

Superdrug Stores plc

Inspection report

Unique reference number: 58199

Name of lead inspector: Lynda Cole HMI

Last day of inspection: 5 February 2010

Type of provider: Employer

Address: Superdrug Stores plc
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Information about the provider

1. Superdrug plc is a large high street retailer of beauty and health products with over 900 stores across the United Kingdom (UK) employing approximately 16,000 staff.
2. Superdrug contracts with the National Employer Service for all its apprenticeships, advanced apprenticeships and Train to Gain provision of National Vocational Qualifications (NVQs) for retailing and wholesaling, team leading, and warehousing and storage. Recently, contracts have been awarded for business administration apprenticeships.
3. Superdrug uses subcontractors for some assessment and training carried out at the learners' workplaces. Superdrug also uses directly employed in-house assessors who act as trainers and review learners' progress.
4. Currently, 57 learners are taking advanced apprenticeships and a further 288 are on apprenticeships programmes leading to NVQs, mostly in retail and team leading. Twelve learners are on Train to Gain programmes, mostly undertaking warehousing and storage NVQs. Currently, nine learners are taking apprenticeships in business administration. The numbers of learners on business administration and warehousing and storage programmes at the time of the inspection are too low to warrant a separate graded area but these learners are included in the inspection overall.
5. Learners, who are all employees, work throughout the UK in Superdrug stores. Unemployment rates for Great Britain are 6.2%. In 2008, the proportion of people holding a qualification at or above NVQ level 2 or its equivalent was 65% nationally. Most Superdrug learners are studying at level 2 and most are female. Approximately 12% of learners are of minority ethnic heritage, slightly lower than the proportion in the population of England overall.
6. The following organisation provides training on behalf of the provider:
 - Wirral Metropolitan College
 - Training Academy
 - Nolton HR

| Type of provision | Number of enrolled learners in 2008/09 |
|---|--|
| Employer provision: Train to Gain Apprenticeships | 12 learners 345 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 | |
| Retailing and wholesaling | 2 |
| Business management | 3 |

Overall effectiveness

- The overall effectiveness of Superdrug's provision is good. Directors and managers provide good leadership and the development of the apprentice provision has been carefully considered alongside business development and the human resources strategy. The apprenticeship team monitors performance well and has made significant changes to the way assessment is carried out. Current learners make good progress and improve their skills and confidence. Since the introduction of the programme, there has been a significant and positive impact on employees and on the company overall. Many learners see themselves as having a career within the company, with a clear structure of qualifications to support their development. Programmes are well matched to individual learners' job roles. Teaching and learning are good. The apprenticeship programme manager has effective partnerships with the sector skills council and the awarding body, and has ensured that learners do not repeat aspects of company training in their apprenticeship programme. Trainers map outcomes well against the units and elements in the NVQ standards, and use projects and learning materials effectively to develop learners' understanding. Assessors provide good coaching and one-to-one guidance. Assessment is fair and reliable and is planned well for most learners. Arrangements to safeguard learners are satisfactory. Learners confirm they feel

safe and are protected from abuse. The promotion of equality and diversity is satisfactory. Superdrug promotes equality of opportunity well, although information and understanding of broader equality and diversity issues are not reinforced sufficiently by assessors during reviews.

