

# Coventry and Warwickshire Chamber of Commerce Training Limited

Inspection report

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Unique reference number:	51459
Name of lead inspector:	Derrick Spragg HMI
Last day of inspection:	06 November 2009
Type of provider:	Independent learning provider
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## Information about the provider

Coventry and Warwickshire Chamber of Commerce Training Limited (CWT), founded in 1983, is a wholly owned subsidiary of the Coventry and Warwickshire Chamber of Commerce (the Chamber). CWT operates from its own site near the centre of Coventry where administrative functions are located together with training facilities. CWT employs 64 staff and provides training in health public services and care; business administration and law; information and communication technology; commercial enterprise. The inspection did not cover the latter two areas. CWT no longer provides engineering training.

CWT contracts with the Learning and Skills Council (LSC) for Coventry and Warwickshire for apprenticeships, which make up over 80% of the programmes, and Train to Gain programmes. These programmes account for 80% of its income. It also provides commercially funded training programmes on behalf of the Chamber. Approximately 77% of learners are women and 10% are from ethnic minority groups.

Unemployment has risen significantly in the past 12 months in Coventry particularly for people under 25 years old. The unemployment rate in Warwickshire is 5.3% and in Coventry 8% compared to a national rate of 6.2%. The proportion of the population of minority ethnic heritage is 10 % for Coventry and Warwickshire compared to 13% for the West Midlands and 7.9% nationally.

The following organisations provide training on behalf of CWT

Warwickshire College, Leamington Spa

Henley College, Coventry

Type of provision	Number of learners 2008/09
Employer provision:	
Train to Gain	137 learners
Apprenticeships	624 apprentices

## Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	3
Subject areas	Grade
Child development and well being	2
Administration	2

## Overall effectiveness

1. The training provided by CWT is good. Apprentices and adult learners achieve good results all round and are very positive about their experience with CWT. Apprentices learn all about staying safe at work and they say they feel safe.
2. Apprentices particularly like the training at CWT's own centre which they find a very friendly place with helpful staff. Staff use their experience and skill to develop apprentices' competencies and develop their confidence. Employers work very well with the staff and apprentices to provide a well co-ordinated training experience. Apprentices are given good advice and guidance about the training. Some get involved with the apprentice club which helps develop employability skills before starting a job. Good practical and theory training is provided at CWT.
3. Apprentices get good support with a range of personal matters such as pay and conditions of employment. They are treated fairly and their individuality is respected. Attendance for sessions at the centre is outstanding. Individuals can get help when needed.

4. Overall the training is well organised and managed. The quality of equipment and training rooms are good. The staff are very knowledgeable and helpful. They are clear about their responsibilities and have time to listen. They want the apprentices to do well and set high standards for them to meet. Apprentices are involved in reviewing the quality of the training and the staff listen to suggestions and make improvements where necessary.

## Main findings

- Outcomes for apprentices and Train to Gain learners are good overall. There are no major differences in success between different groups of learners on the same programme. Learners make good progress and produce work of a high standard. Timely success rates are outstanding in administration. Attendance is outstanding; learners participate well in sessions and enjoy learning.
- Learners develop particularly good personal and employability skills. They have a good understanding of their rights and responsibilities at work. Many learners progress to higher qualifications and to increased levels of responsibility. Learners use safe working practices. Learners say they feel safe.
- The quality of training is good. A very good strategy for using information technology to support learning is widening the range and variety of teaching methods and making practical sessions much more interesting for learners. Good lesson planning supports the promotion of equality of opportunity within lessons with well-planned exercises meeting individual learner needs.
- CWT meets the needs of learners and employers very well and provides a good range of programmes from foundation to degree level with very clear progression routes for all learners. CWT listens to users' views particularly effectively to inform programme planning and uses feedback well to improve the quality of the provision. Training programmes are flexible and accommodate both learners' and employers' needs.
- Outstanding partnership working enhances learners' training and learning. For example, CWT works very effectively with schools in the local area and provides innovative learning programmes that raise pupils' expectations, and develops employability skills and self-esteem. CWT provides good access routes for school pupils by effective promotion of work based learning and with other local organisations provides good learning opportunities for hard to reach groups in the community.
- Personal support for learners from CWT staff and employers is good. Learners and parents/carers receive very clear information about training and learning opportunities and the most appropriate way to develop their careers. Learners with additional learning needs receive additional support but do not always receive sufficient specialist help to further develop as independent learners.

