

# St John Rigby College

## Inspection report

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Unique reference number: 130523

Name of lead inspector: Heather Barnett HMI

Last day of inspection: 9 October 2009

Type of provider: Sixth form college

Address: Gathurst Road  
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Wigan  
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## Information about the provider

1. St John Rigby College is a Roman Catholic sixth form college established in 1972. The college is under the trusteeship of the Archbishop of Liverpool and situated on a single campus four miles west of Wigan. Forty five per cent of the college's students are drawn from seven local Roman Catholic partner schools with the remainder coming mainly from high schools in Wigan and West Lancashire.
2. The college offers a range of provision from foundation level with almost all students aged 16 to 18 and most on full-time advanced level courses. Courses are offered in 10 subject areas, with most enrolments in science and mathematics and arts, media and publishing. The majority of students are female and the percentage of students from minority ethnic backgrounds is similar to that in the local area, less than 1%.
3. Census data show that Wigan has a higher number of people without qualifications than the England and Wales average and fewer people qualified to degree level. The Index of Multi Deprivation ranks Wigan as the 63<sup>rd</sup> most deprived local authority in England, scoring particularly low on health and life expectancy. In 2008 the achievement rate for 5 or more GCSE grades A\* to C including English and mathematics was 45.8% compared to a national average of 47.6%.
4. The former Principal of the college retired in December 2008. The governors advertised the position on three occasions but have felt unable to appoint. As an interim measure, the college has formed a strategic alliance with Loreto College in Manchester. The Loreto College Principal is now acting as the Executive Principal at the college for two days a week supported by an internal Associate Principal.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16	16 part-time learners
Further education (16 to 18)	1,315 full-time learners
Provision for adult learners: Further education (19+)	2 full-time learners
Employer provision: Apprenticeships	20 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	1
Equality and diversity	2
Subject areas	Grade
Science and mathematics	3
Arts, media and publishing	3

## Overall effectiveness

- The college's overall effectiveness is satisfactory, as is its capacity to improve. Overall students make satisfactory progress and achieve results in line with national rates. They do well on foundation and intermediate courses but there are big differences in achievement between subjects at advanced level, ranging from excellent to poor. Teaching and learning are satisfactory. However, not all lessons have tasks which stretch and challenge all students to make sure they achieve as well as they should. The range of courses available to students is satisfactory as are enrichment activities. The college works very well with partners, such as local schools and Loreto College, and this leads to clear benefits for students. The college is developing its work with employers to improve provision and make sure all those students who wish to are able to access work experience. The care, guidance and support that students receive are good and help them to achieve their goals. Guidance is particularly strong for those applying to higher education and is developing for those wishing to enter employment.
- Senior managers have an unwavering commitment to the college's Catholic mission, ethos and values. The college provides a very welcoming environment where procedures to ensure the safeguarding of students have the highest

priority and are extremely robust. The link with Loreto College is supporting the college in developing aspects of leadership and management, such as clarity of direction. Leaders and managers are working hard to improve practice and make sure quality assurance arrangements are used effectively in all areas, including evaluating key aspects of provision. Students are starting to develop their role in the decision making process. Governors are starting to take a more active role in the monitoring of provision and ensuring the current momentum is maintained.