Main findings

- Outcomes for learners are good. In 2008/09 the proportion of learners achieving their qualification was satisfactory, although not enough learners achieved within the agreed timescale. However, current learners are making good progress. Many are on target to achieve before their planned end date.
- Learners gain very good retail skills and improve their confidence. Many progress to higher qualifications or gain better jobs within the organisation. Team leaders are improving their management skills and working more effectively with their staff.
- Safeguarding arrangements are satisfactory. Learners feel safe from bullying and harassment at work. Learners' understanding and use of health and safety practices are good. Not all appropriate staff have received the planned training in safeguarding yet.
- Training and learning are good. Good on-the-job training prepares learners on team-leading programmes effectively for management roles. Learners make good use of retail projects that develop their skills and provide good opportunities for assessment. However, learners do not have sufficient access to information technology.
- Reviews are satisfactory. Most retail assessors set challenging targets for learners that promote good progress. However, assessors for team-leading apprentices do not always set review targets which are sufficiently specific and measurable.
- Superdrug provides a good range of programmes that are particularly well matched to job roles and internal training programmes. Learners are very clear how the qualifications link with their job roles and how they can progress through these as they develop their careers.
- Initial assessment is satisfactory overall. However, for a few learners the basic skills initial assessment is not effective in identifying additional support needs. Assessors provide much effective support but are not qualified to teach literacy and numeracy.
- Assessment is satisfactory overall. While some aspects of assessment are good, there are variations in practice across assessors. Assessment for Train to Gain learners in warehousing and business administration is highly effective. However, for a few apprentices on team-leading programmes, the arrangements for assessment visits are not sufficiently flexible, particularly for those on late shift work.
- Guidance and support are satisfactory. The best managers also contribute by coaching their staff and providing helpful advice and guidance. A few managers,

who have team-leading apprentices, do not allow sufficient time for off-the-job training and portfolio development.

- Leadership and management are good. The company places strong emphasis on the development and training of employees. Training programmes are clearly planned alongside career progression pathways, and apprentice programmes are having a significant positive impact on the business overall.
- Performance management is good. The management of subcontractors has improved and Superdrug no longer works with underperforming providers. Quality assurance leads to quality improvement. Managers carry out direct observations of key aspects of the programme routinely using detailed and clear criteria.
- The promotion of equality and diversity is satisfactory. Company policies are effectively promoting equality of opportunity through good employee induction programmes. However, although assessors mention equality and diversity aspects at learners' induction, there is little reinforcement of this throughout training and/or in reviews.

What does Superdrug need to do to improve further?

- Continue to improve assessment arrangements so that more learners progress faster and complete their qualifications within agreed timescales.
- Raise the awareness of assessors, including subcontracted assessors, of aspects of safeguarding and equality and diversity to widen understanding.
- Improve the access to and use of information learning technologies in learning assessment to make it easier for learners to monitor their own progress, collect and present evidence and work independently between assessment visits.
- Ensure all assessors produce clearer written targets and actions following assessment and reviews, to enable all learners to review their progress more effectively between visits.
- Ensure more formal teaching of literacy and numeracy takes place to improve support for learners with specific needs in English and mathematics.

Summary of the views of users as confirmed by inspectors

What learners like:

- the help and support from their assessors
- gaining confidence and improving communication skills
- good opportunities to progress in their job role and within the company
- developing a good range of job skills that improves their work
- being able to choose specific modules for training that are linked to job roles
- being able to learn and gaining a qualification while working.

What learners would like to see improved:

- the amount of time they have to do their NVQ
- the frequency and regularity of assessor visits in team leading.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the improved skills of their staff
- the way training has improved the aspirations of their staff
- the good support from the apprenticeship team
- the way the programme has improved team spirit.

What employers would like to see improved:

- the amount of information about the programme
- the way assessors provide information about targets set for their staff.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. Superdrug has good capacity to improve. The company has only been offering apprenticeship training since 2007/08, with the first cohort of learners completing in 2008/09. The apprenticeship team has developed programmes to support the company's own career structure and allow employees to progress while training for nationally recognised qualifications. Quality monitoring procedures identified performance issues with the first subcontractors used by the company to deliver training. As a result the company has significantly reduced the number it uses to three and has increased substantially the number of directly employed in-house assessors. This strategy is being developed across all provision. Current learners are making good progress and many are expected to complete before their expected end dates. All are attaining very good skills. Analysis of the impact of apprenticeship training on overall company performance shows that provision is highly effective, with measurable significant improvements to the business. Performance review and quality monitoring is improving success rates.
9. The self-assessment process is inclusive of all staff and learners, and judgements are realistic and based on evidence. The subsequent quality improvement plan is used to promote continuous improvement. Learners' and managers' feedback is gathered routinely and frequently and is used to develop provision. However, although the report broadly identified strengths and areas for improvement, it is too descriptive and insufficiently evaluative in the separate subject areas. Assessors' views are not routinely sought or used.

