

The Learning Curve

Inspection report

Unique reference number: 54877

Name of lead inspector: Anthony Ward HMI

Last day of inspection: 13 November 2009

Type of provider: Independent learning provider
The Learning Curve
Unit 2

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Information about the provider

1. The Learning Curve (LC) evolved from a project set up in 1997, jointly managed by five Councils for Voluntary Service in Wiltshire and Swindon. In 2002, the LC was established as a charitable company limited by guarantee. The Learning and Skills Council (LSC) Wiltshire and Swindon funds LC to provide adult and community learning services, learner-responsive, employer-responsive and European Social Fund (ESF) programmes. The LC offers some of the provision itself and funds other elements carried out by voluntary sector organisations (delivery partners), which are members of the LC charitable company network and form an informal consortium. The LC has two main areas of activity which are the organisational and workforce development for the voluntary and community sector and the direct provision of learning in the community. The LC has two main premises which are a mainly administrative centre in Melksham and a further training venue in Chippenham. Learning takes place in a wide variety of community venues in the area, some community locations elsewhere in the South West region and on employer premises.
2. The LC senior management team consists of a Chief Executive supported by a Finance and Human Resources (HR) Director, three delivery managers, and a quality coordinator. The workforce comprises 10 administrative and support staff, 6 development workers and 20 tutors or assessors. The LC delivery partners are involved in the planning, monitoring and delivery of the contracts. The LC network comprises 66 organisational members, of whom up to 19 provide learning opportunities through the network. The LC centrally manages the management information system and quality improvement arrangements for the network and is the focal point for communications with the LSC.
3. Wiltshire has a lower proportion of people with ethnic minority heritage at 1.6% of the population than the region as a whole, and considerably less than England at 9.1%. The unemployment rate for Wiltshire is 4.6% compared to 7.3% for England.
4. The following organisations provide training on behalf of the Learning Curve:
 - BTCV
 - Gloucester Communities
 - U-Too Community Business Ltd.
 - Q Training
 - Tempo
 - West Wiltshire Citizens' Advice Bureau
 - Kennet Citizens' Advice Bureau
 - Salisbury Citizens' Advice Bureau
 - Swindon and District Citizens' Advice Bureau
 - Brake Farm Ltd.
 - Learning For Life
 - Lymenet Ltd.
 - Probation Service
 - Southern Brooks Community Partnership
 - Vista
 - Wessex Community Action

- Relate Mid Wiltshire
- Wessex Community Action
- The Beacon Centre.

Type of provision	Number of enrolled learners in 2008/09
Adult safeguarded learning:	1,181 part-time learners
Adult learner responsive:	836 part-time learners
Employer responsive provision: Train to Gain	253 learners

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	2
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	
Information and communication technology	2
Preparation for life and work	3

Overall effectiveness

5. The overall effectiveness of LC's provision is satisfactory. Senior managers provide sound leadership and have managed effectively the expansion of the provision. LC has made progress since the previous inspection. The network has developed significantly and LC has ensured a sound financial base for the organisation, and managers monitor financial risk thoroughly. The range of programmes meets the needs of learners and the needs of the voluntary sector employers. Learners are supported well and LC offers good opportunities to those who are normally under-represented in learning. Outcomes for learners have improved. Most success rates are high with over 90% of learners successfully completing their courses in 2008/09. Achievement of some learners' qualifications, however, is too slow. Quality improvement arrangements have strengthened and the networking of members is more effective. LC's capacity to make and sustain improvement is satisfactory although it has yet to fully implement some aspects of quality improvement, for example, to further improve learning and teaching.

