

# RWP Training Ltd

## Inspection report

---

Unique reference number: 54232

Name of lead inspector: Sheila Willis HMI

Last day of inspection: 30 October 2009

Type of provider: Independent learning provider

Address: Chertsey House, Chertsey Hill, London Road,  
Carlisle, CA1 2QX

Telephone number: 01228 593446

## Information about the provider

1. RWP Training Ltd (RWP) is a privately owned limited company that has provided government funded training since 1996. The company contracts with Cumbria Learning and Skills Council (LSC) to provide apprenticeships and advanced apprenticeships in hairdressing, business administration, direct learning support (teaching assistant), childcare and information technology. National vocational qualifications (NVQs) at levels 2 and 3 are offered in business administration, customer service, childcare and teaching assistants through Train to Gain. Apprenticeship programmes last between 12 and 36 months. RWP work with 130 employers in Carlisle, Penrith, West Cumbria and the surrounding towns and villages. The majority of learners are employed.
2. The chief executive has overall responsibility for the strategic direction of the company, quality improvement and safeguarding and is supported by an operational manager who manages the day-to-day running of the training centre. RWP employ 18 staff, 12 of whom provide training and visit learners in the workplace to carry out assessments. The proportion of RWP's income represented by government funded training is 91%. The remainder of income is generated through privately funded courses.
3. In 2008, unemployment rates in Carlisle were low at 3.8% when compared to 5.8% in the North West and 5.4% in England. In 2008, 48.4 % of young people in Cumbria achieved five or more GCSE's at A\* to C including English and mathematics compared to 47.6% in England.
4. Childcare and information technology were not graded at this inspection but evidence from learners, employers and staff contributed to judgements in the report.

Type of provision	Number of enrolled learners in 2007/08
Employer provision:	
Train to Gain	74 learners
Apprenticeships	101 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	3
Equality and diversity	3
Subject areas	Grade
Hairdressing	3
Direct Learning Support	2

## Overall effectiveness

5. RWP's overall effectiveness is satisfactory. Programme completion rates are good. However, not all learners complete within their planned time. Learners develop good skills. Many progress on to higher levels of training, particularly on the teaching assistant programme. The development of learners' health and well being is good. Learners say they feel safe at RWP and formal arrangements to safeguard learners are satisfactory.
6. Teaching and learning are satisfactory. Tutors thoughtfully plan learning sessions to make them interesting and enjoyable for learners. Teaching and learning on the teaching assistant programme are good. Information learning technology (ILT) is used well to add variety and enjoyment to learning. Learning resources are of good quality. However, when planning learning sessions, tutors give insufficient consideration to developing activities that challenge more able learners and develop learners' literacy and numeracy skills.
7. RWP provides learners with an appropriate range of programmes that they can progress through as their skills develop. Learners can select from a wide range of NVQ optional units that effectively meet their interests and work

responsibilities. The information, advice and guidance available to learners are satisfactory.

8. Management of learning programmes is satisfactory overall and good on the teaching assistant programme. Actions taken to improve provision on the teaching assistant programme are very effective. Across all provision, formal quality assurance arrangements are not systematically applied to make sure that improvement actions are clearly defined and are working and improving provision for all learners. The promotion of equality and diversity is satisfactory. Policies and procedures are adequately explained to learners at the start of their programme.