Outcomes for learners

Grade 2

10. Outcomes for learners are good overall. In 2008/09, when Superdrug's first cohort of apprentices completed, outcomes across regions varied, with some very good and some poor success rates, and too few learners achieved within agreed timescales. However, since the company significantly reduced the number of subcontractors and improved assessment arrangements, learners are achieving at a much better rate. Currently, all learners enjoy learning and are making very good progress. Many learners who started programmes in 2008/9 are on track to complete before their planned end date.
11. Retail learners are highly motivated and are developing good customer service skills. Learners have greater aspirations for career progression. Learners' confidence on team-leading programmes has improved and they take more effective approaches when dealing with staff. Learners' written work is extensive, well researched and well presented. Learners enjoy the challenge of the projects they undertake as part of their programme.

12. Learners feel safe and have good knowledge of the policies that support them. They are well aware of the bullying and harassment policy and know what to do if they encounter this problem. Learners are clear about Superdrug's procedures for keeping them safe, for example during early morning starts and late store working.

The quality of provision

Grade 2

13. Training and learning are good. The good on-the-job training prepares learners on team-leading programmes effectively for management roles. Assessors support and extend this through good individual coaching. Learners make good use of retail projects that develop their skills and provide good opportunities for assessment. In-house training programmes are interesting and provide useful evidence for the NVQ. However, learners do not have sufficient access to information technology to carry out research, or work on their own, using the good materials available on the staff intranet. Induction effectively covers learners' rights and responsibilities and outlines the requirements of the programme well. However, induction for retail learners is dull and uninspiring.
14. Trainers on the retail provision plan individual learning well. However, assessors for the team-leading provision do not always make good use of individual learning plans to plan learning in a sufficiently timely manner. Reviews are satisfactory. Retail assessors set challenging targets for learners that promote good progress. However, the targets they set in reviews for team-leading apprentices are not always sufficiently specific and measurable.
15. Assessment is satisfactory overall. Internal verification arrangements are effective in ensuring assessment is rigorous and fair. While some aspects of assessment practice are good, there are variations across assessors. Assessment for Train to Gain learners in warehousing is highly effective. The identification of assessment opportunities is good in retail, and assessors on team-leading programmes use their knowledge and skills effectively to help apprentices learn new skills. However, for a few team-leading apprentices, the arrangements for assessment visits are not sufficiently flexible.
16. Assessors have satisfactory qualifications and experience. However, they do not have the qualifications and experience to improve the numeracy and literacy skills of learners.
17. The provision meets the needs and interests of learners and managers very well. The company training structure highlights clearly the right programme for each job role. Assessors work effectively in partnership with managers and match individual programmes to learner roles, aspirations and interests well. Managers are involved at the start of each learner's programme to help clarify job roles, and help, where necessary, with the selection of optional units. On the team-leading programme, a small minority of managers do not have sufficient involvement. Good partnerships are in place between the training

manager, the awarding body and the sector skills council which have led to the effective integration of the NVQ standards into the Superdrug internal training programme. Learners are benefiting because they do not have to repeat training for aspects of their technical certificates or NVQ when they have completed induction or programmes required for their employment.

18. Guidance and support are satisfactory. Most store managers fully support training and enable learners to spend time preparing for their assessor visits. The best managers also contribute by coaching their staff and providing helpful advice and guidance. A few managers, who have team-leading apprentices, do not allow sufficient time for off-the-job training and portfolio development. Managers do not have a common understanding about the role of the mentor. Most managers are mentoring effectively but a minority, where they are not located in the learners' store, do not.