- Leadership and management are good. Leaders and managers raise standards, improve performance and promote high expectations with challenging targets at all levels. Good use is made of data to analyse and evaluate performance. CWT has effective arrangements in place for governance giving clear direction and rigorous monitoring of performance takes place.
- CWT promotes national and local priorities particularly well and to the benefit of learners. For example, CWT has played a leading role nationally in developing progression routes to higher-level qualifications and two groups of learners have so far taken part in foundation degrees. Good staff development arrangements lead to increased professionalism of the staff team in line with national priorities.
- Safeguarding arrangements and promotion of equality and diversity are satisfactory. In both cases, CWT recognises it needs to develop further its effectiveness and has introduced suitable strategies. Further time is required before an assessment of their full impact can be made.
- CWT uses a wide range of methods to collect users' views in order to inform improvements to the programme. The provider is very responsive to feedback and quickly instigates improvements. A comprehensive strategic plan sets out how partnership working is developed and improved in order to have direct benefit for learners and employers.
- The self-assessment process is thorough and fully inclusive of users' views. The report is accurate. A particularly effective and comprehensive lesson observation system is improving teaching and the sharing of good practice. CWT analyses data well to assess emerging trends and identify any performance differences. The quality improvement plan is thorough and used well.
- CWT uses resources well to achieve value for money. High and timely overall success rates provide good value for money. Progression rates to higher-level qualifications are good. CWT has long-term strategies that ensure high investment in learning technology, staff and resources which benefit learners. For example, the training centre is of a good standard and well equipped.

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

- Continue to ensure the personal safety of learners in all contexts particularly the workplace and further improve arrangements for safeguarding by continuing to implement the action plan developed in mid 2009
- Continue to implement strategies for promoting equality and diversity with learners. Widen participation further and use existing networks to identify businesses with employees not involved in training and particularly continue to promote training to those from minority ethnic backgrounds.

- Ensure procedures for additional support for learners are effective by employing qualified staff to plan and provide appropriate learning support.

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

### What learners like:

- being so well supported
- the very good teaching and training
- the increase in self-confidence that the training has encouraged
- the friendly and helpful staff
- the availability of the excellent advisors
- using the on line portfolio system
- the use of an MP3 player for assessments
- getting free text books.

### What learners would like to see improved:

- the provision of hot food
- more use of mp3 rather than written work.

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

### What employers like:

- the helpful, high quality service provided by CWT
- the excellent support provided for all our apprentices
- the excellent communication with assessors
- the training focus that meets the needs of my business
- the development of the learners' personal skills
- the well coordinated on-the-job and off-the-job training
- the good match of the training programme to learners' job roles.

### What employers would like to see improved:

- cover for assessors who are absent
- the better preparation of learners for interviews.

## Main inspection report

### Capacity to make and sustain improvement

Grade 2

5. CWT has a good capacity to make and sustain improvement. They have made significant improvements and have responded well to the key challenges from the previous inspection. In particular a higher proportion of learners achieve, many more on time and progression rates are much improved. Outstanding work with partners benefits learners and responds well to local and national priorities.
6. Teaching and learning are good and strategies to support learners through the use of learning technology are working well. Attendance rates for training are outstanding. Good learning resources and high standard facilities motivate learners. Directors and senior managers have high expectations and clear priorities are set to achieve high standards. Good use is made of data to analyse, evaluate and improve performance.
7. Managers use self-assessment effectively as a quality improvement tool. Action planning for improvements is managed particularly effectively. CWT makes good use of staff, learners' and employers' views to evaluate and improve the provision. A particularly effective and comprehensive management lesson observation system has been introduced since the previous inspection that improves teaching and leads to the sharing good practice.

### Outcomes for learners

Grade 2

8. Outcomes for learners are good. Attainment of learning goals by learners is good and they enjoy taking part in their training programmes. There are no differences in the attainment levels of different groups of learners on similar programmes. Learners' work is of a good standard. Attendance is outstanding for training sessions at the centre.
9. The overall success rate for 2007/08 for apprentices is good at 80% and it has improved since the last inspection. The timely rate is also good with 76% of learners completing their programmes within the planned time. Overall Train to Gain success rates for 2008/09 are good with over 85% successful and most achieving within planned end dates. Progression to further training is very high in both child development and business administration.
10. In year success rates in 2008/09 in administration are good and continue to improve with 88% of learners overall gaining the full framework. The timely rate is very good too at 85%. The overall success rate for 2007/08 in child development is good with 81% of learners overall succeeding. However the rate

in year for 2008/09 is lower at 72% and fewer than in the previous year are achieving on time.