## Main findings

- Outcomes for learners are satisfactory. Overall success rates on all programmes are above sector averages. These overall rates include high performance in teaching assistant and business administration programmes and satisfactory performance in hairdressing which represents approximately 40% of the learners at RWP.
- On the teaching assistant programme, learners make good progress and achieve within their planned time. Too many hairdressing learners make slow progress and many do not achieve their qualification within their planned training time.
- Learners develop good practical skills. Written work is of an appropriate standard. The majority of learners are highly satisfied and enjoy learning at RWP and at work. Initial assessment and individual support for learners who require literacy or numeracy support is satisfactory.
- The majority of learners feel safe and supported at RWP and at work. They develop good health and safety practices at RWP and at work. The promotion of health and well-being for learners that attend RWP is very good. However, not all learners are able to attend the full range of health promotion events.
- Teaching and learning are satisfactory overall. Tutors plan sessions well and learners benefit from effective teaching. However, when planning learning sessions, tutors do not give sufficient consideration to developing learners' literacy and numeracy skills or to providing a range of activities to challenge more able learners. Learning resources are of good quality.
- Targets set at progress reviews are not sufficiently precise or challenging for hairdressing learners. Targets are often too broad, not always negotiated with the learner and employer and are not monitored sufficiently well.
- The provision meets the needs of most learners and employers well. RWP is flexible in adapting provision to meet employer requests. They provide a range of programmes that enable learners to progress to higher level programmes.
- RWP, through effective partnership working with employers, develops and provides training that meets their business needs. RWP works with a range of

employers, schools and training providers to promote and plan apprenticeship training across Carlisle and its surrounding areas.

- The care, guidance and support that learners receive are satisfactory. Learners are given appropriate guidance on their next career steps.
- Senior managers work successfully with employers and external agencies to develop programmes that meet local and regional needs and priorities. RWP has successfully planned and introduced new provision after careful consideration of current provision offered locally and demand in the area. RWP's response to learners' views is satisfactory. They are less successful at engaging employers.
- RWP's approach to safeguarding learners is satisfactory. However, insufficient risk assessment has taken place to define the company's approach to dealing with potential disclosure from staff or learners. The promotion of equality and diversity is satisfactory. Learners are well informed and understand their rights and responsibilities.
- Self-assessment is inadequate. Quality assurance procedures have not been applied sufficiently frequently to provide accurate information to contribute to judgements in the self-assessment report. The self-assessment report is insufficiently critical and evaluative. Quality improvement plans, whilst detailed do not contain precise targets to effectively measure improvement.

### What does RWP need to do to improve further?

- Improve timely success rates in hairdressing by better monitoring of learner performance. Evaluate improvement actions frequently to ensure that they are having sufficient impact on learners' timely progress.
- Develop risk assessments that appropriately cover all aspects of safeguarding to ensure that the company response to potential disclosure is very clear.
- Extend the availability of health and well being seminars to ensure all learners can benefit from them.
- At hairdressing learners' progress reviews, develop precise short-term targets that are time bound and agreed with learners and their employer. Monitor learners' progress against these targets to help them complete their programme within the agreed time.
- Implement quality assurance processes frequently and systematically to provide staff and managers with a clear evaluation on all aspects of the provision. Use these finding to accurately inform the judgements and grades in the self-assessment report.
- Review session planning to identify where literacy and numeracy skills and differentiated learning activities that challenge more able learners can be effectively developed and integrate these in learning sessions.

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

#### What learners like:

- the ability to contact tutors by email and receive a quick response to queries and requests

- the good relationships that quickly develop with tutors and assessors that helps communication between them
- the supportive staff
- the way the programmes improve job skills and increase employment potential
- the very thorough safeguarding training provided by RWP at the beginning of the teaching assistant programme that prepares learners very well for their work placement.

What learners would like to see improved:

- the opportunities to complete the NVQ more quickly
- the difficulties of managing on a restricted financial budget for unemployed learners receiving an educational maintenance allowance
- the ability to participate in more competitions and exhibitions
- the timing of assessor visits to coincide with hairdressing learners' training sessions at work
- the pattern of attendance at RWP changed from once a fortnight to once a week.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the regular and effective communication with RWP staff
- the good development of learners' skills
- the training style that suits both learners and employers needs
- the way the school and RWP work together to develop teaching assistants' skills and maturity of attitude as they progress through the programme
- the service RWP offers, giving learners good support with minimum disruption to business needs
- the high standards that RWP maintain.