Leadership and management

Grade 2

19. Leadership and management are good. The company places strong emphasis on the development and training of employees, and plans training programmes clearly alongside career progression pathways. Senior managers support the apprenticeship team well throughout Superdrug and its parent companies. Success is celebrated widely. The apprenticeship team, put in place since the company began offering provision in 2007/08, has developed provision in line with the overall business development and human resources strategy. The monitoring of subcontractors identified issues around assessment, and the company has significantly reduced the number of subcontractors they use, putting in place a phased introduction of in-house assessors. The apprenticeship programme manager has developed good networks and links with external bodies to develop provision and qualifications that promote training across the retail sector. The company understands it has a role within local communities and promotes fundraising and charity work well within its stores.
20. Performance management is good. Superdrug's directors review overall achievements of the training programmes monthly. Managers in the apprenticeship team communicate effectively with staff responsible for learners employed in store. Managers have improved their management of subcontractors, strengthened service level agreements and ensure that regular quality meetings take place to oversee the quality of assessment and reviews.
21. Superdrug does not use information technology in learning sufficiently. Although useful learning materials have been developed and placed on the staff intranet, the company does not provide sufficient access to computers for assessors and learners to use these resources readily as part of assessments, reviews and training. Other resources such as digital cameras and voice recorders are not used widely to vary the ways evidence is captured in portfolios.

22. All learners carry out literacy and numeracy tests when they start training. Assessors provide good support for learners to pass key skills tests. However, not all assessors are sufficiently qualified to teach literacy and numeracy.
23. Arrangements for keeping learners safe are satisfactory. Learners' awareness of health and safety is good. The company has good policies and procedures to guide employees on safe working practices. All staff and assessors have Criminal Record Bureau checks and a single record is held centrally. Appropriate procedures are being developed but have yet to be included in an updated handbook. The apprenticeship programme manager who deals with issues day to day has received training in safeguarding but the planned training for other staff has yet to be carried out.
24. The promotion of equality and diversity is satisfactory. Superdrug's promotion for equality of opportunity is good. A small but significant number of learners who are not eligible for funded programmes are supported through their training in the same way as funded learners. The company has wide-ranging well-explained policies that are effectively shared with employees at the start of their employment. The company 'dignity at work' policy sets out clearly the company values and expectations of behaviour. Achievement is celebrated widely and employees contribute well to the company values about positively impacting on the local community through charity fund-raising events held in stores. Learners are given very clear guidance on ways to identify and report bullying or abuse. Learners comment positively about how issues they have raised with their managers have been dealt with. However, although assessors mention equality and diversity during learners' induction to their programmes, assessors do not reinforce this throughout training and/or in reviews. Assessors' awareness of the wider aspects of equality and diversity is narrow and staff training is insufficient. The company has been successful in recruiting learners from minority ethnic groups to some programmes. Information collected at enrolment is not analysed to see if there are differences in performance between different groups of learners.
25. As recognised in the self-assessment, quality assurance leads to quality improvement. Managers carry out direct observations of key aspects of the programme routinely using detailed and clear criteria. Superdrug's apprenticeship team engages very well with its users. The quality managers regularly collect information from learners and managers in stores and uses this information to improve provision. Further improvements have recently been made to the way reviews and coaching sessions are planned and scrutinised, although it is too early to measure the impact of these new arrangements.
26. Self-assessment processes are satisfactory. Managers involve staff well in the process. Learners' and store managers' views contribute to overall judgements, although subcontracted assessors' views are not routinely sought. The report's findings are broadly accurate. However, the report is insufficiently evaluative in parts and did not sufficiently cover the business management team-leading subject area.

27. Value for money is satisfactory. The apprenticeship programme adds significant value to the company and improves skills, but in 2008/09 too many learners did not achieve within agreed timescales.

Subject areas

Retailing and wholesaling

Grade 2

Context

28. Currently, 255 learners are working towards qualifications in retail and wholesaling. Of these, 254 are studying for apprenticeships and one learner is on a Train to Gain programme. Learners are working towards qualifications at level 2 and level 3. The proportion of learners from minority ethnic backgrounds is 12%. Learners also carry out Superdrug's in-house training programmes linked to their training for the apprenticeship.