## Main findings

- Governors and senior managers have an unwavering commitment to the college's Catholic mission, ethos and values. This is strongly promoted through the 'values for living' programme and opportunities for prayer, worship and witness.
- Outcomes for students are satisfactory. Students do well on foundation and intermediate courses and on the apprenticeship programme. On advanced courses there is a mixed picture with students doing very well in some subjects, satisfactorily in many, but poorly in a significant minority. In many subjects students do not achieve the number of high pass grades which would be expected.
- The college is a very welcoming environment where students feel safe. They are well supported in the development of skills. There are no significant differences in the achievement of different groups, and most students move on to positive destinations when they leave the college.
- Students are not yet fully engaged in the decision making processes of the college. Plans are in place to further develop student and employer involvement, and the student council is working on raising its profile, but these developments are at an early stage.
- Teaching and learning are satisfactory. The college observation process now accurately identifies the quality of teaching and learning but there is no moderation process. In the better lessons teachers use a variety of activities and good question and answer techniques. Too few lessons include effective stretch and challenge or strategies to maximise learning for all students.
- The provision meets the needs of students and government priorities. Students can choose from a range of academic and vocational courses at each level. Progression rates are good and improving. A range of enrichment provision complements and extends students' main study areas. Managers do not have a clear picture of the quality of enrichment.
- The college has good and productive links with local schools. They work well together in planning 14–19 provision which will meet the needs of all young people. Links with employers are insufficiently developed although the partnership with Bolton Wanderers Football Club (FC) is a useful start.
- Information, advice and guidance are good and ensure students are recruited on to the right courses. Students receive good support which helps them progress to universities. Careers education and guidance for students seeking

employment are less well developed. Students receiving additional learning support make good progress and achieve as well as all students. Support provided by teachers is not sufficiently evaluated.

- The partnership with Loreto, an outstanding college, is providing effective support and raising aspirations at St John Rigby. The strong leadership provided by the Executive Principal working with the Associate Principal is providing a clear sense of direction and focus. Many of the systems which have proved effective at Loreto are being implemented to sharpen practice in the college. However, governors will need to have a more active role in driving forward improvements.
- The safety and well-being of students are highly prioritised in the college; systems and procedures for identifying, monitoring and supporting vulnerable students are outstanding. Safeguarding procedures are extremely robust, and when tested have proved to be highly effective. The college works very proactively with other agencies to ensure that students are safe and protected.
- The college actively promotes equality and diversity and has implemented effective policies to draw in students who might not otherwise take part in further education. These students do as well as others in the college. Respect and tolerance are integral to college life. Equality and diversity are prominent in the college prospectus. The promotion of equality and diversity in teaching and learning is inconsistent.
- Quality assurance arrangements are being revised in the college and are satisfactory. Self-assessment is being streamlined and teachers are now able to make better use of data and to focus on key issues. The target is that there will be year-on-year improvements in outcomes for students. These new processes have not yet had time to become embedded or consistent throughout the college.

### What does St John Rigby College need to do to improve further?

- Improve the progress students make on their courses by raising aspirations, ensuring students have challenging targets and all the work set meets their individual needs.
- Embed the recently introduced quality assurance system, ensuring that this is implemented across all areas to remove the variable performance across subjects and bring all up to the standard of the best. Action plans should be monitored frequently to check that desired improvements are taking place.
- Introduce consistent strategies for differentiation in teaching and learning. Ensure that all teachers include sufficient stretch, challenge and support in lessons to ensure that all students achieve their potential.
- Make sure governors develop robust arrangements to ensure that effective leadership is maintained so that the momentum gained continues to drive the college forward beyond the end of this academic year. In addition, ensure that governors play a more active role in supporting and monitoring the college's improvement strategy.

- Develop improved links and partnerships with employers to further inform development of the vocational provision. Provide more opportunities for work placements so that the skills and knowledge students acquire will be more relevant to the workplace.
- Make sure students are more effectively engaged in the decision making and reviewing process by developing the learner involvement strategies and the role of the student council.
- Ensure that key aspects of provision including subject specific support and enrichment are more rigorously evaluated to enable managers to have a clear picture of the quality of provision in these areas and effectively plan strategies for further improvement.
- Further improve the arrangements for providing careers education and guidance for students wishing to progress to employment so the quality of support will be equally as good as that currently available to students applying to higher education.

#### Summary of the views of users as confirmed by inspectors

##### What learners like:

- the supportive and helpful staff at the college
- the welcoming and friendly atmosphere
- how much help they receive with their application to higher education
- their induction, which was fun and made them feel more confident
- how things are improving in the college
- the courses they are on and the help they received to choose them
- the enjoyable lessons.

##### What learners would like to see improved:

- the overcrowding in some classrooms
- opportunities for work experience
- the help they receive in preparing for employment
- more social space and activities to do on site
- how their views are used to make decisions in the college.