What employers would like to see improved:

- more practical hairdressing training at RWP
- better involvement in learner progress reviews
- more opportunity to formally give views on the training programme.

## Main inspection report

### Capacity to make and sustain improvement

Grade 3

9. RWP demonstrate satisfactory capacity to improve. Since the last inspection, they have made a number of improvements to the provision. Most strengths in the provision have been maintained. A number of key areas for improvement have been addressed. However, some still remain a cause for concern. Most learners achieve their qualification outcomes. The slow progress made by apprentices in the teaching assistant programme has been resolved and outcomes are now high. In business administration, good overall and timely success rates have been maintained over three years. However, in hairdressing, actions taken to improve slow progress have not been successful.
10. RWP is responsive and effectively adapts practice to implement change. New teaching assistant and childcare programmes have been successfully introduced. Improvements in resources and an increase in staff numbers have effectively supported the successful introduction of these new programmes. Partnership working is good. Good working relationships with employers benefit learners.
11. Quality improvement is overly reliant on individual initiatives that are insufficiently linked to organisational self-assessment and improvement planning. Self-assessment is inadequate. The report is insufficiently evaluative and critical. Accurate data informed judgements in the report but some key messages on slow progress have been omitted. Insufficient use was made of quality improvement processes to accurately evaluate the quality of provision. Improvement plans are detailed but lack precise targets to measure improvement.

### Outcomes for learners

Grade 3

12. Outcomes for learners are satisfactory. Overall success rates for RWP have been above national average for three years. Timely success rates show a declining trend over two years, but remained at just above national average in 2007/08. This trend masks some significant variations between programme areas. On business management and the teaching assistants programme, rates are high. In hairdressing, which accounts for approximately 40% of RWP's learners, rates show a declining trend and are low.
13. The number of learners who progress to higher level programmes is good and improving. Learners are encouraged to further develop their skills and aspirations by progressing to higher level qualifications.
14. Learners develop good skills that they use effectively at work. Employers are positive about the confidence and maturity learners display at work early in the

programme. Learners' written work meets the required awarding body standard.

15. Initial assessment and support for learners with identified literacy or numeracy support needs is satisfactory.
16. Learners state they feel safe at RWP. They develop good health and safety practices at RWP and at work. Learners on the teaching assistant programme receive good safeguarding training to prepare them for working with children in schools.
17. The promotion of health and well being to learners is very good. Learners are offered the opportunity to participate in a range of health initiatives offered at RWP. External agencies give very useful health seminars for learners. However, not all learners can attend all of the training.

## The quality of provision

Grade 3

18. Teaching and learning are satisfactory overall. Tutors plan learning sessions thoughtfully to make them interesting and enjoyable. Learners enjoy these sessions and develop their knowledge and understanding well. ILT is used well. However, insufficient attention is given to differentiating learning activities and to developing learners' literacy and numeracy skills. Learners receive good training and coaching at work.
19. Learning resources are good. RWP has made significant investment in ILT. An increasing number of learners are accessing learning materials from RWP's virtual learning environment and are using electronic portfolios to record assessment evidence. Classrooms are well furnished and decorated. Tutors have good occupational expertise and appropriate qualifications in training and assessment.
20. Most learners receive useful feedback from their assessors on how to improve their work. Learners who contact their tutors by email with queries about their course work receive prompt and helpful feedback.
21. Assessors visit learners every four to six weeks at work to discuss their progress or to carry out a practical assessment of their work. However, for a few learners the frequency of visits is not adequately adjusted to meet their needs.
22. Assessment processes and internal verification are satisfactory. Sampling plans are appropriate. Arrangements for observing assessors, including feedback to improve assessment practices, are satisfactory.
23. Learners develop satisfactory literacy and numeracy skills during their training as part of the key skills element of the apprenticeship framework. Learners receive appropriate individual support during training sessions.