Main findings

- Outcomes for learners are good. Success rates overall are high. In the current year 88% of learners have already completed successfully. In the 2008/09 year the success rate was 91%.
- Learners enjoy their learning and generally make satisfactory progress in lessons. However, some National Vocational Qualification (NVQ) learners make slow progress.
- Provision of numeracy and literacy support is satisfactory. LC requires its partner organisations to provide appropriate literacy, language and numeracy support to learners to ensure that they are able to complete their programme.
- Many learners develop relevant knowledge and skills. Learners on the Train to Gain NVQ programmes develop good workplace skills, and preparation for life and work courses have an emphasis on improving employability skills. Learners' levels of confidence and self-esteem are improved.
- The quality of the provision is satisfactory. Teaching, training and learning are satisfactory overall with some good teaching. Teachers are generally well qualified and appropriately experienced to deliver the programmes.
- LC and its partners do not measure and record the improvements in the skills and achievements of learners where these are not part of course accreditation. In particular, the acknowledgement of improvements in skills such as self-esteem and confidence is insufficient.
- On a few courses the use of targets to motivate learners is insufficient and in some lessons planning to meet the needs of individual learners is also insufficient.
- The range of programmes overall meets the needs of learners and the needs of the voluntary sector in the South West. LC has very good links with the voluntary sector and partner organisations.
- Support for learners is good. All member organisations have effective processes for pastoral support. Information, advice and guidance are good for many learners and the induction of learners on all courses is satisfactory.
- The strategy and direction of LC are clear and well managed. The board of trustees offers good governance through effective scrutiny and strategic support.
- Arrangements to widen participation are good. LC is committed to social inclusion and ensures that learners who are hard to reach and those with a disadvantage are given good opportunities. The promotion of equality and diversity is satisfactory.
- Quality improvement arrangements are satisfactory. LC has improved networking of members well to develop capacity and expertise. LC has yet to fully implement some aspects of quality improvement.

- Safeguarding arrangements are satisfactory. The health and safety of learners are promoted well by LC and by its partners. Staff have a good awareness of safeguarding issues.

What does The Learning Curve need to do to improve further?

- Improve and strengthen teaching and learning through further developing the observation system and continued staff training.
- Improve use of learner targets to ensure that learners clearly understand what they need to do to meet challenging and appropriate individual learning goals in a timely way.
- Improve the recognition and recording of learners' progress in non-accredited outcomes to motivate learners and reward learning.
- Make better use of data by improving analysis and presentation of management information to ensure that performance is monitored and managed effectively.

Summary of the views of users as confirmed by inspectors

What learners like:

- being with people in the same situation
- opportunities to use maths in everyday situations
- the convenient location of courses
- the supportive and helpful tutors
- being able to do so much in such a short time
- the way that the NVQ helps both in work and volunteering
- the opportunity to meet people in a warm and friendly atmosphere
- being able to learn near home.

What learners would like to see improved:

- the amount of one-to-one support
- the number of further courses available
- accommodation at the probationary stage
- the provision of individualised numeracy and literacy lessons.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the very good quality of the provision
- LC meeting learners' needs well
- the emphasis on health and safety
- the good communication from LC
- LC's very flexible approach
- the very helpful staff.

What employers would like to see improved:

- data management processes.

Main inspection report

Capacity to make and sustain improvement

Grade 3

6. LC's capacity to make and sustain improvement is satisfactory. LC has made many improvements since the previous inspection. The network has developed significantly and the funding mechanisms are more complex. LC has focused successfully on ensuring a sound financial base for the organisation. LC's development plan provides an effective framework for improvement and managers monitor the financial risk thoroughly. LC generally manages its resources well and has improved the networking of members to develop capacity and expertise.
7. Managers use self-assessment effectively as a quality improvement tool. LC had identified many of the areas for improvement found during the inspection and appropriate action is in place. LC makes good use of the learner evaluations to evaluate and improve the provision. Initiatives to improve the quality of training, learning and assessment have been put in place; however, they are still in development. The use of data is recognised as an area for further development.
8. Outcomes have improved and are generally high. Success rates at over 90% last year have already nearly been matched during the first half of the 2009/10 year. Learners' achievement of their qualifications within the agreed timescales remains an area for improvement on NVQ programmes.