Key findings

- Outcomes for learners are satisfactory. In 2008/09, too many learners did not achieve their qualification until after the agreed timescales. Currently, all learners enjoy learning and are making very good progress. Many learners who started programmes in 2009/10 are on track to complete before their planned end date.
- Learners are highly motivated and are developing good retail skills. Learners' customer service skills have improved and they readily take on more responsibility. Learners' confidence has improved and they have greater aspirations for career progression.
- Learners feel safe and have good knowledge of the policies that support them. They are well aware of the bullying and harassment policy and know what to do if they have a problem in this area. Learners are clear about Superdrug's procedures for keeping them safe during early morning starts and late store working. Risk assessments are in place and there is a strong emphasis on health and safety.
- Training and learning are good overall. Managers work with learners to identify the most appropriate units and help develop the components of their learning plan. Learners are stretched and challenged in their development tasks and are set tight timescales. However, although induction fully explains the requirements of the programme, the session is dull and materials used are poorly designed and uninspiring.
- Superdrug does not use information technology resources sufficiently for assessment or for learners to work on their own. Computers are available in some stores on the shop floor, but access to this equipment for learners to work on their own off the job is insufficient. Assessors do not use electronic media sufficiently to capture and store the good work produced by learners.
- Overall assessment is satisfactory. Assessors use projects well to extend learners' work skills and provide good opportunities for assessment. They set targets which are mostly clear and challenging.

- Managers and assessors match programmes well to learners' job roles, career aspirations and interests. Superdrug has a very clear career structure that links a range of training, including apprenticeships, to job roles within the company. Learners are clear about their next step for both training and career progression.
- Learners are well supported. Where managers act as mentors, support is often very good. However, the information about the role of mentor is insufficiently clear and the quality varies too much, such as when a learner's manager is not based in the same location.
- Learners adopt safe working practices in their job roles, and use a wide range of supporting information for clear guidance. Health and safety at work takes high priority, risk assessments are carried out and learners are able to deal effectively with difficult situations that arise day to day.
- The apprenticeship team monitors the quality of programmes effectively. Regular feedback from learners and managers informs improvements. Appropriate changes have been made to improve timely success rates, including directly employing assessors and producing new, well-designed learning materials. The self-assessment report broadly captured the strengths and areas for improvement identified by inspectors. However, the views of assessors are not routinely sought.
- Learners have a clear understanding of equality of opportunity particularly relating to bullying and harassment. However, during reviews, assessors do not routinely check or extend learners' knowledge and understanding sufficiently.

What does Superdrug need to do to improve further?

- Ensure all staff receive training to cover more effectively the wider aspects of equality and diversity.
- Review off-the-job learning and assessment to see how electronic media and information learning technologies can be used better to capture evidence in varied ways, and enable learners to work effectively on their own.
- Review and clarify the arrangements about the mentoring role with store managers to ensure all are supporting learners effectively.

Business management

Grade 3

Context

29. Currently, 109 learners are working towards qualifications in business management, specifically team leading. Of these, 108 are apprentices and one learner is on a Train to Gain programme. The proportion of learners from minority ethnic groups is 15%. Learners are all working towards level 2 in team leading. Assessors from Superdrug and from three different subcontractors carry out training and assessment in the workplace. Learners new to the team-leading role also attend additional workshops.