24. Targets set at learners' progress review meetings in some curriculum areas are adequate to monitor their progress. However, target setting for hairdressing learners is unsatisfactory. Targets are not sufficiently precise, time bound or monitored adequately to ensure learners progress at a reasonable rate. Some employers do not attend the progress review meetings.
25. Assessors adequately check that learners are safe from abuse, bullying and harassment at work. Policies and procedures are adequately explained to learners at the start of their programme.
26. The provision meets the needs of learners and employers well. Qualifications offered allow learners to progress to higher level programmes. Most learners choose from a range of optional units from their qualifications which are most relevant to the workplace and meet their interests.
27. RWP works effectively in partnership with a range of employers, schools, and training providers to promote and plan apprenticeship training. Employers express a high degree of satisfaction with the training programmes at RWP.
28. Learners receive satisfactory guidance and support. Induction is effective. Tutors skilfully develop learners' confidence. Learners receive useful information, advice and guidance to help them make informed career choices. RWP has developed arrangements to identify and support learners whose progress is too slow. However, it is too early to judge how successful these arrangements are.

## Leadership and management

Grade 3

29. Strategic planning to meet local, regional and national priorities is good. RWP is well represented by the chief executive on a number of key strategic groups in the area. Good use is made of local market intelligence to plan curriculum changes. The planning of new provision has carefully considered current provision and demand in the area and overall has been successfully introduced.
30. Learners benefit from good accommodation and resources at RWP. The provision and use of ILT is good.
31. Arrangements for safeguarding young people are satisfactory. Criminal Record Bureau checks are in place for most of the staff, with a minority awaiting clearance. The safeguarding policy is concise and clear. RWP's approach to safe internet use is clear and well explained to learners at induction. The designated safeguarding person is a senior member of staff and two deputy officers are well qualified and experienced. Insufficient risk assessment has taken place to define the company's approach to dealing with disclosure. Appropriate links have been made with the local safeguarding board. All staff have all been trained in safeguarding.

32. The promotion of equality and diversity is satisfactory. Learners understand their rights and responsibilities at work. Data are collected and analysed on the performance of different groups. Activities to promote training to under-represented groups are satisfactory. Marketing materials use none stereotypical images. Male role models are used effectively at careers' events to promote hairdressing to potential male learners. Promotion of learners' rights and responsibilities within teaching and learning is adequate.
33. Learners receive satisfactory information at induction on equality and diversity, and bullying and harassment. For most learners, promotion and reinforcement of equality and diversity in the workplace is satisfactory. However, during learner progress reviews, some assessors' approach is formulaic and does not sufficiently develop discussion on aspects of equality and diversity to allow the learner to develop their understanding in the context of their work. On the teaching assistant programme, learners' understanding of equality and diversity is extended and applied well. One learner is learning the Polish language to enable improved communication with a Polish speaking pupil with limited spoken English.
34. Most learners are well protected from bullying and harassment in the workplace. Complaints are managed satisfactorily, are well recorded and actions and outcomes are monitored.
35. Learners' and employers' views are gathered regularly. However, the results are not used to inform judgements in the self-assessment report. RWP are responsive to learner views. They have improved the availability of healthy food options and water dispensers at learners' request.
36. Managers have placed insufficient emphasis on improving outcomes for all learners by assuring the quality of provision. Quality assurance processes are not applied systematically. Arrangements to monitor and improve the quality of teaching and learning are insufficient. RWP has recognised these issues and is reviewing these arrangements. The self-assessment report is too descriptive and insufficiently evaluative. Insufficient action has been taken to address a number of key issues. A well conceived approach to implementing Every Child Matters themes is omitted from the report.
37. RWP provides satisfactory value for money. Learners develop good skills and many achieve their learning goals. Resources are well managed and regularly improved to meet learners' needs. Staff and learners are responsive to using resources in a sustainable way, as outlined in RWP's environmental policy.

