep themselves safe online and protect themselves from grooming, victimisation, radicalisation and extremism. They benefit from regular reinforcement of these topics within progress reviews and learning sessions. For example, learners have recently received training on how to keep themselves safe during a terrorist attack. As a result, they feel more confident and know what to do if they have concerns about themselves or peers.
- Staff promote respect and civil rights effectively. The large majority of learners and apprentices have an appropriate appreciation of their role within a democratic society. They understand the need for tolerance and demonstrate respect for others, including provider staff and their peers.
- Learners do not develop their English written skills to sufficiently high levels beyond their starting points. Trainers and assessors do not give sufficient priority to promoting the relevance and importance of good spelling, punctuation, grammar and handwriting skills to learners in the workplace and in personal contexts. They do not provide appropriate guidance and feedback about how and why these crucial skills should be improved. This hinders learners' progress and their ability to apply for future job roles.

## Outcomes for learners

**Good**

- Qualification achievement rates for apprentices are high and have remained high over the past three years. An increasing number of apprentices have completed their apprenticeship framework in the planned duration and most do so at present.
- The standard of learners' and apprentices' work is at least as expected, and good for the majority of them. Learners on study programmes in beauty therapy in Leicester produce work of a very high standard.
- Most learners on study programmes achieve their learning aims. They meet all the required elements of study programmes. Work experience for learners on hairdressing and beauty therapy and sports programmes is very effective; learners are ready for work



in professional salons and fully understand the professional standards the businesses require. For example, one learner wishes to open her own business in hairdressing and beauty therapy in preference to undertaking a degree.

- The majority of learners pass their English and mathematics test at the first attempt. Most of the remaining learners who need to pass their examination do so.
- An increasing number of learners already have the required GCSE qualifications in English and mathematics on entry to their programmes, and it is not always sufficiently clear if they have improved their skills further and to what extent. Other learners who do not achieve a GCSE qualification in either of these subjects progress at least one level, with a minority progressing two levels. Managers had difficulties in presenting the data at individual learner level and they do not set targets to increase individual learners' achievement rates.
- Most apprentices gain permanent employment after completing their framework. A minority of them gain promotion or secure additional responsibilities at work. The number of apprentices progressing from intermediate to advanced levels is low. Managers do not analyse this data to set targets for centres or by industry sector to improve progression to the next level.
- An increasing number of learners on study programmes achieve positive outcomes. In the current year, a large majority have progressed to further or higher education. However, progression onto apprenticeships from study programmes is very low.
- Higher-level apprentices, mainly on management programmes, are making good progress. A small number of these apprentices completed their qualifications successfully in the previous year.
- All learners make at least the expected or better progress. A small but increasing number of children looked after, on study programmes and apprenticeships, are making good progress.
- Managers make allowances for learners to attend their programmes flexibly so that they can accommodate their personal commitments. However, they do not accurately record and monitor attendance to check whether learners have fulfilled their commitment to attend. Attendance is too variable in centres. For example, it is low in the Birmingham centre; managers have not analysed the reasons for this or planned improvements. This affects learners' continuity of learning and impairs their quality of experience when learning in groups.
- Although most learners on study programmes stay on their programme and achieve positive outcomes, the rates of staying on programmes in the Birmingham centre are low.
- Outcomes for learners on study programmes are good. A small number of learners take part in studying for GCSEs in English and mathematics. Learners do less well in English than in mathematics.
- All learners achieve equally and there are no significant differences in outcomes between different groups of learners.
- Outcomes for learners on adult learning programmes have been too mixed to be good. Managers have stopped running this programme. These learners were referred by Jobcentre Plus and faced a range of barriers to learning such as ill-health, long-term unemployment and poor experiences of learning in the past. Although they engaged well

in learning, only a small percentage of them secured jobs or entered further education. The company had a handful of learners in the current year, and these were due to complete their programme soon.