Outcomes for learners

Grade 2

9. Outcomes for learners are good. Success rates overall are high. In the current year 88% of learners have already completed successfully. In 2008/09 almost all learners achieved their planned learning outcomes on non-accredited programmes and 82% of those on accredited programmes were successful, which is high. In particular, success rates on numeracy and literacy programmes at levels 1 and 2 are well above national averages. Similarly, success rates on courses for learners who have learning difficulties and/or disabilities are very high, as are those for information and communication technology (ICT) learners.
10. Some NVQ learners make slow progress, some taking over a year to complete level 2. LC and the relevant partner organisation are aware of this area for improvement and are starting to develop actions to address it, although these have yet to be implemented.
11. Provision of numeracy and literacy support is satisfactory. LC requires its partner organisations to provide appropriate literacy, language and numeracy

support to learners to ensure that they are able to complete their programme. Some monitoring of this takes place although it is not always formally recorded.

12. Many learners develop relevant knowledge and skills to help them improve their economic well-being. Learners on the Train to Gain NVQ programmes develop good workplace skills and many use these skills to gain permanent employment. One of the partner organisations gives additional support in curriculum vitae (CV) writing and interview techniques. Many preparation for life and work courses have an emphasis on improving learners' employability by focusing on skills such as teamworking and acceptable behaviour in the workplace. Learners' levels of confidence and self-esteem are improved.
13. All learners receive clear information about health and safety and safeguarding. Many lessons reinforce this at the start of each lesson and learners use safe working practices. Learners all say that the environments where they learn are welcoming and that they feel safe. Arrangements to encourage learners on 'parents-to-be' programmes to lead a healthy lifestyle are good.
14. Many learners at LC are encouraged to become involved in community-based activities. For example, learners on the 'parents-to-be course' assist Sure Start children's centres in making book bags. Most of the NVQ learners are volunteers and use the skills they acquire to help them in their volunteering. For example, some learners on non-accredited ICT courses intend to use their newly found skills in village-based community projects.

The quality of provision

Grade 3

15. The quality of the provision is satisfactory. Teaching, training and learning are satisfactory overall with some good teaching seen by inspectors. Sessions are generally well planned. The better sessions have a good range of activities to motivate and encourage learners and the pace of the lesson is good. Many lessons are fun and learners enjoy their work. Information and learning technology (ILT) is used effectively by some tutors to enhance lessons.
16. Tutors are generally well qualified and appropriately experienced to deliver the programmes. In ICT many have teaching qualifications beyond what would normally be expected in this type of provision. Teachers manage informal discussions well and learners become more confident in expressing their views.
17. LC and its partners do not sufficiently recognise and record non-accredited outcomes. In particular, the measurement of improvements in skills such as self-esteem and confidence is insufficient. LC recognises that this is the case and has started to develop processes to better record these skills.
18. Targets often refer to the completion of the qualification and are not time-bound. Too few refer to the learning outcomes. Many targets on non-accredited

courses are not time-bound or sufficiently individualised. LC recognises this as an area for improvement.

19. In a few lessons, planning to meet the needs of individual learners is insufficient. In some lessons, areas for revision clearly identified on individual learning plans are not included within lesson plans or actively taught in lessons. Adult learners are aware that the skills they wish to improve are not focused upon sufficiently.
20. The range of programmes overall meets the needs of learners and the needs of the voluntary sector in the South West. The very good links with the voluntary sector and partner organisations are used effectively to identify the range of subjects and courses that are required. For example, LC has worked well with the Probation Service to develop programmes for hard-to-reach groups.
21. Provision of information, advice and guidance (IAG) is good for many learners and the induction of learners on all courses is satisfactory. Learners find this useful. Although the IAG that NVQ learners receive at the start and end of their course is satisfactory, these learners receive insufficient IAG during the course. LC and its partner organisations are aware of this and proposed new systems will include this.
22. Support for learners is good. All member organisations have effective processes for pastoral support. Tutors are very supportive and caring towards their learners. The support needs of disabled learners are met particularly well. Learners speak positively about this aspect of the provision. LC provides a supportive and safe learning environment and teachers pay good attention to health and safety in practical work.