Key findings

- Achievements for learners are satisfactory overall, but the timely success rate is low for 2008/2009. Most learners are now making good progress. There are no significant variations in achievement of different learner groups.
- The standard of learners' work in portfolios is good. Learners' written work is extensive, well researched and well presented. Learners enjoy the challenge of the projects they undertake as part of their programme.
- Learners develop good occupational skills, including leadership and motivational skills. They have increased confidence and take a more measured approach to dealing with staff. Learners have greatly increased their understanding of their job roles. Many learners are now able to take on increased responsibility. A high number of learners gain promotion, and progression to specialist and higher-level training is good. Learners are well motivated and have high aspirations.
- Learners' understanding and use of health and safety practices is good. Superdrug provides good training for health and safety through workshops and projects. Learners feel safe and well protected. One learner responded very effectively to a potentially difficult safeguarding issue.
- Training and learning on the job are good. Store managers use bespoke training and provide good development for learners to prepare them for management roles. Assessors support and extend this through good individual coaching. However, there is a lack of formal teaching and suitably qualified staff to improve the numeracy and literacy skills of learners who are at or below level one.
- Assessment is satisfactory. Assessors use their extensive knowledge of company policies to generate useful discussions with learners. They carry out accurate, well-recorded observations and provide clear feedback. A minority of assessors and managers are insufficiently flexible in arranging assessment visits. Too many learners wait too long for their next assessment to take place.
- Reviews are satisfactory. However, assessors set insufficiently specific and measurable targets in reviews and do not always use these effectively to

promote timely progress. Some key skills targets lack challenge. Assessors do not always provide copies of progress reviews to learners and managers.

- Learners' job roles are well matched to their training, which is also meeting managers' needs. Superdrug has worked well with the awarding body to integrate their training programmes into the apprenticeship framework. Store managers' involvement is satisfactory, and good in some instances, but a few managers have little involvement. A few learners have insufficient time at work to complete their projects.
- Superdrug has a strong culture of training and development. Senior staff are managing change well to ensure a better service for their learners. Training and operational management raise expectations and support learners' aspirations well.
- Equality of access to the programme is good and open to all employees whether they are entitled to funding or not. Assessors do not sufficiently reinforce the promotion of equality and diversity in reviews, and around half of learners lack an in-depth appreciation of equality and diversity.
- The self-assessment process is inclusive of staff and learners and the overall report is broadly accurate. Although the report for team-leading programmes is brief and insufficiently evaluative, the quality team has recognised many areas of improvement and has implemented radical changes in the delivery, such as reducing the dependence on subcontractors.
- Information technology resources are insufficient. Learners do not have good access to information technology equipment for research and learning purposes.

What does Superdrug need to do to improve further?

- Further improve the recent increase in success rates. The company should actively monitor learners' progress, success rates and timely completion data to ensure early identification and remedial action for learners making slow progress. Ensure all learners get regular assessor visits.
- Develop learners' understanding of equality and the promotion of this theme in diversity by embedding training modules and through meaningful discussion during reviews.
- Improve target setting by training staff to set time-bound and specific targets that are written in a language that learners can understand. Give guidance to assessors to ensure that learners agree to, understand, and have a written copy of all targets set.
- Establish a skills-for-life policy that sets out how additional learning support for literacy, language and numeracy will be identified and delivered.
- Improve learners' access to online facilities to enable research and key skills testing.

Information about the inspection

30. One of Her Majesty's Inspectors (HMI) carried out the inspection, together with one HMI for one day, one HMI for two-and-a-half days, and four additional inspectors, assisted by the provider's apprenticeship programme manager as nominee. 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), reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement.
31. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and managers had recently completed on behalf of the employer. 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)

Superdrug Stores plc

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 | | 366 |
| Full-time learners | | 366 |
| 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 | |
| Are learners able to make informed choices about their own health and well-being?* | - | |
| How well do learners make a positive contribution to the community?* | 3 | |
| 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? | 2 | |
| How effective are the care, guidance and support learners receive in helping them to achieve? | 3 | |
| Leadership and management | 2 | 2 |
| How effectively do leaders and managers raise expectations and promote ambition throughout the organisation? | 2 | |
| How effectively do governors and supervisory bodies provide leadership, direction and challenge?* | 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? | 3 | |
| How efficiently and effectively does the provider use its available resources to secure value for money? | 3 | |

*where applicable to the type of provision

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