## Types of provision

### 16 to 19 study programmes

**Good**

- During the inspection week, 160 learners aged 16 to 18 were enrolled on vocational study programmes at levels 1 to 3 in hairdressing and beauty therapy, sport, and business administration. The largest proportion of learners are studying hairdressing, followed closely by sport. The majority of learners are working towards qualifications at level 2 or 3.
- Leaders and managers plan the curriculum effectively to ensure that all study programmes meet Department for Education principles fully. Learners are well aware of the clear progression routes and they know what they need to do to progress. Trainers/assessors make effective use of information about learners' career ambitions and prior achievement to personalise their study programmes appropriately. Learners are well aware of the qualifications, work experience opportunities and additional activities their study programmes include. They participate in them enthusiastically.
- The work experience element of the programme is strong for all learners. All learners have a good awareness of the world of work and are clear about what is required of them in a workplace. They make very good use of the learning and work experience opportunities to extend their skills. For example, in hairdressing and beauty therapy learners volunteer to do more hours to consolidate and polish their skills.
- Trainers support individual learners well in practical lessons. They use skilful coaching techniques to develop learners' technical skills and encourage them to collaborate with their peers and to be autonomous. As a result, most learners develop technical skills, independence and teamwork to a good standard.
- Trainers/assessors assess learners' work regularly and provide useful verbal feedback. This increases learners' confidence and refines their practical skills. Sports assessors provide detailed written guidance that helps learners to improve their grades. However, hairdressing and beauty therapy trainers do not always record feedback to enable learners to reflect on their learning. In their written assessment, trainers confirm that work meets the qualification criteria, but do not explain what the learner did well or how they can improve further. Although trainers review learners' progress regularly, they do not set sufficiently detailed or specific targets for skills development, including in English and mathematics.
- Teaching methods and activities used in theory, English and mathematics lessons do not meet the needs of mixed-ability groups effectively. Learners often complete the same work regardless of the qualification or level they are studying, or whether they have done it before. Consequently, work is undemanding for some, while others do not finish tasks.
- Learners have clear and realistic career goals because they have good careers advice and support. They have regular meetings with a careers adviser who helps them to secure work experience. Assessors provide opportunities that give learners insight into aspirational career options. For example, learners in beauty therapy have careers talks

from an exclusive spa, and sports learners regularly take part in activities at St George's Park National Football Centre working alongside referees, coaches and sports physiotherapists who work with Premier League football clubs.

- Learners develop valuable skills for life and employment by taking part in a variety of relevant additional activities. Examples include self-defence classes for hairdressing and beauty therapy students, safe driving awareness courses for sports learners and sexual health awareness talks. Learners also benefit from additional work-related courses such as spray tanning, threading, barbering and sports coaching to enhance their employment prospects.
- Almost all learners make good progress towards achieving their vocational qualifications and develop good practical and work-related skills. The vast majority of learners achieve their main qualification and many achieve their aspirations to move to a higher level of study or employment. A very high proportion of learners following a level 3 study programme in sport go to universities in the UK or the USA. However, a small proportion of learners studying at level 2 fail to complete their programme and many who start with a GCSE English and mathematics qualification grade D do not make enough progress towards improving their grades in these subjects.

## Apprenticeships

**Good**

- The apprenticeship programmes meet the principles and requirements of apprenticeship provision. Qualification achievement rates are high and exceed the national rates.
- Links with employers are strong. The recruitment advisers provide highly effective support to employers to recruit apprentices into the business and then continue to provide valued support throughout the duration of the apprenticeship. Employers receive very clear guidance on what an apprenticeship entails and the role they need to play at all stages of the training of their apprentices. As a result, most employers are highly supportive, with the best of these fully engaged in the planning of training and assessment. Employers give their feedback regularly about the ways in which the provision can be improved further.
- The majority of apprentices make a positive contribution to employers' businesses and are considered as valuable members of the team. Trainers promote professional standards well in lessons and apprentices develop a good work ethic and confidence. Most apprentices progress into permanent employment, and a minority progress to advanced apprenticeships.
- Staff are very experienced and skilled professionals and have a sound understanding of the current industry practice. They use their expertise and coaching skills well to provide practical training that helps apprentices develop technical skills. As a result, apprentices become confident and are prepared well for work and/or the next level of training.
- All apprentices meet the required standard for their level of apprenticeship while a small minority produce higher standards of work. For most apprenticeships, employers are active in the design of the apprenticeship and form an effective partnership with the learning provider. For example, a hairdressing salon provides 'upskilling' training sessions for employees which the training provider's staff also attend. The managers quickly established an apprenticeship in barbering to fill skills shortages in this sector.

- Theory lessons, however, are not as effective as the practical sessions. Trainers focus on completing the units of qualifications without linking these sufficiently to the practical work. They do not challenge apprentices sufficiently to think how their knowledge of theory relates to their practical work. As a result, apprentices' skills are not consolidated sufficiently to enable them to perform at higher levels.
- Apprentices demonstrate a good understanding of a range of safeguarding and health and safety topics. They use this knowledge to protect themselves and work safely.

## Provider details

Unique reference number	52163
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	1,950
Principal/CEO	Jill Gibson
Telephone number	01788 568425
Website	www.hoet.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	24	-	66	-	67	3	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	263	243	83	294	-	33		
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 and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Strachan Football Foundation SCCU							

## Information about this inspection

The inspection team was assisted by the recruitment and marketing director, 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

Harmesh Manghra, lead inspector	Her Majesty's Inspector
Martin Ward	Her Majesty's Inspector
Jacqui Deane	Ofsted Inspector
Christine Blowman	Ofsted Inspector
Stephen Masterson	Ofsted Inspector
Claire Barker	Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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