Leadership and management

Grade 3

23. Leadership and management of LC are satisfactory. Staff and partners understand the strategy and direction of LC, which are clear and well managed. The board of trustees offers good governance through an appropriate committee structure.
24. LC manages its resources well and provides satisfactory value for money. Resources are appropriate across the provision. Inspectors found examples of good resources, including very good accommodation, although at one venue accommodation did not provide a suitable learning environment. LC recognises this in its self-assessment. Staff development is well managed and staff are generally well qualified with good specialist knowledge. LC manages risk satisfactorily. It regularly monitors the overall effectiveness of its provision and carefully assesses risk. Overall success rates are good, but some learners' slower rates of progress extends the time they require training and support.

25. Safeguarding arrangements are satisfactory. LC has clear lines of accountability within the senior management team. Appropriate policies and procedures are in place. The health and safety of learners are promoted well by LC and by its partners. Tutors have enhanced Criminal Records Bureau (CRB) checks and new tutors still in the process of acquiring CRB checks are accompanied where appropriate. Staff have received suitable safeguarding training and have a good awareness of safeguarding issues. The board of trustees has yet to undertake formal training although many are well aware of safeguarding issues through their other roles. Safeguarding forms part of the induction for all learners. Learners are fully aware of their rights and responsibilities and report feeling safe and secure. Where tutors in partner organisations work with vulnerable learners, LC records vetting details appropriately. LC has yet to involve the Local Safeguarding Board in its activities.
26. LC has a management information system which is appropriate for the needs of a small provider. However, the analysis and presentation of management information is insufficient to properly manage and monitor programme performance. Detailed data on individual contract performance are not routinely available. Partners and employers reported dissatisfaction with some aspects of data management. Data management is recognised as an area for improvement by LC.
27. The promotion of equality and diversity is satisfactory. LC gives all staff appropriate training and development on equality of opportunity policies and procedures, and has good awareness of equality and diversity issues. LC offers appropriate training to partners during development workshops. The range of policies and procedures is satisfactory and has been updated recently. Learners develop an appropriate understanding of equality and diversity which is reinforced well during their programmes.
28. Arrangements to widen participation are good. LC is committed to social inclusion and works very effectively to ensure that hard-to-reach learners and those with a disadvantage are given good opportunities to access suitable training and development. LC's monitoring of performance, however, is not sufficiently thorough. LC has analysed data on the performance of different learner groups, however it is not used effectively, for example, to plan to reduce differences in performance. The gender achievement gap has reduced from 8 percentage points in 2007/08 to zero in 2008/09, with males now achieving as well as females. LC has satisfactory arrangements in place to provide additional support and resources to learners who require it.
29. Quality improvement arrangements are satisfactory. LC has satisfactory arrangements to engage with users of its services and its partners to support and promote improvements. LC has improved networking of members well to develop capacity and expertise. Learners' views are taken into account, for example, on changes in courses and timing. LC has improved the self-assessment process and includes feedback from partners, learners and employers. LC has used the action plan from the most recent self-assessment report to improve several aspects of provision, such as better reinforcement of

equality and diversity. The success rates across the provision have risen and are now high. LC has yet to fully implement some aspects of quality improvement. For example, the process for observation of learning and teaching is not yet effective.

Subject areas

Information and communication technology

Grade 2

Context

30. The ICT programme is provided by five partner organisations across a wide area of the South West. The programme includes a range of non-accredited introductory courses, courses for learners with a visual impairment and a level 2 vocational ICT course. During the week of the inspection there were 98 learners enrolled, 53 on short non-accredited courses and a further 45 on the Train to Gain NVQ course. In total, 31 learners had a learning difficulty and/or disability.