The views of employers have not been included as very few comments were received.

## Main inspection report

### Capacity to make and sustain improvement

Grade 3

7. The college currently has a satisfactory capacity to improve. The partnership with Loreto College is enhancing its capability and the college is improving as a result of the intensive support it is receiving. The college has made satisfactory progress in addressing the areas for improvement from the last inspection. Although overall success rates have been maintained, they have plateaued over the last three years and there have been pockets of underperformance. There is now a clear vision and set of priorities to drive the college forward. Leadership and management have been enhanced through the strong and effective partnership with Loreto. The partnership is having a beneficial effect throughout the college at all levels as many members of Loreto staff are giving intensive support to the college. Self-assessment is more sharply focused and governors are more actively involved in monitoring the college. Management arrangements are clear and many staff in the college are enthused by the new sense of direction.

### Outcomes for learners

Grade 3

8. Students achieve satisfactory results and make the progress expected in their studies at the college. On courses at entry, level 1 and level 2, students achieve high success rates. At level 3 overall success rates are satisfactory but there are significant differences between subjects. In some subjects, such as music technology and English, students do very well. In other subjects, such as biology and chemistry, students do not do well and success rates have been below national rates for a number of years. In the majority of subjects students do not achieve the number of passes at high grades that would be expected. Although progress is satisfactory overall, students make much better progress than expected in some subjects and much less than expected in others. The progress made by students in lessons observed by inspectors was satisfactory and better. Students are enjoying their studies and developing the skills and knowledge needed to do well. The standard of work seen was at least satisfactory and many examples were seen of good work.
9. There are no significant differences in success rates for different groups of students. Male and female students achieve broadly similar success rates, as do students from different ethnic groups. The skills students need to successfully take the next step in their career are being well developed. Progress within the college to courses at a higher level is good, as is progression to positive destinations when students leave college. The students on the recently introduced apprenticeship programme do well, achieving high success rates.
10. Students say that the college is a welcoming and supportive environment where they feel safe and secure. They are sure that incidents of bullying and harassment are unlikely to occur in college but are confident that if anything did happen it would not be tolerated. Students work safely in practical lessons.

Sessions in the tutorial programme support their understanding of personal safety and give them the information necessary to make healthy choices in their lifestyle. This is supported by a wide range of sporting opportunities for students and healthy options in the canteen. Students' contribution to the community is satisfactory overall. Many students are involved in a wide range of charitable activities but involvement of students in the decision making process of the college has yet to be fully embedded. The current student council is keen to raise its profile and has a number of plans but these have yet to be put in place.

## The quality of provision

Grade 3

11. Teaching and learning are satisfactory. The college recognised that its observation of the teaching and learning process was insufficiently rigorous and in collaboration with Loreto College developed a new process which accurately identifies the quality of teaching and where improvements are needed. Paired observations help ensure the consistency but there are no formal moderation arrangements. In the better lessons teachers are enthusiastic and passionate about their subjects, planning is good and teaching engages students through a range of exciting learning activities and frequent checks on learning. In the weaker lessons there are insufficient changes in activity to engage all students. Too few lessons include effective stretch and challenge or strategies to maximise learning for all students. Teachers are more confident in the use of information and learning technology. Students frequently use the virtual learning environment and many access it remotely from home.
12. Students are aware of their target grades and progress. Homework is set consistently and helps students develop their understanding. Assessment is frequent and meets the needs of most students. Work submitted for assessment is marked promptly and returned quickly. Feedback to students is helpful, identifying what they need to do to improve. Internal verification ensures the consistency of assessment.
13. The college provision adequately meets government and Learning and Skills Council (LSC) priorities. Opportunities for prayer and worship promote the Catholic ethos and mission of the college as does the 'values for living' programme. A good range of 32 GCE A-level subjects are offered. The college has become more inclusive through the expansion of the provision at entry, level 1 and level 2. The entry level provision appropriately focuses on Skills for Life and personal development. At level 1 and 2 the provision is clearly focused on vocational options. Apprenticeships in sports coaching have recently been introduced. A range of cross-college and curriculum-based enrichment complement and extend main study areas. Take-up for Year 12 students is good but few students take up enrichment during Year 13. A particularly effective 'honours programme' targets gifted and talented students, and this has led to significantly increased applications to Oxbridge. Most full-time students on vocational courses do not benefit from work experience. The enrichment programme is not formally evaluated; managers do not have an accurate picture of its quality.