11. Learners develop particularly good personal and employability skills. They have a good understanding of their rights and responsibilities at work. Many learners progress to higher qualifications and to increased levels of responsibility. Learners use safe working practices. Learners say they feel safe.
12. Timely and overall success rates in information communications technology training are good and in retail and commercial enterprise they are satisfactory.

## The quality of provision

Grade 2

13. The quality of training is good and supports learning well. Good quality learning resources at the main training centre support planned lessons well. The implementation of the strong information learning technology strategy is ensuring the use of a wide variety of techniques to support and add variety to lessons and assessment. The use of information technologies is enabling learners to access their programmes remotely and to widen participation. A well organised apprentice club develops employability skills for potential apprentices prior to commencement of their programme. Staff are satisfactorily qualified and experienced for their job roles with many undertaking additional qualifications in order to develop their training practices.
14. Assessment of learners is effective and has some good features. All learners are appropriately assessed for their suitability at the commencement of their course. Assessment for qualifications is timely and the frequency and methods are individualised to meet learners' needs. Recently, CWT introduced an option for learners to undertake assessments electronically. All learners have the opportunity to develop their literacy, numeracy and key skills and do so effectively. English language support is offered by CWT in conjunction with a specialist local provider.
15. CWT offers a very good range of programmes that effectively meets the needs of a wide group of learners well. Learners proceed through well planned coherent progression routes. Employers' needs are well met and many training programmes are tailored to meet their individual needs. These accommodate their business needs for up-skilling the workforce. Learners access additional CWT training courses that complement their main programmes.
16. CWT partnership working is outstanding and very effective. The provider works with local schools, employers and local and national organisations for example aim higher, to meet the needs of different groups of learners. Innovative employability skills programmes which raise aspirations and self esteem are successfully provided for pupils. CWT has further extended its work with school diplomas and successfully tendered to provide the diploma in hairdressing level 1 and 2. CWT successfully initiates partnerships with similar training organisations



in other parts of the country to develop good practice and introduce training initiatives.

17. Personal support for learners from CWT staff and employers is good. Care, guidance and support are satisfactory. Learners are given very clear information regarding training and learning opportunities before the start of their individual training programmes. This information is also shared with parents/carers. All learners receive clear and timely information and advice and guidance on the most appropriate way to develop their careers. Induction is satisfactory and effectively prepares learners for their programmes. Learners with additional learning needs receive additional support but do not all receive sufficient specialist help to develop into independent learners.

## Leadership and management

Grade 2

18. Particularly effective planning and review processes are carried out in which all staff participate. Leaders and managers raise standards, improve performance and promote high expectations with challenging targets at all levels. Good use is made of data to analyse and evaluate performance. CWT has effective arrangements in place for governance. Board members provide clear direction and rigorously monitor performance.
19. CWT promotes national and local priorities particularly well and this benefits learners. CWT has played a leading role nationally in developing progression routes to higher level qualifications and two groups of learners have so far taken part in foundation degrees in early years and leadership and management. Good staff development arrangements lead to increased professionalism of the staff team in line with national priorities. CWT successfully works with local schools initiating and providing employability programmes and raising expectations.
20. Learners are safeguarded and protected adequately. All relevant staff are subjected to enhanced CRB checks and have received training on child protection. Health and safety policies and procedures are rigorously applied. Learners are very aware that they can contact staff if they feel unsafe in any context. A comprehensive management action plan is developing safeguarding arrangements and ensuring employers are made fully aware of their responsibilities particularly in respect of young people and vulnerable adults.
21. Promotion of equality and diversity is satisfactory. Arrangements for dealing with discrimination or harassment are clear and effective and learners understand them. There are no major differences in the performance of different groups of learners apart from a group of learners with additional learning needs for whom additional support has now been effectively provided. External promotion and publicity materials are good. Equality and diversity training is embedded effectively in all training. It is well covered at induction,

during off-the-job training and further reinforced at reviews with learners in the workplace. The promotion of equality and diversity in the workplace is satisfactory.