## Subject areas

### Hairdressing

Grade 3

#### Context

38. Currently, 89 learners are working towards apprenticeships in hairdressing. There are 80 apprentices and 9 advanced apprentices, all of whom are employed. The majority are aged 16 to 18 and female. Learners attend the training centre once a fortnight. Training and assessment is carried out at RWP and in the workplace.

#### Key findings

- Overall success rates are satisfactory and have significantly improved between 2006 and 2008. Over the same period, timely success rates on both apprenticeship and advanced apprenticeship programmes have declined and are low. Current learners are making better progress compared to learners at the same point in the previous year.
- Learners develop good practical skills. Well planned salon based training sessions help learners develop their skills quickly. They produce good standards of work with some learners working well in excess of programme requirements. The standard of learners' written work meets programme requirements.
- The number of learners who progress on to higher level programmes is satisfactory and improving. Of the 28 learners who completed their apprenticeship in 2006/07, only 14% progressed to the advanced apprenticeship programme. In 2007/08, the progression rate improved to 35%.
- Learners say they feel safe, demonstrate safe working practices both at work and at RWP and have a good understanding of personal well being. They benefit from the availability of a very appropriate range of health screening tests and a good range of visiting speakers. However, the full range of activities offered at RWP is not available to all learners.
- Teaching and learning are good. Tutors plan activities to motivate and interest learners. ILT is used well to enhance learning and learning materials are of very good quality. However, in some learning sessions, activities do not challenge more able learners. When planning sessions, tutors do not always identify where they could promote aspects of literacy and numeracy within occupational practices.
- Learners receive good training at work. Most employers plan and provide salon training that very effectively matches their RWP assessor's evaluation of the learners' development needs.
- Assessment is satisfactory. Assessors visit learners in the workplace every three to four weeks. However, in a minority of cases, assessors do not carry out sufficient practical checks on the hair to ensure that the finished style meets the assessment criteria.

- Targets set at progress reviews are too broad and learners infrequently achieve them before the next review. Targets recorded on the newly introduced short term target sheet used between reviews are also insufficiently precise or time bound.
- Programmes satisfactorily meet the needs of learners and employers. Working relationships with employers are good and most are highly satisfied with RWP's standard of training. RWP is flexible and responsive to requests and queries from employers. Learners are able to select optional units from the NVQ to meet the needs of the employers and their individual interests.
- RWP has made some progress in addressing key issues that are delaying learners' timely progress. RWP has increased investment in ILT and resources to improve teaching and learning. New systems more effectively monitor the progress of learners. However, it is too early to judge the impact of these initiatives on learners' outcomes.
- The self-assessment report is insufficiently evaluative. Data are not analysed sufficiently well to inform judgements on learner outcomes. Quality processes insufficiently inform the critical evaluation of the provision. The self-assessment report fails to accurately identify actions to improve and the improvement plan is not significantly contributing to overall improvement.

What does RWP need to do to improve further?

- Improve overall and timely success rates by monitoring learners' progress rigorously and frequently. Quickly identify those learners whose progress is too slow and provide appropriate interventions to help them succeed.
- Improve target setting learner progress reviews. Set precise, time bound short-term targets with the learner and employer at progress reviews that are rigorously monitored.
- Develop the content of session plans to ensure tasks are differentiated to provide challenge for more able learners and identify where learners' literacy and numeracy skills can be developed.
- Improve self-assessment and quality improvement measures by including staff in the critical evaluation of what RWP do well and what they should improve. Develop improvement plans which include specific measures and actions to tackle areas of concern.

## Direct Learning Support

## Grade 2

### Context

39. Fifty one learners are working towards Oxford, Cambridge and RSA Examinations (OCR) or the Council for Awards in Children's Care and Education (CACHE) NVQ level 2 or 3 qualifications for teaching assistants. Of these, 73% are on employed apprenticeships or advanced apprenticeships. The remainder are unemployed and on Train to Gain programmes. Fifty seven per cent of the learners are aged 16 to 18 years and the majority are female.