14. Partnership working is good. Strong working links are in place with local schools. Together they plan a coherent 14–19 curriculum which more effectively meets the needs of young people. Good joint developments in religious education, music, sport and media have benefited all students. The college was instrumental in re-establishing the local Catholic Education Partnership, further strengthening links with schools. The very successful partnership with Loreto College has enabled the college to learn from established outstanding provision. Links with employers are insufficiently developed. A good partnership has been established with Bolton Wanderers FC which is having significant benefits for the newly established apprenticeship coaching programme.
15. Information, advice and guidance are good and ensure students are recruited on to the right courses. The number of early leavers and transfers to other courses is small. Students applying for university receive very effective guidance and support. Careers education and guidance for students wishing to enter employment are less well developed. Students are able to access a good range of welfare and counselling services. Initial and diagnostic assessment effectively identifies students' literacy and numeracy needs. Additional learning support is good. The support begins quickly and the take up is high. Success rates for students receiving support are in line with or above the college average. Good support is provided for students with learning difficulties and/or disabilities and many make good progress and achieve highly. A wide range of strategies appropriate to individual students' needs are used to deliver the support.
16. Teachers are very supportive and respond promptly to students' needs. Subject toolkits provide a good resource to support additional classes. Students attending Easter revision classes have significantly improved their grades. However, subject specific support is insufficiently evaluated. Good academic and pastoral support is provided through tutorials. An electronic pastoral log ensures any issues or concerns are quickly and effectively shared and followed up.

## Leadership and management

Grade 3

17. Leadership and management are satisfactory overall. Although current arrangements are transitional, they provide clear direction and focus to the college. The Executive Principal has brought a new energy and ambition to the college and identified six clear strategic objectives. These have been communicated effectively and are well supported by staff. The college is benefiting from the strong and effective leadership and the mature systems of an outstanding college. These arrangements, including coaching and mentoring across the college, are helping to raise expectations and are promoting ambition, and there is purposeful monitoring by management at all levels. However, the ability to carry forward this ambition has yet to be embedded throughout the college.

18. The governing body has also experienced turbulence in the last three years. The recently appointed Chair is also a governor at Loreto College, thus strengthening the partnership between the two colleges. Governors feel that the reports they receive are now more sharply focused and informative, placing them in a better position to provide an appropriate level of scrutiny of the educational performance of the college.
19. The college has a very safe environment underpinned by outstanding safeguarding and safety practices. It is highly proactive in identifying vulnerable students from application onwards and carefully tracking their progress. Any issues which may have an impact on academic progress or welfare are dealt with very well by personal tutors. Students benefit greatly from the open and welcoming chaplaincy and a security guard and nurse on site. The college has a single central record demonstrating that all required checks are in place. These procedures, when tested, have proved to be robust and extremely effective. The college works very proactively with other agencies, including the local safeguarding authority. All staff are well trained and regularly updated in safeguarding. The college is extremely effective in making sure students are aware of safety issues, including internet safety.
20. In line with its Catholic ethos, the college is committed to being an inclusive community and has appropriate policies on equality and diversity in place. Respect and tolerance are integral to the way the college operates. It has a welcoming and supportive ethos and actively promotes its approach to equality and diversity in the student prospectus. There are effective strategies to widen participation. Actions to increase the numbers of students from under-represented groups are effective. The number of students from a minority ethnic background is small and in similar proportions to the local community. The analysis of data comparing the performance of different groups demonstrates a significant impact. The college is effectively closing the achievement gap between students from different social and economic backgrounds. The gap in success rates on level 3 courses had decreased to 1% in 2008/09. The promotion of equality and diversity in teaching and learning is variable. A theme recently highlighted in the college is 'Heroes' in which a range of diverse role models are exemplified.
21. The college collects students' views through surveys and focus groups. These have led to some improvements, particularly to the physical environment and student facilities. However, there is insufficient systematic involvement of students in developing and evaluating the impact of policies and procedures.
22. The self-assessment report is the main mechanism for quality improvement and associated action plans are monitored regularly. In recent years these have not been successful in leading to improvements in outcomes for students or the quality of provision overall. Data provided have not been sufficiently well used to develop appropriate actions needed. As a result of the collaboration with Loreto College, self-assessment has become more streamlined and focused on key issues. Staff are held to account for the progress of their students and year-on-year improvements are now expected.