22. Participation in learning by groups from minority ethnic heritages match numbers in the wider population. CWT are working with local partners to further increase participation. CWT recognises that it can extend promotion through its business networks. Recently CWT developed its strategy further and introduced a single equality scheme. It is too early to judge the impact of this initiative.
23. CWT has very effective strategies to ensure that the views and needs of learners and employers are sought. The collection of feedback is systematic and frequent with a wide variety of methods used. The feedback is used well to improve the quality of provision for all users. CWT inform their users of actions that are taken as a result of feedback in the monthly user newsletter.
24. The provider uses robust processes for monitoring, evaluating and improving the performance of its programmes. Development and quality improvement processes are very thorough, detailed and well informed by the extensive use and analysis of data. A particularly effective and comprehensive management observation system is improving teaching and sharing good practice.
25. Improvement plans have clear and measurable targets and the progress of these are routinely examined. Development planning is successfully bringing about programme improvements. The self assessment process is fully inclusive of staff, learner, employer and partner views. The self-assessment report is an accurate reflection of the provision.
26. CWT provides good value for money. It manages and uses its good quality accommodation and equipment and the experienced and qualified staff well. High and timely overall success rates provide good value for money. Progression to higher levels is good. CWT has long term strategies that ensure high investment in learning technology, staff and resources which benefit learners. For example, the training centre is of a good standard and well equipped.

## Child development

Grade 2

### Context

27. Currently 137 learners are enrolled on apprenticeship programmes and there are 32 learners attending Train to Gain. Learners work predominantly in private day nurseries CWT trainers and assessors visit learners at work and provide training, assessment and coaching. Apprentices attend CWT one day per week and advanced apprentices, one evening for training for the technical certificate.

## Key findings

- Learners achieve high success rates in childcare. In 2007/08, 82% of those who completed the programmes qualified. However, the in year figure for 2008/09 shows a drop in the rate of 10 percentage points. The timely success rate previously good also dropped in 2008/09 and is satisfactory. All four learners on the Train to Gain programme gained their NVQ in 2008/9. Learners currently make satisfactory or better progress.
- Learners on apprenticeships develop good work skills and a good level of understanding of meeting the needs of children. Train to Gain learners build on their good occupational skills. Learners develop good communication skills and the confidence to use their initiative in their work with children. Employers recognise and appreciate the increased level of competence.
- Progression to further learning and training is good. Learners with the encouragement of their employer progress from foundation level to advanced level and gain promotion at their place of work. In 2008/09, 85% of apprentices went on to study at advanced level in childcare.
- Learners demonstrate safe working practices and have a good understanding of the requirements for safety in the workplace. They benefit from training in undertaking risk assessments. Learners are vigilant in ensuring the safety of children and are aware of, and follow the safety checking procedures. Learners feel safe and have a sound understanding of their own rights and responsibilities in relation to their job roles.
- On-the-job and off-the-job training and learning are both good. CWT provides well-planned training sessions. Tutors use a good range of high quality learning materials and handouts and use information and learning technology well. Learning resources are good. Accommodation for training is good. Assessors keep employers well informed of the training programme content.
- Assessment is satisfactory. Assessment is frequent and planning is thorough. Assessors are flexible and work well so individuals have their needs met. Professional discussions and observation evidence are recorded electronically. Currently learners do not have a copy of the recording. There is insufficient written feedback to learners on how to improve their written work.
- Action planning following assessment is satisfactory. Assessors are prompt to follow up outstanding actions and keep employers informed of the progress of the learner. Progress reviews are thorough and involve employers. Short-term targets for learners are realistic but, learners' long-term targets are insufficiently specific and do not give clear direction to the learner.

- A good range of childcare programmes lead to qualifications from foundation level to foundation degree. Programmes meet learners' needs and interests appropriately and they match effectively employers' needs and job roles. Employers provide extra training and enrichment opportunities to enhance the knowledge and interest of learners such as visiting educational exhibitions.
- Personal and learning support is good. Initial assessment of literacy and numeracy identifies learners' support needs. Key skills workshops provide effective individual coaching. Learners are appreciative of the extra time and the improvements in their attainment such as number skills. Employers provide learners with mentors to help gather evidence.
- The management of the child development programme is good. The co-ordination of the on-the-job and off-the-job training is particularly effective. There are regular assessor meetings to review standards of learners' work. Support meetings with the team leader, peer observation and appraisal take place effectively. Staff have appropriate qualifications. New staff receive mentoring to support quality improvements in training and assessment practice.
- Promotion of equality and diversity is good. Learners are able to link their own experiences and understanding of equality and diversity to the needs of children and their families. They learn about children with a disability and the special educational needs that they have. Success rates for those learners with additional learning needs in 2007/08 are slightly lower than for the rest of the learners. Effective additional support is provided; however, specialist support staff are not always used.
- The self-assessment report is broadly accurate and identifies many of the strengths and areas for improvement that inspectors identified. The drop in success rates in 2008/09 in the child development programme was recognised and the reasons investigated with suitable actions put in place.