Key findings

- The success rates on accredited programmes are good. In 2008/09, 81% of learners achieved their target qualification. The success rate for NVQ learners is particularly high at 88%. However, some NVQ learners make slow progress, taking over one year to complete. The provider recognises this is an area for improvement, although detailed actions to improve progression rates have not yet been determined.
- Learners enjoy their programmes. For many learners their experience of learning with LC is their first for many years. They speak positively about what they learn and how they are taught.
- Learners taking the NVQ programme develop good vocational skills and are using these skills to help them in their work and to help gain employment. One partner organisation offers additional support to learners to produce a CV and help with interview techniques if they have an interview. The links between the NVQ and the work that learners do in the workplace are good. Assessments are arranged to ensure that they are coordinated with the work that learners are doing in their employment or volunteering.
- All learners say they feel safe. They are given appropriate information regarding safe working practices and safeguarding, which is reinforced during taught sessions. All partner organisations have appropriate arrangements to ensure that learners are safe. Staff are appropriately vetted.
- Many ICT learners are involved in the voluntary sector and work on community-based projects. They develop good skills relevant to community cohesion, although little is done to improve their understanding of sustainable development.
- Teaching, training and learning are generally satisfactory, with some good teaching seen by inspectors. The best lessons have good pace with a good

variety of activities to motivate and encourage learners. Lessons are generally well planned.

- Tutors are well qualified and appropriately experienced to deliver the programmes. Many have teaching qualifications beyond what would normally be expected in this type of provision. Learners enjoy their programmes.
- Processes to recognise and record non-accredited outcomes are currently under development. In particular, the measurement of improvements in skills such as self-esteem and confidence is insufficient. LC recognises that this is the case and has started to develop processes to better record these skills.
- The use of targets to motivate learners is recognised by LC to need improvement. On NVQ courses, long-term targets are primarily about completion of the qualification and are not time-bound. Few include any reference to the learning outcomes. Short-term target setting either does not take place or the targets are insufficiently detailed or time-bound to motivate learners. Many targets on other courses are not time-bound or individualised.
- The range of the ICT provision meets the needs of the learners. It is in line with local and national priorities and, in particular, the needs of the voluntary sector in the South West. NVQ learners speak about how the provision has helped them in their work and in volunteering. Learners on the short non-accredited courses comment on how they are beginning to use their new skills to use email, manipulate photographs and help grandchildren.
- The ICT provision is well coordinated and links with partner organisations and local charities are used well to inform managers about the needs of the sector.
- The information, advice and guidance that learners receive at the start of the course and at the end of the course is satisfactory. However, learners receive little information, advice and guidance during the course. LC and its partner organisations are aware of this and proposed new systems will include this.
- Support for learners is good. All member organisations have effective processes for pastoral support, in particular for those learners who have a disability, a learning difficulty or who have mental health problems. Learners speak positively about this aspect of the provision and the encouragement it gives them.
- The promotion of equality and diversity is good. The ICT provision is specifically planned to engage learners who might otherwise not be involved in learning. For example, one course is set in a village where there are few other opportunities for training. Another is for learners who have a visual impairment. Most of the NVQ learners are volunteers, seeking employment.
- Whilst quality improvement arrangements in the partner organisations are largely informal, they are generally effective. These organisations are small and

have a clear understanding of their provision with identified actions for continuous improvement.

What does LC need to do to improve further?

- Improve target setting for NVQ learners to motivate them and increase the proportion of those completing their programmes within the target end date.
- Implement effective processes to recognise and record non-accredited outcomes on both accredited and non-accredited courses.

Preparation for life and work

Grade 3

Context

31. At the time of inspection 128 learners were enrolled on courses from entry level to level 2. Literacy and numeracy courses enrolled 71 learners of whom 34 are on Train to Gain programmes. Courses for those who have learning difficulties and disabilities enrolled 12 learners. Other programmes including 'Young Mums to Be' and 'Parenting with Prospects', for example, enrolled 45 learners. Programmes take place in a number of locations with partner organisations, including the Probation Service.