23. The college uses and manages its resources to provide satisfactory value for money. Allocations are planned around curriculum delivery and available resources are managed to the benefit of students. The college ensures that all classrooms have the same standard of accommodation, although there is overcrowding in a number of lessons. In response to student feedback more social space has been provided. The college is working to produce efficiency savings in order to spend more money to benefit students directly.

## Science and mathematics

Grade 3

### Context

24. There are currently 963 enrolments on a range of courses in mathematics, science, chemistry, biology, physics and psychology. The offer covers GCSE mathematics and science, AS and A level in all subjects and a BTEC national diploma in forensic science. Most students are on advanced level courses.

### Key findings

- Pass rates are good in GCSE mathematics, GCSE science, AS and A-level further mathematics, A-level psychology and BTEC national award in forensics. The proportion of high grades is well above the national average in GCSE subjects. Improvements in A-level mathematics and AS physics have brought the pass rates close to the national average.
- Pass rates remain unsatisfactory on a number of courses. Overall, the proportion of high grades is unsatisfactory and students do not make the progress expected on most courses. Pass rates are well below national averages on AS and A-level chemistry and biology and AS psychology. In A-level physics pass rates improved in 2008/09 but remained below the national average.
- Retention rates are at or above national averages on almost all science and mathematics courses. There is good progression to higher education and employment.
- Teaching is consistently good. Lessons are well planned and structured with clear schemes of work. Teachers provide a good variety of suitable learning activities including practical and theoretical exercises that develop students' understanding, skills and knowledge. Materials are well presented and a good range of resources is used well to provide engaging activities. The use of information and learning technology (ILT) is well established. However, there is not always sufficient stretch and challenge for the most able students.
- Students make good progress during lessons and in homework tasks and assessments. Their work is of an appropriate standard. They enjoy lessons, are attentive and well motivated to learn. They readily participate in activities organised by teachers. Punctuality was good during the inspection.
- Assessment practice is good. Suitable homework tasks and assignments are set frequently and regularly and work is marked and returned quickly. Students receive helpful written and verbal feedback to support improvement.
- Support for students is good, both pastoral and academic. Students receive good support during lessons and in timetabled workshops and drop in sessions.
- Laboratories and classrooms are clean, bright and organised well to support learning. Wall displays are well presented and include a range of inspirational material as well as that with relevant subject specific content. A few classrooms

are cramped which means it is difficult for the teacher to circulate to check students' work during lessons.

- Course management in science and mathematics is satisfactory and improving. After an unsettled period, staffing is stable and new teams have become established. They now more effectively oversee day-to-day management of courses and review quality and students' progress as a matter of routine. Joint working with Loreto College is helping bring about improvements. Quality assurance is more rigorous, assessment procedures more thorough and teaching and learning are consistently good. However, it is too soon to see an impact on students' achievements.

What does St John Rigby College need to do to improve further?

- Help all students to achieve their learning goals by setting challenging targets, monitoring progress as a matter of routine and supporting students more effectively to make progress.
- Ensure that all lessons and assessment tasks provide stretch and challenge for the most able students.
- Ensure that the good practice in teaching, learning and assessment that exists in some courses is shared across all subjects.