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

- Take appropriate action to maintain 2007-08 high success and timely rates by continuing to give individual support to learners and ensuring that target setting is specific to support timely achievement for all learners.
- Continue to provide mentoring and further training for staff in defining suitable longer term targets and providing written feedback effectively to ensure learner's can improve their work in key skills and vocational practice.
- Ensure procedures for additional support for learners are effective by continuing to employing qualified staff to plan and provide appropriate learning support.

## Administration

## Grade 2

### Context

29. CWT currently has 123 learners on business administration programmes. Of these, 67 are on an advanced apprenticeship and 49 on an apprenticeship, with seven on a Train to Gain programme. All learners are employed in the private or public sector, and the employers are mostly small to medium sized organisations. All learners at level two, as well as most at level three, attend off-the-job training for their qualification. Staff visit learners at least monthly for assessment in the workplace.

### Key findings

- Success rates are good. In 2007/08, 86% of apprentices achieved their qualification, and there is an improving trend in 2008/09. Progress towards achievement is outstanding. In 2007/08, 84% of learners completed within the planned timescale. On the Train to Gain programme, the success rates are 86%, with 84% timely achievement. Current learners are making at least satisfactory progress, with many achieving good progress and ahead of target.
- The development of skills and knowledge is particularly good. Learners produce a good standard of work in their job, and most take on increased and wider responsibilities. They significantly increase their understanding of aspects such as information technology, customer service and legislation. Learners also improve their confidence, teamwork and communication skills.
- Progression to further training is very high. In the last year, 78% of learners progressed from a level two qualification onto a further learning programme. In addition, just under half of level three achievers progressed onto further learning. There are clear progression pathways that learners understand well.
- Learners' feel safe both in their workplace and at off-the-job training. They undertake effective health and safety induction and gain a good

understanding of their rights and responsibilities. In a few cases, learners receive safeguarding training from their employer, as a requirement for their job role.

- Training and learning on-the-job and off-the-job are both good. CWT and employers provide good quality training for all apprentices. Level two learners attend 12 workshops for their technical certificate. Staff plan these well, and use a wide range of good quality resources and learning materials. Coordination between the employer and CWT training is good.
- Assessment is effective, with good short-term action planning. All new learners now benefit from the use of e-portfolios. Reviews of learners' progress are satisfactory. Monitoring of progress is good. However, staff do not always record all of the planned or completed training.
- The needs of learners and employers are met very effectively. Employers have an excellent involvement throughout the process. They participate very effectively in selecting appropriate NVQ units. Employers are also closely involved in planning training to meet individual learners' needs, as well as reviewing progress. Most workplaces are of excellent quality and learners take part in additional training courses that are above the requirements of their qualification.
- Support for learners is good. CWT staff and employers provide good personal support. Employers give learners time off during work to build their NVQ portfolios. There are good relationships between all CWT staff and learners. Advice and guidance throughout the programme are good, particularly in relation to employment and training opportunities at the start and end of programme.
- Leadership and management are good. The frequent staff meetings monitor progress, share practice and discuss issues effectively. Staff have a good understanding of their roles, as well as targets to achieve. There is regular training to ensure staff can best support learners. Physical resources such as training rooms and equipment are of very good quality.
- Arrangements for safeguarding learners are satisfactory. There has been some recent staff training. There is a thorough check of employers' health and safety arrangements. However, the procedures for monitoring risk assessments linked to safeguarding arrangements require further development.
- The promotion of equality and diversity is satisfactory. CWT staff check employers' policies and practices effectively. Learners receive good training in equality at level two as part of their technical certificate workshops. However, the learners' workplace introduction pack does not have sufficient focus on checking understanding of equality in the workplace, and the reinforcement of understanding at learner reviews sometimes lacks impact.

What does CWT need to do to improve further?

- Further improve learners' understanding of equality through better reinforcement of their understanding at reviews, as well as implementing the newly produced learning materials
- Improve the monitoring and understanding of safeguarding risk assessment with employers and learners, by further developing the employer screening process, as well as the learners' induction programme
- Further improve success rates by continuing to provide good quality training and further develop the use of new technology in assessment

## Information about the inspection

28. Three of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's Executive Director, as nominee, carried out the inspection. Inspectors also took account of the CWT's most recent self-assessment report and development plans, information from the Learning and Skills Councils, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also visited learners in the workplace, observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in the two main training subject areas the provider offers, these are business administration and law and health public services and care.



## Record of Main Findings (RMF)

### CWT

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	Employer responsive
Approximate number of enrolled learners		
Full-time learners	761	761
Part-time learners	0	0
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
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>	na	
<i>How well do learners make a positive contribution to the community?*</i>	na	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2	
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?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

\*where applicable to the type of provision

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