### Key findings

- Overall and timely success rates are good. For apprentices completing in 2008/09, overall success rates were 65% against a national average of 48% and for learners who completed in 2009/10, overall success rates are high at 93%. Timely success rates in the same period have also significantly improved from 20% to 93%.
- Learners develop good skills during training and at work. Learners apply their skills well at work and quickly become useful members of the team. Learners enjoy their training at the training centre and at work.
- The proportion of learners who progress on to higher level programmes is good. Sixty-one per cent of those completing NVQ level 2 progressed to NVQ level 3. Many learners have ambitions to further develop their skills and knowledge to train to become qualified teachers.
- Learners develop satisfactory literacy and numeracy skills during their training as part of the key skills element of the apprenticeship framework. Tutors give effective individual support to learners during training sessions. However, tutors do not reference where aspects of literacy and numeracy could be developed in their lesson planning.
- Learners state they feel safe at RWP. They develop good health and safety practices as part of their training at RWP and at work. Employers comment positively on the thorough level of knowledge learners have on safeguarding at the beginning of the programme.
- Development of learners' awareness of issues relating to their own health and well being is good. Outside agencies are used particularly well to improve learners' health and well-being.
- Teaching and learning are good. Tutors use a variety of learning strategies and match these well to learners' needs. Learners are interested, enjoy their learning sessions and make good progress. Effective links are made between the theory and practical application in the workplace. ILT is used well to reinforce learning. Learners have access to a range of on-line learning materials.
- Systems that record and monitor learners' progress are used well by learners and tutors. Traffic light colours indicate the percentage of learners' achievement

against planned progress to date. Learners like the process as it helps focus them on their progress and makes them more involved in their own action planning.

- Assessment and verification procedures are satisfactory. Internal verification processes meet national standards. Internal verifiers sample assessment practice, portfolio development and learner views. Feedback to assessors is constructive and includes target dates for improvement and any recommendations for training and development. Learners can choose to use either a paper based or electronic portfolio to record their assessment evidence.
- Programmes meet learner and employer needs well. Employers are very involved with the development of the programmes. They understand their role and are supported to provide good training in the workplace. Learners select the most appropriate optional units for their role within the school through discussion with their mentors. Learners express a high level of satisfaction with the programme.
- Care, guidance and support for learners are good. Information available through leaflets and on RWP's internet site prior to enrolment gives learners an overview of the programmes to help them make an informed choice. Individual tutorials are good. They focus on individual progress and support needs and learners find them very valuable.
- Management of the teaching assistant programme is good. Managers and staff took prompt action to resolve issues identified in the first year of the programme that were adversely effecting learners' timely achievement.
- Informal quality assurance procedures have been effective in raising standards and improving timely success rates. The introduction and use of an electronic system to monitor learner progress is having a positive impact on learner outcomes.
- Self-assessment does not capture the main strengths and areas for improvement of the provision. Tutors, learners and employers were not sufficiently involved in the process. Observations of key processes have not taken place with sufficient frequency to accurately inform the judgements in the report.

What does RWP need to do to improve further?

- Review session planning to identify where literacy and numeracy skills can be effectively developed and integrate these topics into learning sessions to improve the development of learners' skills.
- Systematically apply formal quality assurance processes and use the outcomes to provide evidence to more accurately inform judgements in the self-assessment report. Better engage tutors, learners and employers in the process.

## Information about the inspection

40. Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's centre manager as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local LSC, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
41. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## RWP Training Ltd

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					
Full-time learners	222				222
Part-time learners					
Overall effectiveness	3				3
Capacity to improve	3				
Outcomes for learners	3				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?	3				
<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>	n/a				
Quality of provision	3				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?	3				
Leadership and management	3				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>	n/a				
How effectively does the provider promote the safeguarding of learners?	3				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3				
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?	4				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

\*where applicable to the type of provision



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this report in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester, M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009