## Arts, media and publishing

## Grade 3

### Context

25. This area of learning has 755 enrolments in total, studying art, graphics, media, photography, music, music technology, performance studies and film studies. One hundred and thirty-two students are on vocational courses. Courses include GCE A level, BTEC first diploma and national award. A minority of courses are at level 2 but most courses are at level 3.

### Key findings

- Pass rates are excellent in AS and A-level music, A-level film studies and A-level media studies; all students have passed in each of the last three years. In AS fine art and design, first diploma performance studies, first diploma art and music technology national award, all students have passed in each of the last two years.
- The proportion of students gaining high grades is good in BTEC national diploma music, AS media studies and BTEC first diploma art. However, the proportion gaining high grades is significantly below national averages in AS and A-level art, AS and A-level film studies, A-level performance studies, AS and A-level photography and AS and A-level graphics. Students make less progress than expected on almost all courses.
- Provision in music and music technology is outstanding. Success rates are excellent, many students achieve high grades, and the standard of students' work and performance is outstanding. Teaching is challenging, and extensive focused feedback gives students specific actions to improve work and grades. Teachers are enthusiastic and passionate about their subjects and share this passion with students.
- Progression from level 2 to level 3 courses is good with 85% of first diploma students moving through to level 3 courses. The majority of students progress to higher education, and information and guidance to inform their choices are good.
- The standard of work in art, photography and media is good, and many wall displays are inspiring. Students are committed and motivated and enjoy their classes. In the week of inspection, attendance was good.
- In the better teaching sessions planning is good with clear learning outcomes, and there is good use of open and targeted questioning to check understanding. Lessons have a good pace with energetic contributions from teacher and students. Teachers employ good strategies to enhance specialist terms and increase vocabulary. Consolidation of learning is good, using discussion and evaluation. Students are encouraged to analyse and review the work of their peers.
- In the weaker teaching sessions there is a lack of stretch and challenge for more able students. Planning to meet the needs of individual students is not

always evident with a lack of differentiation activities. Feedback to students is general and does not give specific advice for improvement.

- Support for students is good. Additional learning support needs are identified quickly and support put in place. Teachers also use the "Toolkit" system to support students by giving workshop sessions to improve their skills. They know the needs of their students and offer a caring and supportive environment for their learning. Easter revision classes are offered to arts students to help them to improve their grades.
- Good partnership working with Loreto College includes the sharing of good practice and the development of improved teaching strategies. The college process for the observation of teaching and learning has recently been improved but the full impact of the new system has yet to be fully embedded.
- Leadership and management are satisfactory. Communications are good and there are clear lines of responsibility. Staff feel well supported and are keen to implement strategies for improvement. There is good support with a mentor system for newly qualified staff.
- Accommodation in specialist rooms is good, for example, in music technology, media, performance studies and photography. However, some teaching rooms are crowded with little storage space. Information technology is used well to enhance learning.

What does St John Rigby College need to do to improve further?

- Improve the progress students make on courses by sharing the excellent practice found in some areas across all subjects.
- Develop teaching strategies to stretch and challenge more able students with individualised learning.
- Ensure feedback is constructive and questioning techniques check understanding and consolidate learning.

## Information about the inspection

26. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's Associate Principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report, updates and development plans, comments from the local LSC, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on students and their achievement over the period since the previous inspection.
27. Inspectors used group and individual interviews and emails. They looked at surveys students had recently completed on behalf of the college. They also observed learning sessions and tutorials. Inspectors collected evidence from programmes in each of the subject areas the college offers.



**Record of Main Findings (RMF)**  
**St John Rigby College**

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners	1,320		1,300		20
Full-time learners					
Overall effectiveness	3				
Capacity to improve	3				
Outcomes for learners	3				
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	2				
<i>How well do learners make a positive contribution to the community?*</i>	3				
Quality of provision	3				
How effectively do teaching, training and assessment support learning and development?	3				
How effectively does the provision meet the needs and interests of users?	3				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
Leadership and management	3				
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3				
How effectively does the provider promote the safeguarding of learners?	1				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	3				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

\*where applicable to the type of provision

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