Key findings

- Success rates are high at levels 1 and 2 in literacy and numeracy. Over a three-year period there has been a good improvement in success rates to around 90% in 2008/2009. High success rates for learners on courses for those who have learning difficulties and disabilities have been maintained at 100%. Success rates at entry level on non-accredited courses are low. The standard of learners' work is good on courses for 'Young Mums to Be'. Attendance on courses for the Probation Service is low.
- Learners enjoy their learning, gain confidence in their skills and make satisfactory progress in lessons. Teachers pay good attention to health and safety in practical craft work and when using ILT. Opportunities to promote a healthy lifestyle are incorporated into the curriculum in some areas, for example, when designing a 'Healthy Eating' booklet.
- Learners on courses across the provision feel safe. However, accommodation at one Probation Service venue is rather isolated. All learners receive an induction and understand their rights and responsibilities well. Participation by learners in voluntary activities is satisfactory, with some learners volunteering to make story sacks for a Sure Start children's centre.
- Teaching and learning are satisfactory overall. In better lessons teachers provide a good range of individual and group work with clear learning steps. ILT is used effectively by some tutors to develop, for example, reading and comprehension skills in literacy.
- All teachers manage informal discussions well and learners become more confident in expressing their views. Most teachers are well qualified and appropriately experienced to deliver preparation for life and work programmes.
- Planning to meet the needs of individual learners is insufficient. In some certificated courses, modules of a qualification are listed on the individual learning plans but targets in confidence and self-esteem, of importance to the

learner and teacher, are excluded. LC recognises this and has started to develop improved processes to record these skills.

- In a few lessons, areas for revision clearly identified on individual learning plans are not included within lesson plans or actively taught in lessons. In some lessons, adult learners are aware that the skills they wish to improve are not focused upon sufficiently.
- Programmes are satisfactory overall. LC works well with partner organisations such as the Probation Service to develop programmes for hard-to-reach groups. Courses designed to meet the needs of specific groups, such as 'Young Mums To Be', meet the needs of learners particularly well. The content of the course is interesting and relevant to the learners, who work consistently and well during lessons. Learners across all programmes enjoy their lessons.
- Teachers provide a supportive and safe learning environment and pay good attention to health and safety in practical work. The support needs of learners who have disabilities are successfully met. The induction of learners on all courses is satisfactory. Learners have satisfactory access to information, advice and guidance services.
- Leadership and management are satisfactory. Partnership work to develop and support programmes for hard-to-reach groups is good. Good relationships exist with learning partners who view the quality monitoring arrangements as rigorous. Partners report good communication with LC whose staff are approachable and supportive. Quality assurance, monitoring arrangements and self-assessment are satisfactory.
- Liaison with the Probation Service to address attendance issues has improved. Programmes have been restructured to better meet the needs of learners. Appropriately qualified staff are in place at most centres. Training has been offered by LC to new partners. A safeguarding policy is in place and safeguarding arrangements are satisfactory. Learner views are collected and acted upon. Managers recognise that there are still areas for improvement, particularly in teaching and learning.

What does the Learning Curve need to do to improve further?

- Improve the setting, and monitoring of progress towards, individual learning goals in lessons and the recording of learner progress.
- Ensure partners analyse the causes for low attendance in courses for the Probation Service and continue to work together to develop and implement effective strategies to improve this.

Information about the inspection

32. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's quality 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 Learning and Skills Council (LSC) or other funding bodies, 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.
33. 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)			
Provider Name:	The Learning Curve	Inspection No	343088
Learning types: 14 – 16: Young apprenticeships; Diplomas; 16–18 Learner responsive: FE full-time and part-time courses, Foundation learning tier, including E2E); 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships Blank Column: insert DWP employability programmes (including Workstep), or Judicial Services or nextstep as appropriate			

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16–18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners at the time of inspection	344	16	211	117
Part-time learners				
Overall effectiveness	3			
Capacity to improve	3			
A. Outcomes for learners	2	2	2	2
A1. How well do learners achieve and enjoy their learning?	2			
A1.a) How well do learners attain their learning goals?	2			
A1.b) How well do learners progress?	3			
A2. How well do learners improve their economic and social well-being through learning and development?	2			
A3. How safe do learners feel?	2			
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	3			
A5. <i>How well do learners make a positive contribution to the community?*</i>	3			
B. Quality of provision	3	3	3	3
B1. How effectively do teaching, training and assessment support learning and development?	3			
B2. How effectively does the provision meet the needs and interests of users?	3			
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	3			
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2			
C. Leadership and management	3	3	3	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3			
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3			
C3. How effectively does the provider promote the safeguarding of learners?	3			
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3			
C5. How effectively does the provider engage with users to support and promote improvement?	3			
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3			
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	3			

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